

# Breaking Down the TABE 11/12 Language Test

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Resources for the Adult Education Practitioner



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Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

# Breaking Down the TABE 11/12 Language 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	Think about what you want to take-away from this session.	
6	What do you already know about the structure of the TABE 11/12 Language Test?	
8	What content is covered on the test?	
15	How does each level of the test differ from the prior one?	
20	What can you do to effectively integrate student data, lesson planning, instructional resources, targeted instruction, and post-testing in your ABE class?	
23	Where can I obtain TABE 11/12 student test data?	
25	How can I identify the post-test level and form?	
27	How can I develop an individualized instructional student plan that incorporates pre-test data and has a clear roadmap for targeting areas of deficiency?	
29	How can I determine the progression of instruction, and where can I access instructional resources that are standards-driven and follow this progression?	
32	What is the significance of maintaining live student data?	
33	How do I know when to post-test a student?	

## Introduction

It is essential for both teachers and students to clearly understand the format of the new TABE 11 & 12 Language Test. What is assessed? How is it assessed? How are reporting objectives distributed across each of the test levels? Are some questions more heavily weighted than others?

Teachers must be able to clearly deliver instruction using CCR standards-driven resources that are aligned to test level content in order to ensure student success. In order to do so, they require the right tools. Let us face the fact that teachers do not have the time to wade through the vast amount of information that is associated with the TABE Language Test. There are the TABE Blue Prints, the Individual Profile Reports, the Technical Report, the sample test items, and so much more. There are reporting objectives, domains, anchor standards, sub-standards, grade-equivalent standards, TABE categories, and TABE skills. Where do we begin? How do we make sense of all this so that we can teach effectively and maximize our students' opportunities for post-testing success?

The new TABE 11/12 Language Test incorporates spelling, vocabulary, and language mechanics thus creating a more cohesive approach to language arts. Items are presented in meaningful contexts. The test includes reading passages (beginning with Level M); and although it incorporates elements of writing, it does not include an actual written product. The emphasis of this *Resource Handbook* is twofold: First, it provides a clear breakdown of the TABE 11/12 Language Test that helps teachers and students easily identify the specific content that is tested, how it is aligned to the CCR standards, and how it is weighted from one level to the next. Second, it introduces an eight-step effective routine that teachers can easily implement in their ABE classes. The routine takes the teacher and student from pre-test to post-test success.

## The TABE 11/12 Language Test At-A-Glance

We now begin with an at-a-glance view of the TABE 11/12 Language Test. As you carefully process the information on the chart located on Page 5, keep the following key points in mind:

- **Domains are listed across the top of the chart.**

**Description:** There is a total of four CCR domains on the language test: (1) Conventions of Standard English, (2) Knowledge of Language, (3) Vocabulary Acquisition & Use, and (4) Text Types and Purposes.

**Significance:** Though a domain may exist across multiple levels of the test, students will encounter progressive increase in rigor from one level to the next. In addition, the first three domains refer to language strand domains. The fourth domain is a writing strand domain.

- **Test levels are clearly marked in the left column of the chart.**

**Description:** Test levels E, M, D, and A are clearly marked above the “domain %”.

**Significance:** Teachers and students need to focus on the post-test level description and content.

- **Each domain has the same information depicted across all levels:**

### Domain %:

**Description:** The word “domain” is synonymous with “CCR anchor”. The % refers to what percent of that test level covers a specific domain.

**Significance:** The higher the domain %, the more the teacher should emphasize instruction in this area.

### CCR Language Strands:

**Description:** There are two language strands: (1) “L” represents “language”, (2) “W” represents “writing”, and (3) “WHST” represents “writing for history, social studies, scientific and technical subjects”.

**Significance:** Anchor standards and sub-standards for language are found under the CCR language section. Writing anchor standards and sub-standards are found under the CCR writing section. Even though writing anchors are included in the language test, the test does not actually require a student to produce a written product for evaluative purposes.

### # Questions:

**Description:** This refers to the actual number of questions or items assigned to this particular domain.

**Significance:** Not all questions are weighted the same on the TABE 11/12 Language Test. Questions targeting lower-level sub-standards carry less weight than questions targeting higher-level sub-standards. For example, a question at a Grade 8 level will be more heavily weighted than one at a Grade 6 level.

### # Anchor Standards:

**Description:** The number of anchor standards listed refer to the CCR standards.

**Significance:** Some domains have anchor standards that stand alone. Some have anchor standards with sub-standards attached.

### # Sub-standards:

**Description:** In the language test, all sub-standards are attached to an anchor standard.

**Significance:** The sub-standard provides more detailed information than the anchor standard.

### # TABE Skills:

**Description:** TABE skills are listed in each student's Individual Profile Report. It is the TABE category that correlates to the anchor standard and sub-standards.

**Significance:** Some of the listed TABE skills on various Individual Profile Reports do not seem to correlate to any of the anchor standards or sub-standards in the TABE 11/12 Blue Prints or in the CCR standards. Any such discrepancies are specified, when encountered, in this document.

**TABE 11/12 Language Test At-A-Glance**

DOMAIN:				
	Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition & Use	Text Types & Purposes
LEVEL E				
Domain %	48%		22%	30%
CCRS Strand	L		L	W
# Questions	4		4	2
# Anchor Standards	19		7	9
# Sub-standards	25		8	8
# TABE Skills	15		6	4
LEVEL M				
Domain %	44%	5%	26%	25%
CCRS Strand	L	L	L	W
# Questions	17	2	6	10
# Anchor Standards	4	1	3	2
# Sub-standards	21	2	3	9
# TABE Skills	9	1	4	5
LEVEL D				
Domain %	44%	10%	23%	23%
CCRS Strand	L	L	L	W/WHST
# Questions	18	4	4	9
# Anchor Standards	6	2	2	2
# Sub-standards	19	3	4	11
# TABE Skills	8	3	3	5
LEVEL A				
Domain %	52%		23%	25%
CCRS Strand	L		L	W/WHST
# Questions	21		4	10
# Anchor Standards	2		2	4
# Sub-standards	5		4	22
# TABE Skills	4		4	6
Domain %				



# The Four Domains of the TABE 11/12 Language Test and Their Corresponding Anchor Standards

You are now familiarized with the overall structure of the TABE 11/12 Language Test. In an effort to better understand the content tested, we will take a deeper look into a description of the eight CCR anchor standards under both domain areas:

## THREE LANGUAGE STRAND DOMAINS

### Conventions of Standard English

#### *CCR Language Anchor 1*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### *CCR Language Anchor 2*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

#### *CCR Language Anchor 3*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition & Use

#### *CCR Language Anchor 4*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### *CCR Language Anchor 5*

Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

#### *CCR Language Anchor 6*

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

## ONE WRITING STRAND DOMAIN

### Text Types & Purposes

#### *CCR Writing Anchor 1*

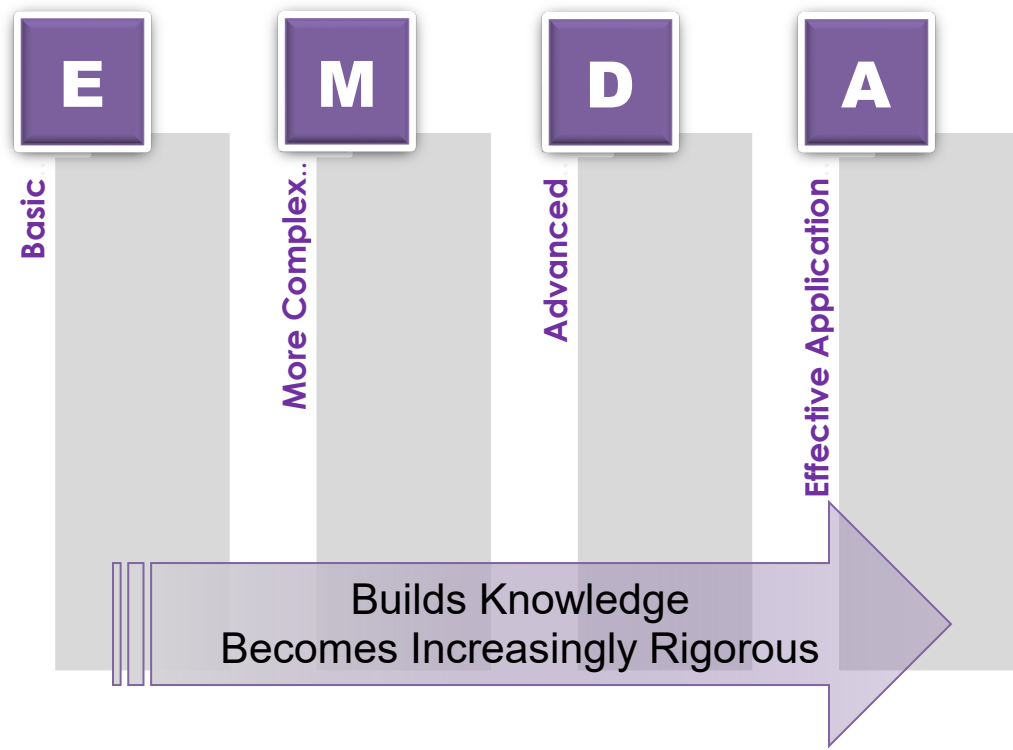
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### *CCR Writing Anchor 2*

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## A Deeper Look into the Language Content by Test Level

The overall emphasis on the language test is to evaluate language and writing skills, even though TABE 11/12 does NOT formally evaluate writing. As students move from Level E to Level A, they will encounter a progressive increase in rigor from one level to the next. Each subsequent level builds upon knowledge from the prior level. The visual below puts it all into perspective.



