

Breaking Down the TABE 11/12 Reading Test

Resources for the Adult Education Practitioner



Webinar Handbook, October 30, 2019

Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Breaking Down the TABE 11/12 Reading Test

Eric Hall, Ed.D, Chancellor for Innovation
Office of the Commissioner, Department of Education

Carol Bailey, Director
Adult Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By
Maria Gutierrez, Florida IPDAE Training Facilitator



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.

Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

Table of Contents

Guiding Questions	1
Introduction	2
The TABE 11/12 Reading Test At-A-Glance.....	3
The Four Domains of the TABE 11/12 Reading Test and Their	
Corresponding Anchor Standards	6
A Deeper Look into the Reading Content by Test Level	7
Developing an Effective Routine for Your ABE Reading Class	9
Resources to Support Your Effective Routine	13
Reflection	22
 APPENDICES	 23
A: Individual Profile Report	
B: TABE 11 & 12 Scoring Levels: Best Practice Guidance	
C: Individualized Instructional Student Plan (ISP)	
D: Reading Curriculum Matrix	
E: Reading Common Planning Template	
F. TABE 11/12 Reading Test Breakdown	
 Websites	 30

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 Reading 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 Reading 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 Reading 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?

In brief, the new TABE 11/12 Reading Test measures basic adult reading skills as well as the ability to construct meaning from a variety of informational and literary texts. Much of the content of the test includes mature, life- and work-related situations and highlights overlapping objectives from word meaning skills to critical- thinking skills. Many facets of the reading process are measured using texts and forms that are familiar to adults. There are also items that specifically test a student's ability to find and use information in various source-types, including diagrams, charts, and web pages. The standards focus largely on informational texts, especially in the areas of history, social studies, science and technical informational texts. The addition of passages from this broader range of disciplines is the most significant change with the TABE 11/12 Reading Test. Finally, keep in mind that the reading test is quite lengthy. There are approximately seven reading passages in Level E, eight in Level M, nine in Level D, and nine in Level A. There is also the addition of evidence-based two-part questions which test a student's grasp of evidence as well as technology-enhanced questions that include drag-and-drop and multiple-select answers. Each part of the test may be taken separately.

The emphasis of this *Resource Handbook* is twofold: First, it provides a clear breakdown of the TABE 11/12 Reading 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 Reading Test At-A-Glance

We now begin with an at-a-glance view of the TABE 11/12 Reading 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 reading test: (1) Phonics and Word Recognition, (2) Key Ideas and Details, (3) Craft and Structure, and (4) Integration of Knowledge and Ideas.

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 domain, Phonics and Word Recognition, is a foundational skills category and exists only in the Level E reading test. The remaining three reading domains are found throughout all four levels of the TABE Reading Test: E, M, D, and A.

- **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 Reading Strands:

Description: There are five strands associated with the reading test: (1) “RF” represents “Reading Foundational Skills”, (2) “RI” represents “Reading

Informational Text”, (3) “RL” represents “Reading Literature” or “Reading Literary Text”, (4) “RH” represents “Literacy in “History/Social Studies”, and (5) “RST” represents “Literacy in Science and Technical Texts.”

Significance: Anchor standards and sub-standards for phonics and word recognition are found under the CCR reading foundational skills section. All other reading standards are found under the CCR reading section.

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 Reading 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 reading 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 Reading Test At-A-Glance

DOMAIN:				
	Phonics & Word Recognition	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas
LEVEL E				
Domain %	16%	37%	32%	15%
CCRS Strand	RF	RI	RI	RI
# Questions	6	14	13	7
# Anchor Standards	2	3	5	2
# Sub-standards	8	0	0	0
# TABE Skills	3	6	4	2
LEVEL M				
Domain %		47%	42%	11%
CCRS Strand		RI/RL	RI/RL	RI
# Questions		18	17	5
# Anchor Standards		7	6	2
# Sub-standards		0	0	0
# TABE Skills		6	3	2
LEVEL D				
Domain %		47%	38%	23%
CCRS Strand		RI/RL/RH/RST	RI/RL/RH	RI/RST
# Questions		17	16	7
# Anchor Standards		10	6	3
# Sub-standards		0	0	0
# TABE Skills		5	4	2
LEVEL A				
Domain %		47%	42%	11%
CCRS Strand		RI/RL/RH/RST	RI/RL/RH/RST	RI
# Questions		18	17	5
# Anchor Standards		10	9	1
# Sub-standards		0	0	0
# TABE Skills		5	5	1
Domain %				

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

You are now familiarized with the overall structure of the TABE 11/12 Reading Test, but let us add a little more information with regard to the reading domains before delving into the ten total anchor standards addressed under this subject area test. As you look at each specific domain and the description of the correlating anchors, keep the following in mind. “Reading Foundational Skills” addresses a student’s basic ability to decode words and phrases. The anchors under “Key Ideas and Details” basically address what the text is saying. Under “Craft & Structure” we begin to analyze how the author says what he says. Finally, with “Integration of Knowledge & Ideas” we are searching for the meaning behind the text. Now we are ready to take a deeper look into a description of each of the ten CCR anchor standards.

