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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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

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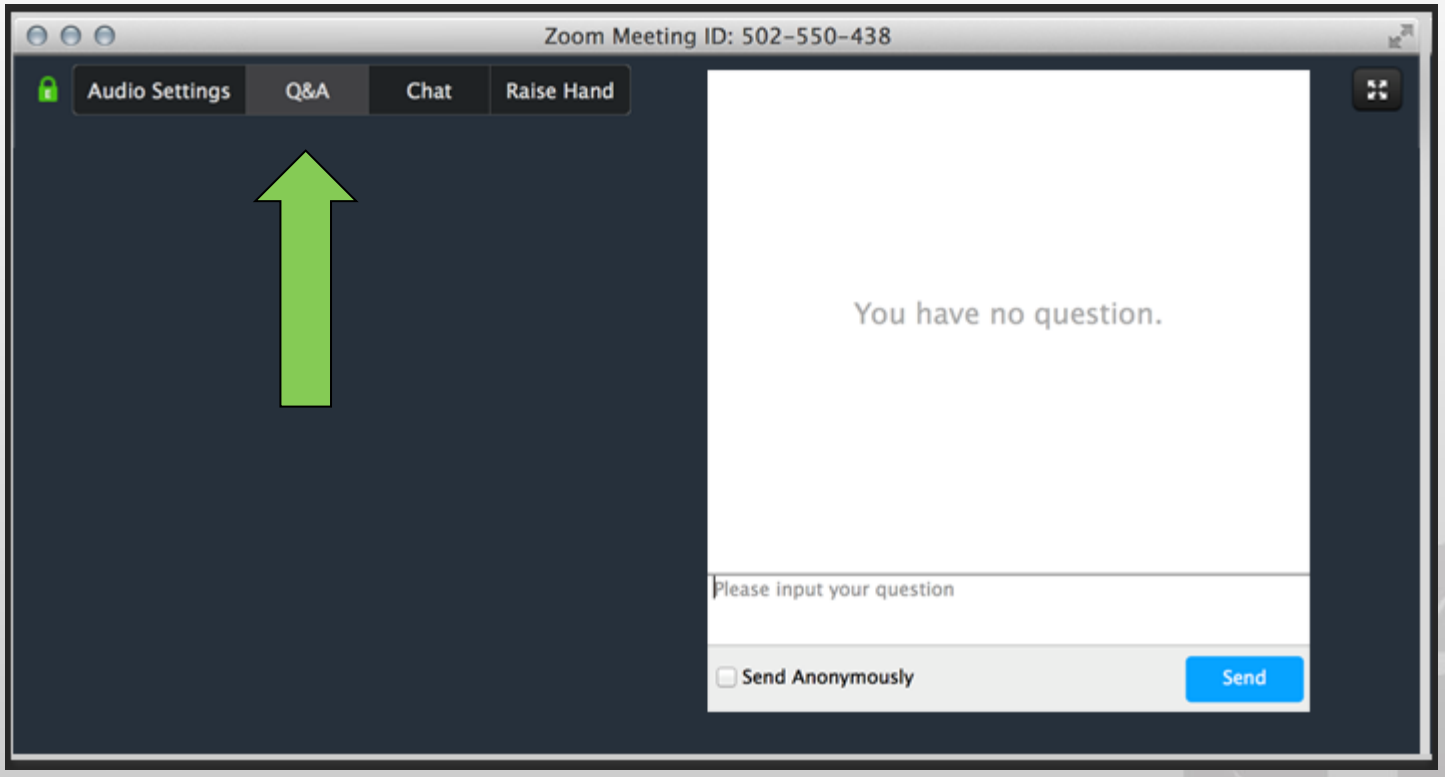
Things to Remember

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



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

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Training Objectives:

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

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

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PART I

DIFFERENTIATE, INDIVIDUALIZE, & PERSONALIZE INSTRUCTION

Differentiate, Individualize & Personalize Instruction

with the new TABE 11/12 Reading IISPs

DIFFERENTIATE

The How

Flexible Groups

- Lessons designed around the needs, preferences, and goals of a group of students.
- Students move from group to group based on ability/content mastery.
- Students are not always assigned to the same groups.

