Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Language Test

Resources for the Adult Education Practitioner

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Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Language Test

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4-6	Think about what you want to take-away from this session.	
6	What do you know about differentiated, individualized, and personalized instruction and learning?	
7	What is the gap-closing tool that you can use to close the performance gap in your ABE classrooms?	
9	Why are the new IISPs for the TABE 11/12 Language Test truly individualized?	
10	How can students track their own progress in the ABE classroom?	
10-11	What are the 8 basic components of the language IISP?	
12	How many IISPs have been developed for the language test?	
12-13	What are the steps in selecting which language IISP to assign a student?	
14	What should you do when you see a "+" sign or "-" sign after a student's scale score?	
15-16	What document will you use to transfer student data to the IISP?	
19	How should you use the IISP to individualize instruction?	
19	How can you use the IISP to personalize instruction?	
21	What steps will you take to successfully implement these TABE 11/12 Language IISPs in your ABE classroom(s)?	

Introduction

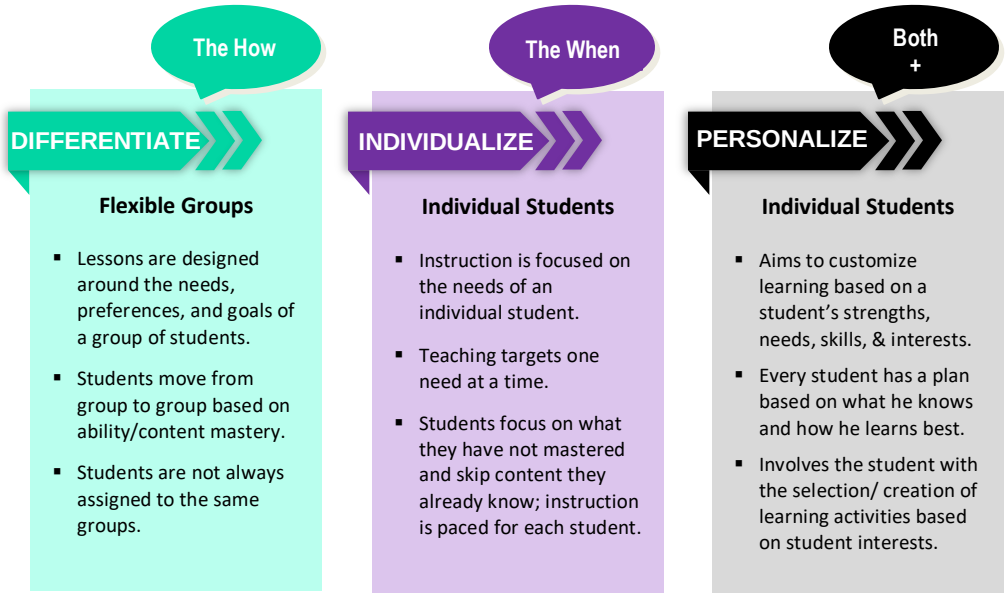
How can a teacher use data to differentiate, individualize, and personalize instruction that engages students and leads to improved learning outcomes and increased student performance? There is no simple answer to this question; but in this *Resource Handbook*, we will unveil the new TABE 11/12 Individualized Instructional Student Plan (IISP), a document that serves to identify student learning gaps based on pre-test data as well as prepare students to master content that is targeted in post-testing.

Before diving into these new IISPs, it is strongly recommended that you view the recorded webinar titled the same as this Resource Handbook: *Individualized Instructional Student Plans for the TABE 11/12 Language Tests*. The webinar, like this Resource Handbook, is broken down into three parts: (1) Differentiate, Individualize, and Personalize Instruction which addresses how we can move from a more teacher-centered type of instruction to a more learner-centered one that empowers the learner by engaging him in self-reflection and self-assessment; (2) The New TABE 11/12 Individualized Instructional Student Plan (IISP) which gives the reader a basic understanding of how the plan was created along with a brief explanation of its components and how best to use the plan in order to move your student data in a positive direction; and (3) Conclusion and Reflection which ends with a call to action in making the shift to move the focus of your classroom from teaching to learning by emphasizing how your students can become responsible owners of their learning and instructional progress as they advance from one functional level to the next.

As we journey through this Resource Handbook, I want to emphasize and urge you keep foremost in your mind that one of the key goals for using an IISP is for the student to become a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills. We want to move from a teacher-centric instructional environment where there is little student choice and voice to a more student-centric one where there is more student choice and voice. You will immediately see how this is encouraged as a standard application of the IISP for the TABE 11/12 Language Test.

Part 1: Differentiate, Individualize, and Personalize Instruction

Let us briefly address three buzz words in education before we dive into the new IISPs. These words are *differentiate*, *individualize*, and *personalize*; and they are important because they will help you to identify ways in which you can use these IISPs to address multiple types of instruction, regardless of your preference or which side of research you choose to support. The bottom line is that learning is a great motivator if your students can see that they have mastered a standard or competency and acquired a new skill. All three of these instruction types lend themselves to reaching this goal, and the new IISPs can be used to target non-mastered content so that minimal time is wasted, and students can build on this sense of achievement. We will address each of these individually; but first, take a moment to look at the diagram below.



We begin with differentiated instruction. Differentiated instruction lends itself to small group settings. Usually, the teacher will identify non-mastered content and skills and group students based on common deficiencies. Lessons are designed around the needs of each group, so it is important to select or develop activities that specifically address non-mastered content within each group. These groups are not static, meaning students are not always assigned to the same group. We will label this type of instruction as "the how."

As we move to individualized instruction, we begin to focus on the learning needs of each individual student. The academic goals pretty much remain the same for the course; however, individual students may progress through the curriculum at different speeds based on their learning needs. The teacher will target one need at a time and skip over content that the student has already mastered. Instruction is calibrated to meet the pace of the student. You will see when we begin to explore these new IISPs how each plan is created to emphasize what is tested at each TABE level (E, M, D, and A). You will also see how the IISP allows you to incorporate individual student performance data from the student's TABE Individual Profile Report so that you can specifically target standards and skills which that student has not yet mastered. As you review the IISP with the student, he will learn to focus on what has not been mastered and skip mastered content. We will label this type of instruction as "the when."

Finally, let me briefly address personalized learning. This term actually dates back to the early 1960s or so; however, there really isn't any widespread agreement on a definition for the term. It has, however, become more popular since the RAND Corporation in partnership with the Bill & Melinda Gates Foundation began researching personalized learning and its impact on education. What I want to bring across in this training, nonetheless, is that the IISPs can be used to personalize instruction for individual students should you choose to do so. The easiest way to initiate this would be for the teacher to select the learning activities based on student interests. This type of instruction combines both "the how" and "the when" and adds student participation in the selection and creation of learning activities.

Part 2: The New TABE 11/12 Language IISP

In simple terms, we know that what educators want is to identify and successfully implement gap-closing tools, etc. that lead to results. The tool we are addressing here is the new IISP for TABE 11/12 language students, and we are finally at that point where we are ready to unveil *the* tool that is going to close the performance gap in your ABE classrooms.

As we unveil the tool, we will address four basic steps that will lead to the successful implementation of these plans in your ABE language class.

In subsequent pages, we will address each of these steps in detail; however, we will begin with an overview.

STEP 1 Understand the IISP and its components.

First, as with any test, it is crucial to know the structure of the test as well as what is tested. These new IISPs were created to address both these topics. As we look at the plan and how it is structured, I will walk you through its different components and explain how they address each section of the test.

STEP 2 Select the right IISP for every student.

Each subject area tested has 4 different test levels. For example, the Language subject area test has 4 test levels: E, M, D, and A. It would not have sufficed to have a generic plan to address all test levels, so we created a specific IISP for each test level which totals 4 IISPs per subject area. If we look at the total picture, this means that there are 4 IISPs for language, 4 for reading, and 4 for math. In this training we are just focusing on the language, but how do you know which of the 4 plans to use? How do you know on which test level each of your students will post-test? This will be addressed in Step 2.

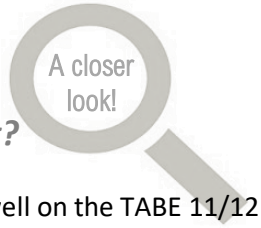
STEP 3 Use student data to develop a true IISP.

Third, an IISP doesn't really become individualized until it is tailored to fit a student's learning needs. This being said, we must learn to transfer student test data onto the IISP in order to individualize it. In Step 3, we will look at transferring student data from the TABE student's Individual Profile Report to the IISP in order to identify non-mastered content for targeted instruction.

STEP 4 Use the IISP to differentiate, individualize, and personalize instruction

Finally, we began this training with three action words: differentiate, individualize, and personalize. In step 4, I will show you how you can use the data on the IISPs to address these three types of instruction.

Let's keep moving, and let's take a closer look at each step!