READING FOUNDATIONAL SKILLS DOMAIN

Phonics & Word Recognition

CCR Reading Foundational Skills Anchor 3

Know and apply grade-level phonics and word analysis skills in decoding words.

READING DOMAINS

KEY IDEAS & DETAILS

CCR Reading Anchor 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Writing Anchor 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Writing Anchor 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT & STRUCTURE

CCR Reading Anchor 4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR Writing Anchor 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR Writing Anchor 6

Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE & IDEAS

CCR Reading Anchor 7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR Writing Anchor 8

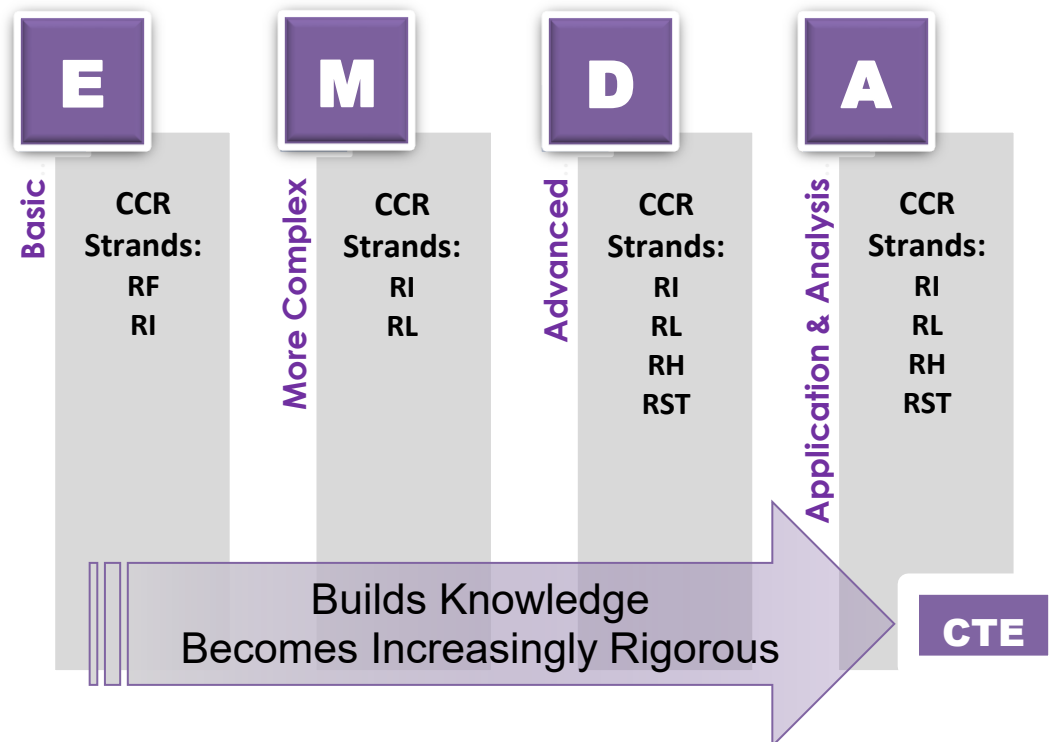
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR Writing Anchor 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

A Deeper Look into the Reading Content by Test Level

As you look over the chart below, note that a student will encounter a progressive increase in rigor as they move from one level to the next. Each subsequent level builds upon knowledge from the prior level. The visual below sums it all up. Notice the variety of text types addressed under each test level.



Let us now take a moment to analyze this increasingly rigorous progression through the four TABE levels presented here. Again, Level E is the only level that addresses phonics and word recognition. Emphasis is placed on students being able to decode words and phrases at a second to third grade level and read and spell irregularly

spelled words. Students are also expected to be able to read short texts, ask questions, identify main idea and details, sequence, and summarize.

E

- Decode words
- Irregularly spelled words
- Affixes
- Grades 2-3 academic and domain-specific vocabulary
- Emphasis on informational text
- Emphasis on main idea and details (including relationships & sequence)
- Understand text features
- Purpose and point of view
- Use details, examples, and quotes as evidence
- Understand how reasons support ideas

Level M builds upon knowledge assessed at Level E. Content and application become more complex as we add literary text requiring students to understand themes, character, style, and tone. Students must also be able to understand academic- and domain-specific vocabulary. They must be able to find main ideas, summarize, understand relationships and sequence, understand reasons and evidence supporting text, interpret and synthesize visual depictions and data with text, and understand and compare structure and point of view.

M

- Literary and informational texts
- Grades 4-5 academic and domain-specific vocabulary
- Find themes/main ideas
- Summarize
- Understand relationships and sequence in informational texts
- Understand reasons and evidence supporting text
- Interpret and synthesize visual information and data with text
- Understand and compare structure and point of view

At level D, literacy in history/social studies, and science and technical texts are added to the prior level's informational and literary text categories. Texts become more complex. Students look at structure and sequence in procedures and processes and explore how central ideas develop over the course of a text. At this level, they build upon prior ability to analyze, synthesize, draw conclusions, and understand relationships.

