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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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

www.floridaipdae.org

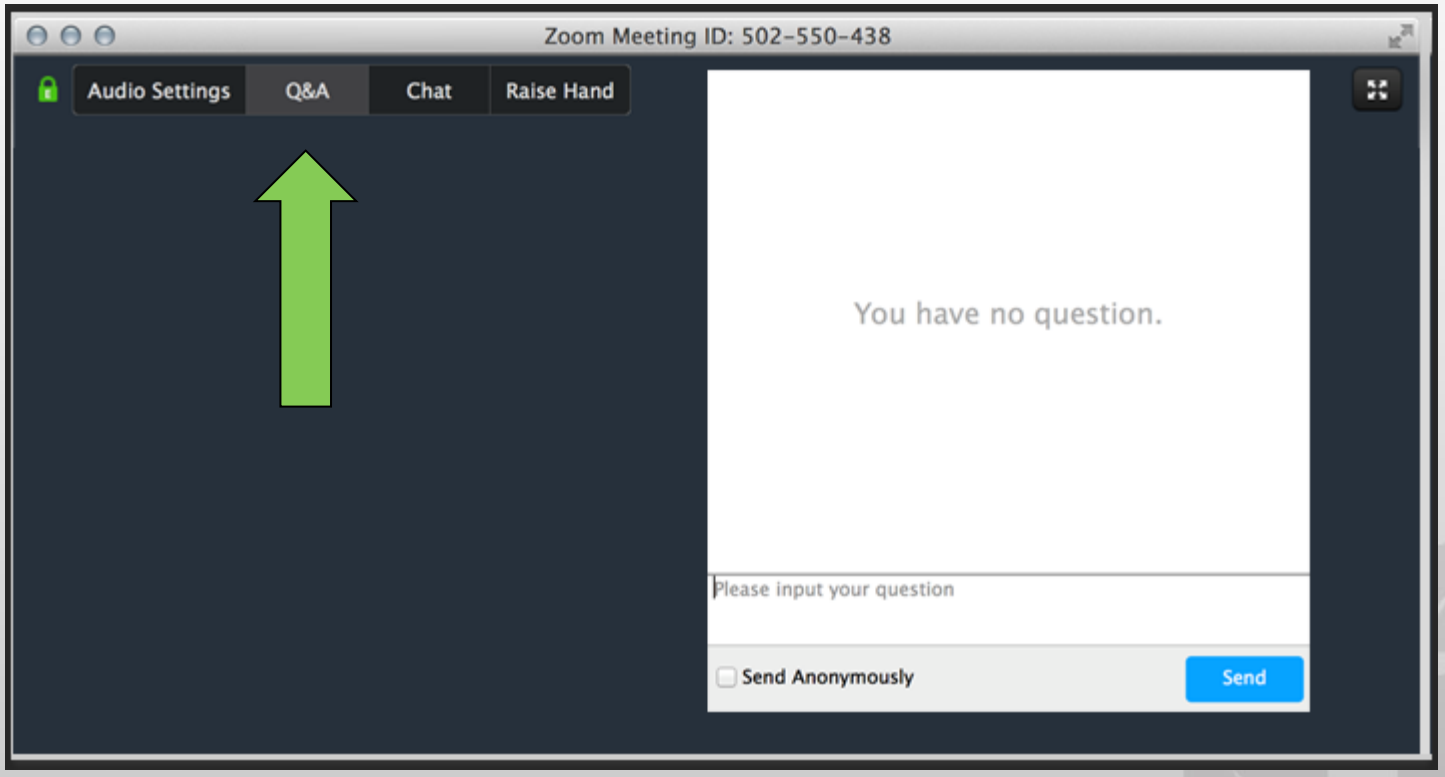
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!

Maria Gutierrez
Miami-Dade County Public Schools, Administrator

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.

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 Mathematics 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 Mathematics IISP
3. Conclusion and reflection

PART I

DIFFERENTIATE, INDIVIDUALIZE, & PERSONALIZE INSTRUCTION

Differentiate, Individualize & Personalize Instruction

with the new TABE 11/12 Mathematics 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.

