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

Resources for the Adult Education Practitioner

Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Reading 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.

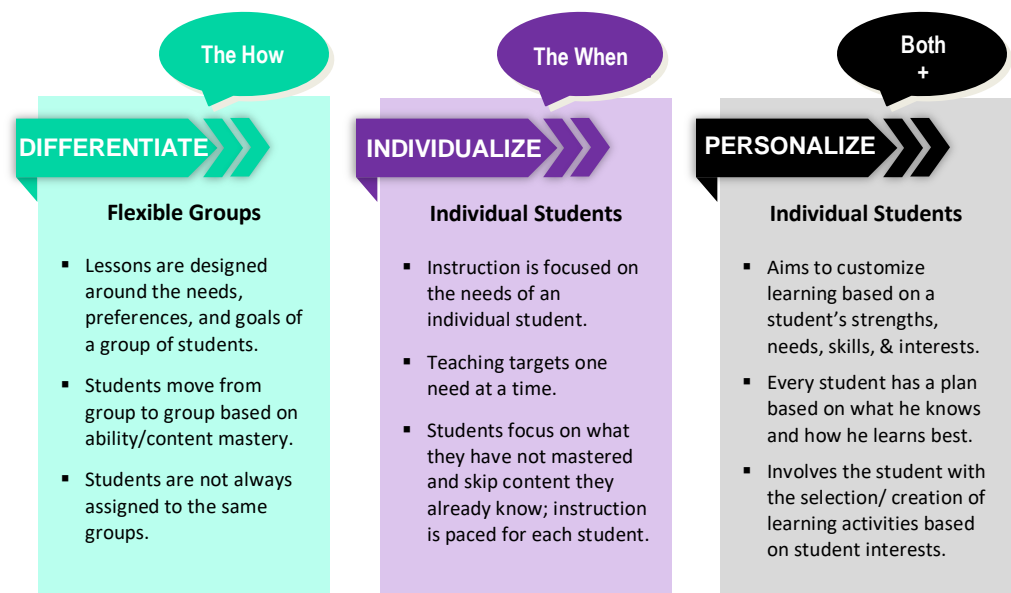| Slide(s)	Guiding Questions	My Thoughts
4-6	Think about what you want to take-away from this session.	
6	What do you know about differentiated, individualized, and personalized instruction and learning?	
7	What is the gap-closing tool that you can use to close the performance gap in your ABE classrooms?	
9	Why are the new IISPs for the TABE 11/12 Reading Test truly individualized?	
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14	What should you do when you see a "+" sign or "-" sign after a student's scale score?	
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19	How can you use the IISP to personalize instruction?	
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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 Reading 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 Reading 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.

The How	The When	Both +
DIFFERENTIATE	**INDIVIDUALIZE**	**PERSONALIZE**
Flexible Groups	**Individual Students**	**Individual Students**
▪ Lessons are 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.	▪ 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.	▪ 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 the student with the selection/ creation of learning activities based on student interests.

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 Reading 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 reading 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 reading 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 reading 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 reading 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 reading, 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 reading 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 Reading 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 domain area, what question types are included. You need to be able to connect classroom lessons and activities directly to tested content. These new reading 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!

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level M

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

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

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

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

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

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 Reading 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 reading 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 Reading 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 reading 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 reading 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, 37% of the test is dedicated to questions regarding Key Ideas and Details. Right under the domain you have the CCRS Category. This domain encompasses two CCRS categories: Reading Informational Text (RI) and Reading Literature (RL). You will soon understand the significance of these categories when we look at the aligned CCRS standards in the next couple of slides. Right under the category you have the number of questions pertaining to this particular 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	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Meaning of On-level Words or Phrases in Context	✚Determine the meaning of a tier 1 word in context	High	5.RI.4	
	✚Determine the meaning of a tier 1 multiple meaning word in context			
	Determine the meaning of a more difficult tier 1 word in context			
	Determine the meaning of a tier 2 word in context			
	Determine the meaning of a tier 2 multiple meaning word in context			
	Determine the meaning of a word in very complex text			

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

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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.