INDIVIDUALIZE

The When

Individual Students

- Instruction is focused on the needs of an individual student.
- Teaching targets one need at a time.
- Students focus on what they have not mastered and skip content they already know; instruction is paced for each student.

PERSONALIZE

Both +

Individual Students

- Aims to customize learning based on a student's strengths, needs, skills & interests.
- Every student has a plan based on what he knows and how he learns best.
- Involves student with the selection/creation of learning activities based on student interests.

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PART II

THE NEW TABE 11/12 READING IISP

Increase student performance with the new

TABE 11/12 Reading IISP

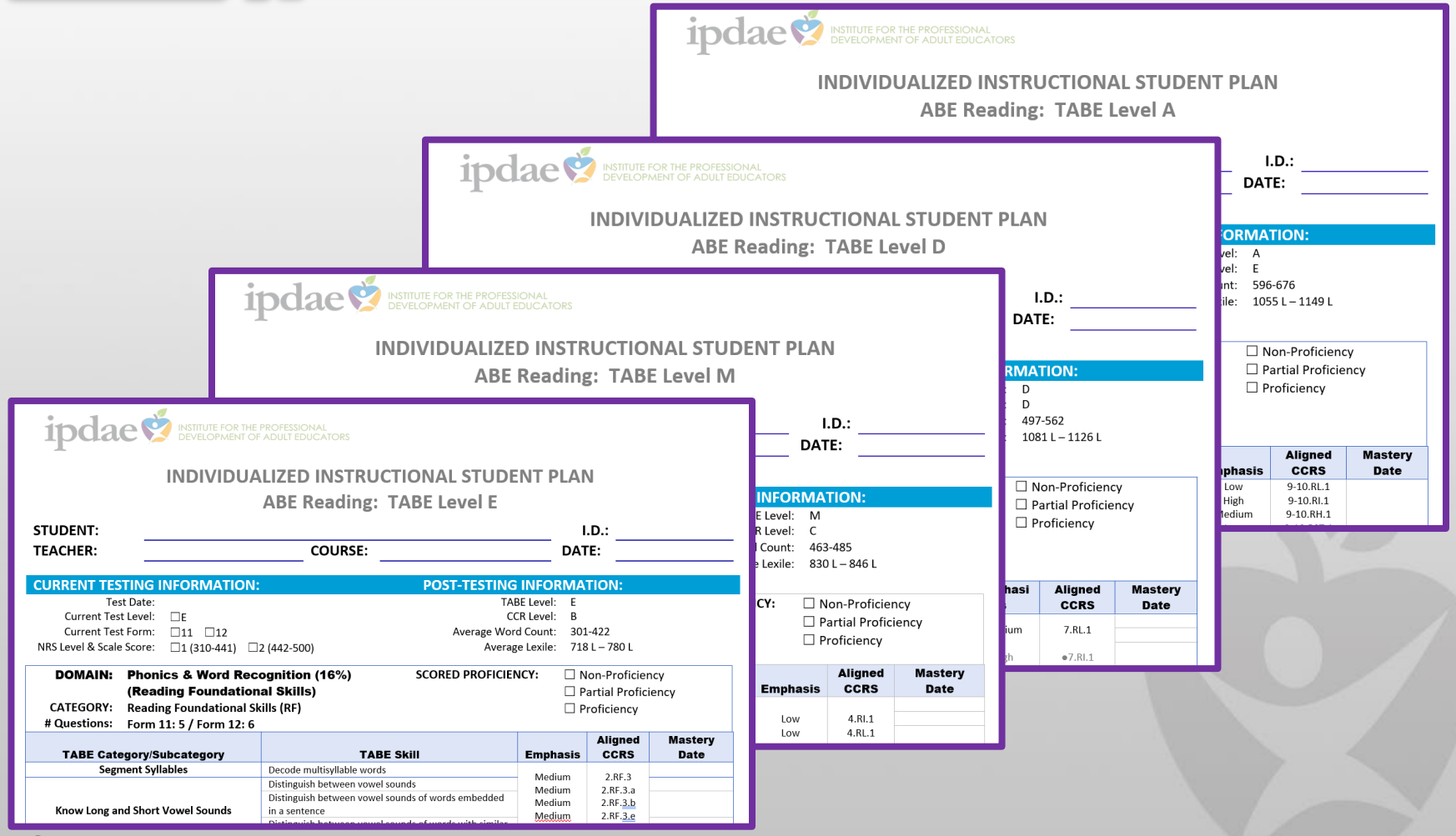
STEP 1 Understand the IISP and its components