PART II

THE NEW TABE 11/12 MATHEMATICS IISP

Increase student performance with the new

TABE 11/12 Mathematics IISP

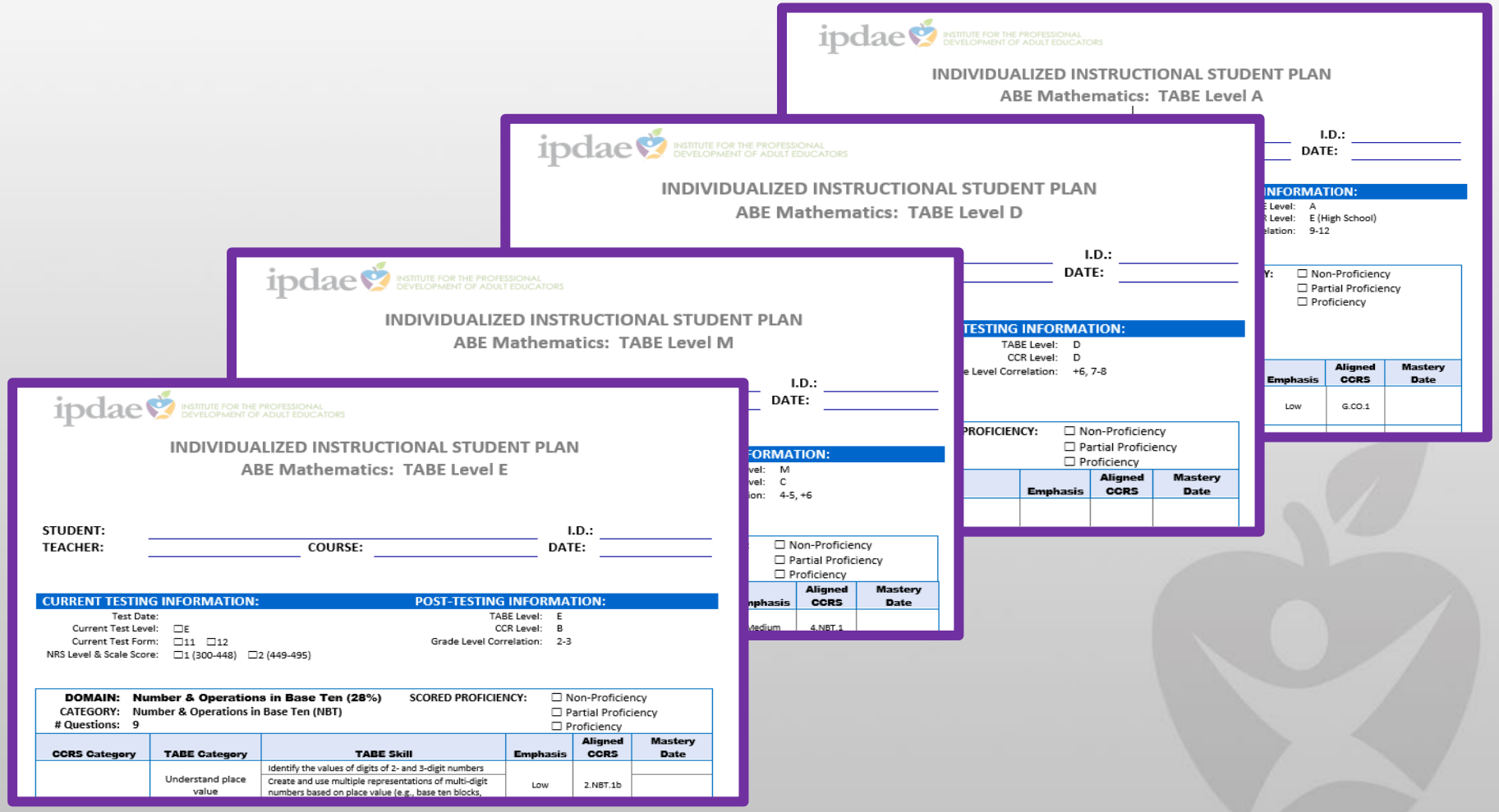
STEP 1 Understand the IISP and its components