D

- Grades 6-8 academic and domain-specific vocabulary
- Informational, literary, science & social studies texts:
- Find themes/central ideas and describe development

- Summarize objectively
- Understand relationships and steps in processes/procedures
- Informational, Literary & social studies texts:
- Understand structure and organization
- Point of view
- Informational & science texts:
- Interpret and synthesize visual information and data with text
- Understand claims
- Evaluate reasons and evidence

Level A is the most advanced form of the TABE Reading Test. Texts at this level are much more complex; and students are expected to be able to analyze and critique what they are reading. They must be able to draw inferences and comparisons and examine an author's perspective. Emphasis is placed on persuasive texts. Some of you may be asking yourselves why we are addressing Level A. The response is simple. We must remember that our ultimate purpose in ABE is to transition our students to CTE or post-secondary options.

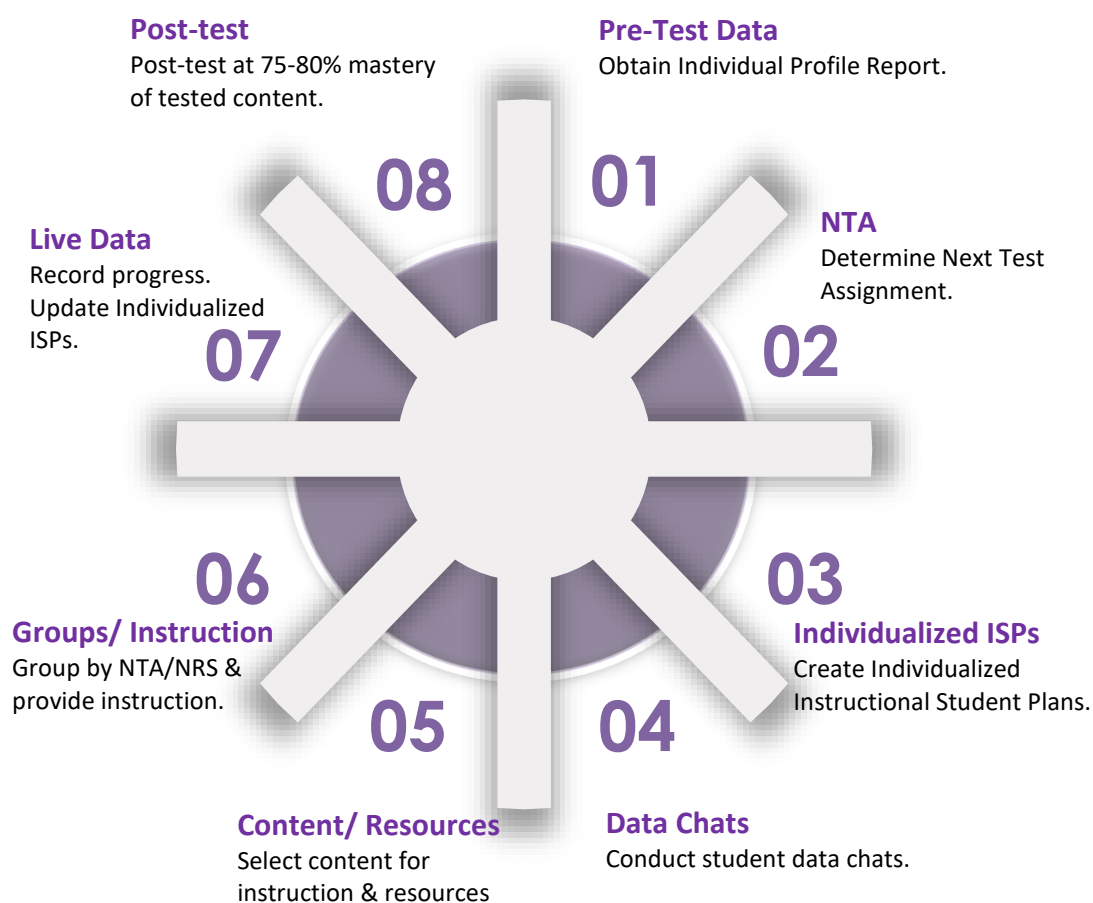


- Grades 9-12 academic and domain-specific vocabulary
- Informational, literary, science & social studies texts:
 - Support with evidence
 - Find themes/central ideas and describe development
 - Summarize objectively
 - Understand relationships and steps in processes/procedures
- Informational, Literary & social studies texts:
 - Understand impact of words and phrases
 - Analyze structure and organization (including supporting claims and arguments)
 - Point of view
 - Use of rhetoric for persuasion
- Informational text:
- Understand/evaluate an argument, claims, reasoning, & evidence

Developing an Effective Routine for Your ABE Reading Class

Now that you have a better understanding of what is tested on the TABE 11/12 Reading 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 Reading 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 a strategic selection by only including non-mastered standards 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 Reading 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. Remember that you must also take into consideration the breakdown of the test at each level. Consider the number of passages, number of items, average word count, average Lexile, average time per passage, and average time per question when selecting resources. Take a look at the chart below along with the detailed explanation to follow.

