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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

How to Make Data Work for You (Part 2)

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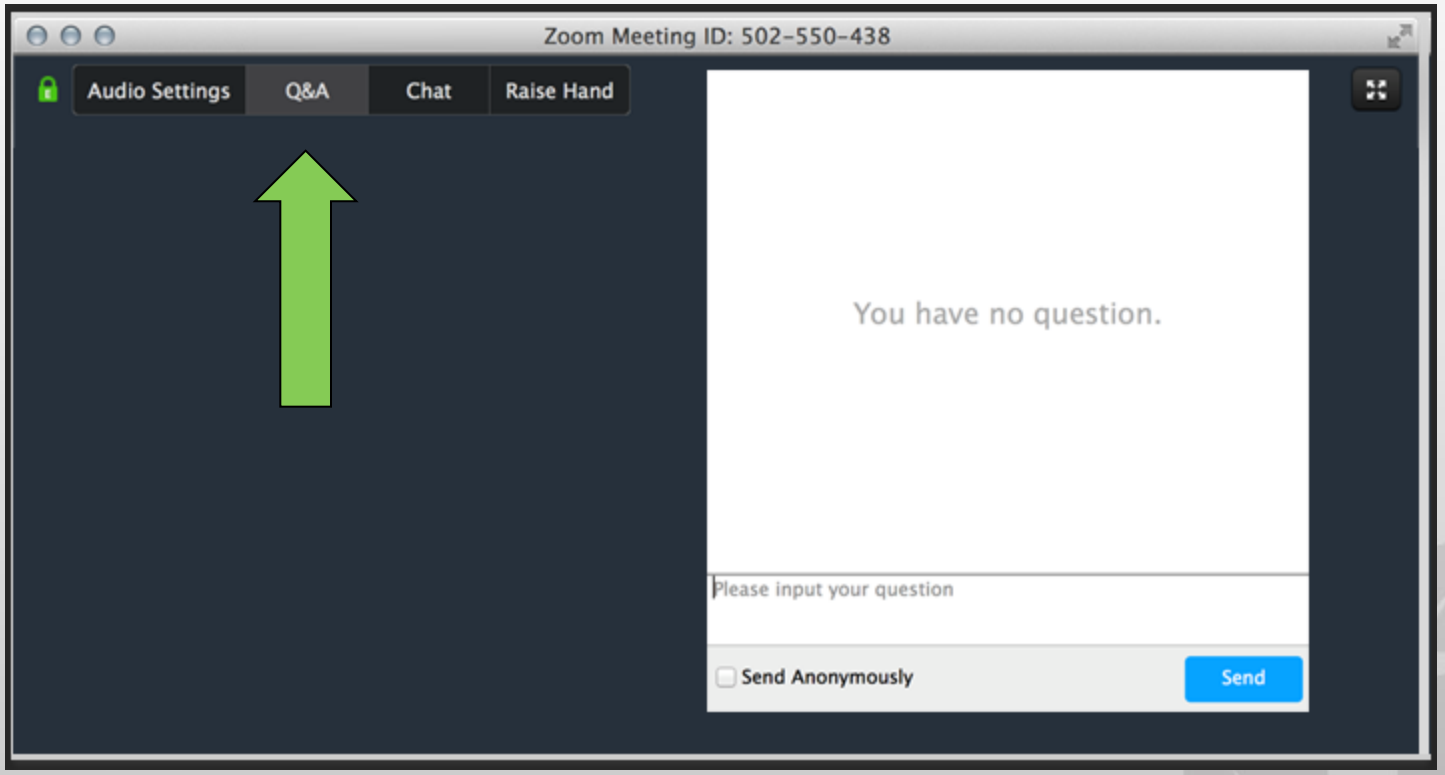
Webinar Things to Remember

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

2017 The Institute for the Professional Development of Adult Educators

Introduction: How To Make Data Work for You (2)

"How to Make Data Work for You" is a two-part webinar series for new teachers who are unfamiliar with the process of using data to improve instruction.

Audience: ESOL & ABE Practitioners

PART 2

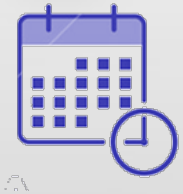
This is the second webinar in our two-part series titled "How to Make Data Work for You" In this training, participants will have an opportunity to deepen their understanding of skills and concepts essential to student assessment and data analysis. They will explore options for interim (or formative) assessments that can be used to gauge student progress and best determine when and how often to post-test a student in order to achieve maximum performance gains.

"How to Make Data Work for You", Part 1 Recap

1. Key Terms
   - NRS * EFL * MSG * LCP
2. Identifying What Data To Use
   - Standardized testing data (CASAS & TABE 11/12)
3. **Locating the Data**
   - Individual Profile reports for CASAS & TABE 11/12
4. Understanding Test Scores
   - Pre-test vs. Post-test Data
   - Interpreting the CASAS & TABE Individual Profile Reports
5. **What To Teach When**
   - Emphasizing failed pre-test content + new content for post-test
   - Obtaining each students' post-test level and form from testing
   - Developing a lesson planning calendar
6. **Data-driven Lessons for Better Student Outcomes**
   - Understanding the CASAS & TABE 11/12 Tests
   - Sample test items
   - IISPs

Agenda: "How to Make Data Work for You", Part 2

1. Locating, Interpreting & Tracking Student Data
   - Sample Student Assessment Results Template
   - How to track your LCPs



2. What To Teach When, Digging Deeper
   - Emphasizing failed pre-test content + new content for post-test
   - Obtaining students' post-test information in advance

3. Better Data-driven Lessons for Better Student Outcomes
   - Understanding the CASAS & TABE 11/12 Tests (Breakdown)
   - CASAS Individual Skills Profile & CASAS Student Performance Reports
   - TABE 11/12 Individual Student Profile (IISPs (detail)
   - Adding to the lesson planning calendar (item types/test-taking skills)
   - Lesson Planning Resources for ESOL & ABE (sample items)

4. When and How Often to Post-test
   - Boot Camp (Intensive Test Prep)
   - Ongoing Post-testing

1. Locating, Interpreting & Tracking Student Data

- *Sample Student Assessment Results Template*
- *Tracking your LCPs*

ESOL Program				
ESOL Level	EFL	CASAS Level	CASAS Scale Score Range	
			Reading	Listening
1	Basic Lit/Found.	A	180 and below	180 and below
2	Low Beginning	B	181-190	181-189
3	High Beginning	B	191-200	190-199
4	Low Intermediate	C	201-210	200-209
5	High Intermediate	D	211-220	210-218
6	Advanced	E	221-235	219-227

LCPs are counted separately for reading and listening.

Placement: On lowest of 2 scores (reading/listening)
Next Level Promotion: Must pass both reading & listening

Re-test only on failed subject (reading or listening).
Skipping functional levels is not recommended.

Continue ➔

1. Locating, Interpreting & Tracking Student Data

- *Sample Student Assessment Results Template*
- *Tracking your LCPs*

You can filter the content in each column.
Let's look at a few scenarios on the following slide.

