

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

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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.



IISPs for the TABE 11/12 Reading Test





Maria Gutierrez Miami-Dade County Public Schools, Administrator



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



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





Training 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

DIFFERENTIATE, INDIVIDUALIZE, & PERSONALIZE INSTRUCTION

PARTI



Part I: Differentiate, Individualize <u>& Personalize</u>



Differentiate, Individualize & Personalize Instruction

with the new TABE 11/12 Mathematics IISPs





Part II: The New TABE 11/12 Reading IISP

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



Use student data to develop a true IISP



Use the IISP to differentiate, individualize, and personalize instruction



STEP 1 Understand the IISP and its components





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Part II: The New Mathematics IISP: Success Step #1

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN Image: ABE Mathematics: TABE Level M Image: Student: Image: Course: Image: Date: Image	ipdae 🧐 INSTITUTE	FOR THE PROFESSIONAL MENT OF ADULT EDUCATORS				
ABE Mathematics: TABE Level M STUDENT: TEACHER: COURSE: DATE: CURRENT TESTING INFORMATION: Test Date: Current Test Level: Current Test Level: Current Test Form: 11 12 NRS Level & Scale Score: 2 (449-495) 3 (496-536) SCORED PROFICIENCY: Partial Proficiency Partial Proficiency # Questions:	INDIVI	DUALIZED INSTRU	CTIONAL STU	DENT PLAN		
STUDENT: I.D.: TEACHER: COURSE: DATE: DATE: CURRENT TESTING INFORMATION: POST-TESTING INFORMATION: Test Date: TABE Level: Current Test Level: E Current Test Form: 11 NRS Level & Scale Score: 2 (449-495) DOMAIN: Number & Operations in Base Ten (15%) CATEGORY: Number & Operations in Base Ten (NBT) # Questions: 5	•	ABE Mathematic	s: TABE Level	Μ		
STUDENT: I.D.: TEACHER: COURSE: DATE: CURRENT TESTING INFORMATION: POST-TESTING INFORMATION: Test Date: TABE Level: M Current Test Level: E M Current Test Form: 111 112 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 Partial Proficiency # Questions: 5 Proficiency Proficiency						
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) SCORED PROFICIENCY: Non-Proficiency DOMAIN: Number & Operations in Base Ten (15%) SCORED PROFICIENCY: Partial Proficiency # Questions: 5 Proficiency Proficiency	STUDENT:			1.0	D.:	
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Test Date: TABE Level: M Current Test Level: E M Current Test Form: 11 12 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						
Current Test Form: 11 12 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	CURRENT TESTING INFORMA	TION:	POST-TESTI	NG INFORMATI	ION:	
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	CURRENT TESTING INFORMA Test Date: Current Test Level:	TION:	POST-TESTI	NG INFORMATI TABE Level: M CCR Level: C	ION:	← _4
DOMAIN: Number & Operations in Base Ten (15%) SCORED PROFICIENCY: Non-Proficiency CATEGORY: Number & Operations in Base Ten (NBT) Partial Proficiency # Questions: 5 Proficiency	CURRENT TESTING INFORMA Test Date: Current Test Level: Current Test Form: 11 1	TION: 1 2	POST-TESTI	NG INFORMATI TABE Level: M CCR Level: C Correlation: 4-5, +	ION: +6	←_ 4
CATEGORY: Number & Operations in Base Ten (NBT) # Questions: 5	CURRENT TESTING INFORMA Test Date: Current Test Level: Current Test Form: 11 NRS Level & Scale Score: 2 (449-4:	TION: /\ 2 95) □3 (496-536)	POST-TESTI	NG INFORMATI TABE Level: M CCR Level: C Correlation: 4-5, +	ION: +6	-4
# Questions: 5	CURRENT TESTING INFORMA Test Date: Current Test Level: E N Current Test Form: 11 1 NRS Level & Scale Score: 2 (449-4 DOMAIN: Number & Ope	TION: A 2 95) □3 (496-536) prations in Base Ten (15%	POST-TESTI Grade Level	NG INFORMATI TABE Level: M CCR Level: C Correlation: 4-5, +	ION: +6 m-Proficien	4
	CURRENT TESTING INFORMA Test Date: Current Test Level: E N Current Test Form: 11 1 NRS Level & Scale Score: 2 (449-4) DOMAIN: Number & Oper CATEGORY: Number & Opera	TION: A 2 95) □3 (496-536) erations in Base Ten (15% tions in Base Ten (NBT)	POST-TESTI Grade Level	NG INFORMATI TABE Level: M CCR Level: C Correlation: 4-5, + CIENCY: NO	ION: +6 m-Proficien rtial Profici	
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Generalize Place + Recognize that in a multi-digit whole number, a digit	CURRENT TESTING INFORMA Test Date: Current Test Level: E N Current Test Form: 11 1 NRS Level & Scale Score: 2 (449-4: DOMAIN: Number & Opera CATEGORY: Number & Opera # Questions: 5 CCRS Category TABE Cate Generalize Place	TION: A 2 95) □3 (496-536) erations in Base Ten (15% tions in Base Ten (NBT) egory TAB + Recognize that in a multiple	POST-TESTI Grade Level	NG INFORMATI TABE Level: M CCR Level: C Correlation: 4-5, + CIENCY: NO Par Par Pro	HON: +6 m-Proficien rtial Proficion oficiency Aligned CCRS	ency Mast