TEST LEVEL:	E	M	D	A
Maximum Allowable Testing Time:	100 min.	100 min.	100 min.	100 min.
# of Passages:	7	8	9	9
# of Items:	40	40	40	40
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile:	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time per Passage:	14 min.	12 min.	11 min.	11 min.
Average Time per Question:	2.5 min.	2.5 min.	2.5 min.	2.5 min.

As you look across all four levels (E, M, D, A), you see that the maximum allowable time for each test as well as the number of questions does not change. You begin to see changes as you look at the number of passages. Level E has seven passages, Level M has eight, and Levels D and A have nine. The average length of the passages also increases from level to level. This is reflected in the “Average Word Count” under each level. Finally, the Lexile level also increases across levels. This is evidence by the “Average Lexile” range under each test level. When selecting passages for instruction and/or student practice, it is critical that you use sample passages within the average word count and Lexile range for the level at which the student will be post-testing.

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 Reading, 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.

Finally, keep in mind that you can utilize the TABE 11/12 Reading Test Breakdown Chart to help you identify the appropriate passage length and Lexile range that will most closely correlate to each student’s post-test level. Time practice activities so that students become familiar with the time restriction. Share the average reading time per passage as well as per question. This will help students to avoid wasting too much time on any given passage or question.

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 Reading 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	Reading 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 reading. So rather than just tell you whether or not the student mastered reading, 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 a large number of questions under one reading domain and a significantly lower number 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 READING TEST						
Scale Score Ranges						
	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5	NRS Level 6
TABE L	300-441	442-500	N/A	N/A	N/A	N/A
TABE E	310-441	442-500	501-535	N/A	N/A	N/A
TABE M	N/A	442-500	501-535	536-575	N/A	N/A
TABE D	N/A	N/A	501-535	536-575	576-616	N/A
TABE A	N/A	N/A	N/A	536-575	576-616	617-800

Each level of TABE has its own scale scores that are aligned to specific NRS levels. If you look at the Level E Reading Subtest scale score ranges, you will see that the valid ranges are from 310 on the low end to 535 on the

high end. Also notice that if a student scores NRS Level 2 on Reading 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., 440), 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 Reading, 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 reading, but let us briefly look at an excerpt of said plan, paying special attention to some key components.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: 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

READING COMPREHENSION

DOMAIN: Key Ideas & Details
47%

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

CATEGORY: Reading Informational Text (RI) /
Reading Literature (L)

MASTERY DATE:

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. 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.	RECALL DETAILS IN A TEXT	Refer to details and examples when explaining what the text says and when drawing inferences.	
		DRAW INFERENCES IN A TEXT	Refer to details/examples in a text when explaining what the text says and when drawing inferences.	
			Quote accurately when explaining what the text says and when drawing inferences.	
3	2. Determine central ideas or themes of a text and	IDENTIFY THE MAIN IDEA / SUMMARIZE	Determine a theme of a story, drama, or poem from details in the text; summarize.	

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 reading test (and the language 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 “Key Ideas and Details” falls under the CCR “RI” and “RL” categories. 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 reading 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 Reading test and not the TABE Language test, remember that language skills are inseparable from and vital to reading; therefore, be sure to integrate them into your instruction.

STEP 05: CONTENT / RESOURCES

Target Resources:

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

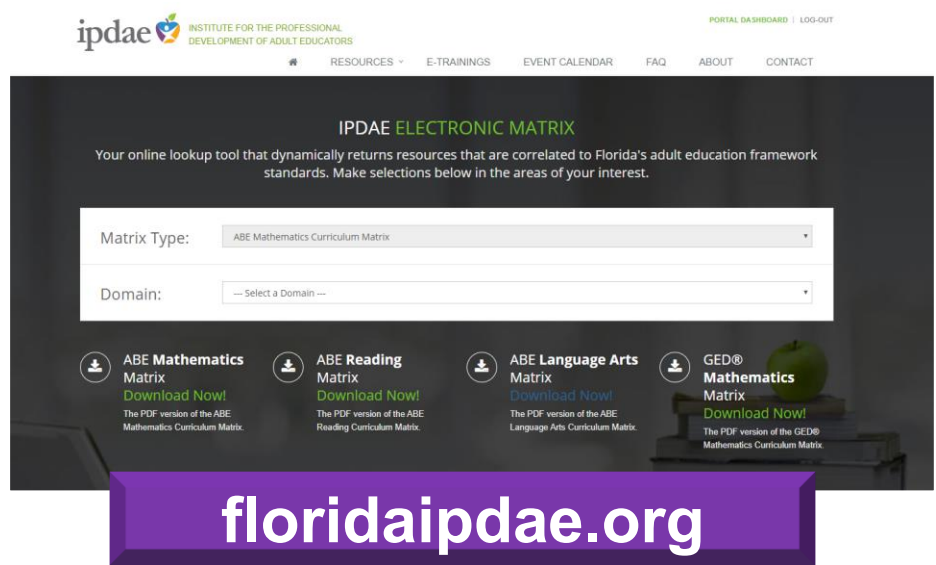
ABE Reading Common Planning Template (See Appendix E.)