Let us now take a moment to analyze this increasingly rigorous progression through the four TABE levels presented here. At Level E, everything is introduced in its most basic form. Common vocabulary is used in simple and compound sentences. Students are introduced to opinion and informative texts. They learn basic writing organization and paragraph development.



- Basic capitalization
- Basic spelling
- Basic punctuation (including apostrophes)
- Common vocabulary words in simple and compound sentences
- Writing organization (opinion & informative texts)
- Paragraph development

Level M builds upon knowledge assessed at Level E. Content becomes more complex. Grammar becomes more intense as relative pronouns, advanced verb formations, correlative conjunctions, prepositional phrases, and modifiers are introduced. Emphasis is based on subject-verb agreement and sentence structure. Writing transitions to the use of more precise language in opinion and information texts.

## M

- More complex capitalization
- More complex punctuation
- More advanced understanding of English grammar and usage (relative pronouns, advanced verb formations and application, correlative conjunctions, prepositional phrases, modifiers, subject-verb agreement, sentence structure)
- Writing organized opinion and information texts with precise language

At the D Level, students must have advanced knowledge of punctuation, verbs, and sentence structure and must be able to apply said knowledge. Qualities of writing including formal style, tone, and clarity are applied to real-world application. Arguments must be well supported. Emphasis is placed on informational texts.

## D

- Advanced knowledge of punctuation
- Advanced knowledge of verbs
- Creating variety of sentence structures
- Expands on knowledge of sentences (fragments, run-ons)
- Real-world applications of writing
- Qualities of writing (formal style, tone, clarity)
- Writing well developed and supported arguments
- Emphasis on informational texts

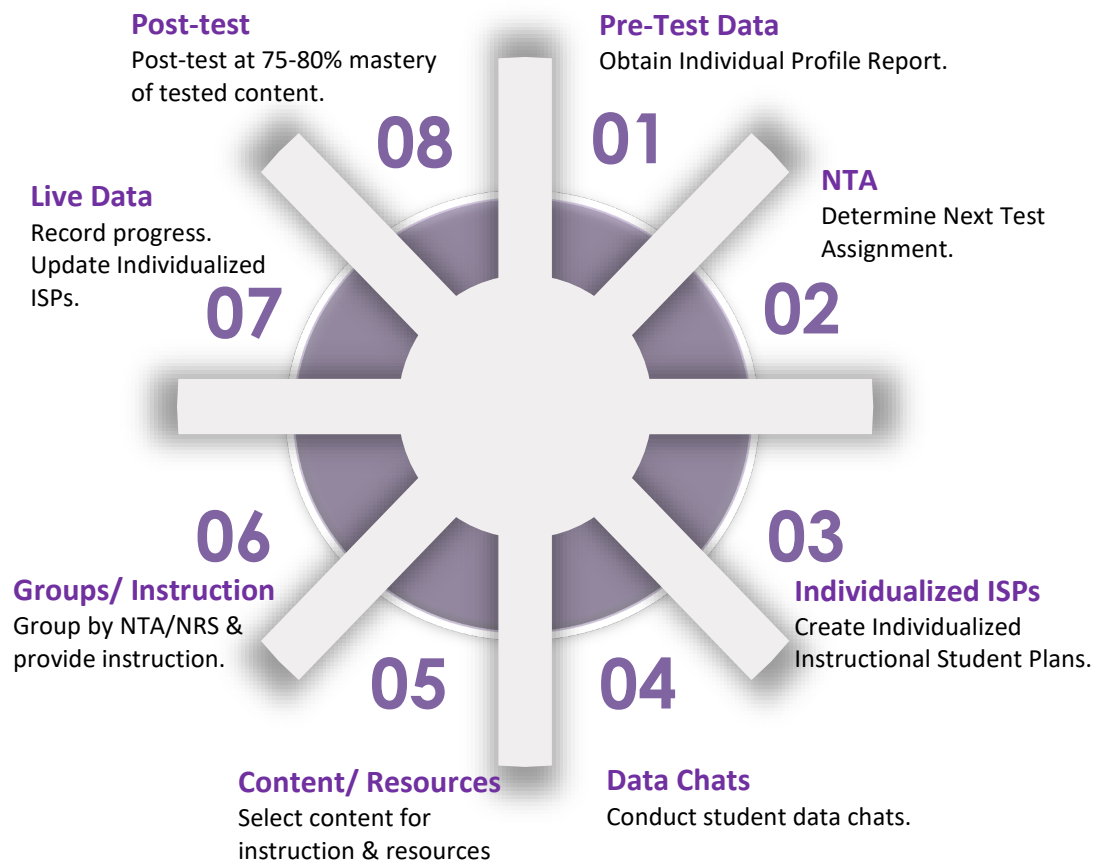
Level A is the most advanced form of the TABE Language Test. Grammar and usage become more difficult as emphasis on parallel structure and creating meaning and effect with phrases and clauses are added. Punctuation now includes colons and semicolons; and with regard to writing, students are exposed to writing samples in the science and social studies disciplines. Again, students must evaluate writing for organization and development, correct word use, grammar, and language mechanics.

## A

- Effective language use including parallel structure and creating meaning and effect with phrases and clauses
- Effective punctuation (including colons and semicolons)
- Evaluating writing (word application, organization, development, grammar, language mechanics, and arguments)
- Adding writing pieces in science and social studies disciplines

## Developing an Effective Routine for Your ABE Language Class

Now that you have a better understanding of what is tested on the TABE 11/12 Language Test, let us look at a simple eight-step routine that takes the student and teacher from pre-test to post-test. This routine emphasizes data-driven and standards-driven instruction in order to yield maximum student performance results.



### STEP 01: PRE-TEST DATA

Obtain pre-test data from each student's Individual Profile Report. This report is available on the DRC portal. If you do not have access to the portal, your test chair or testing department will be able to obtain a copy of the report for you.

## STEP 02: NTA

Determine the Next Test Assignment (NTA). Identify the test level and form for each student's post-test. You will be provided with more detailed information on how to determine a student's NTA on Page 13.

## STEP 03: INDIVIDUALIZED ISPs

Use each student's pre-test data in order to create an individualized ISP. This plan will provide both you and your student with a clear roadmap of how to set and reach class instructional and performance goals.

## STEP 04: DATA CHATS

Conduct student data chats. Once you have created the individualized ISP, be sure to go over the plan with your student. Ensure that every student is aware of the content that s/he needs to work on in order to ensure success when post-testing.

## STEP 05: CONTENT / RESOURCES

Identify content to be taught & select the appropriate resources. In this *Resource Handbook*, you will be provided with an ABE Language Common Planning Template which will allow you to easily identify and select those anchor standards and sub-standards that you need to teach within a specified time range. Make your selection strategic by including only those standards which have not been mastered as identified on your students' individualized ISPs.

Select resources to support instruction of non-mastered content. In order to do this, you will be provided with a Language Arts Curriculum Matrix and corresponding resources on the IPDAE website. All posted resources are aligned to specific CCR standards and, therefore, allow for the quick selection of instructional materials that can be used to target non-mastered content.

## STEP 06: GROUPS / INSTRUCTION

Group students by NTA or NRS level. There are various effective ways to use data to group your students in class. Ideally, you should be grouping them based on their NTA since this will provide a more targeted and data-driven way to address non-mastered content that will be post-tested. You can also group your students based on their NRS level. Either way is effective; however, your main emphasis when grouping students is to focus on content which they have not yet mastered. You want to make sure to maximize your instructional time by emphasizing these areas of non-proficiency.

Once you have grouped your students, provide targeted instruction. This can never be overly emphasized. Effective instruction is targeted instruction. This means that it is data- and standards-driven. This means that you utilize your students’ performance data and couple it with what is tested.

Remember, even though we are to teach all required standards and sub-standards according to the FDOE curriculum frameworks for ABE Language, it is essential that you emphasize those standards which have not been mastered. Refer to your students’ individualized ISPs regularly. This is critical if you truly want to move your performance data.

**STEP 07: LIVE DATA**

Record progress. Monitor student progress and update individualized ISPs every time students master a particular standard or sub-standard. This is critical in order to keep your data live.