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STEP 1

DOMAIN: Me	asurement & Data	(15%) SCORED PROFICIENC	CY: 🗆 No	on-Proficienc	cy
CATEGORY: Me	asurement & Data (N	ID)	🗆 Pa	rtial Proficie	ncy
# Questions: 6			🗆 Pro	oficiency	-
				Aligned	Mastery
CCBS Cotomony	TARE Cotomony	TADE CLIU	Emphasis		Dete
CCR5 Calegory	TABE Calegory	I ADE SKIII	Emphasis	CURS	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	+An angle that turns through <i>n</i> one-degree angles is	Low		
	interpret volume	said to have an angle measure of <i>n</i> degrees.	LOW	4.1010.5	
+ standard is listed on TA	BE Level E Crosswalks or on	TABE Level M Blue Prints: however, it does NOT appear on t	he Student Indivi	dual Profile Rei	oort
		The Level in Blue Finite, nowever, it does not appear on t			
•					
	Correlate	a CCR Anchor/Substandards & Desc	riptions		
		Measurement & Data			
□ 4 MD 3 App	4.MD.3 A	pply the area and perimeter formulas	for rectan	gles in rea	al-world and
roo	r		ft		
□ 4.MD.5 + F	n m	lathematical problems. For example,	find the w	ath of a r	ectangular
A. A	rc	oom given the area of the flooring and	the lengt	n. by view	ing the area
whe					
11 В. А	tC	ormula such as a multiplication equation	on with an	unknowi	n factor.
			ute for the Professio	nal Development	of Adult Educators



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.

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

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STEP 2		Ne	xt, sel	ect the r	next test	level.				
Test Results Te	est Date Le	evel	Numbe Total	r of Points Obtained	Items Attempted	Scale Score	SEM	NRS Leve	el MS	G
Mathematics 02	2/11/2020	M	39	16	35	484	14	2	N	I]
Pre-test TABE Level	Pre-te NRS Le	est vel	Sug	gested NTA						P
Ε	1 2 3			E E	Individual Profile: Cab Report Criteria ID: 30091000 Test Name: Ti Report: ALL Report Date: 08-03-2020	rera, Pilar	e: rict ol	FL : MIAMI DADE COUNTY PUBLI : MIAMI SUNSET ADULT	IC SCH	TABE.
D→W	$2 \rightarrow 2$ 3		₿→	M M	Test Results Reading Mathematics Language	Test Date Level 02/11/2020 M	Number of Total 1 39 16 	Items Attempted Scale Score 35 484	SEM NRS Level 14 2	MSG N
	4 3			D D			Exam	ple:		
U	4 5			D A		Pret Forn	hest n 12	Posttes Form 1	t 1	
Α	4 5			A A		Leve	el M TA = Mc	Level M ath 11 M	A	
13	6		1	V/A	2017 Th	a Institute for th	e Professional	Development of 4	Adult Educati	ore





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, posttesting students at the lowest level possible has 2 benefits:

- 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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<u></u>		UZED INSTRUCTIONAL STUDE		J	
	ΔR	E Mathematics: TABE Level M	A	•	
	79				
		I		_	
STUDENT:		2011005-	I	.D.:	
TEACHER:		COURSE:	DAI	E:	
CURRENT TESTIN	G INFORMATION	POST-TESTING	INFORMA		
Test Dat	ie:	TAE	BE Level: M		
Current Test Lev			R Level: C		
NRS Level & Scale Scor	n: □11 □12 'e: □2 (449-495) □:	Grade Level Con 3 (496-536)	relation: 4-5	,+0	
		s - F			
DOMAIN: Nu	mber & Operation	s in Base Ten (15%) SCORED PROFICIE	NCY: □N	on-Proficier	nev.
CATEGORY: Nu	mber & Operations in	Base Ten (NBT)	□ P	artial Profici	ency
# Questions: 5			🗆 P	roficiency	
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Generalize Place	the developed allows	 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in 	Medium	4.NBT.1	
for Multi-digit Whole	value	the place to its right.			
Numbers		 Use place value understanding to round multi-digit whole numbers to any place. 	Low	4.NBT.3	
		+ Create & use multiple representations of addition &			
		more than 3 digits, based on place value & connect these	Law	4.NBT.4	
Use Place Value	Perform Multi-digit	representations to the standard algorithms (especially where representations is required)			
Properties of	Arithmetic	 Multiply a whole number of up to 4 digits by a one- 			
Operations to		digit whole number, & multiply 2 two-digit numbers, using strategies based on place value & properties of	Low	4 NRT 5	
Arithmetic		operations. Illustrate & explain calculation by using	Lun	4.001.0	
	Find quotients and	equations, rectangular arrays, &/or area models.			
	remainders	digit numbers by one- and two-digit numbers	Law	4.NBT.6	
		Compare the values of digits in multi-digit numbers and			
	Lindersteed place	Compare the values of digits in multi-digit numbers and observing patterns Create & use models for decimals & use properties of			
	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns Create & use models for decimals & use properties of operations to add & subtract decimals to hundredths			
	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns. Create & use models for decimals & use properties of operations to add & subtract decimals to hundredths place			
	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns 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	Medium	5.NBT.3a	
Understand the	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns 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 Create & use models for decimals & use properties of operations to multiple & divide eximals to hundredths	Medium	5.NBT.3a	
Understand the Place Value System	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns: 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 alace value. Create & use models for decimals & use properties of operations to multiply & divide decimals to hundredths place.	Medium	5.NBT.3a	
Understand the Place Value System	Understand place value Understand decimals	Compare the values of digits in multi-digit numbers and observing patterns. Create & use models for decimals & use properties of operations to add & subtract decimals to hundretths place	Medium	5.NBT.3a	
Understand the Place Value System	Understand place value Understand decimals	Compare the values of digits in multi-digit numbers and observing patterns Create & use models for decimats & use properties of operations to add & subtract decimals to hundredths place Φ -Create & use multiple representations of multi-digit decimats based on allace value. Create & use models for decimats & use properties of operations to multiply & divide decimals to hundredths place Create models of decimats and use decimal notation Examine relationships between decimals, fractions, & whole numbers.	Medium	5.NBT.3a	
Understand the Place Value System	Understand place value Understand decimals Compare & compose tens	Compare the values of digits in multi-digit numbers and observing patterns. Create & use models for decimals & use properties of operations to add & subtract decimals to hundretths place	Medium	5.NBT.3a 5.NBT.3b	
Understand the Place Value System	Understand place value Understand decimals Compare & compose tens Pound	Compare the values of digits in multi-digit numbers and observing patterns: Create & use models for decimats & use properties of operations to add & subtract decimals to hundredths place	Medium	5.NBT.3a 5.NBT.3b	

