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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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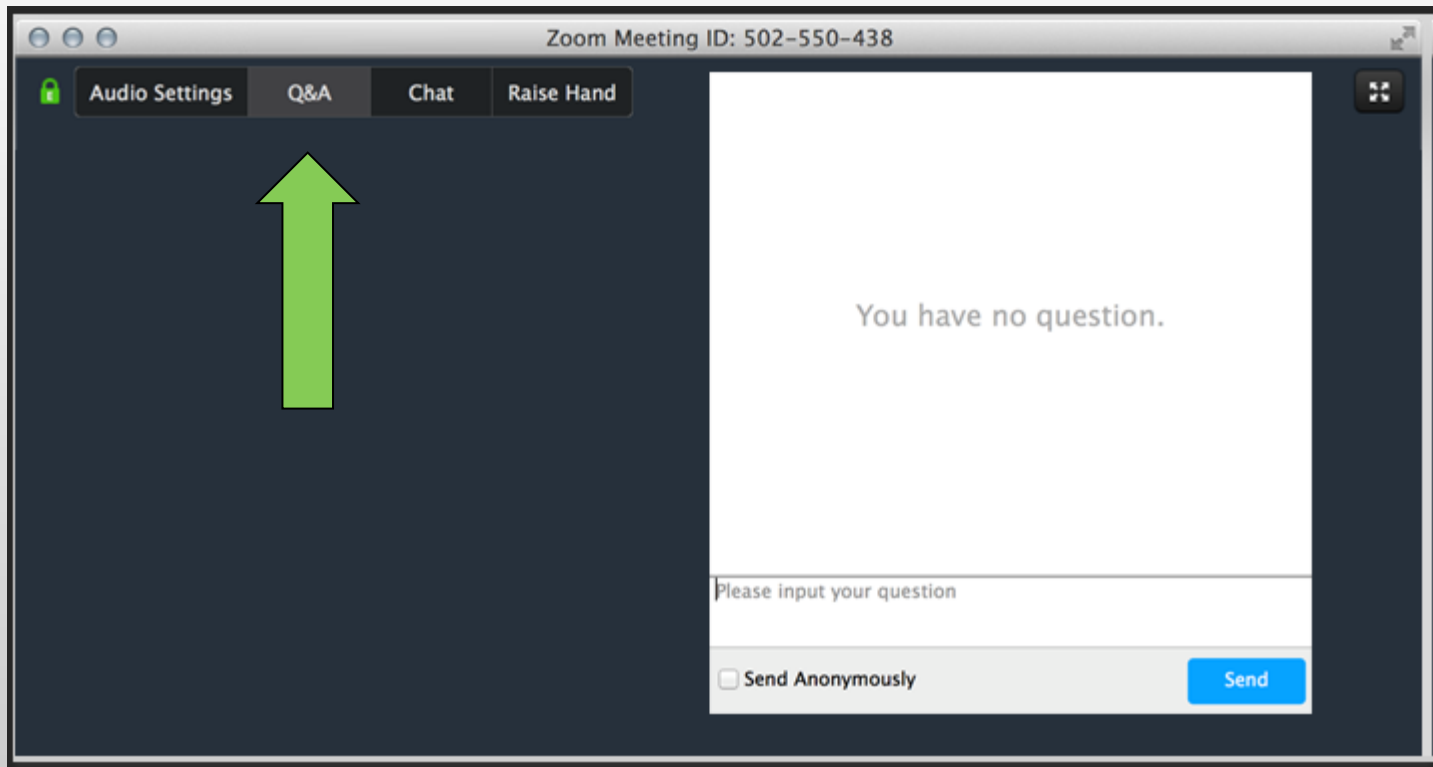
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Welcome!

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.

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Training Objectives:

In this professional development session, we will unveil an intervention tool that, when used properly, will help improve your students' TABE 11/12 Language post-test scores. That being said, we will break the session into 3 parts:

1. Differentiate, individualize & personalize instruction
2. The new TABE 11/12 Language IISP
3. Conclusion and reflection

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PART I

DIFFERENTIATE, INDIVIDUALIZE, & PERSONALIZE INSTRUCTION

Differentiate, Individualize & Personalize Instruction

with the new TABE 11/12 Language IISPs

The How

The When

Both +

DIFFERENTIATE

Flexible Groups

- Lessons designed around the needs, preferences, and goals of a group of students.

- Students move from group to group based on ability/content mastery.

- Students are not always assigned to the same groups.

INDIVIDUALIZE

Individual Students

- Instruction is focused on the needs of an individual student.

- Teaching targets one need at a time.

- Students focus on what they have not mastered and skip content they already know; instruction is paced for each student.

PERSONALIZE

Individual Students

- Aims to customize learning based on a student's strengths, needs, skills & interests.

- Every student has a plan based on what he knows and how he learns best.

- Involves student with the selection/creation of learning activities based on student interests.