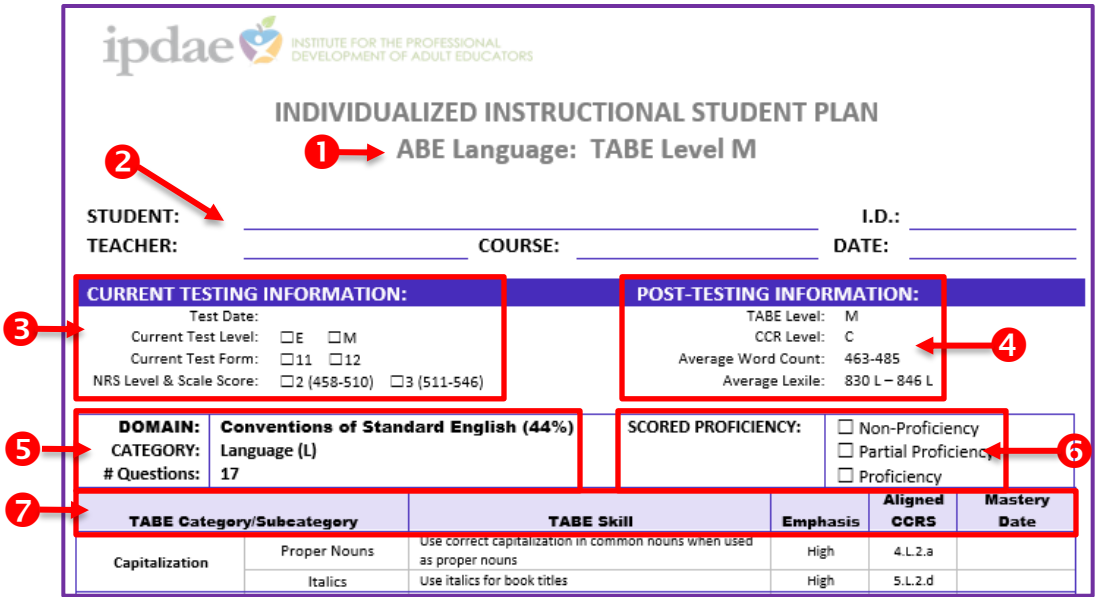
STEP 1 *What impacts your enrollment?*

This is Step 1 to success! If you want your students to do well on the TABE 11/12 Language Test, it's not enough to just provide good instruction. It is essential that you and your students know as much as possible about this test. You need to know what topic areas are tested, how many questions under each area, what question types are included. You need to be able to connect classroom lessons and activities directly to tested content. These new language IISPs map out each level of the test. They help you and your students focus on content that has not been mastered and also allow you to track progress over time to identify if and when a student has mastered a sufficient amount of tested content in order to be successful when post-testing.

In Part I, we addressed that differentiated, individualized, and personalized instruction were all taken into consideration during the development of this plan. We have been emphasizing for some time now that these plans will take the guesswork out of teaching. Why? Because they truly are individualized. We ***know*** they are individualized because they don't emphasize content that was pretested. They are different from the student's Individual Profile Report in that the Individual Profile Report only tells you how the student performed on his pre-test. It does not tell you what content is going to be post-tested. The IISPs actually identify the content which students must master at each level to support success when post-testing.

Now, let us talk about "personalization." With these plans, students must "own" their learning. Because they know exactly how their post-test is structured as well as the content that is tested, they can track their progress with guidance from their teachers. In this "personalized" type of instruction, students become experts who monitor progress and reflect on learning based on mastery of tested content.

It is now time to explore each plan component in detail!



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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: 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 (458-510) ☐3 (511-546)

POST-TESTING INFORMATION:

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

DOMAIN: Conventions of Standard English (44%)
CATEGORY: Language (L)
Questions: 17

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Capitalization	Proper Nouns	Use correct capitalization in common nouns when used as proper nouns	High	4.L.2.a	
	Italics	Use italics for book titles	High	5.L.2.d	

At the top where you have Section #1 with the arrow pointing right, you have the name and level of the IISP. This student plan is the IISP for Language for the Level M TABE 11/12 test. But what does this mean exactly? The significance is that this plan corresponds to the student's post-test, not his pre-test. For example, because this is a Level M plan, this means that the student will be post-testing on a Level M Language test. Understanding this is critical because we are preparing students for their post-tests.

Here is an example. Say that you have a student who pre-tested on the Language Level E test. You know that the student will be post-testing on the Level M test, so the student's IISP should be the one for the Level M test.

Section #2, located under the title of the IISP, is the section for you to input basic student, teacher, and course information.

Under that you have Section #3 "Current Testing Information" on the left and Section #4 "Post-testing Information" on the right. Section #3 "Current Testing Information" refers to the student's pre-test information. Here, you will write the date that the student took the pretest; the level; the test form; and finally, the corresponding NRS Level Score with the correlated scale score range. You input the information in this section based on the student's Individualized Profile Report, but do not worry about that yet. In the next section I will show you how to select the correct post-test form and level along with how to transfer a student's pre-test information to his IISP. For now, let us just look at the structure and content of the IISP.

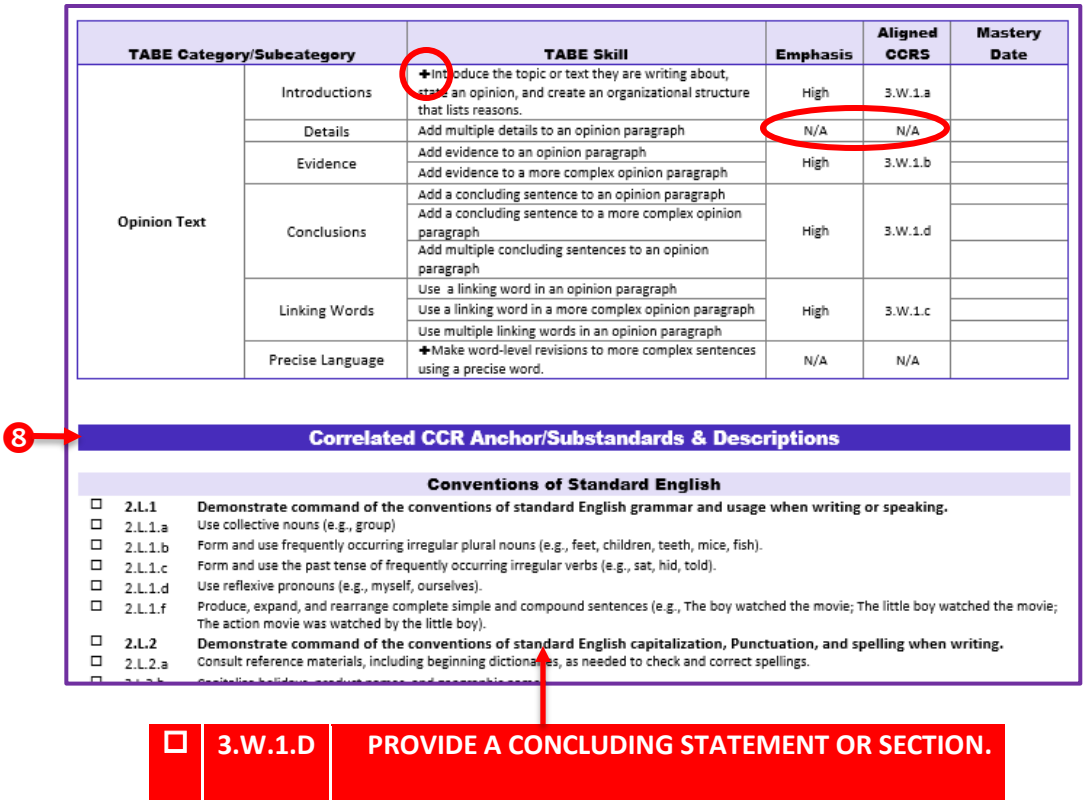
Under Section #4, “Post-testing Information”, you have the TABE level at which the student will be post-testing. You can also see the correlated college & career readiness level, “C” in this example, along with the average word count and Lexile level for the Level M language test. This information is critical when selecting instructional resources and activities because you want to be sure to provide students with content that mirrors what they will encounter on their post-tests.

Section #5 identifies the Domain followed by a % in parentheses. The % indicates how much of the test addresses this particular domain. In this example, 44% of the test is dedicated to questions regarding Conventions of Standard English. Right under the domain you have the CCRS Category. This domain falls under the Language category under CCRS. Right under that you have the number of questions pertaining to this domain.

Section #6 is to the right of Section #5. Here, in Section #6, you can mark how well the student performed on his pretest on this identified section of the test.

Section #7 is the table header that identifies the TABE Category, TABE Subcategory, and TABE Skill; all of which are found on the student’s Individual Profile Report. The columns titled Emphasis and Aligned CCRS contain information from the TABE 11/12 Blueprints. The emphasis can be labeled High, Medium, or Low. The Aligned CCRS will give you a specific reference number to the correlated CCR standard so that you can obtain a more detailed description of the standard or substandard should you desire one. And finally, the last title in the header reads “Mastery Date.” Here, a teacher or student can write the mastery date for each specific standard and substandard. This column is a critical column because if updated in a timely manner, it will provide an easy at-a-glance view of content that has already been mastered. It helps keep individual student data “live”.

It IS important to note that Sections 5 through 7 repeat in format for every domain tested.



TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Opinion Text	Introductions	✚Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	High	3.W.1.a	
	Details	Add multiple details to an opinion paragraph	N/A	N/A	
	Evidence	Add evidence to an opinion paragraph	High	3.W.1.b	
		Add evidence to a more complex opinion paragraph			
	Conclusions	Add a concluding sentence to an opinion paragraph	High	3.W.1.d	
		Add a concluding sentence to a more complex opinion paragraph			
		Add multiple concluding sentences to an opinion paragraph			
	Linking Words	Use a linking word in an opinion paragraph	High	3.W.1.c	
		Use a linking word in a more complex opinion paragraph			
		Use multiple linking words in an opinion paragraph			
	Precise Language	✚Make word-level revisions to more complex sentences using a precise word.	N/A	N/A	

8

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

☐	**2.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	2.L.1.a	Use collective nouns (e.g., group)
☐	2.L.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
☐	2.L.1.c	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
☐	2.L.1.d	Use reflexive pronouns (e.g., myself, ourselves).
☐	2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
☐	**2.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	2.L.2.a	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

☐ **3.W.1.D** **PROVIDE A CONCLUDING STATEMENT OR SECTION.**

Before we move to Step 2, let's explain the "+" plus signs and the N/As.

- As we have indicated in prior webinar trainings on the TABE 11/12 tests, we have identified some discrepancies between the Blueprints, the CCR Standards, and the student's Individual Profile Reports.