STEP 2 Select the right reading IISP for each student

STEP 3 Use student data to develop a true IISP

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

STEP 1 Understand the IISP and its components



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STEP 1

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

1 → ABE Reading: TABE Level M

2 →

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)

3 →

POST-TESTING INFORMATION:

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

4 →

5 →

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

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

6 →

7 →

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	

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STEP 1

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.*

8 → **Correlated CCR Anchor/Substandards & Descriptions**

Key Ideas & Details

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

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.

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STEP 2 Select the right IISP for each student

Which IISP should I assign?

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

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

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

Recommended

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STEP 2

Next, select the next test level.

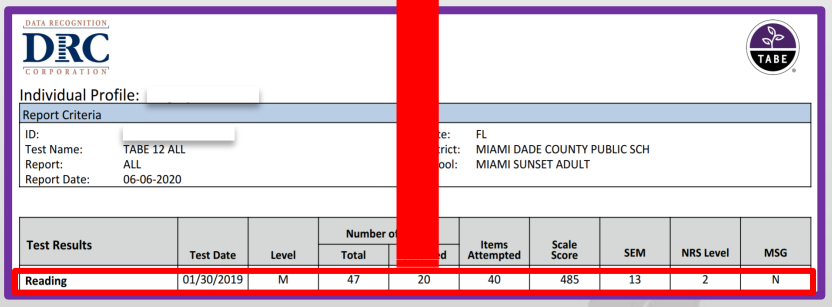
Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	1/30/2019	M	47	20	40	485	13	2	N

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

1 → M

2 → 2

3 → M



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

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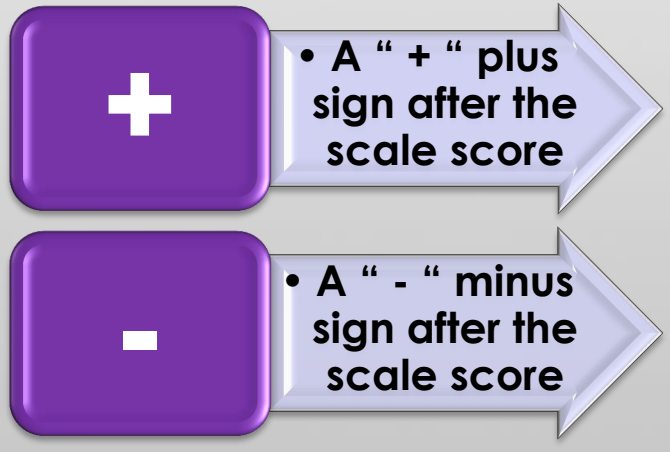
STEP 2

Clarifying point:

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.



You need to consider whether or not you want to retest the student; however, post-testing students at the lowest level possible has 2 benefits:

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

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STEP 3 Use student data to develop a true IISP

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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%)
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	5.RI.1	
	Make inferences based on events in a moderately complex text	Medium	5.RL.1	
	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			
	Support an inferred central idea with evidence from a moderately complex text	High	4.RI.2	
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			

DATA RECOGNITION 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	

Test Results	Test Date	Level	Number of Points Total	Number of Points Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG
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 Total	Number of Points Obtained	Performance Category Non-Proficiency	Performance Category Partial Proficiency	Performance Category 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.