**STEP 08: POST-TEST**

Test when students have demonstrated 75-80% mastery of all tested content. Be sure that your students understand this. They must also have a clear picture of the desired outcome at every level of the TABE 11/12 Language Test.

**Resources to Support Your Effective Routine**

In this section, we will expand on the resources that are available as you implement each of the eight steps of your effective routine. You have an easy-to-read summary chart below; however, we will look into the individual resources aligned to each of these steps in more detail throughout the remainder of this resource handbook.

ACTIVITY	STEP	RESOURCE(S)
Pre-test Data	01	Individual Profile Report
NTA	02	Next Test Assignment (NTA)
Individualized ISPs	03	Individualized ISPs
Data Chats	04	Individualized ISPs
Content / Resources	05	Language Matrix & Resources
Groups / Instruction	06	Individualized ISPs & NTAs
Live Data!	07	Individualized ISPs
Post-test	08	Individualized ISPs & NTAs

## STEP 01: PRE-TEST DATA

### *Target Resource:*

*DRC's Individual Profile Report (See Appendix A.)*

Let us begin with Step 1. Where can you obtain your students' pre-test data? Every student's testing data comes from the DRC Insight platform. Ask your test chair to pull the information for each of your students. Do not just ask for the scores. If you do so, you may end up getting the Excel Extract On Demand Report which is simply a spreadsheet with scale scores by subject area. You want to be sure to ask for the Individual Profile Report for each of your students. This report will provide you with more detailed information about each of your students' test results.

The Individual Profile Report will tell you how your student performed on each domain of the subject area, which in this case is language. So rather than just tell you whether or not the student mastered language, the report identifies each domain and then tells you whether the student scored at a non-proficiency, partial proficiency, or proficiency level. You also have the number of items or questions under each domain. This is also significant because if you have 21 questions under one language domain and 4 under another, then you will probably want to spend a little more instructional time on the domain with the greater number of items. We have included a sample Individual Profile Report in Appendix A.

## STEP 02: NEXT TEST ASSIGNMENT (NTA)

### *Target Resource:*

*DRC's TABE 11 & 12 Scoring Levels: Best Practice Guidance (See Appendix B.)*

Let us now look at the second step of our effective routine. The question to address here is, "How do you know your students' post-test level and form?" The information in the chart below was provide by DRC. As we take a closer look, you will better understand the importance of this question.

TABE 11/12 LANGUAGE TEST						
Scale Score Ranges						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
<b>TABE L</b>	300-457	458-510	N/A	N/A	N/A	N/A
<b>TABE E</b>	310-457	458-510	511-546	N/A	N/A	N/A
<b>TABE M</b>	N/A	458-510	511-546	547-583	N/A	N/A
<b>TABE D</b>	N/A	N/A	511-546	547-583	584-630	N/A
<b>TABE A</b>	N/A	N/A	N/A	547-583	584-630	631-800

Each level of TABE has its own scale scores that are aligned to specific NRS levels. If you look at the Level E Language Subtest scale score ranges, you will see that the valid ranges are from 310 on the low end to 546 on the high end. Also notice that if a student scores NRS Level 2 on Language Test Level E, s/he can either post-test on the Level E, or Level M test. If the student post-tests on the easier test, it will, of course, be easier for him or her to gain a functional level. If the student is on the low end of the validity range (i.e., 462), you will probably want to post-test the student with the same level test (Level E in this case).

These scenarios need to be taken into consideration and probably discussed with your test chair and administrator as your decision to retest at a higher or lower test level can have a noticeable impact on your NRS performance in ABE. For your comfort, we have included a copy of the complete document ("TABE 11 & 12 Scoring Levels: Best Practice Guidance") released by DRC in Appendix B of this handbook.


### STEP 03: INDIVIDUALIZED ISP

*Target Resource:*  
*Individualized Instructional Student Plan (See Appendix C.)*

Step 3 emphasizes the importance of having an Individualized Student Plan for each of your students, but where do you get the Individualized Student Plan? Where do you get the student data to develop the plan? The language, reading, and mathematics individualized ISPs are currently being field tested in selected schools throughout the state. IPDAE trainers will be meeting prior to the end of the current calendar year to make any necessary recommendations and/or updates to the plans. Once finalized, these plans will be uploaded to the IPDAE website and will be available for



all to access and download. The important thing to remember about these plans is that they are truly individualized. Each level has a separate plan and combines essential information from numerous sources such as the (1) TABE Blue Prints for Language, TABE Individual Diagnostic Profiles, (3) Individual Profile Reports, and most importantly, the (4) CCR Standards for Adult Education (2013 Pimentel). In Appendix C, you will find a draft sample of the Level M Individualized Instructional Plan for language, but let us briefly look at an excerpt of said plan, paying special attention to some key components.



### INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

#### ABE Language: TABE Level M

**STUDENT NAME:**

**I.D.:**

CURRENT TESTING INFORMATION:	POST-TESTING INFORMATION:
Test Date:	TABE Level: M
Current Test Level:	CCR Level: C
Current Test Form:	Average Word Count: 463-485
Scale Score:	Average Lexile: 830L-846L
NRS Level:	

LOW EMPHASIS

MEDIUM EMPHASIS

HIGH EMPHASIS

<b>DOMAIN:</b>	Conventions of Standard English	<b>SCORED PROFICIENCY:</b>	<input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
<b>CATEGORY:</b>	Language (L)	<b>MASTERY DATE:</b>	

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	DETERMINERS / NOUNS / PRONOUNS	Use relative pronouns.	
		VERBS	Form and use the progressive verb tenses.	
		Form and use the perfect verb tenses.		

Note that at the top you have the TABE subject and level at which the student will be “post-testing.” It is important to note that this is not the level at which the student has already pre-tested. We are preparing the student for the post-test, so this is the information that is targeted in each DI plan. For the language test (and the reading as well), you are provided with an average word count and Lexile. This information is important because it will allow you to select material that mirrors what the students will encounter on the post-test.

On the left you have current testing information, and on the right you have the post-testing information. When students are getting ready to post-test, it’s important that you confirm the correct TABE test level and form number.

As you continue to read through the individualized ISP, you will notice that each domain is addressed separately. This allows you to focus on those

domains which the student has either partially mastered or not mastered at all. The mastery or “proficiency” for each domain can be found on the TABE 11/12 Individual Profile Report. Simply transfer the information from that report to the student’s individualized ISP. As you look at each domain section, you will see the % allocated to that domain. This % is taken from the TABE Blue Print for that particular test level. Now you can easily see what percentage of the test covers this domain. Below the domain % is the CCR standards category for that domain. In this example, you see that the domain “Conventions of Standard English” falls under the CCR “Language” category. You also have a section titled “Mastery Date”. When a student has mastered all of the standards listed under the domain, you can simply jot down the mastery date and move on.

Finally, take a look at the section on the standards tested under the domain. The standards listed under each domain correspond to the identified standards on the Blue Print for that specific level. Notice that the standards are color-coded. Gray is for “low” emphasis; blue is for “medium” emphasis; and orange is for “high” emphasis. You also have a column to the right of the standards so that you are able to write in the mastery date as students become proficient at each standard. Again, these individualized ISPs are currently being field tested. Finalized plans should be available for downloading come January 2020.

#### **STEP 04: DATA CHATS**

*Target Resource:*  
*Individualized ISP (See Appendix C.)*

The fourth step of your effective routine emphasizes the significance of holding data chats with your student, but what tool can you use to conduct these data chats that will specifically help your students understand what they have not mastered, what is going to be evaluated on the post-test, and what their ultimate goals are? Think about it. The most comprehensive way to do this is to go over each student’s individualized ISP so that the student clearly understands what is tested, how they performed on each of the language domains, how far they are from mastery, and on what form and level will they be post-tested. You already know that the plan gives critical information such as average word count and Lexile for the student’s post-test. As you can see in this example; on the Level M post-test, the student will need to have sufficient stamina to get through passages averaging 463-485 words. S/he will also need to be able to read and understand information presented at an 830-846 average Lexile level.

Even though we are focusing on the TABE Language test and not the TABE Reading test, remember that language skills are inseparable from and vital to reading, writing, speaking, and listening. Yes, these skills are in a separate strand, but it is important for students to use effective and correct language skills in all contexts. The emphasis, again, must be on the use or application of accurate language skills, not just the identification or recognition of accurate language skills. This being said, students will need to apply these language skills in a reading context, thus supporting the importance of identifying the average word length and Lexile level for each TABE test level.

#### STEP 05: CONTENT / RESOURCES

##### *Target Resources:*

*IPDAE Electronic Curriculum Matrix for Language (Available on the IPDAE Website.)*

*ABE Language Common Planning Template (See Appendix E.)*

As we get to Step 5 of our effective routine, we begin to realize that we are growing confident regarding the structure and content of the language test. Now, we turn our focus on what we need to teach and where we can access resources for instruction.