☐	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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, the new TABE Crosswalks, 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. It may also indicate that the skill appears on the new TABE 11/12 Skills Crosswalk for Reading but is excluded from the Individual Profile Reports. To eliminate the possibility of excluding content that is possibly tested, we have added that particular 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 5.RI.1. If you want to know what 5.RI.1 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, "Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text." 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 reading results taken from DRC's Individual Profile Report. We have enlarged the Reading 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.

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	1/30/2019	M	47	20	40	485	13	2	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
E	1	E
	2	E
	3	M
❶ → **M**	❷ → 2	❸ → M
	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 Reading (see #1 above) and scored an NRS Level 2 (See #2 above).

3. You will assign the student to post-test on the Level M test in Reading (see #3 above).

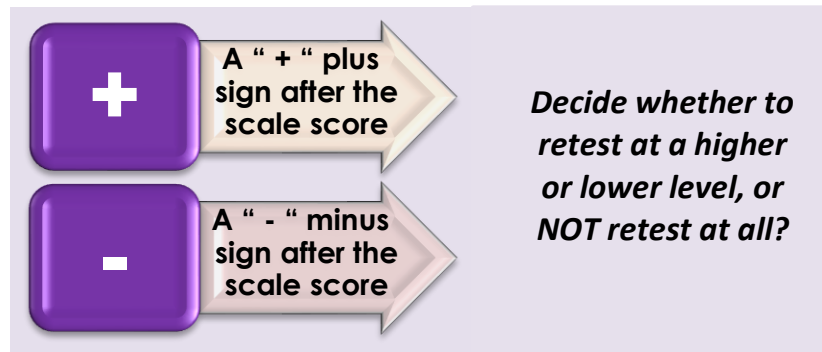In summary, this student's Next Test Assignment or NTA for reading is 11 M. (See below.)

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

Clarifying Point:

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.

+ A " + " plus sign after the scale score

- A " - " minus sign after the scale score

Decide whether to retest at a higher or lower level, or NOT retest at all?

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*

A closer look!

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.

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.

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 Reading 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 "2"

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

DOMAIN:	Craft & Structure (42%)	SCORED PROFICIENCY:	☐ Non-Proficiency
CATEGORY:	Reading Informational Text (RI) / Reading Literature (RL)		**X** Partial Proficiency
# Questions:	17		☐ Proficiency

DOMAIN:	Integration of Knowledge & Ideas (11%)	SCORED PROFICIENCY:	☐ Non-Proficiency
CATEGORY:	Reading Informational Text (RI)		**X** Partial Proficiency
# Questions:	5		☐ Proficiency

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						
Key Ideas and Details	18	20	4	✓		
Craft and Structure	17	19	12		✓	
Integration of Knowledge and Ideas	5	8	4		✓	

Let me bring something to your attention. Remember that this student pretested on a Level M test and will be post-testing on a Level M test. This will make 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. Keep the process simple. Once you have checked off the skills under the "Demonstrated Skills" column, you know that anything that is left over under that domain has not yet been mastered so just leave the rest blank.

Excerpt from the Individualized Instructional Student Plan

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

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

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text			
	Support a stated inference with detail from the text	Low	4.RI.1	
	Use details to support inferences regarding connections in a text	Low	4.RL.1	
Draw Inferences in Text	Make an inference about a section of text			
	Make an inference based on a section of text			
	Make an inference about the text			✓
	Make an inference about an event in a slightly complex text	Low Medium	5.RI.1 5.RL.1	

Excerpt from the TABE 11/12 Individual Profile Report

DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS
Reading		
Key Ideas and Details	Non-Proficiency	• Make an inference about the text • Make an inference about a section of text • Support a stated inference with detail from the text • Summarize a section of the text • Identify the central idea of a literary text • Make an inference connecting historical events • Explain sequence of an event in a slightly complex text • Make an inference about an event in a slightly complex

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.

Use the IISP to differentiate, individualize, and personalize.

A closer look!