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STEP 3

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE Level M

STUDENT: Maria Gutierrez **I.D.:** 9999999
TEACHER: Alex Smith **COURSE:** ABE Reading B **DATE:** 4/28/2020

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

Individual Profile: Cejas, Gabriela

Report Criteria			
ID:	98604888	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

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STEP 3

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

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

IISP

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

TABE 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		✓	

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STEP 3

TABE 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

IISP

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	

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

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

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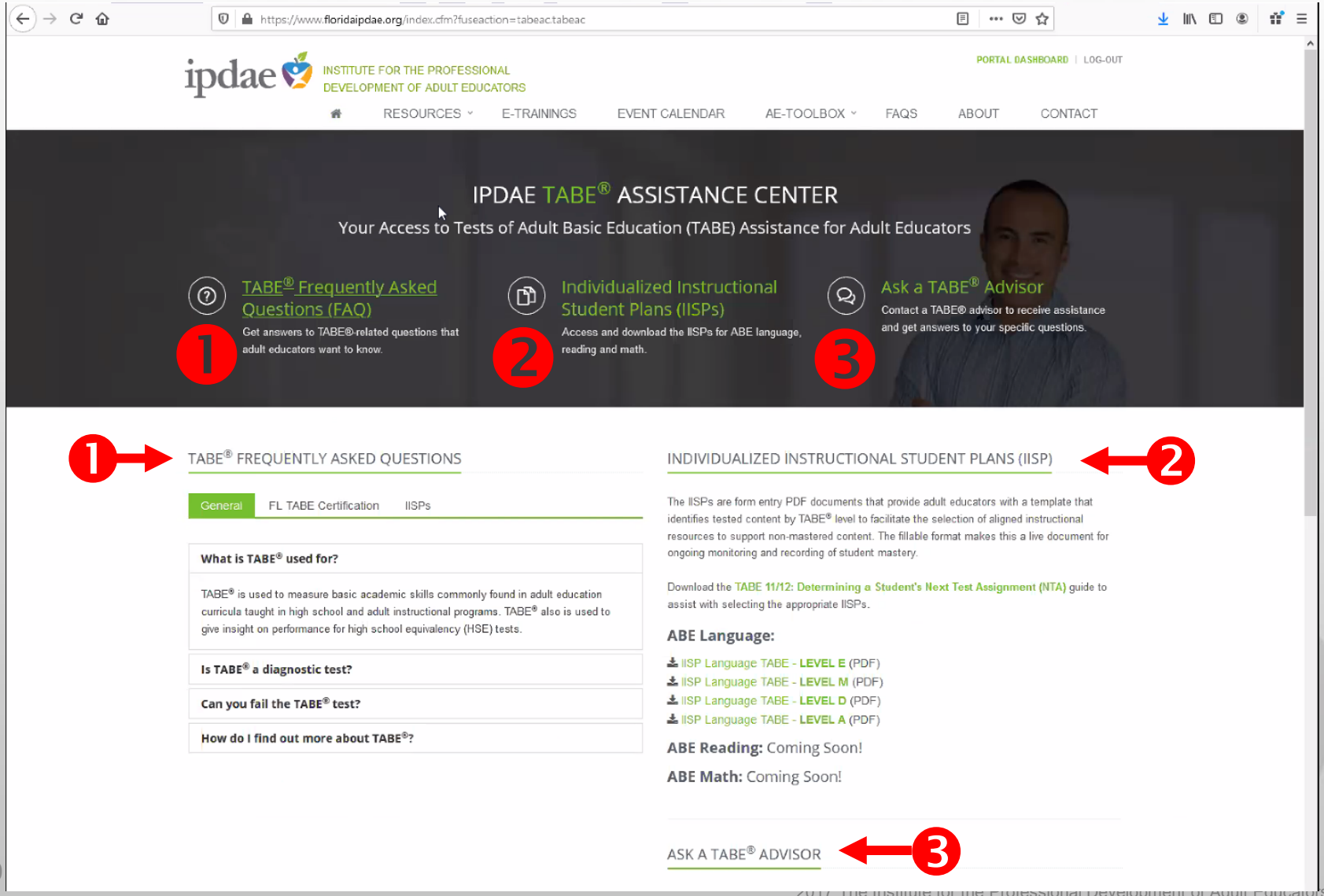
Sneak Peek:
IPDAE's New TABE® Assistance Center