PART II

THE NEW
TABE 11/12 LANGUAGE IISP

Increase student performance with the new

TABE 11/12 Language IISP

STEP 1 Understand the IISP and its components
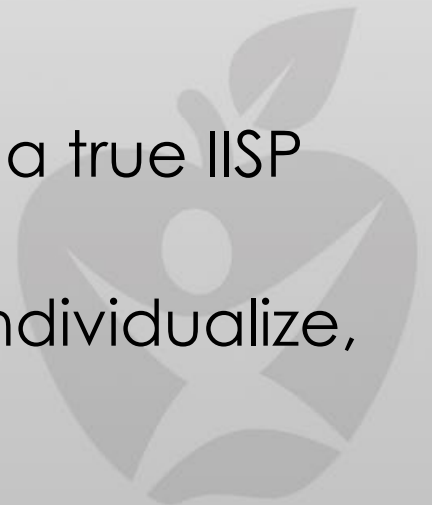
STEP 2 Select the right IISP for each student

STEP 3 Use student data to develop a true IISP

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

STEP 1 ▶▶▶ **Understand the IISP and its components**

STEP 1

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

❶ ABE Language: TABE Level M

❷

STUDENT: _____ I.D.: _____

TEACHER: _____ COURSE: _____ DATE: _____

❸

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)

❹

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

❺

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

❻

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

❼

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	

STEP 1

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	

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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**
☐ 2.L.2.a

☐ | **3.W.1.d** | **Provide a concluding statement or section.**

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

Which IISP should I assign?

You now know that there are 4 IISPs for TABE 11/12 Language, but how do you know which one to assign to each student?

First, determine which form you will assign the student when post-testing.

NRS Level	Alternate Form Testing	Same Form Testing
1-4	50-60 hours of instruction recommended	60-80 hours of instruction recommended
5-6	30-59 hours of instruction recommended	

Recommended ➡

i.e., 11 M to 12 M   *i.e., 11 M to 11 M*

STEP 2   Next, select the next test level.

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

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

Example:

Pretest	Posttest
Form 12	Form 11
Level M	Level M

NTA = Language 11 M

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STEP 2

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.

+

- A " + " plus sign after the scale score

-

- A " - " minus sign after the scale score
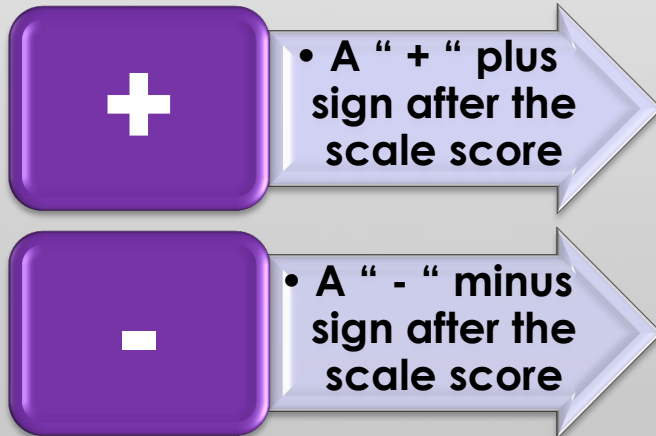
You need to consider whether or not you want to retest the student; however, post-testing students at the lowest level possible has 2 benefits:

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).

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

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

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

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	---	---	---	---	---	---	---	---	---
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
- ...gnize multiple sentence fragments ...n a paragraph
- ...talics for book titles
- ...tify multiple sentences with comma
- ...onventional adjective order across ...ple sentences
- ...rmine the meaning of a root word
- ...t the definition of more complex ...used in context
- ...words to signal contrast in more ...lex sentences
- ...e word-level revisions to more ...lex sentences using a precise word
- ...an introduction to an opinion ...graph
- ...e an introductory sentence of an ...on paragraph
- ...multiple concluding sentences to an ...on passage
- ...se multiple sentences using precise ...age

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STEP 3 ≫≫

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

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

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

STEP 3

IISP

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

DOMAIN:	**Vocabulary Acquisition & Use (26%)**	SCORED PROFICIENCY:	**X** Non-Proficiency
CATEGORY:	Language (L)		☐ Partial Proficiency
# Questions:	6		☐ Proficiency

DOMAIN:	**Knowledge of Language (5%)**	SCORED PROFICIENCY:	☐ Non-Proficiency
CATEGORY:	Language (L)	**N/A**	☐ Partial Proficiency
# Questions:	2		☐ Proficiency

DOMAIN:	**Text Types & Purposes (25%)**	SCORED PROFICIENCY:	☐ Non-Proficiency
CATEGORY:	Writing (W)		**X** Partial Proficiency
# Questions:	10		☐ Proficiency

TABE 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		✓	

STEP 3

TABE Report

IISP

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

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	

STEP 4 ▶▶▶ Use the IISP to differentiate, individualize, & personalize

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.

PART III

CONCLUSION & REFLECTION

Conclusion

Key Points:

- ☑ 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 IISPs to differentiate, individualize, & personalize!
- ☑ Engage and empower your students in their own learning!

Time to Reflect

Growth Mindset: Taking It 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 all 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 all of 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.

"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

All IISPs contain 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.