Sample Student Assessment Results Template for ESOL

Student Name	ID	Current Course	Test	Test Date	Test Type	Test Form	Test Level	Scale Score	Tested ESL Level	Next Placement	Minimum Required Posttest Scale Score: Reading	Minimum Required Posttest Scale Score: Listening	Post-Test Results: LCP (Y/N)	Post-Test Results: Retest (Y/N)
Jose Garcia	1234567	ESOL 1	CASAS Reading	12/15/2021	Pretest	81 R	A	174	1	N/A	N/A	N/A	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Listening	12/15/2021	Pretest	981 L	A	170	1	N/A	N/A	N/A	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Reading	2/4/2022	Posttest	82R	A	184	2	ESOL 2	181	181	1	N
Jose Garcia	1234567	ESOL 1	CASAS Listening	2/4/2022	Posttest	982 L	A	181	2	ESOL 2	181	181	1	N
Mike Leroux	3456789	ESOL 4	CASAS Reading	12/14/2021	Pretest	83	B	218	5	N/A	N/A	N/A	N/A	N/A
Mike Leroux	3456789	ESOL 4	CASAS Listening	12/14/2021	Pretest	983	B	208	4	N/A	N/A	N/A	N/A	N/A
Mike Leroux	3456789	ESOL 4	CASAS Reading	2/7/2022	Posttest	84	B	208	4	ESOL 5	211	210	0	N
Mike Leroux	3456789	ESOL 4	CASAS Listening	2/7/2022	Posttest	984	B	212	5	ESOL 5	211	210	1	N

Continue ➔

1. Locating, Interpreting & Tracking Student Data

- *ESOL Scenarios*

Sample Student Assessment Results Template for ESOL

Student Name	ID	Current Course	Test	Test Date	Test Type	Test Form	Test Level	Scale Score	Tested ESL Level	Next Placement	Minimum Required Posttest Scale Score: Reading	Minimum Required Posttest Scale Score: Listening	Post-Test Results: LCP (Y/N)	Post-Test Results: Retest (Y/N)
Jose Garcia	1234567	ESOL 1	CASAS Reading	12/15/2021	Pretest	81 R	A	174	1	N/A	N/A	N/A	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Listening	12/15/2021	Pretest	981 L	A	170	1	N/A	N/A	N/A	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Reading	2/4/2022	Posttest	82R	A	184	2	ESOL 2	181	181	1	N
Jose Garcia	1234567	ESOL 1	CASAS Listening	2/4/2022	Posttest	982 L	A	181	2	ESOL 2	181	181	1	N
Mike Leroux	3456789	ESOL 4	CASAS Reading	12/14/2021	Pretest	83	B	218	5	N/A	N/A	N/A	N/A	N/A
Mike Leroux	3456789	ESOL 4	CASAS Listening	12/14/2021	Pretest	983	B	208	4	N/A	N/A	N/A	N/A	N/A
Mike Leroux	3456789	ESOL 4	CASAS Reading	2/7/2022	Posttest	84	B	208	4	ESOL 5	211	210	0	N
Mike Leroux	3456789	ESOL 4	CASAS Listening	2/7/2022	Posttest	984	B	212	5	ESOL 5	211	210	1	N

Scenario 1: Jose Garcia

Pre-test:

- 81R, SS 174, Level 1
- 981L, SS 170 Level 1

Gained 1 LCP for Rdg.
↑ Level 1 to 2

Initial Placement: ESOL 1

Post-test:

- 82R, SS 184, Level 2
- 982L, SS 181, Level 2

Gained 1 LCP for List.
↑ Level 1 to 2

Next Placement: ESOL 2

Scenario 2: Mike Leroux

Pre-test:

- 83R, SS 218, Level 5
- 983L, SS 208, Level 4

Gained 0 LCPs for Rdg.
↓ Level 5 to 4

Initial Placement: ESOL 4
(Place by Lowest Score)

Post-test:

- 84R, SS 208, Level 4
- 984L, SS 212, Level 5

Gained 1 LCP for List.
↑ Level 4 to 5

Next Placement: ESOL 5

Continue →

1. Locating, Interpreting & Tracking Student Data

- *Sample Student Assessment Results Template*
- *Tracking your LCPs*

NRS Level =

ABE Program				
ABE Level	EFL	TABE 11/12 Scale Score Ranges		
		Math	Reading	Language
1	ABE A	300-448	310-441	310-457
2	ABE B	449-495	442-500	458-510
3	ABE C	496-536	501-535	511-546
4	ABE D	537-595	536-575	547-583
GED				
5	ASE Low	596-656	576-616	584-630
6	ASE High	657-800	617-800	631-800

LCPs are counted separately for each subject (math, reading and language.)

Placement: Based on scale score (pre-test NRS Level)
Next Level Promotion: Based on scale score (post-test NRS Level)

May skip functional level based on test scores.

Continue ➔

1. Locating, Interpreting & Tracking Student Data

- *Sample Student Assessment Results Template*
- *Tracking your LCPs*

Sample Student Assessment Results Template for ABE

Student Name	ID	Current Course	Test	Test Date	Test Type	Test Form	Test Level	Scale Score	Next Placement	Current NRS Level	Post-Test Results: Post-Test NRS Level	Post-Test Results: LCP (Y/N)
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	12/15/2021	Pretest	11	E	352	N/A	2	N/A	N/A
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	12/15/2021	Pretest	11	E	348	N/A	2	N/A	N/A
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	12/15/2021	Pretest	11	E	428	N/A	1	N/A	N/A
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	2/4/2022	Posttest	12	E	440	ABE Reading B	2	2	0
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	2/4/2022	Posttest	12	E	446	ABE Language C	2	3	1
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	2/4/2022	Posttest	12	M	512	ABE Math C	1	3	2

Scenario 1: Maria Gutierrez

READING Pre-test:
- Level E, Form 11, SS 352
- NRS Level 2

Initial Placement: ABE Read. B

READING Post-test:
- Level E, Form 12, SS 440
- NRS Level 2

Next Placement: ABE Read. B

Gained 0 LCPs in READING
Stayed in NRS Level 2

Scenario 2: Maria Gutierrez

LANGUAGE Pre-test:
- Level E, Form 11, SS 348
- NRS Level 2

Initial Placement: ABE Lang. B

LANGUAGE Post-test:
- Level E, Form 12, SS 446
- NRS Level 3

Next Placement: ABE Lang. C

Gained 1 LCP in LANGUAGE
↑ NRS Level 2 to 3

Scenario 3: Maria Gutierrez

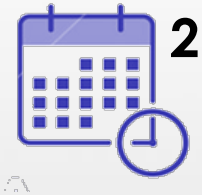
MATH Pre-test:
- Level E, Form 11, SS 428
- NRS Level 1

Initial Placement: ABE Math A

MATH Post-test:
- Level M, Form 12, SS 512
- NRS Level 3

Next Placement: ABE Math C

Gained 2 LCPs in MATH
↑ NRS Level 1 to 3



2. What To Teach When, Digging Deeper

- *Emphasizing failed pre-test content + new content for post-test*
- *Obtaining students' post-test information in advance*

1 Identify Failed Content on Pre-test

- CASAS: Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE: Individual Student Profile & IPDAE's IISPs

2 Identify Post-test Level & Form for each Student

- CASAS: Test Chair NAT
- TABE: Test Chair

3 Identify New Content that will be Post-tested

- CASAS: CASAS Competency Content Charts
- TABE: IPDAE IISPs Common Planning Tool

2. What To Teach When, Digging Deeper

ESOL

1 Identify Failed Content on Pre-test

- CASAS Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE Individual Student Profile & IPDAE's IISPs

CASAS

Individual Skills Profile

01/14/2022
11:46:01

AGMARY SALAZAR

ID# 92649295

Agency: 0013 - Miami-Dade County Pu..
Program: ESL/ELL

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items Total	Correct	Attempted
Listening	982L	01/10/2022	190	3	A	38	19	38
Reading	084R	01/10/2022	209	4	B	32	17	32