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 reading 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 ABE reading class, and what is not?" Hold regular data chats with your students and be sure to update reading 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

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 Reading Tests

(There is a total of four reading 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 Reading: 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 (310-441) ☐ 2 (442-500)	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	Medium	2.RF.3	
Know Long and Short Vowel Sounds	Distinguish between vowel sounds	Medium	2.RF.3.a	
	Distinguish between vowel sounds of words embedded in a sentence	Medium	2.RF.3.b	
	Distinguish between vowel sounds of words with similar structure	Medium	2.RF.3.e	
		Medium	2.RF.3.f	
Understand Affixes	Determine the meaning of common affixes	High	3.RF.3	
	Determine word meaning based on suffix	High	3.RF.3.a	
	Determine the meaning of a common affix embedded in a sentence	High	3.RF.3.b	
	Describe the connection between ideas in a moderately complex text	High	3.RF.3.c	
	Explain connection between ideas in a very complex text	High	3.RF.3.d	
	Use evidence to explain the connections between ideas			
	Use details to support inferences regarding connections in a text			

DOMAIN: Key Ideas & Details (37%)
CATEGORY: Reading Informational Text (RI)
 # Questions: Form 11: 15 / Form 12: 14

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Respond to basic questions about key details in a slightly complex text	High	2.RI.1	
	Respond to basic questions about key details in a moderately complex text			
	Recount key details of a very complex text without requiring inference			
	Recount key details of a slightly complex text without requiring inference			
	Recount key details of a moderately complex text without requiring inference			
	Respond to inferential questions about key details			
Draw Inferences in Text	Make an inference about details	High	2.RI.1	
	Make an inference based on a section of text			
	Make an inference connecting ideas in a text			
Identify Main Idea	Determine main idea in a moderately complex sentence	High	3.RI.2	
	Determine the main idea in a slightly complex text			
	Determine the main idea in a moderately complex text			
	Identify the main idea of a very complex text			
Support Main Idea	Use evidence to support determination of a main idea	High	3.RI.2	
	Support an explicit main idea with evidence from text			
Summarize	Summarize an informational text			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level E

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Describe the Relationship Between Events	Describe the connection between ideas in a slightly complex text	Medium	3.RI.3	

DOMAIN: Craft & Structure (32%)
CATEGORY: Reading Informational Text (RI)
 # Questions: 13

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

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Meaning of On-level Words or Phrases in Context	Determine the meaning of a tier 1 word in context	High	3.RI.4	
	Determine the meaning of a tier 2 word in context			
	Determine the meaning of a phrase in context			
Use Text Tools to Locate Information	Use text features to locate details in slightly complex texts	Low	2.RI.5	
	Use text features to locate details in moderately complex texts	Medium	3.RI.5	
	Use text features to locate details in very complex texts			
Identify Author's Purpose	Identify the author's purpose regarding an idea	Medium	2.RI.6	
	Identify the author's purpose in a slightly complex text			
	Identify author's purpose in a moderately complex text			
	Use evidence to support the author's purpose			
Identify Author's/s' Point of View	Identify the author's opinion regarding a topic	Medium	3.RI.6	
	Identify the author's opinion in regarding a topic in a slightly-moderately complex text			
	Identify the author's point of view in a slightly-moderately complex text			
	Identify the author's point of view in a very complex text			
	Use evidence to support the author's opinion			

DOMAIN: Integration of Knowledge & Ideas (15%)
CATEGORY: Reading Informational Text (RI)
 # Questions: 7

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

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Connect Illustration & Text	Use graphics to support understanding of a slightly complex text	Medium	3.RI.7	
	Use graphics and text to support understanding of a slightly complex text			
	Use graphics to support understanding of a moderately complex text			
	Use graphics to support understanding of a very complex text			
How Reasons/Evidence Support Author's Point	Use evidence in slightly complex text to support reasons	Low	2.RI.8	
	Use evidence in moderately complex text to support reasons			
	Use evidence in a very complex text to support reasons			
	Use multiple pieces of evidence to support reasons			
	Explain the author's use of evidence to support an idea in very complex text			
	Use evidence to support the explanation of an author's point about a text			
	Use multiple pieces of evidence to support the explanation of an author's point about a text			
	Use text evidence from multiple texts to support the use of quantitative information			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level E

Correlated CCR Anchor/Substandards & Descriptions

Phonics & Word Recognition (Reading Foundational Skills)

☐ **2.RF.3** **Know and apply grade-level phonics and word analysis skills in decoding words.**
☐ 2.RF.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
☐ +2.RF.3.b Know spelling-sound correspondences for additional common vowel teams.
☐ +2.RF.3.e Identify words with inconsistent but common spelling-sound correspondences.
☐ +2.RF.3.f Decode multisyllable words.
☐ **3.RF.3** **Know and apply grade-level phonics and word analysis skills in decoding words.**
☐ 3.RF.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
☐ 3.RF.3.b Decode words with common Latin suffixes
☐ 3.RF.3.c Decode multisyllable words
☐ +3.RF.3.d Read grade-appropriate irregularly spelled words

