



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Sneak Peek:

The New Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Reading Test

www.floridaipdae.org

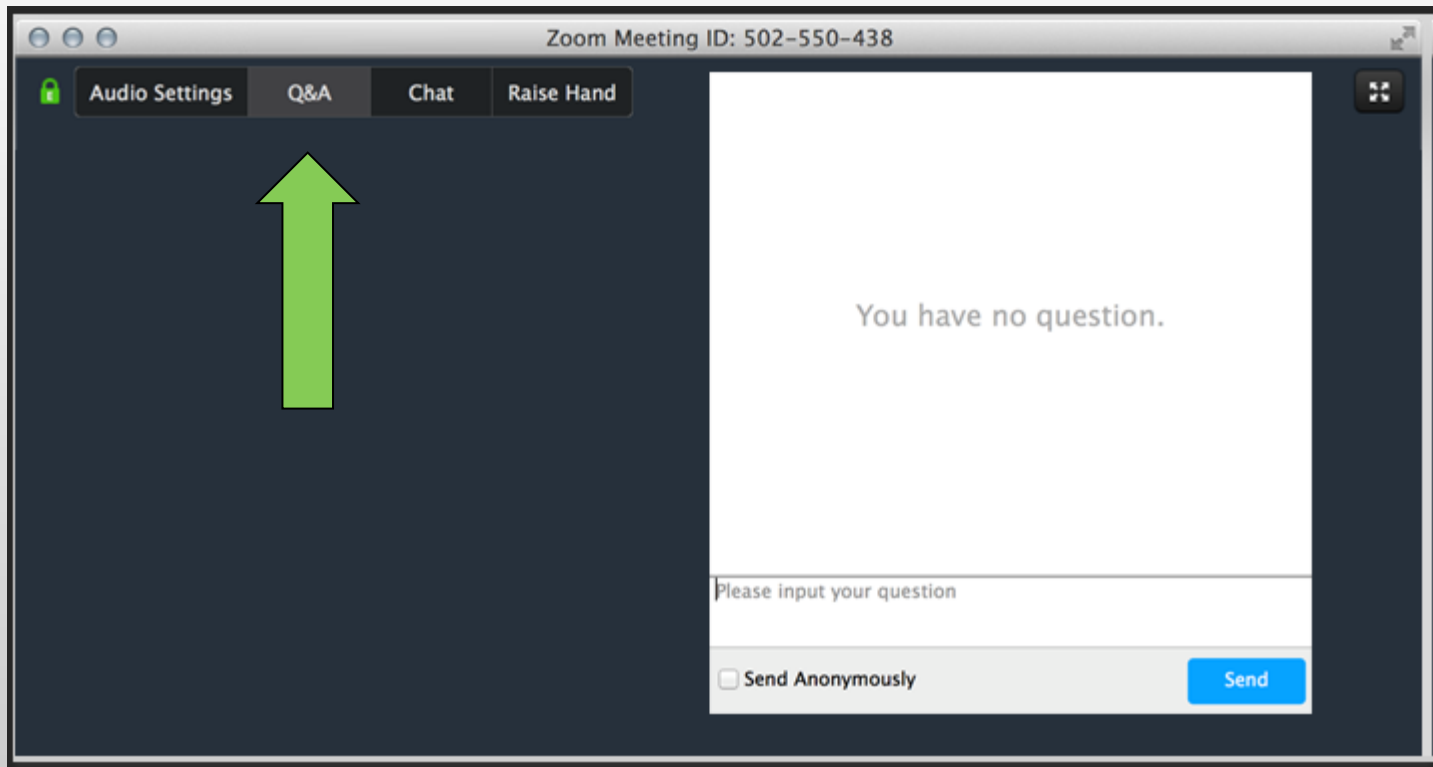
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

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 Reading Individualized Instructional Student Plans (IISPs).