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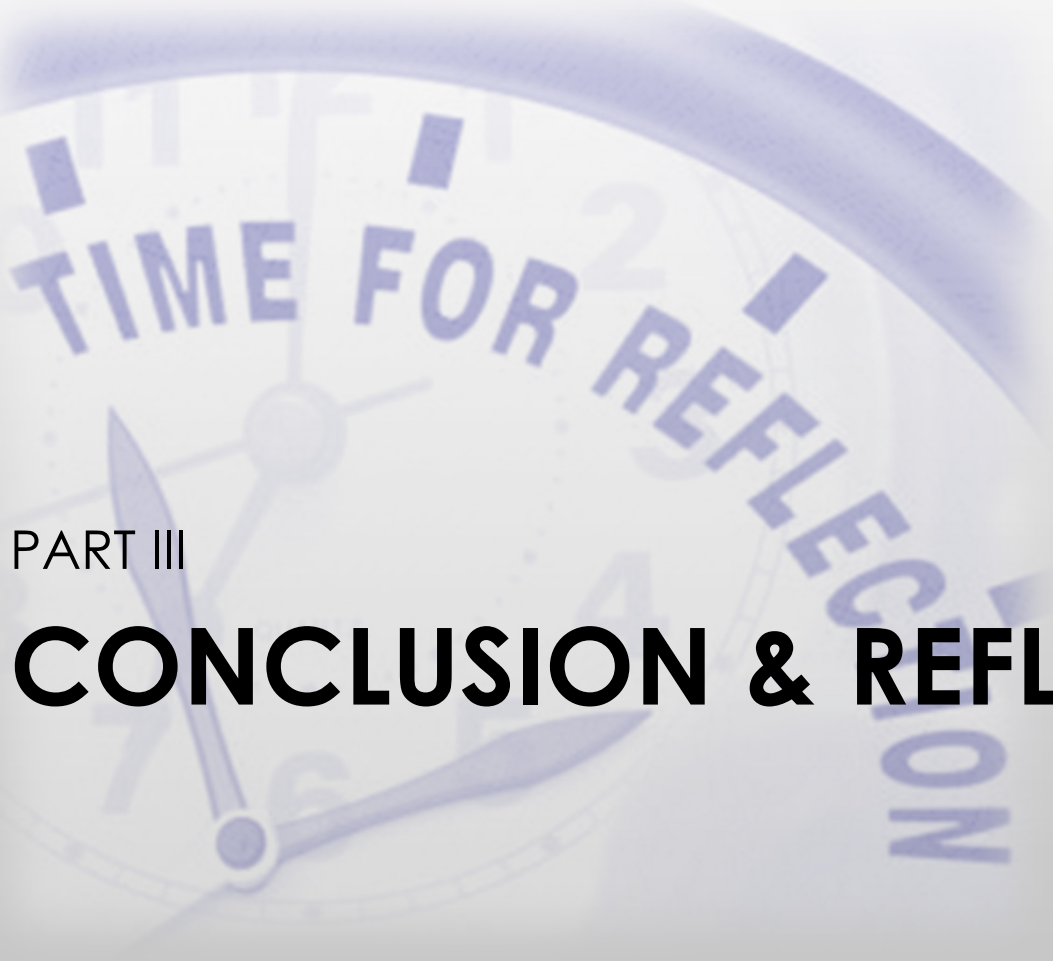

PART III

CONCLUSION & REFLECTION

Conclusion

Key Points:

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

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Time to Reflect

Growth Mindset: Taking It One Step Further

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

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

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

Reflect and Make a Change. Finally, ask yourself, "What is working especially well in my ABE reading class, and what is not?" Hold regular data chats with your students and be sure to update IISPs every time content is mastered. Work with your testing department to test students as soon as they have demonstrated mastery of tested reading 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.

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Questions and Answers

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

Edutopia 2014

Always here to assist!

The IPDAE Team

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Give Us Your Feedback!

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Source Documents

All IISPs contain information obtained from the source documents listed below.

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

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

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