On the IPDAE website, you will find matrices for all ABE subject areas as well as for GED. These matrices are a great resource for classroom instruction. With the Electronic Curriculum Matrix, you no longer have to worry about aligning resources to standards. It literally takes the guesswork out of teaching.

On the following page, you will be able to take a peek at what the electronic matrix looks like. The language arts matrix is currently available as a pdf download. IPDAE will continue to create and upload resources, so be sure to check the website regularly. The way the matrix works is that you simply identify the anchor and substandard you want to teach, and then just click on the substandard; and a lesson plan or activity will pop up. You have the choice of either viewing the lesson online or selecting the option to download it as a pdf.

### IPDAE ELECTRONIC MATRIX

Your online lookup tool that dynamically returns resources that are correlated to Florida's adult education framework standards. Make selections below in the areas of your interest.

Matrix Type: ABE Mathematics Curriculum Matrix

Domain: --- Select a Domain ---

**ABE Mathematics Matrix**  
[Download Now!](#)  
The PDF version of the ABE Mathematics Curriculum Matrix.

**ABE Reading Matrix**  
[Download Now!](#)  
The PDF version of the ABE Reading Curriculum Matrix.

**ABE Language Arts Matrix**  
[Download Now!](#)  
The PDF version of the ABE Language Arts Curriculum Matrix.

**GED® Mathematics Matrix**  
[Download Now!](#)  
The PDF version of the GED® Mathematics Curriculum Matrix.

# floridaipdae.org

Let us now look at some highlights of the new ABE Language Common Planning Template. You have a copy of the full version in Appendix E.

### ABE Language Common Planning Template

**High Emphasis** **Medium Emphasis** **Low Emphasis** "+" = Suggested Addition

#### CONVENTIONS OF STANDARD ENGLISH

Domain %	E 48%	M 44%	D 44%	A 52%
<b>CCRS Strand Breakdown</b>	Language (L) 19 Questions 4 Anchor Standards 25 Sub-standards (+1) 15 TABE Skills	Language (L) 17 Questions 4 Anchor Standards 21 Sub-standards 9 TABE Skills	Language (L) 18 Questions 6 Anchor Standards 19 Sub-standards 8 TABE Skills	Language (L) 21 Questions 2 Anchor Standards 5 Sub-standards 4 TABE Skills
<b>TABE Category &amp; Skill Correlations to CCR Standards</b>	<b>CAPITALIZATION &amp; PUNCTUATION</b>		<b>PUNCTUATION</b>	
	<i>Use dictionaries &amp; glossaries</i>	<i>Capitalize correctly</i>	<i>Use commas</i>	<i>Use colon &amp; semicolon</i>
	2.L.2 3.L.2 2.L.2.e 3.L.2.g	4.L.2 4.L.2.a 4.L.2 5.L.2 4.L.2 5.L.2.a	7.L.2 7.L.2.a Use commas Punctuate for end of sentence, pauses, parenthetical notation	9-10.L.2 9-10.L.2.a 9-10.L.2.b
	<i>Capitalize correctly</i>	<i>Use commas</i>	<i>Punctuate for end of sentence, pauses, parenthetical notation</i>	

This ABE Language Common Planning Template is to be used in conjunction with the Language Matrix and the resources that are attached to it. This template was designed to provide teachers with a simple to use tool that listed all TABE-tested standards and sub-standards in language by test level and domain. It was also important to align the information by TABE skill since this is how the data is reported on a student's Individual Profile Report.

Let's take a closer look at this template.

So how can teachers use this tool effectively in common planning?

Once the teacher has decided on what content to teach, s/he can pinpoint it on this template and highlight those specific anchors to cover during instruction. This document is a live document, meaning that every time the teacher provides instruction on a particular standard, this standard should be highlighted.

Let's briefly go back and discuss student groups. As previously recommended, students may be grouped by NTA as well as by failed TABE skills. Recall that the Individual Profile Report will provide you with individual student performance/mastery by subject area and domain. When you look under each domain, you will see the TABE skills associated with the domain. Those TABE skills are included in this template for easy reference. The TABE skills are the italicized subtitles under the domain categories. Under each TABE skill, you have a list of the CCR standards that align under that TABE skill. With this layout where you have all levels side by side, it makes it much easier to plan lessons and deliver instruction, especially in multi-level classrooms. It certainly beats combing through multiple TABE Blue Prints. Additionally, the standards and sub-standards are color coded. Red means "high" emphasis, blue means "medium" emphasis, and black means "low" emphasis. This will allow a teacher to easily gauge where to spend more instructional time on content that is more heavily weighted.

Let me make a brief note regarding some of the content on this template. In some areas, you will note that either a standard or a TABE category has a "+" plus sign in front of it. This plus sign was added to indicate one of the following possibilities:

- The TABE skill is tested as per the Individual Profile Report; however, no standard or sub-standard is aligned to it in the Blue Print.
- A standard or sub-standard that belongs to a higher test (grade equivalent) level appears as a TABE skill on a lower level test report.
- The standard or sub-standard is listed on the Blue Print but does not align to any of the listed TABE skills on the Individual Profile Report.
- In one particular case, there is a TABE skill that is tested and does not appear in either the Blue Print or on the Individual Profile Report as a TABE Skill. For example, "reflexive pronouns" fall under the "pronoun" category, yet no standard or sub-standard is aligned to this skill in the Blue Print. If you look at the sample questions on the TABE 11/12 website (tabetest.com), there is a specific example on reflexive pronouns. In a case like this, the skill has been added to the template, prefaced by a "+" sign.

## STEP 06: GROUPS / INSTRUCTION

### *Target Resources:*

*DRC's TABE 11 & 12 Scoring Levels: Best Practice Guidance (See Appendix B.)*

*Individualized ISP (See Appendix C.)*

*ABE Language Common Planning Template (See Appendix E.)*

You now have all the resource you need, so it is time to group your students effectively in order to deliver your targeted instruction. There are two things to keep in mind: (1) What does the student's individualized ISP identify as non-proficient standards or TABE skills? and (2) What is the student's next test assignment? In other words, at what level will the student be post-tested?

Whether your class is a single- or multi-level class, you basically have two ways to group students: by NRS level or by NTA. Whatever you decide, it is essential that you eventually concentrate on grouping students by commonly failed standards. Once you've grouped your students accordingly, you can effectively select the appropriate instructional materials. Use the individualized ISPs to identify those standards that are highly emphasized as well as those which have not yet been mastered. Each student's NTA should be listed on his/her plan as well. This will provide you with the next test level for easy grouping as just mentioned.

In a whole-group setting, you will want to target those standards that are high emphasis or that have not yet been mastered by the majority of your students. Remember that the individualized ISPs are color-coded for the easy identification of standards by high, medium, and low emphasis. When addressing less emphasized standards or those where only a few students have failed to demonstrate mastery, you may wish to take a more small-group or even individualized approach. This is true Differentiated Instruction (DI). An additional resource that is of key importance when lesson planning is the ABE Language Common Planning Template. This template has all tested standards and sub-standards by TABE level, domain, category, and TABE skill. It also has an easy list of all anchor standards and sub-standards aligned to each of these categories. All you need to do is simply highlight those which you want to target for instruction during a specified date range. See Appendix E.

## STEP 07: LIVE DATA!

*Target Resource:  
Individualized ISP (See Appendix C.)*

Remember, old data is useless data. Keep your data live, which brings us to Step 7 of our effective routine. Ask yourself two questions. How do you monitor student progress in order to keep your data live? Where do you record this information?

To keep your data live, simply update your students' individualized ISPs. Every time you provide instruction and gauge mastery, be sure to jot down the mastery date next to the corresponding substandard. This way, you will keep your data live and will know as soon as your student has mastered approximately 70-75% of all tested standards and is ready to post-test. Also encourage your students to update their plans as they confirm proficiency after instruction. This will encourage student buy-in as well as increase student accountability.

## STEP 08: POST-TEST

*Target Resources:  
DRC's TABE 11 & 12 Scoring Levels: Best Practice Guidance (See Appendix B.)*

As you reach the final step of your effective routine, ask yourself these questions: How do you know when a student is ready for post-testing? How do you determine his or her post-test level and form?

First of all, be sure that you test students according to TABE 11/12 testing guidelines and recommendations. Double check that the student's NTA matches the form and level identified on his/her individualized ISP. If you have made a mistake in identifying the correct NTA on the student's plan, redo the plan with the correct information and transfer the data regarding mastered content to ensure s/he is at a 70-75% mastery level and is still ready to post-test.

Now, look at the chart displayed below regarding post-testing and the recommended hours of instruction.

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

Also, please be aware that effective August 29, 2019 TABE Online updated its site to reflect newly approved NRS times for TABE 11 & 12 subtests. For the language subtest, the maximum allowable time for all levels (EMDA) is 55 minutes.