\+ Listed on the *TABE 11/12 Blue Print Level M* for Reading but not on *Individual Student Profile Report.*

Key Ideas & Details

☐ 2.RI.1 Ask & answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
☐ 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
☐ 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft & Structure

☐ 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
☐ 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
☐ 3.RI.4 Determine meaning of general academic & domain-specific words & phrases in a text relevant to a grade 3 topic or subject area
☐ 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate info. relevant to a given topic efficiently.
☐ 3.RI.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge & Ideas

☐ 2.RI.8 Describe how reasons support specific points the author makes in a text.
☐ 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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 Skills Crosswalks
https://tabetest.com /PDFs/TABE_11_12_Skills_Crosswalks_Reading.pdf

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 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) / Reading Literature (RL)	☐ Partial Proficiency
# Questions: 18	☐ Proficiency

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

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level M

DOMAIN:	Craft & Structure (42%)		SCORED PROFICIENCY:	☐ Non-Proficiency
CATEGORY:	Reading Informational Text (RI) / Reading Literature (RL)			☐ Partial Proficiency
# Questions:	17			☐ Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Meaning of On-level Words or Phrases in Context	✚Determine the meaning of a tier 1 word in context	High	5.RI.4	
	✚Determine the meaning of a tier 1 multiple meaning word in context			
	Determine the meaning of a more difficult tier 1 word in context			
	Determine the meaning of a tier 2 word in context			
	Determine the meaning of a tier 2 multiple meaning word in context			
	Determine the meaning of a word in very complex text			
	Determine the meaning of a phrase used in context			
	Determine the meaning of a phrase used in a very complex text			
	✚Determine the meaning of figurative language (sentence level)	Medium	5.RL.4	
Use Text Tools to Locate Information	Describe the structure of a slightly to moderately complex text	Medium	4.RI.5	
	Describe the structure of a section of very complex text			
	Describe the structure of a section of very complex text (technical document)			
	Describe the structure of multiple paragraphs of a moderately complex text			
	Describe the structure of very complex text			
	Compare information expressed in multiple formats			
	Use evidence to support comparisons of the structure of moderately to very complex texts	Low	5.RI.5	
	Use evidence to support comparisons of information expressed in multiple formats	Medium	4.RI.5	
Identify Author's Purpose	Describe the author's point of view in moderately complex text	Medium	5.RI.6	
	Compare the point of view across multiple texts on the same topic			
	✚Compare the point of view between multiple slightly complex texts on the same topic			
Identify Author's/s' Point of View	Use evidence to support the comparison of points of view across multiple texts on the same topic	Medium Low	5.RI.6 5.RL.6	

DOMAIN:	Integration of Knowledge & Ideas (11%)		SCORED PROFICIENCY:	☐ Non-Proficiency
CATEGORY:	Reading Informational Text (RI)			☐ Partial Proficiency
# Questions:	5			☐ Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Connect Illustration & Text	Explain the connection between text and graphics	Medium	4.RI.7	
	Use quantitative information to support text			
	Use quantitative information to support multiple texts			
	Use text evidence to support the use of quantitative information			
	Use text evidence from multiple texts to support the use of quantitative information			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level M

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
How Reasons/Evidence Support Author's Point	Identify author's point about a section of moderately complex text	Medium	5.RI.8	
	Explain the author's use of evidence to support an idea in a slightly complex text			
	Use evidence to support the explanation of an author's point about a section of text			
	Explain the author's use of evidence to support an idea in moderately complex text			
	Explain the author's use of evidence to support an idea in very complex text			
	Use evidence to support the explanation of an author's point about a text			
	Use multiple pieces of evidence to support the explanation of an author's point about a text			
	Determine the relevance of evidence used to support a claim			
	Compare claims made across texts and support comparison with multiple pieces of evidence			

✚ 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.
- ☐ 4.RL.2 — Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- ☐ 5.RL.1 — Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft & Structure