TABE 11/12 Reading Test Breakdown (See Appendix F.)

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 reading 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 reading 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.



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

ABE Reading Common Planning Template				
KEY:	High Emphasis	Medium Emphasis	Low Emphasis	"4" = Suggested Addition
RF = Reading Foundational Skills	RI = Reading Informational Text	RL = Reading Literary Text	RH = Literacy in History/Social Studies Texts	RST = Literacy in Science/ Technical Texts

PHONICS & WORD RECOGNITION																		
	E	M	D	A														
Domain %	16%																	
CCRS Strand Breakdown	RF 6 Questions 2 Anchor Standards 8 Sub-standards 3 TABE Skills																	
TABE Category & Skill Correlations to CCR Standards	<table><tr><th colspan="2">PHONETICS</th></tr><tr><td colspan="2">Segment syllables</td></tr><tr><td>3.RF.3</td><td></td></tr><tr><td>3.RF.3.c</td><td></td></tr><tr><td colspan="2">Know long & short vowel sounds</td></tr><tr><td>2.RF.3</td><td></td></tr><tr><td>2 DE 2 -</td><td></td></tr></table>				PHONETICS		Segment syllables		3.RF.3		3.RF.3.c		Know long & short vowel sounds		2.RF.3		2 DE 2 -	
PHONETICS																		
Segment syllables																		
3.RF.3																		
3.RF.3.c																		
Know long & short vowel sounds																		
2.RF.3																		
2 DE 2 -																		

This ABE Reading Common Planning Template is to be used in conjunction with the Reading 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 reading 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 updated.

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 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 for that test level.
- A TABE skill category may have been omitted from a particular test level.

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 Reading Common Planning Template (See Appendix E.)

TABE 11/12 Reading Test Breakdown (See Appendix F.)

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 Reading 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 reading subtest (both parts), the maximum allowable time for all levels (EMDA) is 100 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 Reading 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
Reading				
Key Ideas and Details	18		✓	
Craft and Structure	17		✓	
Integration of Knowledge and Ideas	5			✓
Mathematics				
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			✓
Language				
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
A	Reading		
	Key Ideas and Details	Text Details	<ul style="list-style-type: none"> • Draw inferences in text • Identify main idea • Support main idea • Summarize • Describe relationship between events
	Craft and Structure	Text Structure	<ul style="list-style-type: none"> • Meaning of on-level words or phrases in context • Use text tools to locate information • Identify author's/s' point of view • Identify author's purpose • Identify how author uses rhetoric
	Integration of Knowledge and Ideas	Text Integration	<ul style="list-style-type: none"> • Evaluate arguments/claims in text
M	Mathematics		
	Measurement and Data	Measurement	<ul style="list-style-type: none"> • Solve problems using scaled bar graph • Identify and measure angles • Apply standard measurement • Understand line plots • Calculate and interpret volume
	Numbers and Operations - Fractions	Fractions	<ul style="list-style-type: none"> • Evaluate fractions • Add fractions • Multiply fractions • Understand decimals • Divide fractions
	Numbers and Operations - Base Ten	Base Ten	<ul style="list-style-type: none"> • Add whole numbers • Compare and compose tens • Understand place value • Round • Multiply whole numbers • Find quotients and remainders • Understand decimals
	Operations and Algebraic Thinking	Operations	<ul style="list-style-type: none"> • Apply properties of operations: addition and subtraction • Multiply whole numbers • Apply properties of operations: multiplication and division • Understand and apply pattern rules • Understand prime and composite numbers • Evaluate expressions
	Geometry	Geometry and Spatial Sense	<ul style="list-style-type: none"> • Know geometric shapes, figures, and attributes • Know coordinate values and grid quadrants
	Expressions and Equations	Expressions and Equations	<ul style="list-style-type: none"> • Understand exponents • Evaluate expressions • Understand ordered pairs • Evaluate equations and inequalities
	Ratios and Proportional Relationships	Ratio and Relationships	<ul style="list-style-type: none"> • Understand ratio relationships
	Statistics and Probability	Statistics and Probability	<ul style="list-style-type: none"> • Recognize statistical questions • Understand data distribution • Interpret data plots
	Number System	Systems of Numbers	<ul style="list-style-type: none"> • Divide fractions • Know greatest common factor • Divide whole numbers