PART I

DIFFERENTIATE, INDIVIDUALIZE, & PERSONALIZE INSTRUCTION

One plan per level

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN ABE Reading: TABE Level A

I.D.: _____
DATE: _____

INFORMATION:

Level: A
Level: E
Count: 596-676
Lexile: 1055 L – 1149 L

- ☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

Emphasis	Aligned CCRS	Mastery Date
Low	9-10.RL.1	
High	9-10.RL.1	
Medium	9-10.RH.1	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN ABE Reading: TABE Level D

I.D.: _____
DATE: _____

INFORMATION:

Level: D
Level: D
Count: 497-562
Lexile: 1081 L – 1126 L

- ☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

Emphasis	Aligned CCRS	Mastery Date
Low	7.RL.1	
High	7.RL.1	
Medium	7.RL.1	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN ABE Reading: TABE Level M

I.D.: _____
DATE: _____

INFORMATION:

Level: M
Level: C
Count: 463-485
Lexile: 830 L – 846 L

- ☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

Emphasis	Aligned CCRS	Mastery Date
Low	4.RL.1	
Low	4.RL.1	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN ABE Reading: TABE Level E

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

CURRENT TESTING INFORMATION:

Test Date: _____
Current Test Level: ☐ E
Current Test Form: ☐ 11 ☐ 12
NRS Level & Scale Score: ☐ 1 (310-441) ☐ 2 (442-500)

POST-TESTING INFORMATION:

TABE Level: E
CCR Level: B
Average Word Count: 301-422
Average Lexile: 718 L – 780 L

DOMAIN: Phonics & Word Recognition (16%)
(Reading Foundational Skills)
CATEGORY: Reading Foundational Skills (RF)
Questions: Form 11: 5 / Form 12: 6

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

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Segment Syllables	Decode multisyllable words			
	Distinguish between vowel sounds	Medium	2.RF.3	
	Distinguish between vowel sounds of words embedded in a sentence	Medium	2.RF.3.a	
		Medium	2.RF.3.b	
Know Long and Short Vowel Sounds		Medium	2.RF.3.e	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

1 → ABE Reading: 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 (442-500) ☐ 3 (501-535)

POST-TESTING INFORMATION:

TABE Level: M

CCR Level: C

Average Word Count: 463-485

Average Lexile: 830 L – 846 L

DOMAIN: Key Ideas & Details (37%)

CATEGORY: Reading Informational Text (RI) /

Questions: Reading Literature (RL)

18

SCORED PROFICIENCY:

☐ Non-Proficiency

☐ Partial Proficiency

☐ Proficiency

TABE Category/Subcategory

TABE Skill

Emphasis

**Aligned
CCRS**

**Mastery
Date**

Recall Details in a Text

Identify key details in a text

Support a stated inference with detail from the text

Use details to support inferences regarding connections

Low

Low

4.RI.1

4.RL.1

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




✚ Listed on the *TABE 11/12 Skills Crosswalk Level M* for Reading but not on *Individual Student Profile Report*.

Correlated CCR Anchor/Substandards & Descriptions

Key Ideas & Details

- ☐ 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ☐ 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ 4.RI.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ☐ 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ☐ 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Use student data to develop a true IISP

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level M

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

CURRENT TESTING INFORMATION: **POST-TESTING INFORMATION:**

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

DOMAIN: Key Ideas & Details (37%) **SCORED PROFICIENCY:** ☐ Non-Proficiency
CATEGORY: Reading Informational Text (RI) / ☐ Partial Proficiency
Reading Literature (RL) ☐ Proficiency
Questions: 18

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text	Low	4.RI.1	
	Support a stated inference with detail from the text		4.RL.1	
Draw Inferences in Text	Use details to support inferences regarding connections in a text	Low	5.RI.1	
	Make an inference about a section of text		5.RL.1	
	Make an inference based on a section of text			
	Make an inference about an event in a slightly complex text			
Identify Main Idea	Make inferences based on events in a moderately complex text	High	4.RL.2	
	Make an inference connecting ideas in a text			
	Identify the central idea of a literary text			
	Identify the main idea of a moderately complex text			
Support Main Idea	Identify the main idea of a very complex text	High		
	Determine the theme of a text across varying text complexities			
	Use details to support the main idea			
Summarize	Use details to support the main idea in a very complex text	High	4.RI.2	
	Support an inferred central idea with evidence from a moderately complex text			
Describe the Relationship Between Events	Summarize a section of the text	High	4.RI.3	
	Summarize an informational text			
	Use details to support key ideas			
	Explain an idea based on explicitly stated details			
	Explain sequence of an event in a slightly complex text			
	Explain sequence of an event in a moderately complex text			
	Make distinctions between ideas in a moderately complex text	High		
	Analyze the connections among ideas in a very complex text			
	Use evidence to support the analysis of connections among ideas in a very complex text			
	Make an inference connecting historical events			