Be sure to use your updated individualized ISPs to ensure that your students are ready to test. Again, if a student has mastered 70-75% of all standards/sub-standards identified on his/her plan, then s/he is ready to post-test. If such is not the case, provide the necessary additional instruction to ensure that your student will be successful when s/he post-tests. Post-testing a student who is not ready will lead to increased frustration on the part of the student. Also, remember to test in a timely manner. Do not wait too long to test a student.



## Reflection

Take the time to analyze and reflect on the information that has been presented in this *Resource Handbook* and take it one step further. Look at your student data. **Change** how you teach the remainder of the term. **Check** for student improvement on specific concepts or topics and determine to update their individualized ISPs regularly to reflect this improvement. **Redesign** your lesson planning to incorporate your students' testing performance data and use the provided ABE Language Common Planning Template to target key standards that require mastery. **Review** all of the resources provided in this *Resource Handbook* as well as those available on the IPDAE website and make an active decision to make these resources a regular component of your classroom instruction. Finally, ask yourself, "What is working especially well, and what do I need to improve?" **Reflect and make a change.**

## **Appendix A**

### **Individual Profile Report**

Turn to the next page for a sample Individual Profile Report.

Individual Profile: Johnson, Mike

Report Criteria			
ID:	4900	State:	MN
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:		School:	TABE TEST SCHOOL
Report Date:	01-12-2018		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	01/11/2018	A	56	40	40	602	19	5
Mathematics	01/12/2018	M	39	33	35	584	22	4
Language	01/12/2018	A	43	31	35	607	23	5

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.

Performance on Domains	Performance Category			
	Number of Items	Non-Proficiency	Partial Proficiency	Proficiency
<b>Reading</b>				
Key Ideas and Details	18		✓	
Craft and Structure	17		✓	
Integration of Knowledge and Ideas	5			✓
<b>Mathematics</b>				
Measurement and Data	6			✓
Numbers and Operations - Fractions	7		✓	
Numbers and Operations - Base Ten	5		✓	
Operations and Algebraic Thinking	4			✓
Geometry	4		✓	
Expressions and Equations	4			✓
<b>Language</b>				
Conventions of Standard English	21		✓	
Vocabulary Acquisition and Use	4		✓	
Text Types and Purposes	10		✓	

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

Individual Profile: Johnson, Mike

Report Criteria			
ID:	4900	State:	MN
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:		School:	TABE TEST SCHOOL
Report Date:	01-12-2018		

FORM	DOMAIN	CATEGORY	SKILL
<b>A</b>	<b>Reading</b>		
	Key Ideas and Details	Text Details	<ul style="list-style-type: none"> <li>• Draw inferences in text</li> <li>• Identify main idea</li> <li>• Support main idea</li> <li>• Summarize</li> <li>• Describe relationship between events</li> </ul>
	Craft and Structure	Text Structure	<ul style="list-style-type: none"> <li>• Meaning of on-level words or phrases in context</li> <li>• Use text tools to locate information</li> <li>• Identify author's/s' point of view</li> <li>• Identify author's purpose</li> <li>• Identify how author uses rhetoric</li> </ul>
	Integration of Knowledge and Ideas	Text Integration	<ul style="list-style-type: none"> <li>• Evaluate arguments/claims in text</li> </ul>
<b>M</b>	<b>Mathematics</b>		
	Measurement and Data	Measurement	<ul style="list-style-type: none"> <li>• Solve problems using scaled bar graph</li> <li>• Identify and measure angles</li> <li>• Apply standard measurement</li> <li>• Understand line plots</li> <li>• Calculate and interpret volume</li> </ul>
	Numbers and Operations - Fractions	Fractions	<ul style="list-style-type: none"> <li>• Evaluate fractions</li> <li>• Add fractions</li> <li>• Multiply fractions</li> <li>• Understand decimals</li> <li>• Divide fractions</li> </ul>
	Numbers and Operations - Base Ten	Base Ten	<ul style="list-style-type: none"> <li>• Add whole numbers</li> <li>• Compare and compose tens</li> <li>• Understand place value</li> <li>• Round</li> <li>• Multiply whole numbers</li> <li>• Find quotients and remainders</li> <li>• Understand decimals</li> </ul>
	Operations and Algebraic Thinking	Operations	<ul style="list-style-type: none"> <li>• Apply properties of operations: addition and subtraction</li> <li>• Multiply whole numbers</li> <li>• Apply properties of operations: multiplication and division</li> <li>• Understand and apply pattern rules</li> <li>• Understand prime and composite numbers</li> <li>• Evaluate expressions</li> </ul>
	Geometry	Geometry and Spatial Sense	<ul style="list-style-type: none"> <li>• Know geometric shapes, figures, and attributes</li> <li>• Know coordinate values and grid quadrants</li> </ul>
	Expressions and Equations	Expressions and Equations	<ul style="list-style-type: none"> <li>• Understand exponents</li> <li>• Evaluate expressions</li> <li>• Understand ordered pairs</li> <li>• Evaluate equations and inequalities</li> </ul>
	Ratios and Proportional Relationships	Ratio and Relationships	<ul style="list-style-type: none"> <li>• Understand ratio relationships</li> </ul>
	Statistics and Probability	Statistics and Probability	<ul style="list-style-type: none"> <li>• Recognize statistical questions</li> <li>• Understand data distribution</li> <li>• Interpret data plots</li> </ul>
	Number System	Systems of Numbers	<ul style="list-style-type: none"> <li>• Divide fractions</li> <li>• Know greatest common factor</li> <li>• Divide whole numbers</li> </ul>

Individual Profile: Johnson, Mike

Report Criteria			
ID:	4900	State:	MN
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:		School:	TABE TEST SCHOOL
Report Date:	01-12-2018		

FORM	DOMAIN	CATEGORY	SKILL
<b>A</b>	<b>Language</b>		
	Conventions of Standard English	Capitalization and Punctuation	<ul style="list-style-type: none"> <li>• Use colon and semi-colon</li> </ul>
		Grammar and Usage	<ul style="list-style-type: none"> <li>• Use phrases and clauses to add interest</li> </ul>
		Sentence Formation	<ul style="list-style-type: none"> <li>• Use parallel structure</li> </ul>
		Spelling	<ul style="list-style-type: none"> <li>• Spell</li> </ul>
	Vocabulary Acquisition and Use	Context Meaning	<ul style="list-style-type: none"> <li>• Meaning of words or phrases in context</li> <li>• Use level-appropriate words</li> <li>• Identify word changes and parts of speech</li> </ul>
		Reference Materials	<ul style="list-style-type: none"> <li>• Use reference materials (VAU)</li> </ul>
	Text Types and Purposes	Writing Skills	<ul style="list-style-type: none"> <li>• Introduce topic and group related information</li> <li>• Use facts and related details to support topic</li> <li>• Use correct transition words</li> <li>• Provide conclusion</li> <li>• Use precise language and maintain style/tone</li> <li>• Support topic with claims and counterclaims</li> </ul>

## **Appendix B**

### **TABE 11 & 12 Scoring Levels: Best Practice Guidance**

Turn to the next page for a copy of the above-listed document.



# TABE 11 & 12 Scoring Levels: Best Practice Guidance

## Overview

The best practice guidelines provided in this document are intended to supplement the *TABE 11 & 12 Scoring Guides*. This document provides TABE practitioners with additional clarification on the TABE 11 & 12 scoring levels, explains the out of range (O/R) and plus/minus (+/-) score report symbols, and provides guidance on moving students to a different level of TABE.

## Relationship between TABE 11 & 12 Scale Scores and NRS levels

Each level of TABE (L, E, M, D, A) has its own range of scale scores that are aligned to specific NRS levels. The following charts show the TABE 11 & 12 scale scores that correspond to each NRS reporting level. Practitioners can use this information to identify the NRS Level at which each student is performing.

READING						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
<b>TABE L</b>	300–441	442–500	n/a	n/a	n/a	n/a
<b>TABE E</b>	310–441	442–500	501–535	n/a	n/a	n/a
<b>TABE M</b>	n/a	442–500	501–535	536–575	n/a	n/a
<b>TABE D</b>	n/a	n/a	501–535	536–575	576–616	n/a
<b>TABE A</b>	n/a	n/a	n/a	536–575	576–616	617–800

MATHEMATICS						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
<b>TABE L</b>	300–448	449–495	n/a	n/a	n/a	n/a
<b>TABE E</b>	310–448	449–495	496–536	n/a	n/a	n/a
<b>TABE M</b>	n/a	449–495	496–536	537–595	n/a	n/a
<b>TABE D</b>	n/a	n/a	496–536	537–595	596–656	n/a
<b>TABE A</b>	n/a	n/a	n/a	537–595	596–656	657–800

LANGUAGE						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
<b>TABE L</b>	300–457	458–510	n/a	n/a	n/a	n/a
<b>TABE E</b>	310–457	458–510	511–546	n/a	n/a	n/a
<b>TABE M</b>	n/a	458–510	511–546	547–583	n/a	n/a
<b>TABE D</b>	n/a	n/a	511–546	547–583	584–630	n/a
<b>TABE A</b>	n/a	n/a	n/a	547–583	584–630	631–800



## TABE 11 & 12 Scoring Levels: Best Practice Guidance

*The Out of Range (O/R) and plus/minus (+/-) symbols on the TABE 11 & 12 score reports indicate that the student scored at least one full level above or below the targeted level.*

### TABE 11 & 12 Score Reports: Out of Range (O/R) and Plus/Minus (+/-) Indicators

Each of the TABE test levels (L, E, M, D, and A) has content aligned specifically to a range of NRS levels and a student can only be classified into those NRS levels. Due to this content alignment, as well as measurement properties of each TABE level test, a student will be classified as “Out of Range” (O/R) if they performed more than one NRS level below the targeted level. They will not receive a scale score or an NRS level and they will need to take a lower TABE level test.