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

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
TABE L	300–441	442–500	n/a	n/a	n/a	n/a
TABE E	310–441	442–500	501–535	n/a	n/a	n/a
TABE M	n/a	442–500	501–535	536–575	n/a	n/a
TABE D	n/a	n/a	501–535	536–575	576–616	n/a
TABE A	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
TABE L	300–448	449–495	n/a	n/a	n/a	n/a
TABE E	310–448	449–495	496–536	n/a	n/a	n/a
TABE M	n/a	449–495	496–536	537–595	n/a	n/a
TABE D	n/a	n/a	496–536	537–595	596–656	n/a
TABE A	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
TABE L	300–457	458–510	n/a	n/a	n/a	n/a
TABE E	310–457	458–510	511–546	n/a	n/a	n/a
TABE M	n/a	458–510	511–546	547–583	n/a	n/a
TABE D	n/a	n/a	511–546	547–583	584–630	n/a
TABE A	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 draft sample of the Individualized Instructional Student Plan.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: 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

READING COMPREHENSION

DOMAIN: Key Ideas & Details
47%

CATEGORY: Reading Informational Text (RI) /
Reading Literature (L)

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

MASTERY DATE:

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. 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.	RECALL DETAILS IN A TEXT	Refer to details and examples when explaining what the text says and when drawing inferences.	
		DRAW INFERENCES IN A TEXT	Refer to details/examples in a text when explaining what the text says and when drawing inferences.	
			Quote accurately when explaining what the text says and when drawing inferences.	
3	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	IDENTIFY THE MAIN IDEA / SUMMARIZE	Determine a theme of a story, drama, or poem from details in the text; summarize.	
		SUPPORT THE MAIN IDEA / SUMMARIZE	Determine the main idea of a text and explain how it is supported by key details; summarize.	
3	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	DESCRIBE RELATIONSHIP BETWEEN EVENTS	Explain events, procedures, ideas or concepts in a historical, scientific, or technical text.	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE Level M

DOMAIN: Craft & Structure 42% CATEGORY: Reading Informational Text (RI)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency MASTERY DATE:
--	---

NRS	Anchor	Group	Standard Description	Mastery Date
3	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	DETERMINE MEANING OF ON-LEVEL WORDS OR PHRASES IN CONTEXT	Determine the meaning of general academic and domain-specific words and phrases.	
			Determine the meaning of words and phrases as they are used in a text, including figurative language.	
3	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	TEXT STRUCTURE: USE TEXT TOOLS TO LOCATE INFORMATION	Describe text structure (e.g., chronology, comparison, cause/effect, problem/solution).	
			Compare and contrast text structure (e.g., chronology, comparison, cause/effect, problem/solution).	
3	6. Assess how point of view or purpose shapes the content and style of a text.	IDENTIFY AUTHOR'S PURPOSE / POINT OF VIEW	Analyze multiple accounts of the same event or topic, noting similarities/differences in point of view.	
			Describe how a narrator's or speaker's point of view influences how events are described.	

DOMAIN: Integration of Knowledge & Ideas 11% CATEGORY: Reading Informational Text (RI)	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency MASTERY DATE:
---	---

NRS	Anchor	Group	Standard Description	Mastery Date
3	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	CONNECT ILLUSTRATION & TEXT	Interpret information presented visually, orally, or quantitatively.	
3	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	UNDERSTAND HOW REASONS/EVIDENCE SUPPORT AUTHOR'S POINT	Explain how an author uses reasons and evidence to support particular points in a text.	