Reading Competencies	N	Correct
Basic Communication	1	100 %
Consumer Economics	10	30 %
Community Resources	6	33 %
Health	6	83 %
Employment	12	66 %
Government and Law	2	50 %
Learning and Thinking Skills	15	46 %

CASAS Reading Content Standards (2009)	N	Correct
Vocabulary	26	57 %
General reading comprehension	32	53 %
Text in format	19	63 %
Reference materials	4	75 %
Reading strategies	29	58 %
Reading and thinking skills	7	57 %

Listening Competencies	N	Correct
Basic Communication	24	58 %
Consumer Economics	12	16 %
Community Resources	10	60 %
Health	6	50 %
Employment	7	57 %

CASAS Listening Content Standards (2009)	N	Correct
Grammar	34	47 %
Strategies and Critical Thinking	23	43 %
Informational Discourse	5	60 %
Vocabulary	38	50 %
General Discourse	27	40 %
Phonology	29	51 %

Reading Tasks	N	Correct
Forms	3	100 %
Charts, maps, consumer billings, matrices, graphs, tables	6	66 %
Articles, paragraphs, sentences, directions, manuals	17	41 %
Signs, price tags, advertisements, product labels	6	50 %

Listening Tasks	N	Correct
Picture Prompt	10	70 %
Comprehension question	15	66 %
Predict next line of dialogue	13	15 %

2. What To Teach When, Digging Deeper

ESOL

1 Identify Failed Content on Pre-test

- CASAS Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE Individual Student Profile & IPDAE's IISPs

Reading Competencies	N	Correct
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Learning and Thinking Skills	15	46 %

<75% = Target Instruction

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Consumer Economics	12	16 %
Community Resources	10	60 %
Health	6	50 %
Employment	7	57 %

<75% = Target Instruction

Continue ➔

2. What To Teach When, Digging Deeper

ESOL

1

Identify Failed Content on Pre-test

- CASAS: Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE: Individual Student Profile & IPDAE's IISPs

Reading Tasks	N	Correct
Forms	3	100 %
Charts, maps, consumer billings, matrices, graphs, tables	6	66 %
Articles, paragraphs, sentences, directions, manuals	17	41 %
Signs, price tags, advertisements, product labels	6	50 %

Listening Tasks	N	Correct
Picture Prompt	10	70 %
Comprehension question	15	66 %
Predict next line of dialogue	13	15 %

Continue ➔

2. What To Teach When, Digging Deeper

ESOL

1 Identify Failed Content on Pre-test

- CASAS Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE Individual Student Profile & IPDAE's IISPs

CASAS

Individual Skills Profile

01/14/2022
11:46:01

AGMARY SALAZAR
ID# 92649295

Agency: 0013 - Miami-Dade County Pu..
Program: ESL/ELL

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items Total	Correct	Attempted
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Consumer Economics	10	30 %
Community Resources	6	33 %
Health	6	83 %
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Government and Law	2	50 %
Learning and Thinking Skills	15	46 %

① (Reading Competencies)

CASAS Reading Content Standards (2009)	N	Correct
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Text in format	19	63 %
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Health	6	50 %
Employment	7	57 %

② (Listening Competencies)

CASAS Listening Content Standards (2009)	N	Correct
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Strategies and Critical Thinking	23	43 %
Informational Discourse	5	60 %
Vocabulary	38	50 %
General Discourse	27	40 %
Phonology	29	51 %

Reading Tasks	N	Correct
Forms	3	100 %
Charts, maps, consumer billings, matrices, graphs, tables	6	66 %
Articles, paragraphs, sentences, directions, manuals	17	41 %
Signs, price tags, advertisements, product labels	6	50 %

③ (Reading Tasks)

Listening Tasks	N	Correct
Picture Prompt	10	70 %
Comprehension question	15	66 %
Predict next line of dialogue	13	15 %

④ (Listening Tasks)

2. What To Teach When, Digging Deeper

① ② ③ ④

ESOL

❶ **Identify Failed Content on Pre-test**

CASAS Individual Skills Profile & Student Performance (by Test Item & Competency)

TABE Individual Student Profile & IPDAE's IISPs

CASAS

Student Performance

by Test Item & Competency

01/05/2020
10:55:27

Page 1 of 3
SCPTIC

Agency:	4908 - Rolling Hills Adult School (RHAS)	**Form:**	907R - Reading GOALS Level D
Site:	01 - RHAS: North Campus	**Student:**	Sample, Student **ID:** 5615969
Class:	020101 - AM: HSD/HSE	**Test Date:**	12/10/2019
Teacher:	Teacher20@rhas.org	**Raw Score:**	24 **Scale Score:** 243

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
2	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
3	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
4	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
7	Yes	5.1.6	3	Communicate one's opinion on a current issue
9	Yes	5.1.6	3	Communicate one's opinion on a current issue
10	Yes	5.1.6	3	Communicate one's opinion on a current issue
5	No	3.3.4	4	Interpret information on medications and their proper and safe use
6	No	3.3.4	4	Interpret information on medications and their proper and safe use
8	No	5.1.6	3	Communicate one's opinion on a current issue
11	No	5.1.6	3	Communicate one's opinion on a current issue
12	No	5.7.1	2	Interpret information on environmental issues
16	No	4.6.3	3	Interpret written workplace announcements and notices
18	No	4.6.3	3	Interpret written workplace announcements and notices

2. What To Teach When, Digging Deeper

ESOL

2

Identify Post-test Level & Form for each Student

- CASAS — Test Chair NAT
- TABE — Test Chair

CASAS

Next Assigned Test

by Class

07/10/2013
15:27:56

Page 1 of 7
NAT4

Agency: 4908 - Rolling Hills Adult School
Site: 11 - North City ESL
Class: 110 - Low Beginning
Teacher: 1110 - Askew, Elisa

Student		Last Test: Class Administered	Last Test: Date	Last Test: Form	Last Test: Level	Last Test: Raw Score	Last Test: Scale Score	Next Assigned Test: Form	Next Assigned Test: Test Series
544443236	Fraticelli, Sofia	110	05/29/2013	082L	A	16	189	081L	LW
		110	06/29/2013	081RX	A	11	194	083R	LW-1, LW-2, LW-3
555555223	Vang, Khamboon	110	05/23/2013	084L	B	16	206	083L	LW
		110	05/25/2013	084R	B	15	206	083R	CIT, LW-1, LW-2, LW-3
555666815	Reyes, Ramon	110	05/10/2013	084L	B	7	191	083L	LW
		110	05/25/2013	084R	B	19	212	083R	CIT, LW-1, LW-2, LW-3
616116180	Cruz, Frances	110	03/30/2013	084L	B	16	206	083L	LW
		110	05/23/2013	083R	B	9	197	081RX	LW-1, LW-2, LW-3
								951RX	CIT
61770499	Gomorra, Miguel	110	04/10/2013	082L	A	19	194	081L	LW
		110	05/25/2013	084R	B	23	218	086R	LW-1
								186R	CIT, LW-2, LW-3
677899133	Martinez, Esmeralda	110	05/10/2013	084L	B	16	206	083L	LW
		110	05/25/2013	186R	C	17	219	086R	CIT, LW-1, LW-3
								185R	LW-2

2. What To Teach When, Digging Deeper

ESOL

2

Identify Post-test Level & Form for each Student

CASAS Test Chair NAT

TABE Test Chair

Student(s) Test(s)

- CASAS Reading Tests
- CASAS Listening Tests

Test Chair Downloads Testing Reports (on testing date)

- Individual Skills Profile
- Student Performance (by Test Item & Competency
- Next Assigned Test