DATA RECOGNITION CORPORATION
DRC
CORPORATION

Individual Profile:

Report Criteria

ID: _____ State: FL
Test Name: TABE 12 ALL District: MIAMI DADE COUNTY PUBLIC SCH
Report: ALL School: MIAMI SUNSET ADULT
Report Date: 06-06-2020

Individual Profile:

Report Criteria

ID: _____ State: FL
Test Name: TABE 12 ALL District: MIAMI DADE COUNTY PUBLIC SCH
Report: ALL School: MIAMI SUNSET ADULT
Report Date: 06-06-2020

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	01/30/2019	M	47	20	40	485	13	2	N
Mathematics	---	---	---	---	---	---	---	---	---
Language	---	---	---	---	---	---	---	---	---

--- 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.

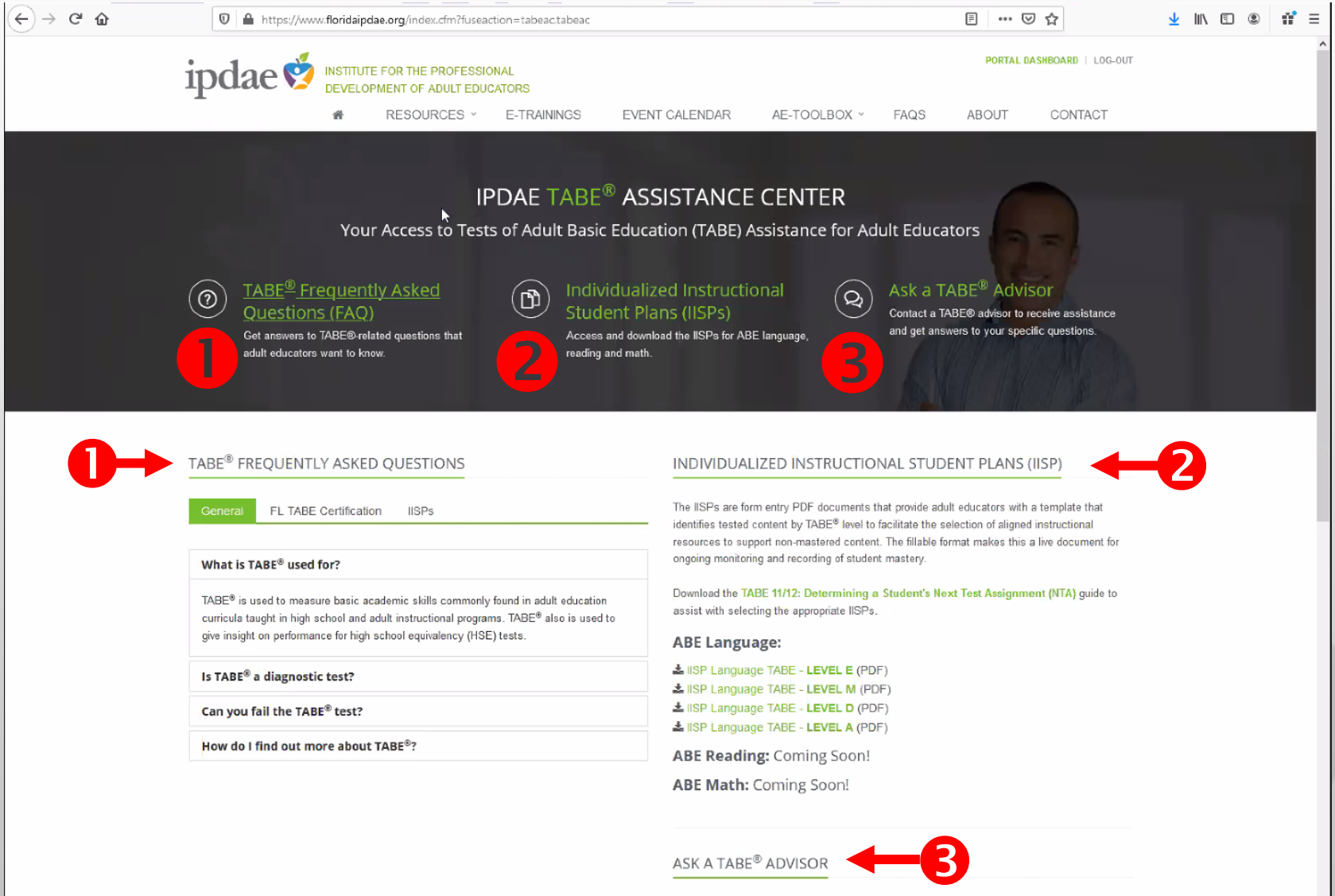
Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	20	4	✓		
Craft and Structure	17	19	12		✓	
Integration of Knowledge and Ideas	5	8	4		✓	
Mathematics	---	---	---	---	---	---
Language	---	---	---	---	---	---