Appendix D

Reading Curriculum Matrix

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

Domain	NRS Level 1		NRS Level 2		NRS Level 3		NRS Level 4		NRS Level 5/6	
Reading Foundations										
Phonological Awareness	Demonstrate Understanding of Spoken Words, Syllables, and Sounds (Phonemes)									
	Apply Grade-Level Phonics and Word Analysis in Decoding	Read with Accuracy and Fluency	Apply Grade-Level Phonics and Word Analysis in Decoding	Read with Accuracy and Fluency						
Phonics and Word Recognition										
Reading Comprehension										
Key Ideas and Details (Anchor Standards 1, 2, 3)	Ask/Answer Questions About Key Details	Identify Main Topic and Retell Key Details	Ask/Answer 5 W and H Questions	Determine Main Idea and Supporting Details of a Text	Refer to Details/Examples in Informational Text when Explaining Explicit and Inference Meanings	Quote Accurately from Literary Text (Explicit and Inferential)	Cite Textual Evidence from Literary Text to Support Analysis (Explicit and Inference)	Cite Textual Evidence from Informational Text to Support Analysis (Explicit and Inference)	Cite Strong/Thorough Textual Evidence from Literary Text to Support Analysis (Explicit and Inference)	Cite Specific Textual Evidence to Support Analysis of Primary and Secondary Sources (Explicit and Inference)
	Describe the Connection Between Two Things		Describe Relationships Between Events, Ideas, Concepts or Procedures		Explain How Details Support a Main Idea and Summarize	Determine the Theme and Summarize the Literary Text	Cite Textual Evidence from Science and Technical Sources to Support Analysis (Explicit and Inference)	Determine Theme or Central Idea and Accurately Summarize	Determine Central Ideas or Conclusion and Summarize Complex Concepts (Informational Texts)	Determine Central Ideas or Conclusion and Summarize Complex Concepts/Processes (Science/Technical Texts)
					Explain Events, Procedures, Ideas, or Concepts in Informational Texts Including What Happened or Why		Analyze Text Connections and Distinctions (Comparisons, Analogies, Categories)	Identify Key Steps in Process Related to Social Studies	Analyze Details in Sequence of Events	Follow a Complex Multistep Procedure (e.g., Experiments, Technical Tasks)
	Ask/Answer Questions to Clarify Word/Phrase Meaning	Use Text Features to Locate Information (Headings, Tables of Content, Glossaries, Electronic Menus, Icons)	Determine Meaning of General Academic and Domain-Specific Words by Topic Area	Use Text Features to Locate Information (Captions, Bold Print, Subheadings, Glossaries, Indexes, Electronic Menus, Icons)	Determine Meaning of Words Use in Text (Figurative Language)	Describe Structure of Informational Text (e.g., Chronology, Comparison, Cause/Effect, Problem/Solution)	Analyze Word Choice on Meaning and Tone - Literary Texts (Figurative, Connotative, Technical Meaning)	Determine Word Meaning and Choice in Informational Texts (Figurative, Connotative, Technical Meaning)	Analyze Word Choice and Impact on Meaning and Informational Texts (Figurative, Connotative, Technical Meaning)	Determine Word Meaning and Impact in Informational Texts (Figurative, Connotative, Technical Meaning)
Craft and Structure (Anchor Standards 4, 5, 6)			Identify Main Purpose of Text	Distinguish How Personal Point of View Differs from Author's		Describe How Narrator's Point of View Influences Description of Events	Analyze How Organizational Structure Contributes to Idea Development	Analyze How Author's Point of View Responds to Conflicting Evidence	Analyze and Evaluate Effectiveness of Text Structure	Analyze Point of View from World Literature
Integration of Knowledge and Ideas (Anchor Standards 7, 8)		Use Illustrations/Details to Describe Key Ideas (e.g., Maps, Charts, Photographs)	Identify Author's Reasons for Using Supporting Points	Explain How Illustrations Contribute to Words in Texts (e.g., Mood, Character Analysis)	Describe How Reasons Support Author's Points	Explain How Reasons and Evidence Support Specific Points	Integrate Information from Different Media/Formats	Integrate Technical Information from Different Media/Formats	Delineate and Evaluate Arguments/Claims and Assess Evidence (Relevance, Sufficiency, Fallacious Reasoning)	
Analyze Themes/Topics in Multiple Texts (Anchor Standard 9)		Identify Similarities/Difference Between Two Texts on Same Topic	Compare/Contrast Important Points and Key Details Between Two Texts on Same Topic				Analyze Multiple Texts that Provide Conflicting Information		Analyze U. S. historical/literary documents	Compare and Contrast Findings from Primary and Secondary Sources
Read and Comprehend Complex Text (Anchor Standard 10)			Read and Comprehend Complex Literary Text for NRS Level 2 (Flesch-Kincaid 1.98-5.34)	Read and Comprehend Complex Informational Text for NRS Level 2 (Flesch-Kincaid 1.98-5.34)	Read and Comprehend Complex Informational Text for NRS Level 3 (Flesch-Kincaid 4.51-7.73)	Read and Comprehend Complex Literary Text for NRS Level 3 (Flesch-Kincaid 4.51-7.73)	Read and Comprehend Complex Literary Text for NRS Level 4 (Flesch-Kincaid 6.51-10.34)	Read and Comprehend Complex Informational Text for NRS Level 4 (Flesch-Kincaid 6.51-10.34)	Read and Comprehend Complex Literary Text for NRS Level 5 and 6 (Flesch-Kincaid 8.32 - 14.2)	Read and Comprehend Complex Informational Text for NRS Level 5 and 6 (Flesch-Kincaid 8.32 - 14.2)

Appendix E

ABE Reading Common Planning Template

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

ABE Reading Common Planning Template

KEY:	High Emphasis	Medium Emphasis	Low Emphasis	"+" = Suggested Addition
RF = Reading Foundational Skills	RI = Reading Informational Text	RL = Reading Literary Text	RH = Literacy in History/Social Studies Texts	RST = Literacy in Science/ Technical Texts

PHONICS & WORD RECOGNITION

	E	M	D	A
Domain %	16%			
CCRS Strand Breakdown	RF 6 Questions 2 Anchor Standards 8 Sub-standards 3 TABE Skills			
TABE Category & Skill Correlations to CCR Standards	PHONETICS <i>Segment syllables</i> 3.RF.3 3.RF.3.c <i>Know long & short vowel sounds</i> 2.RF.3 2.RF.3.a <i>+ Know words with spelling sound correspondencies</i> 2.RF.3 2.RF.3.b 2.RF.3.e <i>+ Spell irregularly-spelled words</i> 2.RF.3 3.RF.3 2.RF.3.f 3.RF.3.d <i>Understand affixes</i> 3.RF.3 3.RF.3.a 3.RF.3.b			