- When you see a "+" sign in front of the TABE skill, this means that the topic appears on the TABE Blue Print for that subject area and test level; however, it never appears on any of the student's Individual Profile Reports for the same subject area and test level. To eliminate the possibility of excluding content that is possibly tested, we have added that specific skill to the document.

- A similar situation exists with "N/A". N/A means that this particular skill is found on the student's Individual Profile Report; however, it is not listed on the TABE 11/12 Blueprint. Because it doesn't appear on the Blueprint, the emphasis is not available either.

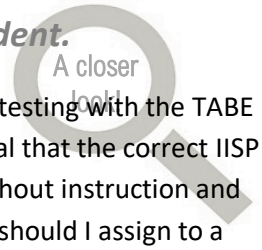
Finally, Section #8, the last section of the plan, can be found after the last domain chart. This section has a complete list of every aligned CCR standard on the plan

and it is grouped by domain. Because the information is organized numerically, a teacher can easily locate the detailed explanation for any given CCR anchor, standard, or substandard listed under a specific domain. For example, if you are looking at "conclusions" in the TABE subcategory on this slide, you can see that the aligned CCRS is 3.W.1.d. If you want to know what 3.W.1.d stands for, you would look under Section 8 and scroll down until you locate the number. To the right, you will have a detailed description. You cannot see the explanation here because the document is cut off; however, we've added a box to include the full description which is, "Provide a concluding statement or section." There's also a check box in front of the substandard number that can be checked once the student masters this substandard.

Just a note that the tested TABE Categories, subcategories and skills are currently being aligned to the new Florida B.E.S.T. standards. Once completed, you will be provided with an addendum of these B.E.S.T. alignments.

You are now ready for Step 2 to success!

STEP 2 ***Select the right IISP for each student.***



In order to target student deficiencies in preparation for post-testing with the TABE 11/12 Reading, Mathematics, and Language tests; it is essential that the correct IISP be used in order to ensure tested content is addressed throughout instruction and assessed for mastery. Therefore, the question is, "Which IISP should I assign to a student?" Selecting the right plan does not have to be complicated. Look at the chart below.

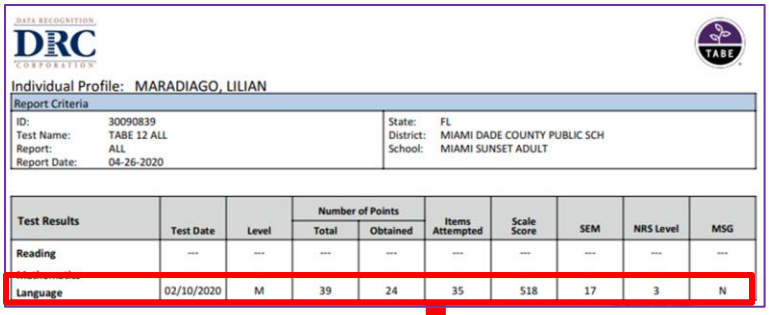
Recommended

NRS Level	Alternate Form Testing	Same Form Testing
	i.e., 11 M to 12 M	*i.e., 11 M to 11 M*
1 - 4	**50 – 60 hours of instruction recommended**	**60 – 80 hours of instruction recommended**
5 - 6	**39 – 59 hours of instruction recommended**	

Now that you selected the alternate form, you need to select the level at which your student will post-test.

Determining the next test level is critical! Always try to post-test a student at the lowest level possible. This has two benefits: (1) It ensures you are addressing mastery of lower-level content in order to avoid learning gaps and (2) it is easier for a student to make a functional level gain or gain a Literacy Completion Point (LCP).

Look at the snip below of the language results taken from DRC's Individual Profile Report. We have enlarged the Language Test results row in order to better illustrate how we will use this data to select this student's NTA. Remember, the NTA refers to the student's Next Test Assignment. This means the form and level at which the student will be post-tested.



DRC CORPORATION

Individual Profile: MARADIAGO, LILIAN

Report Criteria

ID:	30090839	State:	FL
Test Name:	TABE 12 ALL	District:	MIAMI DADE COUNTY PUBLIC SCH
Report:	ALL	School:	MIAMI SUNSET ADULT
Report Date:	04-26-2020		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	---
Language	02/10/2020	M	39	24	35	518	17	3	N

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Language	02/10/2020	M	39	24	35	518	17	3	N

Keeping this information in mind, follow the chart on the next page. Generally speaking, based on a student's pre-test TABE Level (left column) as well as NRS Level (middle column), you will prepare the student to post-test at the identified Next Test Level (NTA) (right column). You do not need to look at the scale score range to determine this NTA level. You just need to look at the student's NRS level; and in case you're wondering, this information as seen above is available on the student's Individual Profile Report.

Pre-test TABE Level	Pre-test NRS Level	Suggested NTA
1 → E	1	E
	2	E
	3	M
M	2	M
	2 → 3	3 → M
	4	D
D	3	D
	4	D
	5	A
A	4	A
	5	A
	6	N/A

Example:

Take a look at the example in the chart above and go over the process of selecting this student's Next Test Assignment (NTA):

1. The student tested on Form 12, so we are going to assign her Form 11 for the post-test.
2. The student pre-tested on the Level M test for Language (see #1 above) and scored an NRS Level 3 (See #2 above).
3. You will assign the student to post-test on the Level M test in Language (see #3 above).

In summary, this student's Next Test Assignment or NTA for Language is 11 M. (See below.)

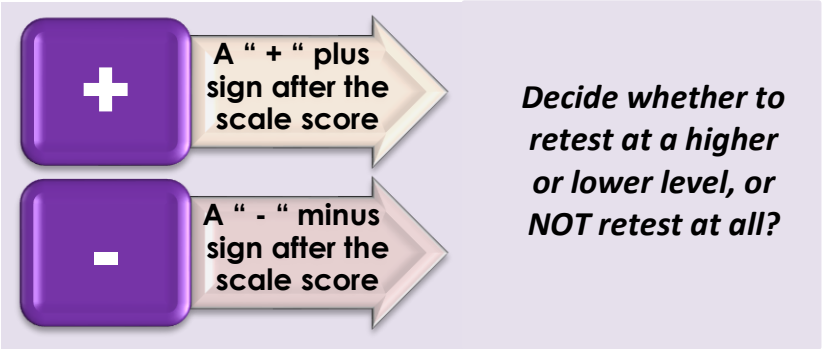
Pretest	Posttest
Form 12	Form 11
Level M	Level M
NTA = Language 11 M	

Clarifying Point:

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.

You see this disclaimer on the Individual Profile Report regarding student scores that are followed by either a "+" plus or "-" minus sign by the scale score. This indicates that you may have the option to retest the student at either a higher or lower level test.

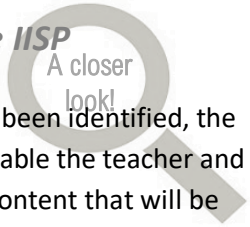


Before making the decision, consider making the choice that will allow the student to post-test at the lowest level possible. This has two benefits:

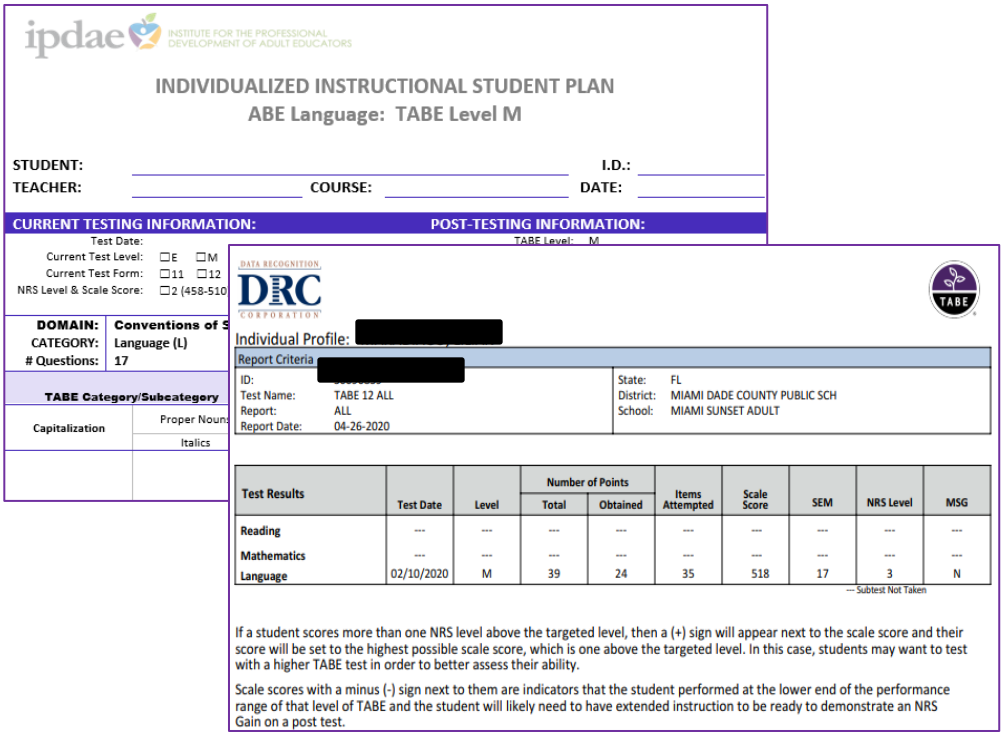
1. It ensures you are addressing mastery of lower-level content in order to avoid learning gaps, and
2. It is easier for a student to make a functional level gain or gain a Literacy Completion Point (LCP).

Whatever you decide is in your student's best interest, be sure that you provide him with the appropriate IISP.