Reports Are Forwarded to ALL ESOL Teachers (as soon as available)

Student Performance (by Test Item & Competency) Forwarded to Each Student (Slide 22)

+

Test Competency Content (Life & Work Reading & Listening Competency Content Forms)

2. What To Teach When, Digging Deeper

ESOL

3 Identify New Content that will be Post-tested

- CASAS Competency Content Charts
- IPDAE IISPs Common Planning Tool

Test Competency Content

Reading

File	Type	Size	Download
Life and Work Reading Competency Content Forms 81-86; 81X, 82X, 185-188	PDF	19.66 KB	Download
Employability Reading Series Competency Content Forms 11-18; and 114, 116	PDF	16.38 KB	Download
Life Skills Reading Series Competency Content Forms 27-28; and 32X, 34X	PDF	15.71 KB	Download
Workforce Learning System (WLS) Reading Series Competency Content Forms 213-216	PDF	11.08 KB	Download

Listening

File	Type	Size	Download
Life and Work Listening Competency Content Forms 981-986	PDF	60.75 KB	Download
Life and Work Listening Competency Content Form 81-86	PDF	15.05 KB	Download
Employability			ownload
Life Skills Liste			ownload

https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies/competency-content-for-test-series

2. What To Teach When, Digging Deeper

ESOL

3 **Identify New Content that will be Post-tested**

- CASAS Competency Content Charts
- IPDAE IISPs Common Planning Tool

Sample Excerpt: Test Competency Content (Life & Work Reading Competency Content Forms)

Beg. Literacy		Test Level A				Test Level B	
27	28	81	82	81X	82X	83	84
30 items	30 items	24 items	24 items	28 items	28 items	32 items	35 items
0.2.2 (8)	0.2.2 (8)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 (2) 0.2.2 (2) 0.2.4	0.2.2 (2)	0.1.4 0.1.8 0.2.1 (2)	0.2.1 (3) 0.2.4	0.2.1 1.1.6
1.1.4 1.1.6 1.2.1 (2) 1.7.3 (2) 1.9.1 (2)	1.1.4 1.1.6 1.2.1 (2) 1.7.3 (2) 1.9.1 (2)	1.1.6 (2) 1.2.1 1.2.8 1.2.9 1.4.1 (2) 1.4.2 1.4.7	1.1.6 (2) 1.2.1 1.2.8 1.2.9 1.4.1 (2) 1.4.2 1.4.7 1.8.1 1.9.1	1.2.1 1.2.2 1.9.1 (3)	1.1.4 1.1.6 (5) 1.2.1 (3) 1.2.2 1.3.1 1.4.1 (2) 1.8.1 (2) 1.9.1 1.9.2 (2)	1.1.6 (2) 1.2.2 1.3.1 (3) 1.3.3 (3) 1.4.2 1.4.3 (3) 1.4.7 (3)	1.4.1 1.4.2 (2) 1.4.6 (2) 1.7.1 (2)

2. What To Teach When, Digging Deeper

ESOL

3 **Identify New Content that will be Post-tested**

CASAS Competency Content Charts

IPDAE IISPs Common Planning Tool

Sample Excerpt: Test Competency Content (Life & Work Reading Competency Content Forms)

Beg. Literacy		Test Level A				Test Level B	
27	28	81	82	81X	82X	83	84
30 items	30 items	24 items	24 items	28 items	28 items	32 items	35 items
0.2.2 (8)	0.2.2 (8)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 (2) 0.2.2 (2) 0.2.4	0.2.2 (2)	0.1.4 0.1.8 0.2.1 (2)	0.2.1 (3) 0.2.4	0.2.1 1.1.6
1.1.4	1.1.4	1.1.6 (2)	1.1.6 (2)	1.2.1	1.1.4	1.1.6 (2)	1.4.1

CASAS

01/05/2020 10:55:27

Student Performance

by Test Item & Competency

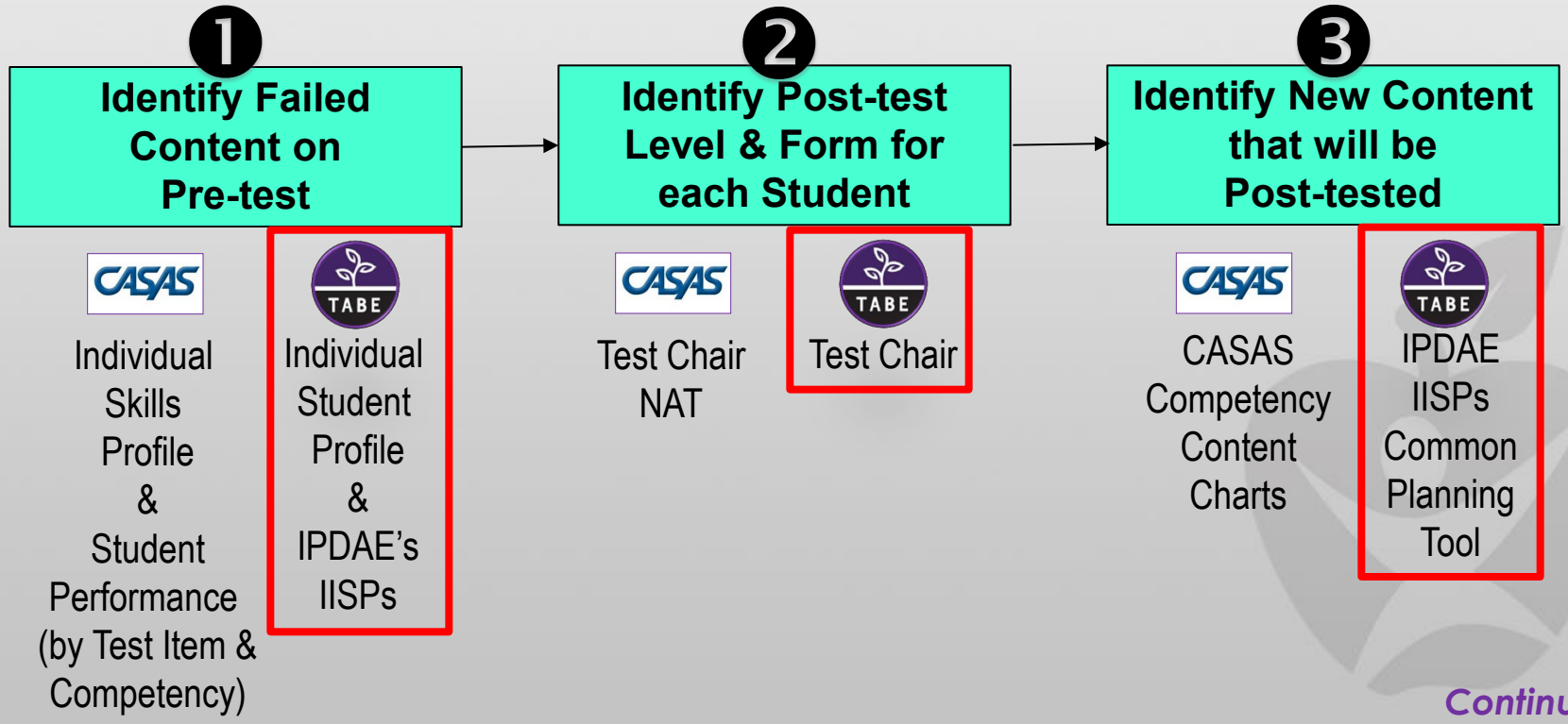
Page 1 of 3

SCPTIC

5	No	3.3.4	4	Interpret information on medications and their proper and safe use
6	No	3.3.4	4	Interpret information on medications and their proper and safe use
8	No	5.1.6	3	Communicate one's opinion on a current issue
11	No	5.1.6	3	Communicate one's opinion on a current issue
12	No	5.7.1	2	Interpret information on environmental issues
16	No	4.6.3	3	Interpret written workplace announcements and notices
18	No	4.6.3	3	Interpret written workplace announcements and notices