STEP 2 Select the right math IISP for each student

STEP 3 Use student data to develop a true IISP

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

STEP 1 Understand the IISP and its components



STEP 1

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

1 → ABE Mathematics: TABE Level M

2 →

STUDENT: _____ I.D.: _____

TEACHER: _____ COURSE: _____ DATE: _____

3 →

CURRENT TESTING INFORMATION:

Test Date:
Current Test Level: ☐E ☐M
Current Test Form: ☐11 ☐12
NRS Level & Scale Score: ☐2 (449-495) ☐3 (496-536)

POST-TESTING INFORMATION:

TABE Level: M
CCR Level: C
Grade Level Correlation: 4-5, +6

← 4

5 →

DOMAIN: **Number & Operations in Base Ten (15%)**
CATEGORY: Number & Operations in Base Ten (NBT)
Questions: 5

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

← 6

7 →

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Generalize Place		✚ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in	Medium	4.NBT.1	

STEP 1

DOMAIN: Measurement & Data (15%)
CATEGORY: Measurement & Data (MD)
 # Questions: 6

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

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3	
	Calculate and interpret volume	✚ An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	Low	4.MD.5	

✚ Standard is listed on TABE Level E Crosswalks or on TABE Level M Blue Prints; however, it does NOT appear on the Student Individual Profile Report.

Correlated CCR Anchor/Substandards & Descriptions

Measurement & Data

☐ 4.MD.3 App
roor
☐ 4.MD.5 ✚ R
A. Ar
whe
B. Ar

☐ **4.MD.3** **Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula such as a multiplication equation with an unknown factor.**

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 Math, but how do you know which one to assign to each student?

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

Recommended

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*

STEP 2

Next, select the next test level.

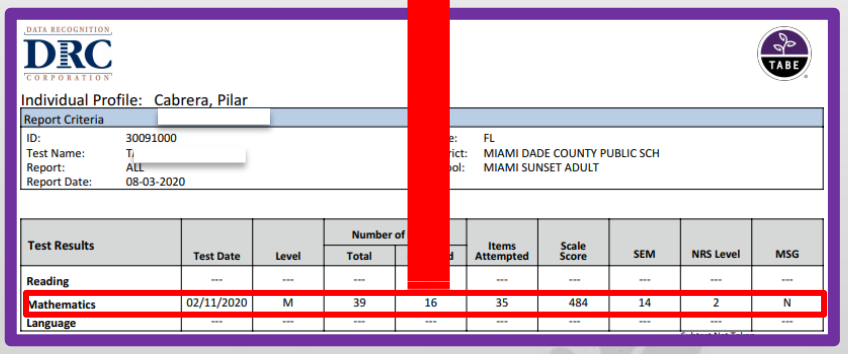
Test Results	Test Date	Level	Number of Points Total	Number of Points Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG
Mathematics	02/11/2020	M	39	16	35	484	14	2	N

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


DATA RECOGNITION CORPORATION DRC

TABE

Individual Profile: Cabrera, Pilar

Report Criteria

ID: 30091000
Test Name: T
Report: ALL
Report Date: 08-03-2020

FL
MIAMI DADE COUNTY PUBLIC SCH
MIAMI SUNSET ADULT

Test Results	Test Date	Level	Number of Total	Number of Obtained	Items Attempted	Scale Score	SEM	NRS Level	MSG
Reading	---	---	---	---	---	---	---	---	---
Mathematics	02/11/2020	M	39	16	35	484	14	2	N
Language	---	---	---	---	---	---	---	---	---

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

STEP 2

Clarifying point:

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

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

+ • A " + " plus sign after the scale score

- • A " - " minus sign after the scale score

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

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

STEP 3 Use student data to develop a true IISP

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Mathematics: 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	Grade Level Correlation:	4-5, +6
NRS Level & Scale Score:	☐2 (449-495) ☐3 (496-536)		

DOMAIN: Number & Operations in Base Ten (15%) **SCORED PROFICIENCY:** ☐ Non-Proficiency
CATEGORY: Number & Operations in Base Ten (NBT) ☐ Partial Proficiency
 # Questions: 5 ☐ Proficiency

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Generalize Place Value Understanding for Multi-digit Whole Numbers	Understand place value	✚ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Medium	4.NBT.1	
		✚ Use place value understanding to round multi-digit whole numbers to any place.	Low	4.NBT.3	
Use Place Value Understanding & Properties of Operations to Perform Multi-digit Arithmetic	Perform Multi-digit Arithmetic	✚ Create & use multiple representations of addition & subtraction of multi-digit numbers, including those with more than 3 digits, based on place value &connect these representations to the standard algorithms (especially where regrouping is required).	Low	4.NBT.4	
		✚ Multiply a whole number of up to 4 digits by a one-digit whole number, & multiply 2 two-digit numbers, using strategies based on place value & properties of operations. Illustrate & explain calculation by using equations, rectangular arrays, &/or area models.	Low	4.NBT.5	
	Find quotients and remainders	Use various strategies to divide two-, three-, and four-digit numbers by one- and two-digit numbers	Low	4.NBT.6	
Understand the Place Value System	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns	Medium	5.NBT.3a	
		Create & use models for decimals & use properties of operations to add & subtract decimals to hundredths place			
		✚ Create & use multiple representations of multi-digit decimals based on place value			
	Understand decimals	Create & use models for decimals & use properties of operations to multiply & divide decimals to hundredths place			
		Create models of decimals and use decimal notation			
		Examine relationships between decimals, fractions, & whole numbers			
	Compare & compose tens	Compare decimals to the thousandths place	Medium	5.NBT.3b	
	Round	Round multi-digit numbers to the thousands and ten thousands places and examine the values of the digits in each place	Low	5.NBT.4	

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
	Reading			
M	Mathematics			
	Measurement and Data		• Measure angles to the nearest degree using a protractor and create angles with given measures • Find the missing side length of a rectangle given one side length and the area or perimeter • Extend the idea of using unit squares to find	• Use properties of complementary and supplementary angles to find missing angle measures in diagrams • Find the missing dimension of a rectangular prism when given the other dimensions and the volume • Find volumes of rectangular prisms by g unit cubes and by multiplying the gths (using the volume formula) e plots to solve multi-step addition, tion, multiplication, and division ns
				s repeated addition of unit fractions as ication expressions (e.g., 1/5 + 1/5 + x 1/5 = 3/5) ual representations to show division of e number by a unit fraction mple, one-step, real-world problems g addition or subtraction of fractions fferent denominators or multiplication ion involving a unit fraction
				rious strategies for adding numbers, g decimals, with up to six digits
				rious strategies to multiply two-, and four- digit numbers by one-, two-, ee-digit numbers rious strategies to divide two-, three-, r-digit numbers by one- and two-digit rs re decimals to the thousandths place
				re the values of digits in multi-digit rs and observing patterns
				nd solve multi-step, real-world ns involving addition, subtraction, ication, division, and grouping symbols
				ulti-step equations involving addition, tion, multiplication, division, and g symbols without context

DATA RECOGNITION CORPORATION DRC

TABE

Individual Profile:

Report Criteria			
ID:	30071445	State:	FL
Test Name:	TABE 12 ALL	District:	MIAMI DADE COUNTY PUBLIC SCH
Report:	ALL	School:	MIAMI SUNSET ADULT
Report Date:	08-03-2020		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	---
Mathematics	03/10/2020	M	39	16	35	484	14	2	N
Language	---	---	---	---	---	---	---	---	---