- ☐ 4.RI.5 — Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ☐ 5.RI.4 — Determine meaning of general academic & domain-specific words & phrases in a text relevant to a grade 5 topic or subject area.
- ☐ 5.RI.5 — Compare & contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- ☐ 5.RI.6 — Analyze multiple accounts of same event or topic, noting important similarities & differences in point of view they represent.
- ☐ 5.RL.4 — Determine meaning of words & phrases as they are used in a text, including figurative language such as metaphors and similes.
- ☐ 5.RL.6 — Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge & Ideas

- ☐ 4.RI.7 — Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) & explain how the information contributes to understanding of the text in which it appears.
- ☐ 5.RI.8 — Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: 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 (501-535) ☐4 (536-575)	Average Lexile: 1081 L – 1126 L

DOMAIN: **Key Ideas & Details (47%)**
CATEGORY: **Reading Informational Text (RI) /**
Reading Literature (RL) /
Literacy in History-Social Studies (RH)
Literacy in Science & Technical Texts (RST)
 # Questions: **17**

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

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Draw Inferences in Text	Draw a conclusion based on a section of literary text	Medium	7.RL.1	
	Use evidence to support a stated inference			
	Make an inference of a slightly complex text based on explicit evidence	High	●7.RI.1	
	Use details to support an inference of a literary text	Low	●6-8.RH.1	
	Make a text-based inference of a literary text	High	●6-8.RST.1	
Identify Main Idea	✚Determine a central idea of a slightly complex text	High Medium	6.RI.2 6.RL.2	
	✚Identify Main Idea			
	Identify the central idea of a moderately complex text			
	Determine a central idea of a moderately complex text			
	✚Determine central ideas explicitly stated in a moderately complex text			
	Make an inference about the central idea of a moderately complex text	Low	6-8.RST.2	
	Determine the central idea of a complex text	High Medium	6.RI.2 6.RL.2	
	Determine a central idea of a very complex text (or section of text)	High Medium Low	6.RI.2 6.RL.2 6-8.RST.2	
Support Main Idea	Use evidence to support a stated central idea of a highly complex text	High Medium	6.RI.2 6.RL.2	
	Use evidence to support the identification of the central idea of a moderately complex text			
	Use evidence to support an explicitly stated central idea of a moderately complex text			
	Support an inferred central idea with evidence from a moderately complex text			
	Use details to support a theme in a complex literary text			
Summarize	Summarize a slightly complex informational text	Medium	6.RI.2	
	Summarize events across multiple sections of text			
	Use inference to summarize a section of text	High Medium	6.RI.2 6.RL.2	
	Summarize a complex literary text	High	6.RI.2	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level D

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
	Analyze the connection of ideas across a text	High	8.RI.3	
	Identify a step in a multi-step process from a slightly complex text	Low	6-8.RST.3	
	Use evidence to support following a multi-step process			
	Analyze connections among ideas in a slightly complex text	High	8.RI.3	
	Make connections between clearly stated ideas in a moderately complex text	High / Low	8.RI.3 / 6-8.RH.3	
Describe the Relationship Between Events	Make distinctions b ideas in moderately complex text			
	Analyze connections among ideas in a very complex text			
	Use multiple pieces of evidence to support analysis of the connection of ideas	High	8.RI.3	
	Use evidence to support the analysis of connections among ideas in a very complex text			

DOMAIN:	**Craft & Structure (38%)**	**SCORED PROFICIENCY:**	☐ Non-Proficiency
CATEGORY:	**Reading Informational Text (RI) /**		☐ Partial Proficiency
	Reading Literature (RL) /		☐ Proficiency
	Literacy in History-Social Studies (RH)		
# Questions:	**16**		

