



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Sneak Peek:

The New Individualized Instructional Student Plans (ISPs) for the TABE 11/12 Language Test

www.floridaipdae.org

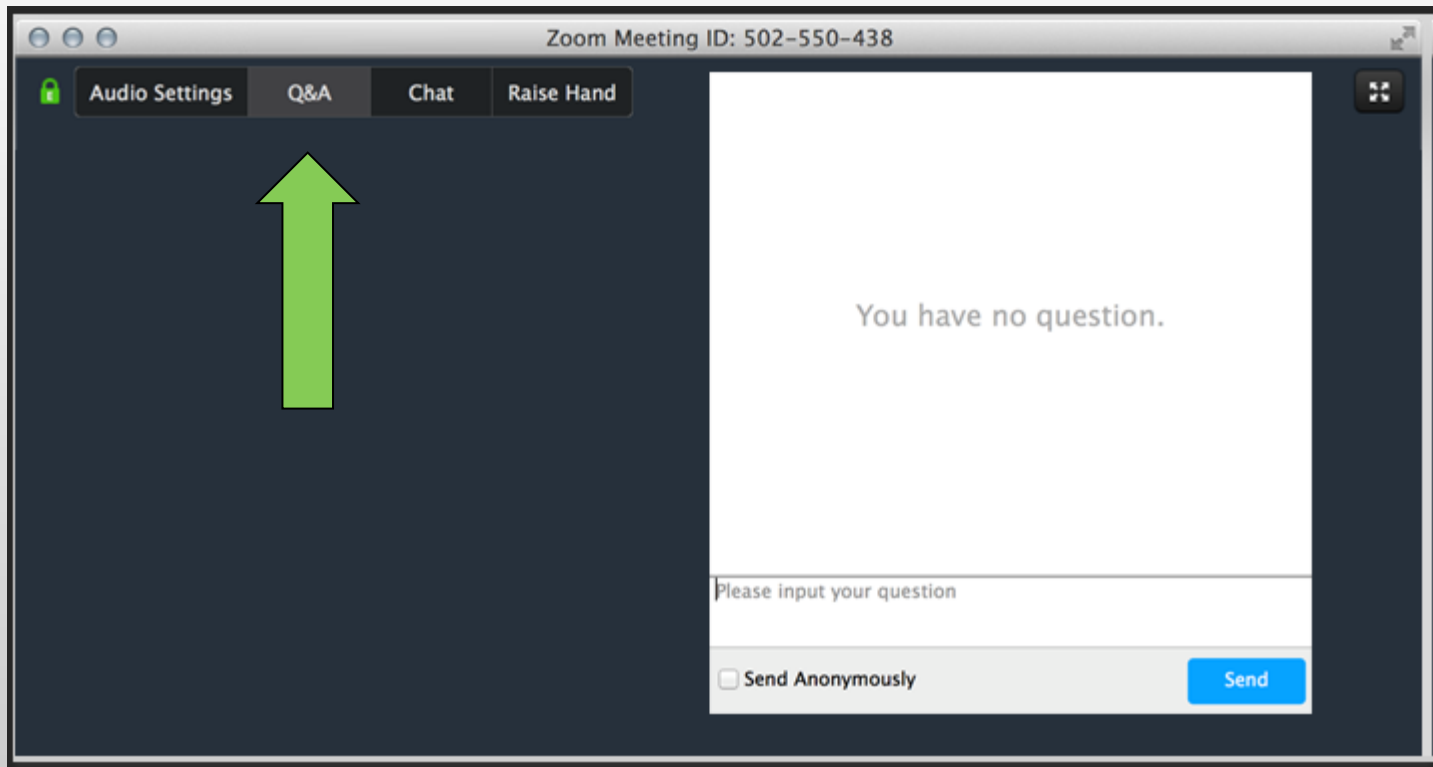
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Maria Gutierrez
Miami-Dade County Public
Schools, Administrator

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



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




Training Objective:

In this professional development session, we will provide a sneak preview of an intervention tool that, when used properly, will help improve your students' TABE 11/12 Language post-test scores". We are talking about the new TABE 11/12 Language Individualized ISPs.


New TABE 11/12 Individualized Instructional Student Plans (ISPs)

LET'S SNEAK A PEEK


One plan per level




INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level A



INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level D



INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M



INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level E

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

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

TESTING INFORMATION:

Test Date: _____

Current Test Level: ☐ E

Current Test Form: ☐ 11 ☐ 12

NRS Level & Scale Score: ☐ 1 (310-457) ☐ 2 (458-510)

POST-TESTING INFORMATION:

TABE Level: E

CCR Level: B

Average Word Count: 301-422

Average Lexile: 718 L – 780 L

SCORED PROFICIENCY:

☐ Non-Proficiency

☐ Partial Proficiency

☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Titles	Capitalize book titles	High	3.L.2.a	
	Capitalize multiple book titles			

Understand the ISP and its components

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

1 → ABE Language: TABE Level M

2 →
STUDENT: _____
TEACHER: _____

COURSE: _____

I.D.: _____
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

5 →
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

Don't forget, the test is aligned to the CCR standards!



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.
- ☐ 4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.

Use student data to develop a true individualized ISP

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Language: TABE Level M

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

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

DOMAIN:	Conventions of Standard English (44%)	SCORED PROFICIENCY:
CATEGORY:	Language (L)	<input type="checkbox"/> Non-Proficiency
# Questions:	17	<input type="checkbox"/> Partial Proficiency
		<input type="checkbox"/> 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	
	Quotation Marks	Use commas to set off nonrestrictive clause in more complex text	High	4.L.2	
		Identify a sentence with a comma error	High	4.L.2.c	
	Ellipsis/Dashes	Identify multiple sentences with comma errors	High	4.L.2.b	
		Use commas & quotation marks to mark direct speech and quotations from a text.	High	4.L.2.b	
	Parts of Speech	Pronouns	Use commas & quotation marks to mark direct speech and quotations from a text.	High	4.L.2
			Use an ellipsis in a sentence with omitted text or pauses	High	4.L.2
Verbs		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	
		Maintain the correct verb tense	High	4.L.1.b	
		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	High	4.L.1	
Adverbs		Identify multiple sentences with coordinate adjectives	High	4.L.1.a	
		Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	High	4.L.1.a	
Prepositions	Identify prepositional phrases	High	4.L.1.e		

DATA RECOGNITION
DRC
CORPORATION

Individual Profile: MARADIAGO, LILIAN

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

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State:	FL
District:	MIAMI DADE COUNTY PUBLIC SCH
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Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
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.

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

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

Some levels may have too few items within the domain to show proficiency.

OR NEXT FOCUS
Recognize multiple sentence fragments in a paragraph
Identify multiple sentences with commas
Identify conventional adjective order across sentences
Determine the meaning of a root word
Identify the definition of more complex words used in context
Identify words to signal contrast in more complex sentences
Identify word-level revisions to more complex sentences using a precise word
Identify an introductory sentence of an opinion paragraph
Identify an introductory sentence of an opinion paragraph
Identify multiple concluding sentences to an opinion paragraph
Identify multiple sentences using precise language

Key Points to Remember!

- ✓ No guesswork is involved!
- ✓ Fillable pdf's 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 ISPs to differentiate, individualize, & personalize!
- ✓ Engage and empower your students in their own learning!



“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team

WE WANT
YOUR
FEEDBACK