

A.B.E. Reading: IISP for TABE 13&14[®] Level M

Student: _____ I.D.: _____
 Teacher: _____ Course: _____ Date: _____

CURRENT TESTING INFORMATION

Test Date: _____
 Current Test Level: E M
 Current Test Form: 13 14
 NRS & Scale Score: NRS 2 (442-500)
 NRS 3 (501-535)

Points Needed for Next Level: _____

POST-TESTING INFORMATION

Target Post-test Date: _____
 NTA Test Level: _____
 NTA Form: _____
 Target NRS Level: _____
 Min. Target Scale Score: _____
 Total Test Items: Forms 13 & 14: 41
 Total Testing Time: Forms 13 & 14: 100 min.

Domain: Reading Foundational Skills (18.2%)

Reading Strands: Reading Foundational Skills (RF)

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Forms 13 & 14: 8

Minimum points required for proficiency:
 Form 13 (8); Form 14 (8)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Inconsistently read unfamiliar multisyllabic words in context (4.RF.3)	
<input type="checkbox"/>	Inconsistently read unfamiliar multisyllabic words without context (4.RF.3)	
<input type="checkbox"/>	With some consistency read unfamiliar multisyllabic words in context (4.RF.3)	
<input type="checkbox"/>	Consistently read unfamiliar multisyllabic words without context (4.RF.3)	

Domain: Key Ideas & Details (36.4%)
Reading Strands: Reading Informational Text (RI)
Reading Literary Text (RL)

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Forms 13 & 14: 16

Minimum points required for proficiency:
Form 13 (13); Form 14 (13)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Describe an explicit connection between ideas in a slightly complex text (4.RI.3)	
<input type="checkbox"/>	Use details to describe an explicit connection between ideas (4.RI.3)	
<input type="checkbox"/>	Determine the main idea of a slightly complex text (4.RI.2)	
<input type="checkbox"/>	Quote from a text when explaining what the text says explicitly (5.RL.1)	
<input type="checkbox"/>	Identify key details in a slightly to moderately complex text (4.RI.2, 4.RL.2)	
<input type="checkbox"/>	Support explicitly stated ideas with detail from the text (4.RI.1, 4.RL.1)	
<input type="checkbox"/>	Describe an explicit connection between ideas in a moderately complex text (4.RI.3)	
<input type="checkbox"/>	Use details to support basic inferences regarding connections in a text (4.RI.3)	
<input type="checkbox"/>	Determine the main idea of a moderately complex text (4.RI.2)	
<input type="checkbox"/>	Support a stated inference with detail from a slightly complex text (4.RI.1, 4.RL.1)	
<input type="checkbox"/>	Identify key details in a moderately complex text (4.RI.2, 4.RL.2)	
<input type="checkbox"/>	Identify a detail to include in a summary of a literary text (4.RL.2)	
<input type="checkbox"/>	Support a stated inference with detail from the text (4.RI.1, 4.RL.1)	
<input type="checkbox"/>	Use details to support conclusions regarding connections in a text (4.RI.1, 4.RL.1)	
<input type="checkbox"/>	Determine the theme of a text across varying text complexities (4.RL.2)	
<input type="checkbox"/>	Use details to support the theme (4.RL.2)	
<input type="checkbox"/>	Explain an idea based on explicitly stated details (4.RI.3)	
<input type="checkbox"/>	Use details to describe a connection between ideas (4.RI.3)	
<input type="checkbox"/>	Determine the main idea of a moderately to very complex text (4.RI.2)	
<input type="checkbox"/>	Use details to support the main idea (4.RI.2)	
<input type="checkbox"/>	Summarize a literary text (4.RL.2)	
<input type="checkbox"/>	Determine an inferred theme of a text across varying text complexities (4.RL.2)	
<input type="checkbox"/>	Explain sequence of an event in a very complex text (4.RI.3)	
<input type="checkbox"/>	Use details to support inferences regarding connections in a text (4.RI.1, 4.RL.1)	

Domain: Craft & Structure, Vocabulary Acquisition and Use (31.8%)
Reading Strands: Reading Informational Text (RI)
Reading Literary Text (RL)

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Forms 13 & 14: 14

Minimum points required for proficiency:
Form 13 (12); Form 14 (12)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Determine the meaning of a tier 2 word in context (5.RI.4)	
<input type="checkbox"/>	Determine the meaning of a tier 1 word in context (4.RI.4, 5.RI.4, 4.L.4, 5.L.4)	
<input type="checkbox"/>	Determine the meaning of common idioms in context (5.RL.4)	
<input type="checkbox"/>	Determine the meaning of figurative language (sentence level) (5.RL.4, 5.L.5)	
<input type="checkbox"/>	Describe the structure of a section of slightly to moderately complex text (4.RI.5)	
<input type="checkbox"/>	Determine the meaning of a tier 2 term using passage-level context (5.RI.4)	
<input type="checkbox"/>	Compare points of view between multiple moderately complex texts on the same topic (5.RI.6)	
<input type="checkbox"/>	Describe the structure of a moderately complex text (4.RI.5)	
<input type="checkbox"/>	Describe how narrative point of view influences how events are described in slightly complex text (5.RL.6)	
<input type="checkbox"/>	Use details to support determination of how events are described (5.RL.6)	
<input type="checkbox"/>	Describe how narrative point of view influences how events are described (5.RL.6)	
<input type="checkbox"/>	Describe how narrative point of view influences how events are described in moderately complex text (5.RL.6)	
<input type="checkbox"/>	Describe the structure of a moderately to very complex text (4.RI.5)	
<input type="checkbox"/>	Describe how a different narrative point of view would influence how events are described (5.RL.6)	
<input type="checkbox"/>	Describe the structure of a section of moderately to very complex text (4.RI.5)	
<input type="checkbox"/>	Compare the point of view across multiple texts on the same topic (5.RI.6)	
<input type="checkbox"/>	Determine the meaning of a more difficult tier 1 word in context (5.RI.4)	
<input type="checkbox"/>	Use evidence to support comparisons of the structure of moderately to very complex texts (5.RI.5)	

Domain: Integration of Knowledge & Ideas (13.6%)

Reading Strands: Reading Informational Text (RI)

Proficiency: Non-proficiency
 Partial proficiency
 Proficiency

Total Points: Form 13: 6 & Form 14: 6

Minimum points required for proficiency:
 Form 13 (6); Form 14 (6)

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
<input type="checkbox"/>	Use simple graphics to support understanding of text (4.RI.7)	
<input type="checkbox"/>	Explain the author's use of evidence to support an idea in moderately complex text (5.RI.8)	
<input type="checkbox"/>	Use evidence to support the explanation of an author's point about a section of text (5.RI.8)	
<input type="checkbox"/>	Explain the connection between text and moderately complex graphics (4.RI.7)	
<input type="checkbox"/>	Integrate information from two texts on the same topic to identify a shared idea (5.RI.9)	
<input type="checkbox"/>	Integrating information from two texts on the same topic to draw a conclusion (5.RI.9)	
<input type="checkbox"/>	Explain the connection between very complex text and graphics (4.RI.7)	