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
	Determine the purpose of a section of text			
	✚Determine the meaning of tier 1 word			
	✚Determine the meaning of tier 2 words in moderately complex texts	Medium High	6.RL.4 6.RI.4	
Meaning of On-level Words or Phrases in Context	Determine the meaning of tier 2/multiple meaning words in context			
	Determine the meaning of words in literary texts			
	Determine meaning of figurative language in literary text	Medium	6.RL.4	
	✚Determine the meaning of figurative language in context			
	Analyze the function of a text feature			
	Analyze the function of a section of text			
	✚Analyze the connection of a section of text to the whole (moderately complex text)	High	7.RI.5	
Use Text Tools to Locate Information	Analyze the connection of a section of text to the whole (very complex text)	Low Low	●6.RI.5 ●6.RL.5	
	Use evidence to support the determination of the purpose of a section of text			
	Determine the author's purpose (explicitly stated)			
Identify Author's Purpose	Determine authors' purposes across complex texts			
	Compare the author's purpose across multiple texts	High	8.RI.6	
	✚Determine the point of view of a section of text			
	Determine the point of view of a text (explicitly stated)	Low	●6-8.RH.6	
Identify Author's/s' Point of View	Determine point of view of a moderately complex text			
	Determine point of view of a moderately-very complex text			
	Use evidence to support the determination of point of view			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level D

DOMAIN: Integration of Knowledge & Ideas (15%)	**SCORED PROFICIENCY:** ☐ Non-Proficiency
CATEGORY: Reading Informational Text (RI) /	☐ Partial Proficiency
Literacy in Science & Technical Texts (RST)	☐ Proficiency
# Questions: 7	

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Connect Illustration & Text	✚Incorporate graphic and text to understand topic	Low Low	6-8.RST.7 ●6.RI.7	
	✚Use evidence to support a stated claim			
	✚Evaluate a claim made in a text			
	✚Evaluate support for a claim			
	✚Compare claims made across texts			
	✚Integrate BASIC quantitative information with evidence from the text			
	✚Use quantitative data to support stated author's point of view			
	Integrate quantitative information with evidence from text			
	Use quantitative data and evidence from the text to support stated author's point of view			
Evaluate Arguments/Claims in Text	Identify a claim made in text	High	8.RI.8	
	Determine relevance of evidence used to support a claim			
	Use evidence to support a claim made in complex texts			
	Compare claims made across texts and support comparison with multiple pieces of evidence			

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

● Listed on the *TABE 11/12 Blue Print Level D* for Reading but not found on the *Individual Student Profile Report.*

Correlated CCR Anchor/Substandards & Descriptions

Key Ideas & Details

☐ 6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

☐ ● 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

☐ 8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

☐ 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

☐ 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

☐ ● 6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.

☐ 6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

☐ 6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

☐ ● 6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

☐ 6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level D

Craft & Structure

☐	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
☐	● 6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
☐	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
☐	8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
☐	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
☐	● 6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
☐	● 6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts.

Integration of Knowledge & Ideas

☐	● 6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issues.
☐	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
☐	6-8.RST.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issues.

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 Skills Crosswalks
https://tabetest.com /PDFs/TABE_11_12_Skills_Crosswalks_Reading.pdf

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.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: 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 (536-575) ☐**5 (576-616)** ☐**6 (617-800)**	Average Lexile: 1055 L – 1149 L

DOMAIN: **Key Ideas & Details (47%)**	**SCORED PROFICIENCY:** ☐ Non-Proficiency
CATEGORY: **Reading Informational Text (RI) /**	☐ Partial Proficiency
Reading Literature (RL) /	☐ Proficiency
Literacy in History-Social Studies (RH)	
Literacy in Science & Technical Texts (RST)	
# Questions: 18	

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Draw Inferences in Text	Make an inference based on explicit details	Low High Medium Low	9-10.RL.1 9-10.RI.1 9-10.RH.1 9-10.RST.1	
	Make a text-based inference of a literary text	Low	9-10.RL.1	
	✚Support a given inference			
Identify Main Idea	✚Determine an explicitly stated central idea			
	Determine the central idea of a section of text	Medium High	9-10.RL.2 9-10.RI.2	
	Determine a central idea of a moderately complex text			
	Determine the central idea of a complex text			
	Determine the central idea of a complex literary text	Medium	9-10.RL.2	
	Determine the central idea of a highly complex informational text	High Low	9-10.RI.2 11-12.RST.2	
Support Main Idea	Use evidence to support a stated central idea			
	Use evidence to support a stated central idea of a highly complex text			
Summarize	✚Summarize key details in a section of text	Medium High	9-10.RL.2 9-10.RI.2	
	Support a stated summary with explicit text			
	Summarize events across multiple sections of text			
	Use multiple pieces of evidence to support a summary			
	Use inference to summarize a section of text			
	✚Summarize key details of an informational text			
Describe the Relationship Between Events	Analyze the connection of ideas within a section of text	Medium	11-12.RI.3	
	Analyze the connection of ideas across a text			
	Use multiple pieces of evidence to support analysis of the connection of ideas			
	Analyze connection of ideas across a highly complex text			
	Use multiple pieces of evidence to support an analysis of the connection of ideas within a highly complex text			
	Use causal relationships to analyze the connection of ideas with and across texts	Medium	9-10.RH.3	
	Use evidence to support an analysis of the connection of ideas within an informational text	Medium Medium	11-12.RI.3 9-10.RST.3	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level A