STEP 3 *Use student data to develop a true IISP*



Now that the student's next form number as well as NTA have been identified, the corresponding IISP can be created for the student. This will enable the teacher and student to focus on instruction that addresses non-mastered content that will be post-tested. The IISP level should match the suggested NTA level. You are now ready to create the IISP.



INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

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

CURRENT TESTING INFORMATION: POST-TESTING INFORMATION:
Test Date:
Current Test Level: ☐E ☐M
Current Test Form: ☐11 ☐12
NRS Level & Scale Score: ☐2 (458-510)

DOMAIN: Conventions of S
CATEGORY: Language (L)
Questions: 17

TABE Category/Subcategory
Capitalization — Proper Nouns, Italics

DATA RECOGNITION DRC CORPORATION

Individual Profile: [redacted]

Report Criteria [redacted]
ID:
Test Name: TABE 12 ALL
Report: ALL
Report Date: 04-26-2020
State: FL
District: MIAMI DADE COUNTY PUBLIC SCH
School: MIAMI SUNSET ADULT

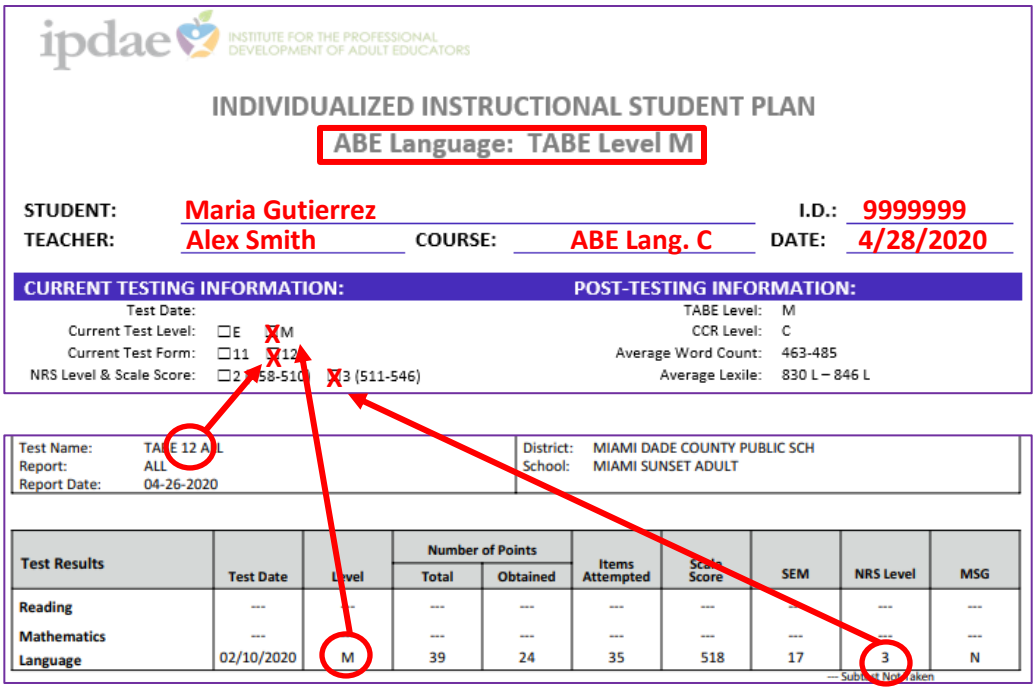
Test Results	Test Date	Level	Number of Points Total	Number of Points Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG
Reading	---	---	---	---	---	---	---	---	---
Mathematics	---	---	---	---	---	---	---	---	---
Language	02/10/2020	M	39	24	35	518	17	3	N

--- Subtest Not Taken

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.

Always be sure that you have the appropriate IISP template as well as a copy (print or digital) of the student's Individual Profile Report.



INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

STUDENT: Maria Gutierrez I.D.: 9999999
TEACHER: Alex Smith COURSE: ABE Lang. C DATE: 4/28/2020

CURRENT TESTING INFORMATION: POST-TESTING INFORMATION:
Test Date:
Current Test Level: ☐E ☒M
Current Test Form: ☐11 ☒12
NRS Level & Scale Score: ☐2 (458-510) ☒3 (511-546)
TABE Level: M
CCR Level: C
Average Word Count: 463-485
Average Lexile: 830 L – 846 L

Test Name: TABE 12 ALL
Report: ALL
Report Date: 04-26-2020
District: MIAMI DADE COUNTY PUBLIC SCH
School: MIAMI SUNSET ADULT

Test Results	Test Date	Level	Number of Points Total	Number of Points Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG
Reading	---	---	---	---	---	---	---	---	---
Mathematics	---	---	---	---	---	---	---	---	---
Language	02/10/2020	M	39	24	35	518	17	3	N

--- Subtest Not Taken

Look at the diagram on the previous page. Based on our sample student's pre-test score, we have already determined that the student will post-test on a Language Form 11, Level M test.

1. Type/write in the student's personal information at the top.

2. Transfer the current testing information from the student's Individual Profile Report. We select "M", "12", and NRS level "3"

Follow the red circles and arrows so that you see how to align the information and transfer it correctly.

3. We now transfer the performance on the individual domains from the Individual Profile Report to the corresponding section of the IISP.

Excerpts from the Individualized Instructional Student Plan

DOMAIN:	**Conventions of Standard English (44%)**	**SCORED PROFICIENCY:**	☐ Non-Proficiency X Partial Proficiency ☐ Proficiency
CATEGORY:	Language (L)		
# Questions:	17		
DOMAIN:	**Vocabulary Acquisition & Use (26%)**	**SCORED PROFICIENCY:**	X Non-Proficiency ☐ Partial Proficiency ☐ Proficiency
CATEGORY:	Language (L)		
# Questions:	6		
DOMAIN:	**Knowledge of Language (5%)**	**SCORED PROFICIENCY:**	☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency
CATEGORY:	Language (L)	N/A	
# Questions:	2		
DOMAIN:	**Text Types & Purposes (25%)**	**SCORED PROFICIENCY:**	☐ Non-Proficiency X Partial Proficiency ☐ Proficiency
CATEGORY:	Writing (W)		
# Questions:	10		

Excerpt from the TABE 11/12 Individual Profile Report

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading	---	---	---	---	---	---
Mathematics	---	---	---	---	---	---
Language						
Conventions of Standard English	17	19	13		✓	
Vocabulary Acquisition and Use	6	6	2	✓		
Text Types and Purposes	10	11	7		✓	

Notice in the diagram on the previous page that the Individual Profile Report does not have the performance for the Knowledge of Language Domain. This situation exists when there is an insufficient number of questions under a domain to determine proficiency. Also, remember that we are still using the data from our sample student who pretested on a Level M test and will be post-testing on a Level M test. This makes it very simple to transfer information from the student's Individual Profile Report to the IISP. If the student were testing on a Level D test, however, you would not be able to directly transfer the data from the IISP because the tested content would be different. In essence, you would need to cover most, if not all, of the content on the Level D IISP.

As we continue, remember to keep foremost in your mind that one of the key goals for using the IISP is for the student to become a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills. It is strongly recommended that you complete this next activity with the student and that you encourage the student to monitor his own progress. You may need to do this with the student several times until he truly understands the process and is comfortable doing it on his own. Nonetheless, you will still need to monitor the student's progress in order to determine when he is ready to post-test.

Let us continue transferring the student's pre-test data to the IISP.

4. You now look at each domain section. (Refer to the diagram on the following page.) Take one domain section at a time and reference back to the student's Individual Profile Report. On this TABE report, you need to transfer the information from the "Demonstrated Skills" column to the IISP. Because these skills have already been mastered, you want to simply put a checkmark in the "Mastery Date" column on the IISP. Continue to cross-reference until you have completed this for all the domains.

Excerpt from the Individualized Instructional Student Plan

DOMAIN: **Conventions of Standard English (44%)** SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency
CATEGORY: Language (L)
 # Questions: 17

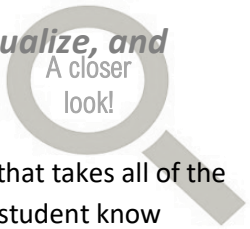
TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Capitalization	Proper Nouns	Use correct capitalization in common nouns when used as proper nouns	High	4.L.2.a	
	Italics	Use italics for book titles	High	5.L.2.d	
	Commas	Use commas with items in a series (single words)	High	5.L.2.a	
		Use commas with introductory prepositional phrases	High	5.L.2.b	✓
		✚Use a comma to set off the words "yes" and "no" (e.g., Yes, thank you.); to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?); and to indicate direct address (e.g., Is that you, Steve?)	High	5.L.2.c	
		Use commas in longer compound sentences	High	4.L.2.c	
		Use commas to set off nonrestrictive clause in more complex text	High	4.L.2 5.L.2	

Excerpt from the TABE 11/12 Individual Profile Report

DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS
Language		
Conventions of Standard English	Partial Proficiency	• Use more complex commonly confused words • Combine longer simple sentences using coordinating conjunctions • Use conventional adjective order in more complex sentences • Identify prepositional phrases • Recognize a sentence fragment within a paragraph • Use commas with introductory prepositional phrases • Identify a sentence with a comma error • Use correct capitalization in common nouns when used as proper nouns

NOTE: In these two charts above, it is important to note that the verbiage used on the IISP matches that of the TABE 11/12 Individual Profile Report. This will make it easy to match content from one document to the other. If the specific TABE skill is located on the "Demonstrated Skills" column, then simply place a checkmark on the student's IISP in the "Mastery Date" column. There is no need to put a date since this data is being transferred directly from the testing report.

STEP 4 ***Use the IISP to differentiate, individualize, and personalize.***



Now that the student's IISP is complete, you have a document that takes all of the guesswork out of instruction. With the IISP, both you and the student know exactly what standards, sub-standards, and skills need to be emphasized and which need perhaps a light review or can be skipped altogether.