2. What To Teach When, Digging Deeper

- *Emphasizing failed pre-test content + new content for post-test*
- *Obtaining students' post-test information in advance*



Continue ➔

2. What To Teach When, Digging Deeper

ABE

1 Identify Failed Content on Pre-test

- CASAS: Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE: Individual Student Profile & IPDAE's IISPs

DATA RECOGNITION CORPORATION DRC

Individual Profile: STUDENT, SAMPLE

Report Criteria			
ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	10/25/2018	M	47	44	40	575+	52	4	Y
Mathematics	10/26/2018	M	39	31	35	570	20	4	Y
Language	10/26/2018	M	39	30	35	552	19	4	N

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	
Numbers and Operations - Base Ten	5	6	5		✓	

2: What To Teach When, Digging Deeper

ABE

1 Identify Failed Content on Pre-test

- CASAS: Individual Skills Profile & Student Performance (by Test Item & Competency)
- TABE: Individual Student Profile & IPDAE's IISPs

DATA RECOGNITION CORPORATION DRC

TABE

Individual Profile: STUDENT, SAMPLE

Report Criteria			
ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	**Reading**			
	Key Ideas and Details	Proficiency	• Summarize an informational text • Identify the main idea of a very complex text • Make an inference connecting ideas in a text • Make an inference based on a section of text • Use details to support inferences regarding connections in a text	• Support an inferred central idea with evidence from a moderately complex text • Make distinctions between ideas in a moderately complex text • Analyze the connections among ideas in a very complex text • Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	• Describe the structure of multiple paragraphs of a moderately complex text • Describe the structure of a section of very complex text (technical document) • Describe the structure of very complex text • Use evidence to support comparisons of the structure of moderately to very complex texts • Use evidence to support the comparison of points of view across multiple texts on the same topic	• Analyze the function of a text feature • Determine the point of view of a moderately-very complex text • Use evidence to support the determination point of view • Determine authors' purposes across complex texts

2. What To Teach When, Digging Deeper

ABE

1 **Identify Failed Content on Pre-test**

CASAS — Individual Skills Profile & Student Performance (by Test Item & Competency)

TABE — Individual Student Profile & IPDAE's IISPs

ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE® Level M

STUDENT: _____ I.D.: _____

TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:	☐E ☐M	CCR Level:	C
Current Test Form:	☐11 ☐12	Average Word Count:	463-485
NRS Level & Scale Score:	☐2 (442-500) ☐3 (501-535)	Average Lexile:	830 L – 846 L

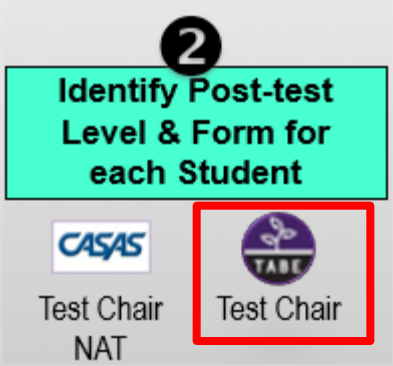
DOMAIN: Key Ideas & Details (37%)
CATEGORY: Reading Informational Text (RI) / Reading Literature (RL)
 # Questions: 18

SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text			
	Support a stated inference with detail from the text	Low	4.RI.1	
	Use details to support inferences regarding connections in a text	Low	4.RL.1	
Draw Inferences in Text	Make an inference about a section of text			
	Make an inference based on a section of text			
	Make an inference about the text			
	Make an inference about an event in a slightly complex text	Low	5.RI.1	
	Make inferences based on events in a moderately complex text	Medium	5.RL.1	
	Make an inference connecting ideas in a text			
Identify Main Idea	Identify the central idea of a literary text			
	Identify the main idea of a moderately complex text			
	Identify the main idea of a very complex text	High	4.RL.2	
	Determine the theme of a text across varying text complexities			
Support Main Idea	Use details to support the main idea			
	Use details to support the main idea in a very complex text			
	Support an inferred central idea with evidence from a moderately complex text	High	4.RI.2	
Summarize	Summarize a section of the text			
	Summarize an informational text			
	Use details to support key ideas			

2. What To Teach When, Digging Deeper

ABE



Unlike ESOL, there is no Next Assigned Test (NAT) Report that identifies what each student's post-test level and form will be.

…No worries…Just ask your Test Chair!

2. What To Teach When, Digging Deeper

ABE

2

Identify Post-test Level & Form for each Student

CASAS Test Chair NAT

TABE Test Chair

Student(s) Test(s)

- TABE 11/12 Reading Tests
- TABE 11/12 Language Tests
- TABE 11/12 Mathematics Tests

Test Chair Downloads Testing Reports (on testing date)

- Individual Profile Report (for each subject test)

Test Chair Determines Next Test Level & Form

Indiv. Profile Report + Next Test Level & Form for Each Student Is Forwarded to ALL Teachers (as soon as available)

Individual Profile Report

+

Next Test Level & Form

+

Individualized Instructional Student Plan (IISP)

2. What To Teach When, Digging Deeper

ABE

3 **Identify New Content that will be Post-tested**

CASAS Competency Content Charts

IPDAE IISPs Common Planning Tool

ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE® Level M

STUDENT: _____ I.D.: _____

TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:	☐E ☐M	CCR Level:	C
Current Test Form:	☐11 ☐12	Average Word Count:	463-485
NRS Level & Scale Score:	☐2 (442-500) ☐3 (501-535)	Average Lexile:	830 L – 846 L

DOMAIN: Key Ideas & Details (37%)
CATEGORY: Reading Informational Text (RI) / Reading Literature (RL)
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TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text			
	Support a stated inference with detail from the text	Low	4.RI.1	
	Use details to support inferences regarding connections in a text	Low	4.RL.1	
Draw Inferences in Text	Make an inference about a section of text			
	Make an inference based on a section of text			
	Make an inference about the text			
	Make an inference about an event in a slightly complex text	Low	5.RI.1	
	Make inferences based on events in a moderately complex text	Medium	5.RL.1	
	Make an inference connecting ideas in a text			
Identify Main Idea	Identify the central idea of a literary text			
	Identify the main idea of a moderately complex text			
	Identify the main idea of a very complex text	High	4.RL.2	
	Determine the theme of a text across varying text complexities			
Support Main Idea	Use details to support the main idea			
	Use details to support the main idea in a very complex text			
	Support an inferred central idea with evidence from a moderately complex text	High	4.RI.2	
Summarize	Summarize a section of the text			
	Summarize an informational text			
	Use details to support key ideas			