If a student scores one NRS level below the targeted level, then a minus (-) sign will appear next to the scale score and their score will be set to the lowest possible scale score for that test level. In this case, the student may want to test with one level lower of TABE to better assess their ability level. For example, if a student tests with Math Level D and receives a score of 501- (see example below), then you may want to retest that student on Math Level M. Note that the 501- is a valid score and the “-” is only an indicator showing the student scored at the bottom of the scale. It could take additional instructional hours for a student to demonstrate a measurable skills gain.

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 for that test level. In this case, the student is performing at the very top of the test level and you may want to test them with a higher level of TABE to better assess their ability.

### SAMPLE STUDENT PROFILE REPORT: OUT OF RANGE (O/R) AND PLUS/MINUS (+/-) INDICATORS

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	11/04/2018	D	50	16	40	501-	16	3
Mathematics	11/04/2018	D	37	35	35	656+	77	5
Language	11/04/2018	D	40	10	34	N/A	N/A	O/R

N/A Not Available  
O/R Out of Range for NRS Reporting





## TABE 11 & 12 Scoring Levels: Best Practice Guidance

### When to Move a Student to a Different Level of TABE

When an Out of Range (O/R) sign appears next to a student's score, it means the student performed more than one level below the targeted level. They should be tested on a lower level of TABE to better gauge their ability level.

When a test score with a "+" sign appears next to a student's scale score, it means the student performed at the top of the scale/NRS level and there is no way to show growth on that level of TABE. For example, if a student pre-tests on TABE Math Level D and receives a score of 656+, then the student cannot show growth within Level D because they have demonstrated the highest possible scale score and NRS level on TABE Math Level D. They should be post-tested on TABE Math Level A to be able to demonstrate growth.

The following table provides guidance on moving students to a different level of TABE based on their score indicators.

SCORE REPORT SYMBOL	MEANING OF THE SYMBOL	EFFECT ON THE STUDENT'S SCORE	RECOMMENDED CHANGE
Plus Sign (+) after the scale score	Student scored more than one NRS level above the target level.	The student's score is set to the highest possible scale score for that test level.	You may want to test the student with a higher level of TABE to better assess their ability level.
Minus Sign (-) after the scale score	Student scored one NRS level below target level.	The student's score is set to the lowest possible scale score for that test level.	You may want to test the student with one level lower of TABE to better assess their ability level. In addition, the student will likely need to have extended instruction to be ready to demonstrate an NRS gain on a post test.
Out of Range (O/R) in place of the NRS level and N/A in place of the scale score	Student scored more than one NRS level below the target level	The student does not receive a scale score or NRS level.	The student should take a lower level of TABE.

## **Appendix C**

### **Individualized Instructional Student Plan**

Turn to the next page for a sample draft of the Individualized Instructional Student Plan.

## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Language: TABE Level M

STUDENT NAME:

I.D.:

#### CURRENT TESTING INFORMATION:

Test Date:  
Current Test Level:  
Current Test Form:  
Scale Score:  
NRS Level:

#### POST-TESTING INFORMATION:

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

LOW EMPHASIS

MEDIUM EMPHASIS

HIGH EMPHASIS

**DOMAIN:** Conventions of Standard English  
44%

**CATEGORY:** Language (L)

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

**MASTERY DATE:**

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	DETERMINERS / NOUNS / PRONOUNS	Use relative pronouns.	
			Form and use the progressive verb tenses.	
		VERBS	Form and use the perfect verb tenses.	
			Use verb tense to convey various times, sequences, states, and conditions.	
			Recognize and correct inappropriate shifts in verb tense.	
			Use modal auxiliaries to convey various conditions.	
		ADJECTIVES / ADVERBS	Use relative adverbs.	
			Order adjectives within sentences.	
			Correctly use frequently confused adjectives and adverbs.	
		PREPOSITIONS / CONJUNCTIONS / CORRELATIVE CONJUNCTIONS / INTERJECTIONS	Form and use prepositional phrases.	
			Explain the function of prepositions.	
			Correctly use frequently confused prepositions.	
			Explain the function of conjunctions.	
			Use correlative conjunctions.	
3	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing and speaking.	SENTENCE STRUCTURE	Produce complete sentences, correcting inappropriate fragments and run-ons.	
			Use correct capitalization.	
		CAPITALIZATION	Use underlining, quotation marks, or italics to indicate titles of works.	
			Use commas and quotation marks to mark direct speech and quotations.	
			Use a comma before a coordinating conjunction in a compound sentence.	
			Use punctuation to separate items in a series.	
			Use a comma to separate introductory elements.	
			Use commas with introductory words, tag questions, and direct address.	
			Use commas and quotation marks to mark direct speech and quotations.	
			Use a comma when combining two complete sentences.	
		SPELLING	Spell grade-appropriate words correctly, consulting references as needed.	

## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Language: TABE Level M

<b>DOMAIN:</b> Knowledge of Language <b>5%</b> <b>CATEGORY:</b> Language (L)	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency  <b>MASTERY DATE:</b>
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NRS	Anchor	Group	Standard Description	Mastery Date
3	3. Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, & to comprehend more fully when reading or listening.	SENTENCE CONSTRUCTION	Choose words and phrases to convey ideas precisely.	
			Choose punctuation for effect.	
			Differentiate between contexts that call for formal English vs. informal discourse.	
			Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
			Compare and contrast the varieties of English (e.g., dialects, registers).	

<b>DOMAIN:</b> Vocabulary Acquisition and Use <b>26%</b> <b>CATEGORY:</b> Language (L)	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency  <b>MASTERY DATE:</b>
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NRS	Anchor	Group	Standard Description	Mastery Date
3	4. Determine or clarify the meaning of unknown multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	DETERMINING WORD MEANING	Consult reference materials (dictionaries, glossaries, thesauruses) for pronunciation and meaning.	
			Use common, grade-appropriate Greek and Latin affixes and roots as clues to word meaning.	
			Use context clues (examples, definitions, restatements) to determine word/phrase meaning.	
3	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	UNDERSTANDING FIGURATIVE LANGUAGE	Interpret figurative language, including similes and metaphors, in context.	
			Recognize and explain the meaning of common idioms, adages, and proverbs.	
			Use the relationship between particular words to better understand them.	
3	6. Acquire & use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or	GATHERING VOCABULARY KNOWLEDGE	Use words/phrases that signal precise actions, emotions, or states of being.	
			Use words/phrases that signal contrast, addition, and other logical relationships.	
			Use words/phrases that are basic to a particular topic.	

## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Language: TABE Level M

	phrase important to comprehension or expression.			
--	--	--	--	--

<b>DOMAIN:</b> Text Types and Purposes 25%	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
<b>CATEGORY:</b> Writing (W)	<b>MASTERY DATE:</b>

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	INTRODUCE TOPIC AND GROUP-RELATED INFORMATION	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic, state an opinion, and create a structure to support writer's purpose.	
		USE FACTS, RELATED DETAILS, CLAIMS & COUNTERCLAIMS TO SUPPORT TOPIC	Provide logically ordered reasons that are supported by facts and details.	
		USE CORRECT TRANSITION WORDS	Link opinion and reasons using words, phrases, and clauses.	
		PROVIDE CONCLUSION	Provide a concluding statement or section related to the opinion presented.	
3	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	INTRODUCE TOPIC & GROUP-RELATED INFORMATION	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information; include formatting, illustrations, and multimedia.	
		USE FACTS, RELATED DETAILS, CLAIMS & COUNTERCLAIMS TO SUPPORT TOPIC	Develop the topic with facts, definitions, concrete details, quotations, or other information.	
		USE CORRECT TRANSITION WORDS	Link ideas within categories of information using words and phrases.	
		PROVIDE CONCLUSION	Provide a concluding statement or section related to the information or explanation presented.	
		USE PRECISE LANGUAGE AND MAINTAIN STYLE/TONE	Use precise language and domain-specific vocabulary to inform about or explain the topic.	