Now, we will address how you can use the IISP to differentiate, individualize, and personalize instruction. Keep in mind, however, that this part of the process requires practice and experience. The more you use the IISP to develop lessons and activities and to drive instruction, the more proficient you will become at it. Also, remember that every time a standard, substandard, or skill has been mastered; it is essential that the mastery date be documented on the student's IISP. This will keep your data live and will let you and the student know when the student is ready for post-testing. As the student monitors his own progress, he will become more self-directed in his learning. He will seek out activities that address non-mastered content and skills.

The chart below provides an at-a-glance summary of key points; however, for a detailed explanation of each category, turn to the next page.

Differentiate	Individualize	Personalize
Small, Flexible Groups	**Individual Students**	**Individual Students**
▪ Design lessons around non-mastered content. ▪ Group students by non-mastered standards, substandards, or TABE skills. ▪ Be sure to engage students who have already mastered a content or skill in an alternate activity that addresses other non-mastered content.	▪ Work with individual students to provide instruction. ▪ Target one failed standard, substandard, or TABE skill at a time. ▪ Assign activities on content which has not been mastered. ▪ Pace activities and test as soon as the student has mastered tested content.	▪ Customize activities based on the student's strengths, needs, skills, and interest. ▪ Involve the student when selecting or creating learning activities that are of interest to the student. ▪ Guide the student in selecting activities for non-mastered content.

To address differentiated instruction, be sure that you organize students into small groups based on commonly failed content. These groups should be flexible. In other words, students should not remain in the same group throughout the length of the course. If a student has already mastered the content you are teaching, be sure to provide alternate activities that address non-mastered content.

To individualize your instruction, work one-on-one with the student. Target one failed standard, substandard, or TABE skill at a time. Assign activities only for non-mastered content. Pace activities to fit your student's learning style and test the student as soon as he has demonstrated mastery of the tested content.

Finally, to personalize instruction, select or customize activities that are of interest to the student. The goal here is for the student to eventually be able to select his own activities based on non-mastered content. You will need to provide guidance at first to ensure that the student makes appropriate selections based on needs, skills, and interest. Then gradually release the student as he demonstrates accuracy in making the appropriate selections on his own.

Conclusion and Reflection

Let us now take a brief moment to summarize some key points.

Key Points to Remember:
✓ No guesswork is involved!
✓ Fillable pdfs are easily digitally updated.
✓ All student data is transferred from the TABE Individual Profile Report.
✓ Immediately identify non-mastered tested content.
✓ Maintain your data live and hold data chats!
✓ Use live data to effectively group students.
✓ Pace activities and post-testing based on content mastery and readiness to post-test.
✓ Use IISPs to differentiate, individualize, & personalize!
✓ Engage and empower your students in their own learning!

Now you have the tool that you need to take the guesswork out of teaching and to engage each student in taking an active part in his learning. Use the language IISPs to target specific learning needs. Use them to hold individual data chats with your students. Go over what they have mastered and what remains pending. Have discussions about what activities they prefer and are of greater interest to them. As you personalize activities more and more, you will see how students become engaged and empowered in their learning; and finally, watch your data start to move in the right direction.

Time to Reflect

As always, I like to end my trainings by emphasizing a growth mindset and, therefore, ask you to take what you have learned one step further.

Change how you look at instruction. Look beyond your class as a whole. When differentiating instruction, be sure that you group students based on non-mastered content. Then, take it further and begin to look at each individual student so that you can address the specific needs of each student.

Redesign your curriculum. Develop lessons and select instructional resources based on commonly failed content. Emphasize activities that support tested content. Make an active decision to drive targeted instruction based on the IISP and use this plan to motivate your students to become actively engaged in their own learning. Pace activities and schedule post-testing based on each student's individual progress.

Review the information covered in this webinar and look through the companion resource handbook. Share this information with teachers, administrators and district personnel and become an expert.

Reflect and Make a Change. Finally, ask yourself, "What is working especially well in my class, and what is not?" Hold regular data chats with your students and be sure to update IISPs every time content is mastered. Work with your testing department to test students as soon as they have demonstrated mastery of tested content. Share your students' success with other teachers so that they too are motivated to implement changes that will drive up all student performance data.

Appendix A

Cheat Note for Determining a Student's Post-test Form and Level (TABE 11/12)

TABE 11/12: Determining a Student's Next Test Assignment (NTA)

In order to target student deficiencies in preparation for post-testing with the TABE 11/12 Reading, Mathematics, and Language tests; it is essential that the correct Individualized Instructional Student Plan (IISP) be used in order to ensure tested content is addressed through instruction and assessed for mastery.

Step 1: Determine the next form number.

Keep it simple. If the student pre-tested on Form 11 of the TABE 11/12 test, then post-test the student on Form 12 and vice versa. By selecting the alternate form, you will be able to post-test more frequently, thereby allowing you increased opportunities to move the student from one functional level to the next. See the recommended testing times below.

NRS Level	Alternate Form Testing *(i.e., 11 M to 12 M)* ***Recommended***	Same Form Testing *(i.e., 11 M to 11 M)*
1 – 4	50-60 hours of instruction recommended	60-80 hours of instruction recommended
5 – 6	30-59 hours of instruction recommended	

Step 2: Determine the next level test.

This is critical! Always try to post-test a student at the lowest level possible. This has two benefits: (1) It ensures you are addressing mastery of lower-level content in order to avoid learning gaps and (2) it is easier for a student to make a functional level gain or gain a Literacy Completion Point (LCP). Follow the chart below. Based on a student's pre-test TABE Level (left column) as well as NRS Level (middle column), you will prepare the student to post-test at the identified next test level (right column).

Pre-test TABE Level	Pre-test NRS Level	Suggested NTA
E	1	E
	2	E
	3	M
M	2	M
	3	M
	4	D
D	3	D
	4	D
	5	A
A	4	A
	5	A
	6	N/A

Step 3: Create the correlated IISP.

Now that the student's next form number as well as NTA have been identified, the corresponding IISP can be created for the student. This will enable the teacher and student to focus on instruction that addresses non-mastered content that will be post-tested. The IISP level should match the suggested NTA level.

Appendix B

TABE 11/12 IISPs for the Language Tests

(There is a total of four language IISPs. A sample template of each is included under Appendix B. Additionally, a fillable pdf version of each plan is available for download on the IPDAE website.)

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level E

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

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	E
Current Test Level:	☐E	CCR Level:	B
Current Test Form:	☐11 ☐12	Average Word Count:	301-422
NRS Level & Scale Score:	☐1 (310-457) ☐2 (458-510)	Average Lexile:	718 L – 780 L

DOMAIN: **Conventions of Standard English (48%)**
CATEGORY: **Language (L)**
 # Questions: **19**

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Capitalization	Titles	Capitalize book titles	High	3.L.2.a	
		Capitalize multiple book titles			
	Days of the Week	Capitalize the days of the week	High	3.L.2	
	Holidays, Product & Geographic Names	✚Capitalize holidays, product names, and geographic names.	High	2.L.2.a	
Punctuation	Apostrophes	Form common contractions	High	2.L.2.c	
		Use a possessive apostrophe with common nouns	High	2.L.2.c 3.L.2.d	
	Commas	✚Use commas in addresses, greetings, and closings	High	2.L.2.b 3.L.2.b	
		Use commas & quotation marks in dialogue.	High	3.L.2.c	
	Quotation Marks	Use quotation marks with a line of dialogue	High	3.L.2	
		Use quotation marks with multiple lines of dialogue			
Parts of Speech	Identify Parts of Speech	Identify parts of speech	High	3.L.1.a	
	Nouns	Use irregular nouns	High	2.L.1.b 3.L.1.b	
		Use nouns with irregular plurals			
		Use abstract nouns	High	3.L.1.c	
		✚Use collective nouns (e.g., group)	High	2.L.1.a	
	Pronouns	Use reflexive pronouns	High	2.L.1.c	
	Verbs	Use the past tense of regular and irregular verbs	High	2.L.1.d 3.L.1.d	
		✚Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses	High	3.L.1.e	
	Adjectives	Use comparative adjectives	High	3.L.1.g	
		Use multiple comparative adjectives			
	Adverbs	✚Use multiple comparative adverbs			
Sentence Structure	Combining Sentences	Combine simple sentences	High	3.L.1.i 2.L.1.f	
		Combine longer simple sentences			
		Combine longer simple sentences using coordinating conjunctions	High	3.L.1.h	
Conventions of Usage	Agreement	Maintain pronoun-antecedent agreement	High	3.L.1.f	
		Maintain agreement in number of reflexive pronouns	High	3.L.1	
Spelling	Spell	Spell common words correctly	High	3.L.2.e	
		Use spelling patterns to identify correctly spelled words	High	2.L.2.d	
		Use vowel-sound spelling patterns and resources to spell correctly	High	2.L.2.d 3.L.2.f	
Reference Materials	Dictionaries/ Glossaries	✚Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	High	2.L.2.e 3.L.2.g	

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level E

DOMAIN: **Vocabulary Acquisition & Use (22%)**
CATEGORY: Language (L)
 # Questions: 7

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	Use prefixes to determine a word meaning	High	2.L.4.b	
	Determine the meaning of a common root word	High	2.L.4.c	
	Determine the meaning of lesson common root words			
Similar Meanings	Select words with similar meanings	Low	3.L.5.c	
	Select more complex words with similar meanings.			
Signal Contrast	✚Use words to signal contrast in more complex sentences	High	2.L.4	
Context Clues	✚Use sentence-level context as a clue to the meaning of a word or phrase.	High	2.L.4.a	
	✚Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook, bookmark)	High	2.L.4.d	
	✚Distinguish the literal and non-literal meaning of words and phrases in context (e.g., Take steps.)	Low	3.L.5.a	
	✚Select the definition of more complex word used in context	Low	3.L.5	
	✚Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.)	Low	3.L.5.b	
Multiple Meaning Words	Use a resource to determine the meaning of a multiple meaning word	High	2.L.4.e	
Adjectives	Use adjectives correctly	Low	2.L.6	
	Use adjectives correctly in more complex sentences			
Temporal Words	Use beginning and transitional temporal words	Low High	2.L.6 3.L.6	
	Use temporal words in more complex sentences			
	Use temporal words in multiple sentences across a paragraph			
Reference Materials	✚Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	High	2.L.4.e	