						,						
		FORM	DOMAIN		PERFORM	IANCE D	EMONSTRATE	D SKILLS		AR	EAS F	DR NEXT FOCUS
			Reading									
		м	Mathemat	tics								
			Measurem Data	ent and			Measure an protractor a measures	gles to the near nd create angle	est degree us s with given	ing a •	Use p suppl meas	properties of complementary and ementary angles to find missing angle ures in diagrams the missing dimension of a restance large
							given one sig perimeter	de length and th	ie area or	•	prism the v	when given the other dimensions and olume
DATA HECOCKHIDOS DEREC Individual Profile: Report Criteria ID: 30071445					State:	FL	Extend the	dea of using un	t squares to f			volumes or rectanguiar prisms by mg unit cubes and by multiplying the tgths (using the volume formula) e plots to solve multi-step addition, tion, multiplication, and division ns i repeated addition of unit fractions as ication expressions (e.g., $1/5 + 1/5$ + $x_1/5 = 3/5$) as to show division of e number by a unit fraction
Test Name: TABE 12 Al Report: ALL Report Date: 08-03-2020	0				District: School:	MIAMI D/ MIAMI SU	ADE COUNTY P JNSET ADULT	UBLIC SCH				imple, one-step, real-world problems g addition or subtraction of fractions fferent denominators or multiplication ion involving a unit fraction
Test Results	Test Date	Leve		umber of P	oints Ibtained	Items Attempted	Scale	SEM	NRS Level	MSG		
Reading				-								rious strategies for adding numbers,
Mathematics	03/10/2020	м	30	.	16	35	484	14	2	N		ng decimals, with up to six digits
Language									-	l		rious strategies to multiply two-
f a student scores more th icore will be set to the hig with a higher TABE test in Scale scores with a minus range of that level of TABE Sain on a post test. The Measurable Skills Gair the student either did not n the academic year.	han one NR: hest possibl order to be (-) sign next and the stu have enoug	S level a le scale : tter asse t to then udent w esigned gh data t	bove the ta score, whic ess their ab n are indica ill likely nee to measure	rgeted le h is one a ility. tors that ed to hav e interim a gain or	evel, ther above th the stud e extend progress did not	n a (+) sign e targeted lent perforn ed instruct s made by s receive a g	will appear n level. In this med at the k ion to be rea students duri ain; and Y de	eext to the sc case, studen ower end of t idy to demor ing an acader motes the stu	ale score ar ts may wan he perform strate an N nic year. N udent receiv	nd their it to test nance IRS denotes ved an M	ISG	nous strategies to divide two-, three-, ur-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 and solve multi-step, real-world ns involving addition, subtraction, ication, division, and grouping symbolic nulti-step equations involvine addition
Performance on Domains				Numb	er of Poir	nts	P	erformance Ca	tegory			tion, multiplication, division, and ng symbols without context
Performance on Domains			Number of Items	Total	Obta	ined Non	-Proficiency	Partial Profic	ency Pr	oficiency		B Symbols Without Context
Reading					-	-						
Mathematics					-							
Measurement and Data			6	6	3			1				
Numbers and Operations - Fi	ractions		7	8								
Numbers and Operations - P	ase Ten		ç	5								
Operations and Algebraic Th	inking		,				,					
Operations and Algebraic Th	inking		4	5								
Geometry			4	5			1					
Expressions and Equations		I	4	5	2			· ·			- I	

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STEP 3				
ipdae	INSTITUTE FOR THE PROFESSIONA DEVELOPMENT OF ADULT EDUC	AL ATORS		
	INDIVIDUALIZED I ABE Math	NSTRUCTIONAL STU ematics: TABE Leve	DENT PLAN I M	
STUDENT: N TEACHER: A	Iaria Gutierrez	OURSE: <u>ABE Math</u>	I.D.: B DATE:	9999999 10/16/2020
CURRENT TESTING Test Date: Current Test Level: Current Test Form: NRS Level & Scale Score:	INFORMATION:	POST-TESTI Grade Level	NG INFORMATION TABE Level: M CCR Level: C Correlation: 4-5, +6	

Individual Pr Report Criteria	Individual Profile:									
ID: Test Name:	3007.1445 TABL 12 AL	State: District:	FL MIAMI DADE COUNTY PUBLIC SCH							
Report: Report Date:	ALL 08-03-2020	School:	MIAMI SUNSET ADULT							

Tost Posults			Number	of Points	ltoma	Scala			
Test Results	Test Date	Level	Total	Obtained	Attempted	Score	SEM	NRS Level	MSG
Reading		1							
Mathematics	03/10/2020	M	39	16	35	484	14	2	N