--- Subtest Not Taken

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

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

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

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading	---	---	---	---	---	---
Mathematics						
Measurement and Data	6	6	3		✓	
Numbers and Operations - Fractions	7	8	5		✓	
Numbers and Operations - Base Ten	5	5	2		✓	
Operations and Algebraic Thinking	4	5	0	✓		
Geometry	4	5	1	✓		
Expressions and Equations	4	5	2		✓	

STEP 3

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

STUDENT: Maria Gutierrez I.D.: 9999999
TEACHER: Alex Smith COURSE: ABE Math B DATE: 10/16/2020

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:	☐E ☒M	CCR Level:	C
Current Test Form:	☐11 ☒12	Grade Level Correlation:	4-5, +6
NRS Level & Scale Score:	☒2 (449-495) ☐3 (496-536)		

Individual Profile:

Report Criteria

ID:	30074445	State:	FL
Test Name:	TABE 12 ALL	District:	MIAMI DADE COUNTY PUBLIC SCH
Report:	ALL	School:	MIAMI SUNSET ADULT
Report Date:	08-03-2020		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	---
Mathematics	03/10/2020	M	39	16	35	484	14	2	N

STEP 3

DOMAIN:	**Number & Operations - Fractions (20%)**	**SCORED PROFICIENCY:**	☐ Non-Proficiency
CATEGORY:	Number & Operations – Fractions (NF)		X Partial Proficiency
# Questions:	7		☐ Proficiency

DOMAIN:	**Number & Operations in Base Ten (15%)**	**SCORED PROFICIENCY:**	X Non-Proficiency
CATEGORY:	Number & Operations in Base Ten (NBT)		☐ Partial Proficiency
# Questions:	5		☐ Proficiency

DOMAIN:	**Operations & Algebraic Thinking (12%)**	**SCORED PROFICIENCY:**	X Non-Proficiency
CATEGORY:	Operations & Algebraic Thinking (OA)		☐ Partial Proficiency
# Questions:	4		☐ Proficiency

IISP

TABE Report

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Mathematics						
Measurement and Data	6	6	3		✓	
Numbers and Operations - Fractions	7	8	5		✓	
Numbers and Operations - Base Ten	5	5	2		✓	
Operations and Algebraic Thinking	4	5	0	✓		
Geometry	4	5	1	✓		
Expressions and Equations	4	5	2		✓	

STEP 3

IISP

TABE Report

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS
M	Mathematics		
	Measurement and Data	Partial Proficiency	• Measure angles to the nearest degree using a protractor and create angles with given measures • Find the missing side length of a rectangle given one side length and the area or perimeter • Extend the idea of using unit squares to find areas of rectangles to using unit cubes to find volumes of rectangular prisms

DOMAIN: **Measurement & Data (15%)**
CATEGORY: Measurement & Data (MD)
Questions: 6

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

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3	
Geometric Measurement: Understanding Concepts of Angle &	Calculate and interpret volume	✚ An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	Low	4.MD.5	
	Identify and measure angles	✚ Extend the use of measuring tools to include measuring angles with protractors	Medium	4.MD.6	
		Measure angles to the nearest degree using a Protractor and create angles with given measures			✓
		Use the properties of angles to write & solve equations			

STEP 3

DOMAIN: **Measurement & Data (15%)** SCORED PROFICIENCY: ☐ Non-Proficiency
CATEGORY: Measurement & Data (MD) ☐ Partial Proficiency
Questions: 6 ☐ Proficiency

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3	
Geometric Measurement: Understanding Concepts of Angle &	Calculate and interpret volume	✚ An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	Low	4.MD.5	
	Identify and measure angles	✚ Extend the use of measuring tools to include measuring angles with protractors	Medium	4.MD.6	
		Measure angles to the nearest degree using a Protractor and create angles with given measures			
		Use the properties of angles to write & solve equations			

STEP 3

DOMAIN: **Statistics & Probability (5%)**
CATEGORY: Statistics & Probability (SP)
Questions: No Questions Identified