DOMAIN: **Text Types & Purposes (30%)**
CATEGORY: Writing (W)
 # Questions: 19

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Informational Text	Introductions	Add an introductory sentence to an informational paragraph	High	3.W.2.a	
	Details	Add a detail to an informational paragraph	High	3.W.2.b	
		Add details to a more complex informational paragraph			
		Add multiple details to an informational paragraph			
	Conclusions	Add a concluding sentence to an informational paragraph	High	3.W.2.d	
		Add a concluding sentence to a more complex informational paragraph			
		Add multiple concluding sentences to an informational paragraph			
	Linking Words	Use a linking word in an informational paragraph	High	3.W.2.c	
		Use a linking word in a more complex informational paragraph			

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level E

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Opinion Text	Introductions	✚Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	High	3.W.1.a	
	Details	Add multiple details to an opinion paragraph	N/A	N/A	
	Evidence	Add evidence to an opinion paragraph	High	3.W.1.b	
		Add evidence to a more complex opinion paragraph			
	Conclusions	Add a concluding sentence to an opinion paragraph	High	3.W.1.d	
		Add a concluding sentence to a more complex opinion paragraph			
		Add multiple concluding sentences to an opinion paragraph			
	Linking Words	Use a linking word in an opinion paragraph	High	3.W.1.c	
		Use a linking word in a more complex opinion paragraph			
		Use multiple linking words in an opinion paragraph			
	Precise Language	✚Make word-level revisions to more complex sentences using a precise word.	N/A	N/A	

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

☐	**2.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	2.L.1.a	Use collective nouns (e.g., group)
☐	2.L.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
☐	2.L.1.c	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
☐	2.L.1.d	Use reflexive pronouns (e.g., myself, ourselves).
☐	2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
☐	**2.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	2.L.2.a	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
☐	2.L.2.b	Capitalize holidays, product names, and geographic names.
☐	2.L.2.c	Use commas in greetings and closings of letters.
☐	2.L.2.d	Use an apostrophe to form contractions and frequently occurring possessives.
☐	2.L.2.e	Generalize learned spelling patterns when writing words (e.g. cage →badge; boy →boil.)
☐	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
☐	3.L.1.b	Form and use regular and irregular plural nouns.
☐	3.L.1.c	Use abstract nouns (e.g., childhood).
☐	3.L.1.d	Form and use regular and irregular verbs.
☐	3.L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
☐	3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.
☐	3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
☐	3.L.1.h	Use coordinating and subordinating conjunctions.
☐	3.L.1.i	Produce simple, compound, and complex sentences.
☐	**3.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	3.L.2.a	Capitalize appropriate words in titles.
☐	3.L.2.b	Use commas in addresses.
☐	3.L.2.c	Use commas and quotation marks in dialogue.
☐	3.L.2.d	Form and use possessives.
☐	3.L.2.e	Use conventional spellings for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
☐	3.L.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
☐	3.L.2.g	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level E

Vocabulary Acquisition & Use

☐	**2.L.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**
☐	2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
☐	2.L.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
☐	2.L.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
☐	2.L.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
☐	2.L.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
☐	**2.L.6**	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**
☐	**3.L.5**	**Demonstrate understanding of word relationships and nuances in word meanings.**
☐	3.L.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
☐	3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
☐	3.L.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
☐	**3.L.6**	**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**

Text Types & Purposes

☐	**3.W.1**	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
☐	3.W.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
☐	3.W.1.b	Provide reasons that support the opinion.
☐	3.W.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
☐	3.W.1.d	Provide a concluding statement or section.
☐	**3.W.2**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly**
☐	3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
☐	3.W.2.b	Develop the topic with facts, definitions, and details.
☐	3.W.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
☐	3.W.2.d	Provide a concluding statement or section.

This IISP contains information obtained from the source documents listed below.

TABE Test for Adult Assessment: Blue Prints
https://tabetest.com/resources-2/testing-information/blue-prints/

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report
https://tabe.drcedirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: 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 (458-510) ☐3 (511-546)

POST-TESTING INFORMATION:

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

DOMAIN: **Conventions of Standard English (44%)**
CATEGORY: **Language (L)**
 # Questions: **Form 11: 18 / Form 12: 17**

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Capitalization	Proper Nouns	Use correct capitalization in common nouns when used as proper nouns	High	4.L.2.a	
	Italics	Use italics for book titles	High	5.L.2.d	
Punctuation	Commas	Use commas with items in a series (single words)	High	5.L.2.a	
		Use commas with introductory prepositional phrases	High	5.L.2.b	
		✚Use a comma to set off the words "yes" and "no" (e.g., Yes, thank you.); to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?); and to indicate direct address (e.g., Is that you, Steve?)	High	5.L.2.c	
		Use commas in longer compound sentences	High	4.L.2.c	
		Use commas to set off nonrestrictive clause in more complex text	High	4.L.2 5.L.2	
		Identify a sentence with a comma error	High	4.L.2.c 5.L.2.b 5.L.2.c	
		Identify multiple sentences with comma errors	High	4.L.4.c	
		✚Use commas & quotation marks to mark direct speech and quotations from a text.	High	4.L.2.b	
	Quotation Marks	Use commas & quotation marks to mark direct speech and quotations from a text.	High		
	Ellipsis/Dashes	Use an ellipsis in a sentence with omitted text or pauses	High	4.L.2 5.L.2	
Parts of Speech	Pronouns	✚Make corrections to ambiguous pronoun usage	N/A	N/A	
		✚Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	High	4.L.1.a	
	Verbs	Maintain the correct verb tense	High High Medium Medium Medium	4.L.1.b 4.L.1.c 5.L.1.b 5.L.1.c 5.L.1.d	
		Identify the use of passive voice.	High	4.L.1	
	Adjectives	Use conventional adjective order in more complex sentences	High	4.L.1.d	
		Use conventional adjective order across multiple sentences			
		Identify multiple sentences with coordinate adjectives	High	4.L.1	
	Adverbs	✚Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	High	4.L.1.a	
	Prepositions	Identify prepositional phrases	High Medium	4.L.1.e 5.L.1.a	

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Sentence Structure	Sentence Types	Identify sentence types	N/A	N/A	
	Sentence Fragments	Recognize a sentence fragment within a paragraph	High	4.L.1.f	
		Recognize multiple sentence fragments within a paragraph			
		Recognize longer sentence fragments			
	Combining Sentences	Combine simple sentences using a correlative conjunction	Medium	5.L.1.e	
		Combine longer simple sentences using coordinating conjunctions	High	4.L.2.c	
Word Structure	Affixes & Roots	Determine the meaning of a root word	N/A	N/A	
Word Usage	Commonly Confused Words	Use more complex commonly confused words	High	4.L.1.g	
Conventions of Usage	Usage Errors	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Medium	5.L.1.a	
Spelling	Spell	Spell correctly (more complex tier 1 words)	High	4.L.2.d	
		Spell correctly (words with foreign origin)		5.L.2.e	

DOMAIN: **Knowledge of Language (5%)**
CATEGORY: **Language (L)**
 # Questions: **2**

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Expand, Combine, Reduce Sentences	✚Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	Medium	5.L.3.a	
Variations of Standard English	✚Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Medium	5.L.3.b	

DOMAIN: **Vocabulary Acquisition & Use (26%)**
CATEGORY: **Language (L)**
 # Questions: **Form 11: 5 / Form 12: 6**

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	Determine the meaning of a prefix	High	4.L.4.b	
Signal Contrast	Use words to signal contrast in basic sentences	Low	5.L.6	
	Use words to signal contrast in more complex sentences			
Context Clues	Use context to support a word's meaning	High	4.L.4.a	
	Identify the context clues used to determine a word's meaning			
	Select a definition of a word used in context			
	Select the definition of more complex word used in context			
Modifiers	Use modifying words and phrases correctly	N/A	N/A	
Precise Language	Make word-level revisions to a sentence using a precise word	Medium	4.L.6	
	Make word-level revisions to more complex sentences using a precise word	Low	5.L.6	
Embedded Word Meaning	Determine the meaning of words embedded in longer passages	N/A	N/A	
Reference Materials	✚Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	High	4.L.4.c	

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

DOMAIN: **Text Types & Purposes (25%)**
CATEGORY: **Writing (W)**
 # Questions: **10**

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Informational Text	Introductions	Revise an introductory sentence of an informational sentence	High	4.W.2.a	
		Add an introductory sentence to an informational paragraph			
		Revise the introductory paragraph of an argumentative or informational paragraph			
	Details	Add a supporting detail to an informational paragraph	High	4.W.2.b	
		Add details to an informational paragraph			
		Use headings to group details in an informational paragraph			
	Conclusions	Revise a conclusion of an informational paragraph	High	4.W.2.e	
	Precise Language	Revise a sentence using precise language	High	4.W.2.d	
		Revise multiple sentences using precise language			
	Transitional Words, Phrases, Sentences	Use transitional words or phrases	High	4.W.2.c	
		Use transitional words to combine sentences within an informational paragraph			
		Use a transitional sentence in an informational paragraph			
Argumentative Text	Introductions	Revise the introductory paragraph of an argumentative or informational paragraph	N/A	N/A	
	Evidence	Add supporting evidence to an argumentative paragraph	N/A	N/A	
	Claims & Counterclaims	Revise an argumentative paragraph to address the counterclaim	N/A	N/A	
Opinion Text	Introductions	Revise an introductory sentence of an opinion paragraph	High	5.W.1.a	
		Add an introduction to an opinion paragraph			
	Evidence	Add supporting evidence to an opinion paragraph	High	5.W.1.b	
	Conclusions	Add a concluding sentence to an opinion paragraph	High	5.W.1.d	
		Revise a concluding sentence in an opinion passage			
		Add multiple concluding sentences to an opinion paragraph			
	Precise Language	Revise a sentence using precise language	High	4.W.2.d	
		Revise multiple sentences using precise language			
	Transitional Words, Phrases, Sentences	✚Use transitional words in an opinion paragraph	High	5.W.1.c	
		✚Add a transitional sentence to an opinion paragraph			
		✚Use transitional words or phrases			

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

☐	**4.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	4.L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
☐	4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
☐	4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
☐	4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
☐	4.L.1.e	Form and use prepositional phrases.
☐	4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
☐	4.L.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).
☐	**4.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	4.L.2.a	Use correct capitalization.
☐	4.L.2.b	Use commas and quotation marks to mark direct speech and quotations in a text.