2. What To Teach When, Digging Deeper

ABE

3 **Identify New Content that will be Post-tested**

CASAS Competency Content Charts

IPDAE IISPs Common Planning Tool

① ② ③ ④

TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom

TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Integration of Knowledge & Ideas			
15%/ 7 ?s/ RI	11%/ 5 ?s/ RI	15%/ 7 ?s/ RI-RST	11%/ 5 ?s/ RI
Connect Illustration & Text			
Medium: 3.RI.7	Medium: 4.RI.7	Low: 6-8.RST.7, 6.RI.7	
Use graphics to support understanding of a slightly complex text	Explain the connection between text and graphics	✚Incorporate graphic and text to understand topic	
Use graphics and text to support understanding of a slightly complex text		✚Use evidence to support a stated claim	
Use graphics to support understanding of a moderately complex text		✚Evaluate a claim made in a text	
Use graphics to support understanding of a very complex text		✚Evaluate support for a claim	
		✚Compare claims made across texts	
	Use quantitative information to support text	✚Integrate BASIC quantitative information with evidence from the text	
	Use quantitative information to support multiple texts	✚Use quantitative data to support stated author's point of view	
	Use text evidence to support the use of quantitative information	Integrate quantitative information with evidence from text	
	Use text evidence from multiple texts to support the use of quantitative information	Use quantitative data & evidence from text to support stated author's point of view	
How Reasons/Evidence Support Author's Point		**Evaluate Arguments/Claims in Text**	
Low: 2.RI.8	Medium: 5.RI.8	High: 8.RI.8	High: 9-10.RI.8
Use evidence in slightly complex text to support reasons	Identify author's point about a section of moderately complex text		Determine a claim made in an informational text
Use evidence in moderately complex text to support reasons	Explain the author's use of evidence to support an idea in a slightly complex text		Determine a claim made in a moderately complex text
Use evidence in a very complex text to support reasons	Use evidence to support the explanation of an author's point about a section of text		Determine a claim made in a complex text
Use multiple pieces of evidence to support reasons	Explain the author's use of evidence to support an idea in moderately complex text		Determine a claim based on information in a moderately complex text
Explain the author's use of evidence to support an idea in very complex text			Support stated claim with multiple pieces of evidence from moderately complex text
Use evidence to support the explanation of an author's point about a text		Identify a claim made in text	Identify faulty reasoning as related to a stated claim
Use multiple pieces of evidence to support the explanation of an author's point about a text		Use evidence to support a claim made in complex texts	Support a cross-text claim with evidence from a moderately complex text
Use text evidence from multiple texts to support the use of quantitative information	Determine the relevance of evidence used to support a claim		Support a claim made in a complex text
	Compare claims made across texts and support comparison with multiple pieces of evidence		Support a stated claim with evidence from an informational text
			Support a stated argument with evidence from a moderately complex text

2. What To Teach When, Digging Deeper

ABE

3 **Identify New Content that will be Post-tested**

CASAS Competency Content Charts

IPDAE IISPs Common Planning Tool

② → ③

TABE Level M	TABE Level D
DOMAIN: Integration of Knowledge & Ideas	
11%/ 5 ?s/ RI	**15%/ 7 ?s/ RI-RST**
Connect Illustration & Text	
Medium: 4.RI.7	**Low: 6-8.RST.7, 6.RI.7**
Explain the connection between text and graphics	✚Incorporate graphic and text to understand topic
	✚Use evidence to support a stated claim
	✚Evaluate a claim made in a text
	✚Evaluate support for a claim
	✚Compare claims made across texts
Use quantitative information to support text	✚Integrate BASIC quantitative information with evidence from the text
Use quantitative information to support multiple texts	✚Use quantitative data to support stated author's point of view
Use text evidence to support the use of quantitative information	Integrate quantitative information with evidence from text
Use text evidence from multiple texts to support the use of quantitative information	Use quantitative data & evidence from text to support stated author's point of view

3. Better Data-driven Lessons for Better Student Outcomes

- ***Understanding the CASAS & TABE 11/12 Tests (Breakdown)***
- ***CASAS Individual Skills Profile & CASAS Student Performance Reports***
- ***TABE 11/12 Individual Student Profile & IISPs***
- ***Adding to the Lesson Planning Calendar (Item Types, Test-taking Skills)***
- ***Lesson Planning Resources for ESOL & ABE (sample items)***

Let's categorize all this information.

3. Better Data-driven Lessons for Better Student Outcomes

1 Test Breakdown

CASAS | TABE

Listening
Reading

Reading
Language
Math

2 Pre/Post-test Information

CASAS | TABE

NAT

Individual Skills Profile

Student Performance (by test item & competency)

Next Test Level/ Form

Individual Profile Report

IISP

3 Planning Calendar

CASAS | TABE

NAT

Test Competency Content Chart

Tasks

CASAS Tests Breakdown

Common Planning Tool

4 Instructional Resources

CASAS | TABE

Sample Items

Sample Items

3. Better Data-driven Lessons for Better Student Outcomes

Breakdown of the CASAS Life & Work Reading & Listening Tests

ESOL

1 Test Breakdown

CASAS — Listening, Reading

TABE — Reading, Language, Math

CASAS TEST BREAKDOWN

LISTENING						READING									
Level A		Level B		Level C		Level A - Bridge				Level B		Level C		Level D	
981	982	983	984	985	986	81	82	81x	82x	83	84	185	186	187	188
ITEMS/ TIME PER TEST															
38 Items Total						24 Items		28 Items		32 Items		38 Items		32 Items	
49 min.		52 min.		51 min.		60 min.									
TASKS/ITEMS:															
Picture Prompt:						TASK 1: Forms									
10 Items (R)						TASK 2: Charts, Maps, Consumer Billings, Matrices, Graphs, Tables									
Comprehension Questions:															
15 Items (R)		*11 Items (R)*		*11 Items N(R)*		TASK 3: Stories, Articles, Paragraphs, Sentences, Directions, or Pictures									
Predict Next Line:															
13 Items (R)		*15 Items (R)*		*12 Items (NR)*		TASK 4: Signs, Price Tags, Ads, or Product Labels									
		Identify True Statement:													
		12 Items (NR)		*15 Items (NR)*		TASK 5: Measurement Scales & Diagrams									

(R=Repeated / NR=Not Repeated)

3. Better Data-driven Lessons for Better Student Outcomes

Using all available pre- and post-test data and information

ESOL

2 Pre/Post-test Information

CASAS

NAT

Individual Skills Profile

Student Performance (by test item & competency)

TABE

Next Test Level/ Form

Individual Profile Report

IISP

①

NAT 982

③ Student Performance by Test Item & Competency

CASAS

01/05/2020 10:55:27

Student Performance by Test Item & Competency

5	No	3.3.4	4	Interpret information on medicatior
6	No	3.3.4	4	Interpret information on medicatior
8	No	5.1.6	3	Communicate one's opinion on a cu
11	No	5.1.6	3	Communicate one's opinion on a cu
12	No	5.7.1	2	Interpret information on environme
16	No	4.6.3	3	Interpret written workplace announ
18	No	4.6.3	3	Interpret written workplace announ

②

Competency Content Chart

Test Level A	
981 L	982 L
38 items	38 items
0.1.2 (17)	0.1.2 (19)
0.1.4 (3)	0.1.7 (2)
0.1.5 (1)	0.1.8 (4)
0.1.7 (3)	0.2.1 (2)
0.1.8 (1)	0.2.4 (3)
0.2.1 (2)	
0.2.4 (3)	

Combine all data pieces!

④ CASAS Test Breakdown

LISTENING					
Level A		Level B		Level C	
981	982	983	984	985	986
		38 Items Total			
49 min.		52 min.		51 min.	
Picture Prompt:					
10 Items (R)					
Comprehension Questions:					
15 Items (R)		11 Items (R)		11 Items N(R)	
Predict Next Line:					
13 Items (R)		15 Items (R)		12 Items (NR)	
Identify True Statement:					
		12 Items (NR)		15 Items (NR)	

(R=Repeated / NR=Not Repeated)

3. Better Data-driven Lessons for Better Student Outcomes

Creating a data-driven instructional planning calendar

ESOL

3 Planning Calendar

CASAS TABE

NAT

Test Competency Content Chart

Tasks

CASAS Tests Breakdown

Common Planning Tool

ESOL Level 2 – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.