## **Appendix D**

### **Language Arts Curriculum Matrix**

Turn to the next page for a copy of the above-listed document.

NRS 1		NRS 2		NRS 3		NRS 4		NRS 5/6	
DETERMINERS / NOUNS / PRONOUNS									
Print upper- and lowercase letters Use determiners.  Use singular and plural nouns with matching verbs.  Use personal, possessive, and indefinite pronouns.	Use collective nouns.	Form and use regular and irregular plural nouns.	Use relative pronouns.	Ensure that pronouns are in the proper case.	Use intensive pronouns.				
	Use abstract nouns.	Use reflexive pronouns.		Correct vague pronouns.	Recognize and correct inappropriate shifts in pronoun number and person.				
	Explain the function of nouns and pronouns.								
VERBS									
Use frequently occurring verbs.	Use singular and plural nouns with frequently occurring irregular verbs.	Form and use regular and irregular verbs	Form and use the progressive verb tenses.	Explain the function of verbals.	Form/use verbs in the active and passive voice.				
Use verbs in past, present, and future tense.	Form and use simple verb tenses.	Explain the function of verbs.	Use verb tense to convey time, sequence, state, and condition.	Recognize and correct inappropriate shifts in verb tense.	Form/use verbs in indicative, imperative, interrogative, conditional, and subjunctive mood.				
			Use modal auxiliaries.						
ADJECTIVES / ADVERBS									
Use frequently occurring adjectives.	Explain the function of adjectives and adverbs.	Form and use comparative and superlative adjectives and adverbs.	Use relative adverbs.	Order adjectives within sentences.					
			Use frequently confused adjectives and adverbs.						
PREPOSITIONS / CONJUNCTIONS / CORRELATIVE CONJUNCTIONS / INTERJECTIONS									
Use frequently occurring prepositions.			Form and use prepositional phrases.	Explain the function of prepositions.					
			Correctly use frequently confused prepositions.	Explain the function of conjunctions.					
			Use correlative conjunctions.						
SENTENCE STRUCTURE									
Use question words .	Use frequently occurring conjunctions.	Produce, expand, and rearrange complete simple and compound sentences.	Ensure subject-verb and pronoun-antecedent agreement.	Produce complete sentences, correcting inappropriate fragments and run-ons.	Place phrases and clauses within a sentence, correcting misplaced/dangling modifiers.	Explain the function of phrases and clauses.	Use parallel structure.	Use various types of phrases and clauses.	
Produce and expand complete sentences.	Produce and expand various sentence types.	Use coordinating and subordinating conjunctions.	Produce simple, compound, and complex sentences.		Choose among sentence types to signal differing relationships among ideas.	Recognize variations from standard English.			
CAPITALIZATION									
Capitalize the first word in a sentence and pronoun I.	Capitalize dates and names of people.	Capitalize holidays, product names, and geographic names.	Capitalize words in titles.	Use correct capitalization.	Use underlining, quotation marks, or italics to indicate titles of works.				
PUNCTUATION									
Recognize and name end punctuation.	Use end punctuation for sentences.	Use an apostrophe to form contractions possessives.	Form and use possessives	Use commas and quotation marks to mark direct speech and quotations.	Use a comma before a coordinating conjunctions.	Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.	Use a comma to separate coordinate adjectives.	Use a semicolon to link independent clauses.	Use a colon to introduce a list or quotation.

CONVENTIONS OF STANDARD ENGLISH

Language Anchor 1:  
English grammar & usage;

Language Anchor 2:  
Capitalization, punctuation & spelling

KNOWLEDGE OF LANGUAGE  Language Anchor 3: Understanding how language functions	Use commas in dates and to separate single words in a series.										Use punctuation (comma, ellipsis, dash) to indicate a pause or break, omission.									
	Use commas in greetings and closing of letters.										Use a comma to separate introductory elements.									
	Use commas and quotation marks in dialogue.										Use commas with introductory words, tag questions, and direct address.									
											Use a comma when combining two complete sentences.									
KNOWLEDGE OF LANGUAGE  Language Anchor 3: Understanding how language functions	SPELLING																			
	Write a letter or letters for consonant and short-vowel sounds.										Spell simple words phonetically.									
	Apply spelling patterns for frequently occurring irregular words.										Use spelling patterns and generalizations.									
											Use conventional spelling for high-frequency words and add suffixes as needed.									
											Spell grade-level words.									
KNOWLEDGE OF LANGUAGE  Language Anchor 3: Understanding how language functions	SENTENCE CONSTRUCTION																			
	Choose words and phrases for effect.										Observe differences between conventions of spoken and written standard English.									
											Choose words and phrases to convey ideas.									
											Differentiate between contexts that call for formal English vs. informal discourse.									
											Compare and contrast the varieties of English.									
KNOWLEDGE OF LANGUAGE  Language Anchor 3: Understanding how language functions	TONE & STYLE																			
											Maintain consistency in style and tone.									
											Choose precise and concise language.									
VOCABULARY ACQUISITION & USE  Language Anchor 4: Word meaning;  Language Anchor 5: Figurative language; &  Language Anchor 6: Vocabulary Knowledge	DETERMINING WORD MEANING																			
	Identify frequently occurring root words.										Consult reference materials for word spelling.									
	Use sentence-level context.										Determine the meaning of the new word formed when adding a prefix.									
											Use glossaries and dictionaries for meaning.									
											Use a known root words to understand unknown words.									
											Use sentence-level context as a clue to word/phrase meaning.									
	UNDERSTANDING FIGURATIVE LANGUAGE																			
	Sort words into categories.										Define words by category and by one or more key attributes.									
	Identify real-life connections between words and their use.										Distinguish shades of meaning among verbs and adjectives.									
VOCABULARY ACQUISITION & USE  Language Anchor 4: Word meaning;  Language Anchor 5: Figurative language; &  Language Anchor 6: Vocabulary Knowledge	GATHERING VOCABULARY KNOWLEDGE																			
	Use words/phrases that include conjunctions.										Use words/phrases that include using adjectives and adverbs.									
											Use words/phrases that signal spatial and temporal relationships.									
											Use words/phrases that signal actions, emotions, or states of being.									



## **Appendix E**

### **ABE Language Common Planning Template**

Turn to the next page for a copy of the above-listed document.

## ABE Language Common Planning Template

High Emphasis

Medium Emphasis

Low Emphasis

"+" = Suggested Addition

### CONVENTIONS OF STANDARD ENGLISH

Domain %	E 48%	M 44%	D 44%	A 52%
<b>CCRS Strand Breakdown</b>	Language (L) 19 Questions 4 Anchor Standards 25 Sub-standards (+1) 15 TABE Skills	Language (L) 17 Questions 4 Anchor Standards 21 Sub-standards 9 TABE Skills	Language (L) 18 Questions 6 Anchor Standards 19 Sub-standards 8 TABE Skills	Language (L) 21 Questions 2 Anchor Standards 5 Sub-standards 4 TABE Skills
<b>TABE Category &amp; Skill Correlations to CCR Standards</b>	<b>CAPITALIZATION &amp; PUNCTUATION</b>		<b>PUNCTUATION</b>	
	<i>Use dictionaries &amp; glossaries</i> 2.L.2 2.L.2.e 3.L.2 3.L.2.g	<i>Capitalize correctly</i> 4.L.2 4.L.2.a	<i>Use commas</i> 7.L.2 7.L.2.a	<i>Use colon &amp; semicolon</i> 9-10.L.2 9-10.L.2.a 9-10.L.2.b
	<i>Capitalize correctly</i> 2.L.2 2.L.2.a 3.L.2 3.L.2.a	4.L.2 4.L.2. 4.L.2.c 5.L.2 5.L.2.a	<i>Punctuate for end of sentence, pauses, parenthetical notation</i> 6.L.2 6.L.2.a 8.L.2 8.L.2.a	
	<i>Use commas</i> 2.L.2 2.L.2.b 3.L.2 3.L.2.b	<i>Punctuate for end of sentence, pauses, parenthetical notation</i> 5.L.2 5.L.2.b 5.L.2.c 5.L.2.d	<i>Use ellipsis</i> 8.L.2 8.L.2.b	
	<i>Form contractions</i> 2.L.2 2.L.2.c			
	<i>Punctuate dialogue</i> 3.L.2 3.L.2.c			
	<i>Use possessives</i> 3.L.2 3.L.2.d			
	<b>GRAMMAR &amp; USAGE</b>			
	<i>Use nouns</i> 2.L.1 2.L.1.a 2.L.1.b 3.L.1. 3.L.1.b 3.L.1.c	<i>Use verbs correctly &amp; correct verb tenses</i> 4.L.1 4.L.1.b 5.L.1. 5.L.1.b 5.L.1.c 5.L.1.d	<i>Use pronouns correctly</i> 6.L.1 6.L.1.a 6.L.1.b	<i>Use phrases &amp; clauses to add interest</i> 9-10.L.1 9-10.L.1.b
	<i>Use prepositions</i> + 4.L.1.e		<i>Use verbs in active vs. passive voice</i> 8.L.1 8.L.1.b	
	<i>Use verbs correctly &amp; correct verb tense</i> 2.L.1 2.L.1.d 3.L.1. 3.L.1.d 3.L.1.e	<i>Use pronouns correctly</i> 4.L.1 4.L.1.a	<i>Use &amp; maintain various verb moods</i> 8.L.1. 8.L.1.c 8.L.1.d	
	<i>Use pronouns correctly</i> 2.L.1 2.L.1.c	<i>Use modal auxiliaries</i> 4.L.1 4.L.1.c		
	<i>Know functions of adj., verbs, pron., adv., nouns</i> 3.L.1. 3.L.1.a	<i>Correctly use confused words</i> 4.L.1. 4.L.1.g		
	<i>Know antecedent agreement</i> 3.L.1. 3.L.1.f	<i>+ Use correlative conjunctions</i> 5.L.1 5.L.1.e		