DOMAIN: Craft & Structure (42%) CATEGORY: Reading Informational Text (RI) / Reading Literature (RL) / Literacy in History-Social Studies (RH) Literacy in Science & Technical Texts (RST) # Questions: 17		SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Meaning of On-level Words or Phrases in Context	✚Determine the meaning of tier 2 words in context	Low	9-10.RL.4	
	Determine the meaning of tier 2/multiple meaning words in context	High	9-10.RI.4	
	✚Determine the meaning of tier 3 words in context (when defined in text)	Medium	9-10.RST.4	
	Determine the meaning of tier 3 words in context			
	✚Determine meaning of figurative language in context			
	✚Determine the connotative meaning of familiar phrases in context			
	✚Make a text-based inference to determine word meaning in a literary text.			
	✚Determine impact of word choice on tone & meaning			
Use Text Tools to Locate Information	Use evidence to support the analysis of text structure	Medium	11-12.RI.5	
	Use multiple pieces of evidence to support the analysis of text structure			
	Analyze the function of a section of text to develop ideas in a moderately complex text	High	9-10.RI.5	
	Analyze the function of a section of text to develop ideas in a complex text			
	Analyze the function of a section of text to develop ideas in a highly complex text			
	Analyze the function of multiple sections to develop ideas in a complex text			
	✚Analyze the function of a section of text to develop ideas in an informational text.			
	Analyze the function of a section of text to develop claims in an informational text			
	Analyze the function of a section of text to develop claims in a complex text			
Identify Author's Purpose	Determine the author's purpose in a moderately complex text	High	9-10.RI.6	
	✚Determine author's purpose in an informational text			
	Analyze the development of the author's purpose			
Identify Author's/s' Point of View	Compare point of view across multiple texts	Low	9-10.RL.6	
	Determine character point of view in a literary text	Low	11-12.RL.6	
	Use evidence to support the analysis of point of view	High	9-10.RI.6	
	Use multiple pieces of evidence to support the comparison of point of view (within and across texts)	Low	9-10.RH.6	
Identify How Author Uses Rhetoric	Analyze method for developing point of view (including rhetoric)	Medium	11-12.RI.5	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level A

DOMAIN: **Integration of Knowledge & Ideas (11%)** CATEGORY: **Reading Informational Text (RI)** # Questions: **5**	SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Evaluate Arguments/Claims in Text	Determine a claim made in an informational text	High	9-10.RI.8	
	Support a stated claim with evidence from an informational text			
	Support a stated argument with evidence from a moderately complex text			
	Determine a claim made in a moderately complex text			
	Determine a claim based on information in a moderately complex text			
	Support a stated claim with multiple pieces of evidence from a moderately complex text			
	Identify faulty reasoning as related to a stated claim			
	Support a cross-text claim with evidence from a moderately complex text			
	Determine a claim made in a complex text			
	Support a claim made in a complex text			

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

Correlated CCR Anchor/Substandards & Descriptions

Key Ideas & Details

☐ 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

☐ 9-10.RI.2 Determine a central idea of a text & analyze its development over the course of the text, including how it emerges & is shaped & refined by specific details; provide objective summary of the text.

☐ 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

☐ 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

☐ 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

☐ 9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

☐ 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

☐ 9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

☐ 9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

☐ 11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level A

Craft & Structure		

☐	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
☐	9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
☐	9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
☐	11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
☐	9-10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
☐	9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
☐	11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
☐	9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
☐	9-10.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

Integration of Knowledge & Ideas		

| ☐ | 9-10.RI.8 | Delineate & evaluate the argument & specific claims in a text, assessing whether the reasoning is valid & the evidence is relevant & sufficient; identify false statements & fallacious reasoning. |

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