① **NAT 982**

② **Competency Content Chart**

Test Level A	
981 L	982 L
38 items	38 items
0.1.2 (17)	0.1.2 (19)
0.1.4 (3)	0.1.7 (2)
0.1.5 (1)	0.1.8 (4)
0.1.7 (3)	0.2.1 (2)
0.1.8 (1)	0.2.4 (3)
0.2.1 (2)	
0.2.4 (3)	

③ **Student Performance by Test Item & Competency**

CASAS Student Performance
01/05/2020 10:55:27
by Test Item & Competency

5	No	3.3.4	4	Interpret information on medicatior
6	No	3.3.4	4	Interpret information on medicatior
8	No	5.1.6	3	Communicate one's opinion on a cu
11	No	5.1.6	3	Communicate one's opinion on a cu
12	No	5.7.1	2	Interpret information on environme
16	No	4.6.3	3	Interpret written workplace announ
18	No	4.6.3	3	Interpret written workplace announ

④ **CASAS Test Breakdown**

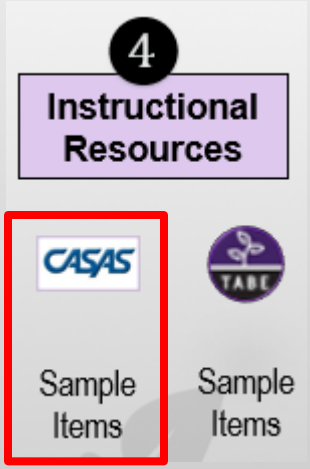
LISTENING					
Level A		Level B		Level C	
981	982	983	984	985	986
38 Items Total					
49 min.		52 min.		51 min.	
Picture Prompt:					
10 Items (R)					
Comprehension Questions:					
15 Items (R)		11 Items (R)		11 Items N(R)	
Predict Next Line:					
13 Items (R)		15 Items (R)		12 Items (NR)	
		Identify True Statement:			
		12 Items (NR)		15 Items (NR)	

(R=Repeated / NR=Not Repeated)

3. Better Data-driven Lessons for Better Student Outcomes

Incorporating sample test items

ESOL



Use sample test items on the CASAS website in order to highlight vocabulary, content, and test-taking skills!

Use these sample questions to informally assess mastery of tested content!

CASAS Life & Work Reading Sample Items:
https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading

CASAS Life & Work Listening Sample Items:
https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-listening

3. Better Data-driven Lessons for Better Student Outcomes

1 Test Breakdown

CASAS | TABE

Listening
Reading

Reading
Language
Math

2 Pre/Post-test Information

CASAS | TABE

NAT

Individual Skills Profile

Student Performance (by test item & competency)

Next Test Level/ Form

Individual Profile Report

IISP

3 Planning Calendar

CASAS | TABE

NAT

Test Competency Content Chart

Tasks

Common Planning Tool

4 Instructional Resources

CASAS | TABE

Sample Items

Sample Items

3. Better Data-driven Lessons for Better Student Outcomes

Breakdown of the TABE 11/12 Reading, Language & Math Tests

ABE

1 Test Breakdown

CASAS — Listening, Reading

TABE — Reading, Language, Math

Breakdown of the TABE 11/12 Reading Test *(Forms E, M, D & A)*

Reading E	Reading M	Reading D	Reading A
Domain: Phonics & Word Recognition			
16%: 5-6 ?s RF	N/A	N/A	N/A
Domain: Key Ideas & Details			
37%: 11-14 ?s RI	37%: 18 ?s RI/RL	47%: 17 ?s RI/RL/RH/RST	47%: 18 ?s RI/RL/RH/RST
Domain: Craft & Structure			
32%: 13 ?s RI	42%: 17 ?s RI/RL	38%: 16 ?s RI/RL/RH/RST	42%: 17 ?s RI/RL/RH/RST
Domain: Integration of Knowledge & Ideas			
15%: 7 ?s RI	11%: 5 ?s RI	15%: 7 ?s RI/RST	11%: 5 ?s RI

3. Better Data-driven Lessons for Better Student Outcomes

Breakdown of the TABE 11/12 Reading, Language & Math Tests

ABE

1 Test Breakdown

CASAS — Listening, Reading

TABE — Reading, Language, Math

Breakdown of the TABE 11/12 Language Test *(Forms E, M, D & A)*

Language E	Language M	Language D	Language A
Domain: Conventions of Standard English			
48%: 19 ?s L	44%: 17-18 ?s L	44%: 17 ?s L	52%: 21 ?s L
Domain: Knowledge of Language			
N/A	5%: 2 ?s L	10%: 4 ?s L	N/A
Domain: Vocabulary Acquisition & Use			
22%: 7 ?s L	26%: 5-6 ?s L	26%: 6 ?s L	23%: 4 ?s L
Domain: Text Types & Purposes			
30%: 19 ?s W	25%: 10 ?s W	23%: 9 ?s W	25%: 9 ?s W/WHST

3. Better Data-driven Lessons for Better Student Outcomes

Breakdown of the TABE 11/12 Reading, Language & Math Tests

ABE

1 Test Breakdown

CASAS

TABE

Listening
Reading

Reading
Language
Math

Breakdown of the TABE 11/12 Math Test *(Forms E, M, D & A)*

Math E	Math M	Math D	Math A
Domain: Number & Operations in Base Ten			
28%: 9 ?s (NBT)	15%: 5 ?s (NBT)	N/A	N/A
Domain: Number & Operations - Fractions			
12%: 5 ?s (NF)	20%: 7 ?s (NF)	N/A	N/A
Domain: Operations & Algebraic Thinking			
22%: 7 ?s (OA)	12%: 4 ?s (OA)	N/A	N/A
Domain: Geometry			
10%: 4 ?s (G)	10%: 4 ?s (G)	18%: 5 ?s (G)	15%: 5 ?s (G.CO/ G.SRT G.GMD/G.MG)
Domain: Measurement & Data			
10%: 10 ?s (MD)	15%: 6 ?s (MD)	N/A	N/A
Domain: Expressions & Equations			
N/A	15%: 4 ?s (EE)	18%: 7 ?s (EE)	N/A
Domain: Statistics & Probability			
N/A	5%: No ?s Identified (SP)	22%: 7 ?s (SP)	16%: 7 ?s (S.ID)

3. Better Data-driven Lessons for Better Student Outcomes

Using all available pre- and post-test data and information

Combine all data pieces!