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

☐	4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
☐	4.L.2.d	Spell grade-appropriate words correctly, consulting references as needed.
☐	**4.L.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.**
☐	4.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
☐	**5.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
☐	5.L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
☐	5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.
☐	5.L.1.d	Recognize and correct inappropriate shifts in verb tense.
☐	5.L.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
☐	**5.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	5.L.2.a	Use Punctuation to separate items in a series.
☐	5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
☐	5.L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
☐	5.L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
☐	5.L.2.e	Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

☐	**5.L.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
☐	5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
☐	5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition & Use

☐	**4.L.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.**
☐	4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
☐	4.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
☐	4.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
☐	**4.L.6**	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**
☐	**5.L.6**	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Text Types & Purposes

☐	**4.W.2**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
☐	4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
☐	4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
☐	4.W.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
☐	4.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
☐	4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.
☐	**5.W.1**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
☐	5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
☐	5.W.1.b	Provide logically ordered reasons that are supported by facts and details.
☐	5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
☐	5.W.1.d	Provide a concluding statement or section related to the opinion presented.

This IISP contains information obtained from the source documents listed below.

TABE Test for Adult Assessment: Blue Prints
https://tabetest.com/resources-2/testing-information/blue-prints/

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report
https://tabe.drcedirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level D

STUDENT: _____ **I.D.:** _____

TEACHER: _____ **COURSE:** _____ **DATE:** _____

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	D
Current Test Level:	☐M ☐D	CCR Level:	D
Current Test Form:	☐11 ☐12	Average Word Count:	497-562
NRS Level & Scale Score:	☐3 (511-546) ☐4 (547-583)	Average Lexile:	1081 L – 1126 L

DOMAIN: **Conventions of Standard English (44%)**
CATEGORY: **Language (L)**
 # Questions: **17**

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Punctuation	Commas	Use commas with parenthetical phrases	High	6.L.2.a 8.L.2.a	
		Identify commas to set off nonrestrictive clauses			
		Use commas to set off nonrestrictive clauses			
		Use commas to set off nonrestrictive clause in more complex text			
		✚Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt.	Low	7.L.2.a	
	Colons	Use and identify correct usage of colons when used in simple sentences and when used with quotations	N/A	N/A	
		Use and identify correct usage of colons embedded in paragraphs			
	Semicolons	Use and identify correct usage of semicolons in compound-complex sentences			
	Ellipsis/Dashes	Use an ellipsis in a sentence with omitted text or pauses	High	8.L.2.b	
		Use multiple forms of punctuation - ellipses or dashes - to indicate a pause	High	8.L.2.a 8.L.2.b	
Parts of Speech	Pronouns	Make corrections to ambiguous pronoun usage	High	6.L.1.d	
		Identify shifts in subject pronouns	High	6.L.1.c	
		Use possessive pronouns correctly (agreement in number and gender)	High	6.L.1.a 6.L.1.c	
		✚Use intensive pronouns (e.g., myself, ourselves)	High	6.L.1.b	
	Verbs	✚Explain the function of verbals (gerunds, participials, infinitives) in general and their function in particular sentences)	Medium	8.L.1.a	
		Identify the use of passive voice.	Medium	8.L.1.b	
		Make revisions to sentences using the passive voice	Medium	8.L.1.b 8.L.1.d	
		Maintain parallel use of verb mood	Medium	8.L.1.c 8.L.1.d	
	Adjectives	Identify a single sentence with coordinate adjectives	N/A	N/A	
		Identify multiple sentences with coordinate adjectives			
		Identify coordinate adjectives in multiple, more complex sentences			
	Modifiers	Identify multiple sentences with misplaced modifiers	Low	7.L.1.c	
Sentence Structure	Sentence Types	Identify sentence types	Low	7.L.1.b	
	Combining Sentences	✚Explain the function of phrases and clauses in general and their function in specific sentences.	Low	7.L.1.a	
	Parallel Structure	Identify sentences with parallel structure errors	N/A	N/A	
	Omitted Text or Pauses	Identify multiple sentences with omitted text or pauses	High	8.L.2.a 8.L.2.b	

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE Level D

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Conventions of Usage	Usage Errors	Revise sentences to correct usage errors	N/A	N/A	
	Variations of Standard English	✚Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	High	6.L.1.e	
Spelling	Spell	Spell correctly (more complex tier 1 words.)	High	6.L.2.b 7.L.2.b 8.L.2.c	
		Spell correctly (words with foreign origin)			
		Spell correctly (words with silent letters)			
		Identify multiple embedded spelling errors			

DOMAIN: **Knowledge of Language (10%)**
CATEGORY: **Language (L)**
 # Questions: **4**

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Precise Language	Make a word-level revision to a sentence to use precise language	Low	7.L.3.a	
	Make a sentence-level revision to use precise language			
	Make a sentence-level revision to a paragraph to use precise language			
Tone & Style	Combine sentences while maintaining style	Low	6.L.3.a 6.L.3.b	
	Combine sentences with prepositional phrases and dependent clauses while maintaining style			
	Revise a paragraph to maintain style	Low	6.L.3.b	
	Revise a paragraph to maintain tone			
Clarity	Revise compound-complex sentences to improve clarity	Low	7.L.3.a	

DOMAIN: **Vocabulary Acquisition & Use (26%)**
CATEGORY: **Language (L)**
 # Questions: **6**

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)	High	6.L.4.b	
Context Clues	Use context to support a word's meaning	High	6.L.4.a 6.L.4.d	
	Identify the context clues used to determine a word's meaning			
	Determine the meaning of tier 1 words in context			
	Determine the meaning of tier 2 words in context			
Multiple Meaning Words	Determine the meaning of less common multiple-meaning words	High	6.L.4.d	
	Differentiate between the nuanced meaning of multiple meaning words			
Word Choice	Make a word choice selection based on word meanings	Medium	8.L.6	
Reference Materials	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation or determine or clarify its precise meaning or its part of speech.	High	6.L.4.c	

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE Level D

DOMAIN: **Text Types & Purposes (23%)**
CATEGORY: Writing (W)
 # Questions: 9

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Informational Text	Introductions	Add an introductory sentence to an argumentative or informational paragraph.	High Medium	7.W.1.a 6-8.WHST.2.a	
		Revise the introductory paragraph of an argumentative or informational paragraph			
	Details	Add a supporting detail to an informational paragraph	Medium	6-8.WHST.2.b	
		Add multiple supporting details to an info. paragraph			
		Add multiple details and/or sentences of support to an informational text			
	Conclusions	Add a concluding sentence to an argumentative or informational paragraph.	High Medium	7.W.1.e 6-8.WHST.2.f	
		Add multiple concluding sentences to an informational paragraph			
	Clarity	Revise the introductory paragraph to improve clarity	High	7.W.1.c	
		✚Use Precise language and domain-specific vocabulary to inform about or explain the topic.	Medium	6-8.WHST.2.d	
	Transitional Words, Phrases, Sentences	Use transitional words or phrases	High Medium	7.W.1.c 6-8.WHST.2.c	
	Tone & Style	Revise a sentence in an informational paragraph to maintain tone or style	Medium	6-8.WHST.2.e	
		Revise multiple sentences of an informational paragraph to maintain tone			
Argumentative Text	Introductions	Revise the introductory paragraph of an argumentative or informational paragraph	High Medium	7.W.1.a 6-8.WHST.2.a	
		Add an introductory sentence to an argumentative or informational paragraph			
	Evidence	Add supporting evidence to argumentative paragraph	High	7.W.1.b	
	Claims & Counterclaims	Add support for a claim in an argumentative paragraph			
		Use multiple pieces of evidence to support a claim			
		Revise multiple sentences of an argumentative paragraph to address the counterclaim			
		Revise an argumentative paragraph to address the counterclaim			
	Conclusions	Add a concluding sentence to an argumentative or informational paragraph	High Medium	7.W.1.e 6-8.WHST.2.f	
	Clarity	Revise the introductory paragraph to improve clarity	High	7.W.1.c	
	Transitional Words, Phrases, Sentences	Use transitional words or phrases	High Medium	7.W.1.c 6-8.WHST.2.c	
		Use sentence-level transitional phrases in an argumentative text	High	7.W.1.c	
	Tone & Style	Make a sentence-level revision to maintain the tone in an argumentative text	High	7.W.1.d	

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

☐	**6.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	6.L.1.b	Use intensive pronouns (e.g., myself, ourselves).
☐	6.L.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
☐	6.L.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
☐	6.L.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
☐	**6.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE Level D

☐	6.L.2.a	Use Punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
☐	6.L.2.b	Spell correctly.
☐	**7.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	7.L.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
☐	7.L.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
☐	7.L.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
☐	**7.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	7.L.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
☐	7.L.2.b	Spell correctly.
☐	**8.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	8.L.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
☐	8.L.1.b	Form and use verbs in the active and passive voice.
☐	8.L.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
☐	8.L.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
☐	**8.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	8.L.2.a	Use Punctuation (comma, ellipsis, dash) to indicate a pause or break.
☐	8.L.2.b	Use an ellipsis to indicate an omission.
☐	8.L.2.c	Spell correctly.