## ABE Language Common Planning Template

High Emphasis

Medium Emphasis

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<p><i>Use comparative &amp; superlative adj. &amp; adv.</i> 3.L.1. 3.L.1.g</p>			
<b>SENTENCE FORMATION</b>			
<p><i>Expand &amp; compose simple &amp; complex sentences</i> 2.L.1      3.L.1. 2.L.1.f      3.L.1.h 3.L.1.i</p>	<p><i>Order adjectives correctly</i> 4.L.1 4.L.1.d</p>	<p><i>Correct Pronoun Shift</i> 6.L.1 6.L.1.c 6.L.1.d</p>	<p><i>Use parallel structure</i> 9-10.L.1 9-10.L.1.a</p>
	<p>+ <i>Use prepositional phrases</i> 4.L.1      5.L.1 4.L.1.e      5.L.1.a</p>	<p>+ <i>Identify simple, complex, compound sentences</i> 7.L.1 7.L.1.a 7.L.1.b</p>	
	<p>+ <i>Use complete sentences</i> 4.L.1 4.L.1.f</p>	<p>+ <i>Correct dangling/ misplaced modifiers</i> 7.L.1 7.L.1.c</p>	
		<p>+ <i>Improve expression in conventional in English</i> 6.L.1 6.L.1.e</p>	

## KNOWLEDGE OF LANGUAGE

Domain %	M 5%	D 10%
CCRS Strand Breakdown	Language (L) 2 Questions 1 Anchor Standards 2 Sub-standards 1 TABE Skills	Language (L) 4 Questions 2 Anchor Standards 3 Sub-standards 3 TABE Skills
TABE Category & Skill Correlations to CCR Standards	<p><i>Expand, combine, reduce sentences</i> 5.L.3 5.L.3.a 5.L.3.b</p>	<p><i>Maintain consistency in tone/style</i> 6.L.3 6.L.3.b</p>
		<p><i>Vary sentence patterns for interest/style</i> 6.L.3 6.L.3.a</p>
		<p><i>Eliminate redundancy wordiness</i> 7.L.3 7.L.3.a</p>

## VOCABULARY ACQUISITION & USE

Domain %	E 22%	M 26%	D 23%	A 23%
CCRS Strand Breakdown	Language (L) 7 Questions 4 Anchor Standards 8 Sub-standards (+1) 6 TABE Skills	Language (L) 6 Questions 3 Anchor Standards 3 Sub-standards 4 TABE Skills	Language (L) 4 Questions 2 Anchor Standards 4 Sub-standards 3 TABE Skills + 1 Added	Language (L) 4 Questions 2 Anchor Standards 4 Sub-standards 4 TABE Skills

## ABE Language Common Planning Template

High Emphasis

Medium Emphasis

Low Emphasis

"+" = Suggested Addition

TABE Category & Skill Correlations to CCR Standards	CONTEXT MEANING			
	<i>Use affixes as clue to meaning</i> 2.L.4 2.L.4.b 2.L.4.c	<i>Use affixes as clue to meaning</i> 4.L.4 4.L.4.b	<i>+ Affixes &amp; roots as clue to meaning of a word</i> 6.L.4 6.L.4.b	<i>Meaning of words or phrases in context</i> 11-12.L.4 11-12.L.4.a 11-12.L.4.d
<i>Know various shades of meaning</i> 3.L.5 3.L.5.c	<i>Meaning of words or phrases in context</i> 4.L.4 4.L.4.a	<i>Meaning of words or phrases in context</i> 6.L.4 6.L.4.a	<i>Use level-appropriate words</i> 11-12.L.6	<i>Identify word changes &amp; parts of speech</i> 11-12.L.4 11-12.L.4.b
<i>Meaning of words or phrases in context</i> 2.L.4 2.L.4.a 3.L.5 3.L.5.a 3.L.5.b	<i>Use level-appropriate words</i> 4.L.6 5.L.6	<i>Use level-appropriate words</i> 8.L.6		
<i>Know compound words</i> 2.L.4 2.L.4.d				
<i>level-appropriate words</i> 2.L.6 3.L.6				
REFERENCE MATERIALS				
<i>Use ref. materials (VAU)</i> 2.L.4 2.L.4.e	<i>Use ref. materials (VAU)</i> 4.L.4 4.L.4.c	<i>Use ref. materials (VAU)</i> 6.L.4 6.L.4.c 6.L.4.d	<i>Use ref. materials (VAU)</i> 11-12.L.4 11-12.L.4.c	

### TEXT TYPES & PURPOSES

Domain %	E 30%	M 25%	D 23%	A 25%
CCRS Strand Breakdown	Language (L) 9 Questions 2 Anchor Standards 8 Sub-standards (+1) 4 TABE Skills	Language (L) 10 Questions 2 Anchor Standards 9 Sub-standards 5 TABE Skills	Language (L) 9 Questions 2 Anchor Standards 11 Sub-standards 5 TABE Skills	Language (L) 10 Questions 4 Anchor Standards 22 Sub-standards 6 TABE Skills

TABE Category & Skill Correlations to CCR Standards	WRITING SKILLS			
	<i>Introduce topic &amp; group-related info.</i> 3.W.1 3.W.1.a 3.W.2 3.W.2.a	<i>Introduce topic &amp; group-related info.</i> 4.W.2 4.W.2.a 5.W.1 5.W.1.a	<i>Introduce topic &amp; group-related info.</i> 7.W.1 7.W.1.a 6-8.WHST.2 6-8.WHST.2.a	<i>Introduce topic &amp; group-related info.</i> 9-10.W.1 9-10.W.1.a 9-10.WHST.1 9-10.WHST.1.a
<i>Use facts and related details to support topic</i> 3.W.1 3.W.1.b 3.W.2 3.W.2.b	<i>Use facts and related details to support topic</i> 4.W.2 4.W.2.b 5.W.1 5.W.1.b	<i>Use facts and related details to support topic</i> 7.W.1 7.W.1.b 6-8.WHST.2 6-8.WHST.2.b	<i>Use facts and related details to support topic</i> 9-10.W.2 9-10.W.2.a 9-10.WHST.2 9-10.WHST.2.a	<i>Use facts and related details to support topic</i> 9-10.W.1 9-10.W.1.b 9-10.WHST.2 9-10.WHST.2.b 9-10.W.2 9-10.W.2.b
<i>Use correct transition words</i> 3.W.1 3.W.1.c 3.W.2 3.W.2.c	<i>Use correct transition words</i> 4.W.2 4.W.2.c 5.W.1 5.W.1.c	<i>Use correct transition words</i> 7.W.1 7.W.1.c 6-8.WHST.2 6-8.WHST.2.c		
<i>Provide conclusion</i> 3.W.1 3.W.1.d 3.W.2 3.W.2.d	<i>Provide conclusion</i> 4.W.2 4.W.2.e 5.W.1 5.W.1.d	<i>Provide conclusion</i> 7.W.1 7.W.1.e 6-8.WHST.2 6-8.WHST.2.f	<i>Use correct transition words</i> 9-10.W.1 9-10.W.1.c 9-10.WHST.1 9-10.WHST.1.c 9-10.W.2 9-10.WHST.2 9-10.W.2.c 9-10.WHST.2.c	
	<i>Use precise language &amp; maintain style/tone</i> 4.W.2 4.W.2.d	<i>Use precise language and maintain style/tone</i> 7.W.1 7.W.1.d 6-8.WHST.2 6-8.WHST.2.d 6-8.WHST.2.e		

## Websites

**Tests of Adult Basic Education.** TABE 11 & 12 Information and Resources.  
<https://tabetest.com/#>

**DRC Insight Portal.** Secure gateway to TABE 11 & 12 student testing programs, reports and tools. Access permission required.  
<https://www.drcedirect.com/all/eca-portal-ui/welcome/DRCPORTAL>

**Florida IPDAE.** <http://www.floridaipdae.org/>