① **Identified Post-test Level (EMDA)**

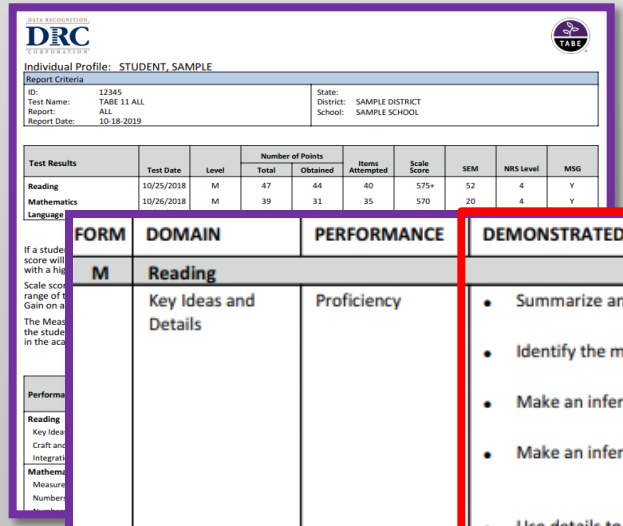
② **Individual Profile**

③ **Individualized Instructional Student Plan (IISP)**

ABE

2 Pre/Post-test Information

CASAS	TABE
NAT	Next Test Level/ Form
Individual Skills Profile	Individual Profile Report
Student Performance (by test item & competency)	IISP


DATA RECOGNITION DRC CORPORATION

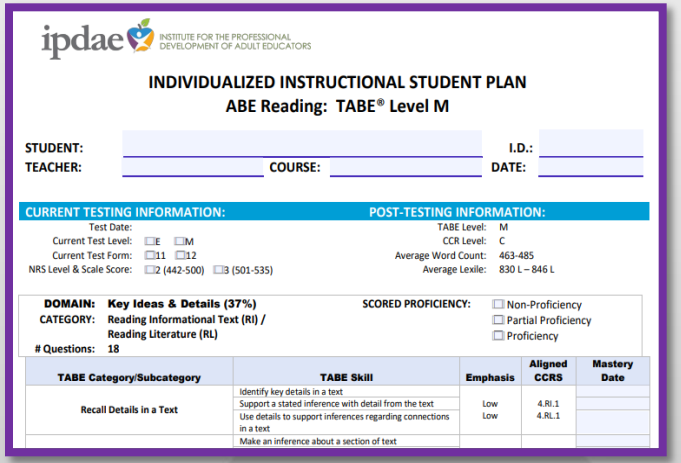
Individual Profile: STUDENT, SAMPLE

Report Criteria

ID: 12345
Test Name: TABE 11 ALL
Report: ALL
Report Date: 10-18-2019

State:
District: SAMPLE DISTRICT
School: SAMPLE SCHOOL

Test Results	Test Date	Level	Number of Points Total	Number of Points Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG
Reading	10/25/2018	M	47	44	40	575+	52	4	Y
Mathematics	10/26/2018	M	39	31	35	570	20	4	Y
Language									


ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE® Level M

STUDENT: I.D.:
TEACHER: COURSE: DATE:

CURRENT TESTING INFORMATION:
Test Date:
Current Test Level: ☐E ☐M
Current Test Form: ☐11 ☐12
NRS Level & Scale Score: ☐2 (442-500) ☐3 (501-535)

POST-TESTING INFORMATION:
TABE Level: M
CCR Level: C
Average Word Count: 463-485
Average Lexile: 830 L – 846 L

DOMAIN: Key Ideas & Details (37%)
CATEGORY: Reading Informational Text (RI) / Reading Literature (RL)
Questions: 18

SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text			
	Support a stated inference with detail from the text	Low	4.RI.1	
	Use details to support inferences regarding connections in a text	Low	4.RL.1	
	Make an inference about a section of text			

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	Reading			
	Key Ideas and Details	Proficiency	• Summarize an informational text • Identify the main idea of a very complex text • Make an inference connecting ideas in a text • Make an inference based on a section of text • Use details to support inferences regarding connections in a text	• Support an inferred central idea with evidence from a moderately complex text • Make distinctions between ideas in a moderately complex text • Analyze the connections among ideas in a very complex text • Use evidence to support the analysis of connections among ideas in a very complex text

3. Better Data-driven Lessons for Better Student Outcomes

Creating a data-driven instructional planning calendar

ABE

3 Planning Calendar

CASAS

TABE

NAT

Test Competency Content Chart

Tasks

Common Planning Tool

ABE Reading – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.

TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom

TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Phonics & Word Recognition 16%/ 5-6 ?s/ RF			
Segment Syllables			
2.RF.3 / 2.RF.3.a / 2.RF.3.b / 2.RF.3.e / 2.RF.3.f			
Decode multisyllable words			
Know Long and Short Vowel Sounds			
2.RF.3 / 2.RF.3.a / 2.RF.3.b / 2.RF.3.e / 2.RF.3.f			
Distinguish between vowel sounds			
Distinguish between vowel sounds of words embedded in a sentence			
Distinguish between vowel sounds of words with similar structure			
Understand Affixes			
3.RF.3 / 3.RF.3.a / 3.RF.3.b / 3.RF.3.c / 3.RF.3.d			
Determine the meaning of common affixes			
Determine word meaning based on suffix			
Determine the meaning of a common affix embedded in a sentence			
Describe the connection between ideas in a moderately complex text			
Explain connection between ideas in a very complex text			
Use evidence to explain the connections between ideas			
Use details to support inferences regarding connections in a text			
DOMAIN: Key Ideas & Details			
37%/ 14-15 ?s/ RI	**37%/ 18 ?s/ RI-RL**	**47%/ 17 ?s/ RI-RL-RH-RST**	**47%/ 18 ?s/ RI-RL-RH-RST**
Recall Details in a Text			
High: 2.RI.1	**Low: 4.RI.1, 4.RL.1**		
Respond to basic questions about key details in a slightly complex text	Identify key details in a text		
Respond to basic questions about key details in a moderately complex text	Support a stated inference with detail from the text		
Recount key details of a very complex text without requiring inference	Use details to support inferences regarding connections in a text		
Recount key details of a slightly complex text without requiring inference			
Recount key details of a moderately complex text without requiring inference			
Respond to inferential questions about key details			
Draw Inferences in Text			
High: 2.RI.1	**Low: 5.RI.1 / Medium: 5.RL.1**	**Medium: 7.RL.1 / High: 7.RI.1 / Low: 6-8.RH.1 / High: 6-8.RST.1**	**Low: 9-10.RL.1, 9-10.RST.1 / Medium: 910.RH.1 / High: 9-10.RI.1**
Make an inference about details	Make an inference about a section of text	Draw a conclusion based on a section of literary text	
Make an inference based on a section of text		Use evidence to support a stated inference	
	Make an inference about the text	Make an inference of a slightly complex text based on explicit evidence	✚Support a given inference
	Make an inference about an event in a slightly complex text	Use details to support an inference of a literary text	Make an inference based on explicit details

3. Better Data-driven Lessons for Better Student Outcomes

Incorporating sample test items

ABE

Use sample test items on the TABE website in order to highlight vocabulary, content, and test-taking skills for each of the subject area tests!

Use these sample questions to informally assess mastery of tested content!

TABE 11/12 Sample Practice Items:
https://tabetest.com/resources-2/testing-information/tabe-1112-practice/

4. When and How Often To Post-test

- ***Boot Camp (Intensive Test Prep)***
- ***Ongoing Post-Testing***

Boot Camp (Intensive Test Prep)

- Provide 5-10 hours of intensive test prep. instruction.
- Address ONLY content that will be post-tested.
- Focus on content that the student has not yet mastered, especially heavily-tested content.
- Review the test format and question types for the level and form on which the student will be post-tested.

4. When and How Often To Post-test

- ***Boot Camp (Intensive Test Prep)***
- ***Ongoing Post-Testing***

Ongoing Post-testing

- Try to post-test students as often as possible, ensuring that you are following the test manufacturer's required minimum number of instructional hours for post-testing.
- This ensures that your students will have multiple opportunities to demonstrate mastery and move to the next functional level.

What does it really mean to have a "growth mindset?"

Having a growth mindset means that you can learn anything if you are sufficiently motivated.

- Choose growth over fear of failure.
- Don't memorize information. Actually try to understand so that you and your students can achieve more.
- Remind yourself of your success.
- Remember that it's impossible to grow without failure.

Questions & Answers

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Give Us Your Feedback!

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