Knowledge of Language

☐	**6.L.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
☐	6.L.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
☐	6.L.3.b	Maintain consistency in style and tone.
☐	**7.L.3**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
☐	7.L.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition & Use

☐	**6.L.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
☐	6.L.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
☐	6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
☐	6.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
☐	6.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or in a dictionary).
☐	**8.L.6**	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Text Types & Purposes

☐	**6-8.WHST.2**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
☐	6-8.WHST.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), & multimedia when useful to aiding comprehension.
☐	6-8.WHST.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
☐	6-8.WHST.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
☐	6-8.WHST.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
☐	6-8.WHST.2.e	Establish and maintain a formal style and objective tone.
☐	6-8.WHST.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
☐	**7.W.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
☐	7.W.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
☐	7.W.1.b	Support claim(s) with logical reasoning & relevant evidence, using accurate, credible sources & demonstrating understanding of topic/ text.
☐	7.W.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
☐	7.W.1.d	Establish and maintain a formal style.
☐	7.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.

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TABE Test for Adult Assessment: Blue Prints
https://tabetest.com/resources-2/testing-information/blue-prints/

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report
https://tabe.drcedirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level A

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

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	A
Current Test Level:	☐D ☐A	CCR Level:	E
Current Test Form:	☐11 ☐12 ☐ GED Track	Average Word Count:	596-676
NRS Level & Scale Score:	☐4 (547-583) ☐5 (584-630) ☐6 (631-800)	Average Lexile:	1055 L – 1149 L

DOMAIN: **Conventions of Standard English (52%)**
CATEGORY: **Language (L)**
 # Questions: **21**

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Punctuation	Colons	Use and identify correct usage of colons when used in simple sentences and when used with quotations.	High	9-10.L.2.b	
		Use and identify correct usage of colons embedded in paragraphs	High	9-10.L.2.a	
		Use and identify correct usage of semicolons in compound-complex sentences			
Parts of Speech	Modifiers	Identify multiple sentences with errors (modifying words and/or phrases)	N/A	N/A	
Sentence Structure	Combining Sentences	Combine multiple simple sentences, maintaining parallel structure	High	9-10.L.1.a	
		Combine multiple sentences, maintaining parallel structure			
	Parallel Structure	Identify sentences with parallel structure errors			
		Identify multiple sentences embedded in a longer passage with parallel structure errors			
Conventions of Usage	Usage Errors	Revise a sentence to correct usage errors	High	9-10.L.1	
		Revise a sentence in multiple ways to correct usage errors			
	Adding Meaning	✚Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent: noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	High	9-10.L.1.b	
Spelling	Spell	Spell correctly (tier 2)	High	9-10.L.2.c	
		Spell correctly (words with silent letters)			
		Identify multiple embedded spelling errors			

DOMAIN: **Vocabulary Acquisition & Use (23%)**
CATEGORY: **Language (L)**
 # Questions: **4**

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Affixes & Roots	✚Identify and correctly use pattern of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)	Medium	11-12.L.4.b	
Context Clues	Determine the meaning of tier 2 words in context	Medium	11-12.L.4.a 11-12.L.4.d	
	Determine the meaning of less common tier 2 words in context			
Multiple Meaning Words	Determine the meaning of less common multiple-meaning words	N/A	N/A	
	Differentiate between the nuanced meaning of multiple-meaning words			

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level A

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Modifiers	Identify multiple sentences with errors (modifying words and/or phrases)	N/A	N/A	
Word Choice	Make a word choice selection based on word meanings	Medium	11-12.L.4.a 11-12.L.4.d 11-12.L.6	
Reference Materials	✚Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Medium	11-12.L.4.c	

DOMAIN: **Text Types & Purposes (25%)**
CATEGORY: **Writing (W/WHST)**
 # Questions: **10**

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

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Informational Text	Introductions	Revise an informational paragraph to improve the introduction	Low High	9-10.W.2.a 9-10.WHST.2.a	
	Details	Add a detail and/or a sentence of support to an informational text	Low High	9-10.W.2.b 9-10.WHST.2.b	
		Add multiple details and/or sentences of support to an informational text			
	Conclusions	✚Provide a concluding statement or section that follows from and supports the information presented (e.g., articulating, implications, or the significance of the topic.)	Low High	9-10.W.2.f 9-10.WHST.2.f	
	Clarity	Revise the introductory paragraph to improve clarity	N/A	N/A	
		Make sentence-level revisions to an informational paragraph to improve clarity			
		Revise multiple sentences of an introductory paragraph to improve clarity			
	Transitional Words, Phrases, Sentences	Add a transitional sentence to an informational paragraph	Low High	9-10.W.2.c 9-10.WHST.2.c	
		Revise an informational passage with multiple paragraph-level transitional sentences			
	Tone & Style	✚Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Low High	9-10.W.2.d 9-10.WHST.2.d	
		✚Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Low High	9-10.W.2.e 9-10.WHST.2.e	
Argumentative Text	Introductions	✚Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.	Medium High	9-10.W.1.a 9-10.WHST.2.e	
	Claims & Counterclaims	Use evidence to support a claim	Medium High	9-10.W.1.b 9-10.WHST.1.b	
		Add support for a stated claim			
		Use multiple pieces of evidence to support a claim			
	Conclusions	Revise the conclusion for clarity in an argumentative text	Medium High Low Low	9-10.W.1.e 9-10.WHST.1.e 9-10.W.2.f 9-10.WHST.2.f	
	Clarity	Revise multiple sentences of an introductory paragraph to improve clarity	N/A	N/A	
		Revise the introductory paragraph to improve clarity			

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level A

TABE Category/Subcategory		TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Argumentative Text *(continued)*	Transitional Words, Phrases, Sentences	Use sentence-level transitional words in an argumentative text	Medium High	9-10.W.1.c 9-10.WHST.1.c	
		Use sentence-level transitional phrases in an argumentative text			
	Tone & Style	Make a sentence-level revision to maintain the tone in an argumentative text	Medium High	9-10.W.1.d 9-10.WHST.1.d	

Correlated CCR Anchor/Substandards & Descriptions

Conventions of Standard English

☐	**9-10.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
☐	9-10.L.1.a	Use parallel structure.
☐	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
☐	**9-10.L.2**	**Demonstrate command of the conventions of standard English capitalization, Punctuation, and spelling when writing.**
☐	9-10.L.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
☐	9-10.L.2.b	Use a colon to introduce a list or quotation.
☐	9-10.L.2.c	Spell correctly.

Vocabulary Acquisition & Use

☐	**11-12.L.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11- 12 reading and content, choosing flexibly from a range of strategies.**
☐	11-12.L.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
☐	11-12.L.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
☐	11-12.L.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
☐	11-12.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
☐	**11-12.L.6**	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Text Types & Purposes

☐	**9-10.W.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
☐	9-10.W.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
☐	9-10.W.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
☐	9-10.W.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
☐	9-10.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
☐	**9-10.W.2**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
☐	9-10.W.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
☐	9-10.W.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
☐	9-10.W.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
☐	9-10.W.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
☐	9-10.W.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
☐	9-10.W.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level A

Text Types & Purposes *(continued)*

☐	**9-10.WHST.1**	**Write arguments focused on discipline-specific content.**
☐	9-10.WHST.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
☐	9-10.WHST.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
☐	9-10.WHST.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
☐	9-10.WHST.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
☐	**9-10.WHST.2**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
☐	9-10.WHST.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
☐	9-10.WHST.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
☐	9-10.WHST.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
☐	9-10.WHST.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
☐	9-10.WHST.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
☐	9-10.WHST.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

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TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report
https://tabe.drcedirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

Appendix C

Breakdown of the TABE 11/12 Tests

TABE 11/12 Reading				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	100 Minutes (50 Min. for Part A & 50 Min. for Part B)			
# Passages:	7	8		9
# Items:	40 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Passage:	14 Min.	12 Min.		11 Min.
Average Time Per Question:	2.5 Minutes			
TABE 11/12 Language				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	55 Minutes			
# Items:	35 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Question:	1.5 Minutes			
TABE 11/12 Mathematics				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	65 Minutes for Both Parts: A & B	55 Minutes for Part A 10 Minutes for Part B	35 Minutes for Part A 30 Minutes for Part B	30 Minutes for Part A 35 Minutes for Part B
# Items:	40 Questions			

Websites

FLDOE Adult Education Program Course Standards.
http://www.fldoe.org/workforce/dwdframe/ad_frame.asp

Technical Assistance Paper: Adult General Education Instructional Hours Reporting Procedures.
http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf

Tests of Adult Basic Education. TABE 11 & 12 Information and Resources.
https://tabetest.com/#

Florida IPDAE. http://www.floridaipdae.org/

Acknowledgements

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level A

Text Types & Purposes *(continued)*

☐	**9-10.WHST.1**	**Write arguments focused on discipline-specific content.**
☐	9-10.WHST.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
☐	9-10.WHST.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
☐	9-10.WHST.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
☐	9-10.WHST.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
☐	**9-10.WHST.2**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
☐	9-10.WHST.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
☐	9-10.WHST.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
☐	9-10.WHST.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
☐	9-10.WHST.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
☐	9-10.WHST.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
☐	9-10.WHST.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

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