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

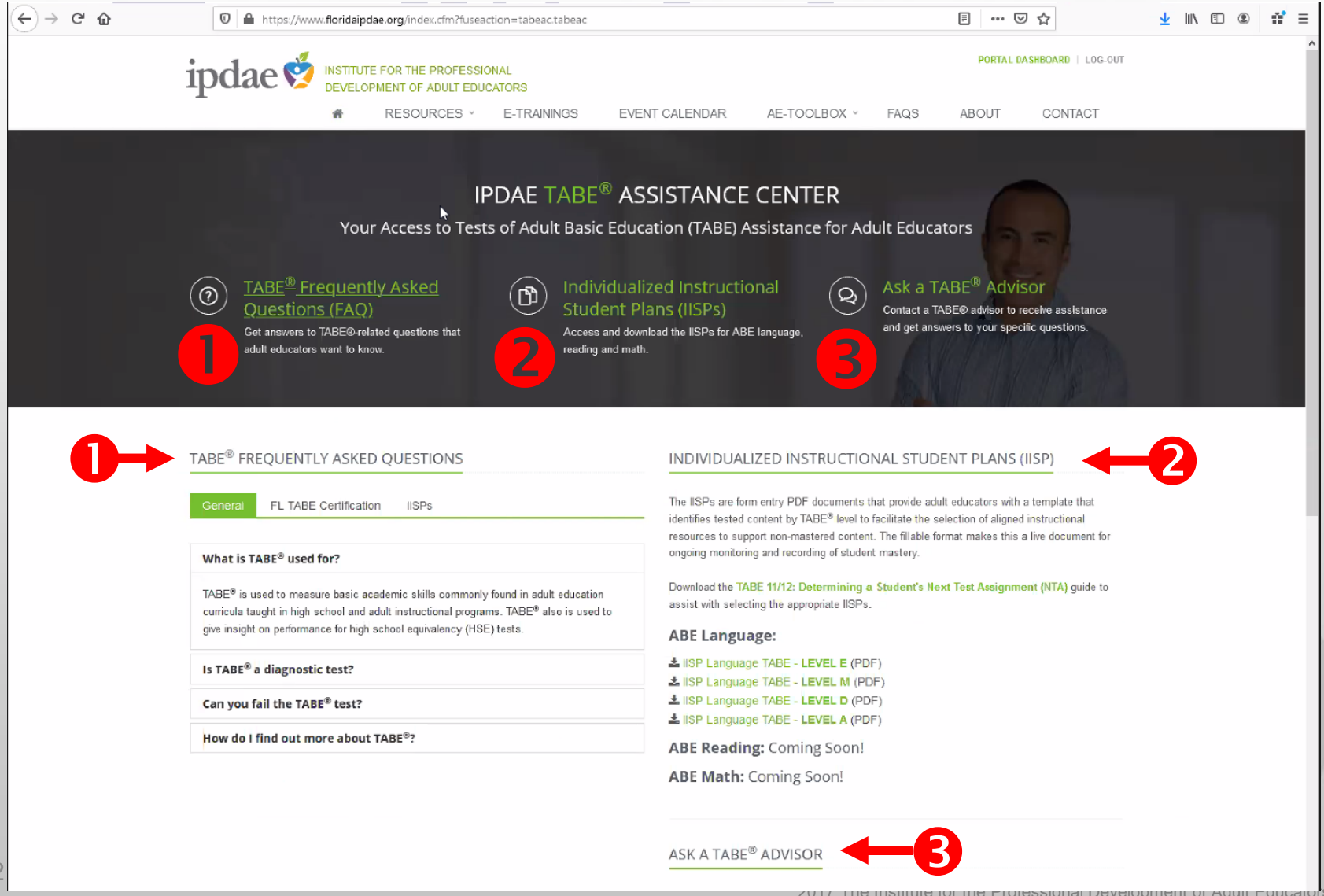
This Domain has no questions represented on the Mathematics TABE Level M test; however, it has been included since it is identified as a tested domain in the TABE Blue Prints.