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

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



The screenshot shows the IPDAE website's new TABE Assistance Center. The header includes the IPDAE logo and navigation links: RESOURCES, E-TRAININGS, EVENT CALENDAR, AE-TOOLBOX, FAQs, ABOUT, and CONTACT. The main banner reads "IPDAE TABE® ASSISTANCE CENTER" and "Your Access to Tests of Adult Basic Education (TABE) Assistance for Adult Educators". Below the banner are three numbered callouts: 1. TABE® Frequently Asked Questions (FAQ), 2. Individualized Instructional Student Plans (IISPs), and 3. Ask a TABE® Advisor. The content area shows the FAQ section selected, with tabs for General, FL TABE Certification, and IISPs. The FAQ section includes questions like "What is TABE® used for?", "Is TABE® a diagnostic test?", "Can you fail the TABE® test?", and "How do I find out more about TABE®?". The IISPs section includes a description of IISPs, a download link for the "TABE 11/12: Determining a Student's Next Test Assignment (NTA)" guide, and a list of IISPs for ABE Language (Levels E, M, D, A). The "ASK A TABE® ADVISOR" section is also visible.


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PORTAL DASHBOARD | LOG-OUT

RESOURCES E-TRAININGS EVENT CALENDAR AE-TOOLBOX FAQs ABOUT CONTACT


IPDAE TABE® ASSISTANCE CENTER

Your Access to Tests of Adult Basic Education (TABE) Assistance for Adult Educators




TABE® Frequently Asked Questions (FAQ)

Get answers to TABE®-related questions that adult educators want to know.



Individualized Instructional Student Plans (IISPs)

Access and download the IISPs for ABE language, reading and math.



Ask a TABE® Advisor

Contact a TABE® advisor to receive assistance and get answers to your specific questions.

1 → TABE® FREQUENTLY ASKED QUESTIONS

General FL TABE Certification IISPs

What is TABE® used for?

TABE® is used to measure basic academic skills commonly found in adult education curricula taught in high school and adult instructional programs. TABE® also is used to give insight on performance for high school equivalency (HSE) tests.

Is TABE® a diagnostic test?

Can you fail the TABE® test?

How do I find out more about TABE®?

2 ← INDIVIDUALIZED INSTRUCTIONAL STUDENT PLANS (IISP)

The IISPs are form entry PDF documents that provide adult educators with a template that identifies tested content by TABE® level to facilitate the selection of aligned instructional resources to support non-mastered content. The fillable format makes this a live document for ongoing monitoring and recording of student mastery.

Download the **TABE 11/12: Determining a Student's Next Test Assignment (NTA)** guide to assist with selecting the appropriate IISPs.

ABE Language:

- IISP Language TABE - **LEVEL E** (PDF)
- IISP Language TABE - **LEVEL M** (PDF)
- IISP Language TABE - **LEVEL D** (PDF)
- IISP Language TABE - **LEVEL A** (PDF)

ABE Reading: Coming Soon!

ABE Math: Coming Soon!

3 ← ASK A TABE® ADVISOR



“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



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.drctdirect.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.