S	TEP 3								
Г	DOMAIN: CATEGORY: # Questions:	Number & Operations Number & Operations – I 7	s - Fraction Fractions (N	ns (20%) F)	SCORE	D PROFICIENCY:	□ Non-Proficier X Partial Profici □ Proficiency	ncy jency	
	DOMAIN: CATEGORY:	Number & Operations Number & Operations in	i n Base T Base Ten (N	'en (15%) BT)	SCORE	D PROFICIENCY:	X Non-Proficier	ncy iency	← IISP
	# Questions:	5					Proficiency		
	DOMAIN: CATEGORY: # Questions:	Operations & Algebra Operations & Algebraic Tl 4	ic Thinkin hinking (OA)	g (12%)	SCORE	D PROFICIENCY:	X Non-Proficien Partial Profici Proficiency	cy ency	TABE Report
				Number	of Points	р	erformance Category	/	1
L	Performance on Do	omains	Number of Items	Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency	
	Mathematics								
	Measurement and	Data	6	6	3		1		
Ч	Numbers and Oper	ations - Fractions	7	8	5		 Image: A start of the start of		
_	Numbers and Oper	ations - Base Ten	5	5	2	-	 ✓ 		
-	Operations and Alg	ebraic Thinking	4	5	0	1			
7	Geometry		4	5	1	1			
	Expressions and Eq	uptions	<u>A</u>	5	2				



S	TEP 3		[FORM	DOMAIN	PERFORMANCE	DEMONSTRATE) SKILLS	
				Μ	Mathematics				
					Measurement and Data	Partial Proficiency	 Measure ang protractor an measures 	les to the neare d create angles	est degree using a with given
	IISP	Report	→				 Find the miss given one sid perimeter Extend the id areas of recta volumes of re 	ing side length e length and th ea of using unit ingles to using in ctangular prise	of a rectangle e area or t squares to find unit cubes to find
_ [DOMAIN: Me	asurement & Data	ı (15%	6)	sc	ORED PROFICIEN	ICY: 🗆 No	n-Proficien	cy
	CATEGORY: Mea	asurement & Data (M	ID)				🗆 Pa	rtial Proficie	ency
_ I	# Questions: 6						🗆 Pro	oficiency	
	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 th side le	ne missin ngth and	g side length of a rect the area or perimete	tangle given one er	N/A	4.MD.3	
		Calculate and interpret volume	+ An a said to	angle tha have an	t turns through <u>n one</u> angle measure of n d	-degree angles is legrees.	Low	4.MD.5	
	Geometric		+ Ext	end the u	use of measuring tool	s to include			
18	Measurement: Understanding	Identify and	Measu Protra	ure angles ctor and	s to the nearest degre create angles with give	ee using a ven measures	Medium	4.MD.6	\checkmark
10	Concepts of Angle &	measure angles	Use th	e proper	ties of angles to write	e & solverequations	or the Professiona	l Development	of Adult Educators





DOMAIN: Me CATEGORY: Mea # Questions: 6	asurement & Data asurement & Data (M	NCY: 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 <u>n one</u> -degree angles is said to have an angle measure of n degrees.	Low	4.MD.5			
Geometric Measurement: Understanding Concepts of Angle &	Identify and	 Extend the use of measuring tools to include measuring angles with protractors Measure angles to the nearest degree using a Protractor and create angles with given measures Use the properties of angles to write & solve equations 	Medium	4.MD.6			





DOMAIN:Statistics & Probability (5%)SCORED PROFICECATEGORY:Statistics & Probability (SP)# Questions:No Questions Identified		CY: □ No □ Pa □ Pr	 Non-Proficiency Partial Proficiency Proficiency 						
This Domain has no questions represented on the Mathematics TABE Level M <u>test;</u> however, it has been included since it is identified as a tested domain in the TABE <u>Blue Prints</u> .									
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

	ipdae 🕺 INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS			PORTAL DASHBOARD LOG-OUT		
	RESOURCES - E-TRAININGS EV	ENT CALENDAR AE-TOOLBOX	K ~ FAQS	ABOUT CONTACT		
		SSISTANCE CENTER				
	Your Access to Tests of Adult Basic Edu	ication (TABE) Assistance for	r Adult Educate	ors		
		lized Instructional		RE [®] Advisor		
	Questions (FAQ)	Plans (IISPs)	Contact a TAB	E® advisor to receive assistance		
	Get answers to TABE® related questions that Access and do	ownload the IISPs for ABE language,	and get answe	rs to your specific questions.		
	adult educators want to know.	ath.				
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PART III

Part III: Conclusion and Reflection

TIME FOR

CONCLUSION & REFLECTION



Part III: Conclusion and 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!

WE WANT YOUR FEEDBACK

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

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

TABE Test for Adult Assessment: 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=DynamicStud entReports

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.