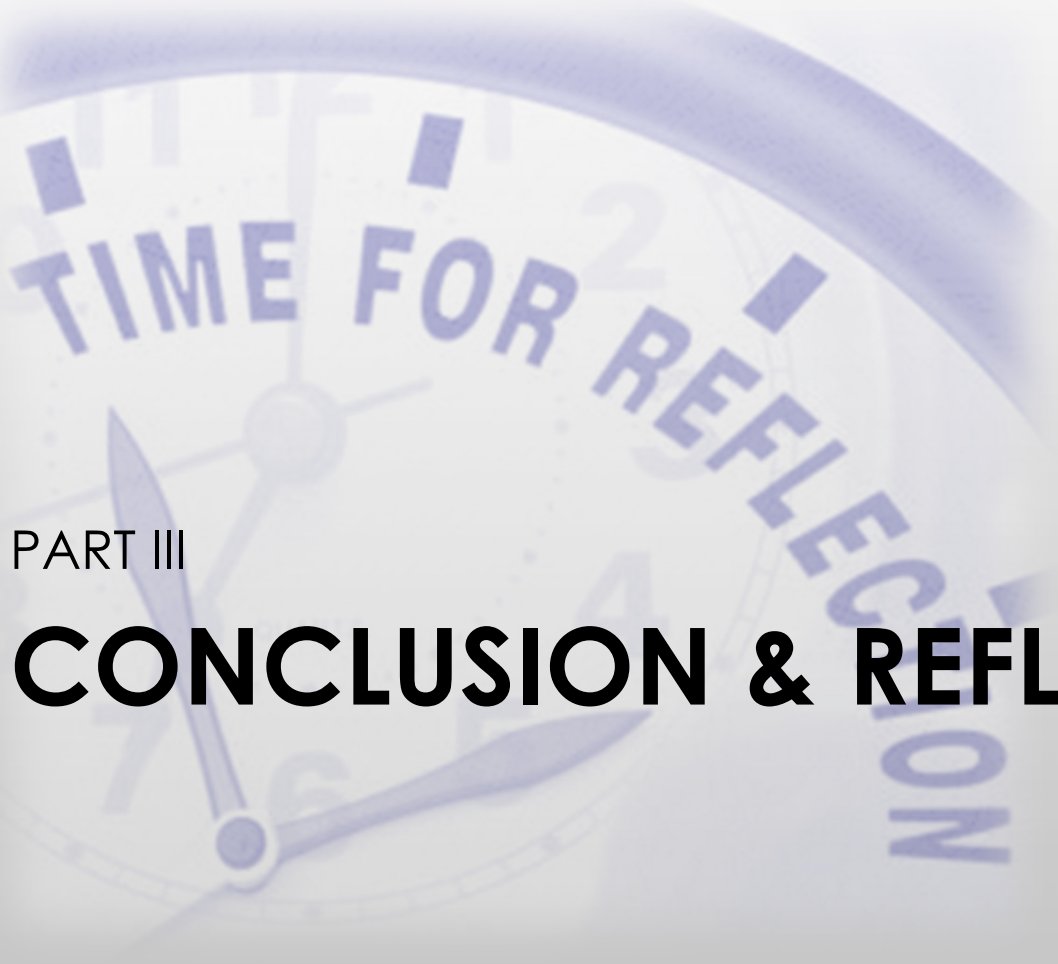
CCRS Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Develop Understanding of Statistical Variability	✚ Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Medium	6.SP.1	
	✚ Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Low	6.SP.2	
Summarize & Describe Distributions	✚ Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Low	6.SP.4	

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.

Sneak Peek:
IPDAE's New TABE® Assistance Center





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

Time to Reflect

Growth Mindset: Taking It One Step Further

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

Redesign your curriculum. Develop lessons and select instructional resources based on commonly failed content. Emphasize activities that support tested math 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 math 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.

Questions and Answers

"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

Give Us Your Feedback!

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: Crosswalks
https://tabetest.com /PDFs/TABE_11_12_Skills_Crosswalks_Mathematics.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.