KEY IDEAS & DETAILS

	E	M	D	A				
Domain %	37%	47%	47%	47%				
CCRS Strand Breakdown	RI 14 Questions 3 Anchor Standards 0 Sub-standards 6 TABE Skills	RI/RL 18 Questions 7 Anchor Standards 0 Sub-standards 6 TABE Skills	RI/RL/RH/RST 17 Questions 10 Anchor Standards 0 Sub-standards 5 TABE Skills	RI/RL/RH/RST 18 Questions 10 Anchor Standards 0 Sub-standards 5 TABE Skills				
TABE Category & Skill Correlations to CCR Standards	TEXT DETAILS							
	Recall details in text				+ Cite textual evidence			
	2.RI.1	3.RI.2	4.RL.1	5.RL.1	7.RL.1	6-8.RH.1	9-10.RL.1	9-10.RH.1
			4.RI.1	5.RI.1	7.RI.1	6-8.RST.1	9-10.RI.1	9-10.RST.1
	Draw Inferences							
	3.RI.3 (Inferencing actually starts with 5.RI.1)	4.RL.1 4.RI.1	5.RL.1 5.RI.1	7.RL.1		9-10.RL.1 9-10.RI.1		

ABE Reading Common Planning Template

KEY:	High Emphasis	Medium Emphasis	Low Emphasis	"+" = Suggested Addition
RF = Reading Foundational Skills	RI = Reading Informational Text	RL = Reading Literary Text	RH = Literacy in History/Social Studies Texts	RST = Literacy in Science/ Technical Texts

Identify Main Idea/Theme					
3.RI.2	4.RI.2 4.RL.2	6.RL.2 6.RI.2	6-8.RST.2	9-10.RL.2 9-10.RI.2	
Support main idea					
3.RI.2	4.RL.2 4.RI.2	6.RI.2	6.RST.2	9-10.RL.2 9-10.RI.2	
Summarize					
3.RI.2	4.RL.2 4.RI.2	6.RI.2	6.RST.2	9-10.RL.2 9-10.RI.2	
Describe relationship between events					
3.RI.3	4.RI.3	8.RI.3	6-8.RH.3 6-8.RST.3	11-12.RI.3 9-10.RH.3 9-10.RST.3	

CRAFT & STRUCTURE

Domain %	E 32%	M 42%	D 38%	A 42%
CCRS Strand Breakdown	RI 13 Questions 5 Anchor Standards 0 Sub-standards (+1) 4 TABE Skills	RI/RL 17 Questions 6 Anchor Standards 0 Sub-standards 3 TABE Skills	RI/RL/RH 16 Questions 6 Anchor Standards 0 Sub-standards 4 TABE Skills	RI/RL/RH/RST 17 Questions 9 Anchor Standards 0 Sub-standards 5 TABE Skills

TABE Category & Skill Correlations to CCR Standards

TEXT STRUCTURE					
Meaning of on-level words or phrases in context					
3.RI.4	5.RL.4 5.RI.4	6.RL.4 6.RI.4	9-10.RL.4 9-10.RI.4	9-10.RST.4	
Use text tools to locate information					
2.RI.5 3.RI.5	4.RI.5 5.RI.5	6.RL.5 7.RI.5	9-10.RI.5	11-12.RI.5	
Identify author's point of view					
3.RI.6	5.RL.6 5.RI.6	8.RI.6 6-8.RH.6	9-10.RL.6 9-10.RI.6 11-12.RL.6	9-10.RH.6	
Identify author's purpose					
2.RI.6	No identified standard in Blue Print Level M	8.RI.6 6-8.RH.6	9-10.RI.6	9-10.RH.6	
Identify how author uses rhetoric					
			9-10.RI.6		

INTEGRATION OF KNOWLEDGE & IDEAS

Domain %	E 15%	M 11%	D 15%	A 11%
CCRS Strand Breakdown	RI 7 Questions 2 Anchor Standards 0 Sub-standards (+1) 2 TABE Skills	RI 5 Questions 2 Anchor Standards 0 Sub-standards 2 TABE Skills	RI/RST 7 Questions 3 Anchor Standards 0 Sub-standards 2 TABE Skills	RI 5 Questions 1 Anchor Standards 0 Sub-standards 1 TABE Skills

ABE Reading Common Planning Template

KEY:	High Emphasis	Medium Emphasis	Low Emphasis	"+" = Suggested Addition
RF = Reading Foundational Skills	RI = Reading Informational Text	RL = Reading Literary Text	RH = Literacy in History/Social Studies Texts	RST = Literacy in Science/ Technical Texts

TABE Category & Skill Correlations to CCR Standards	TEXT INTEGRATION			
	<i>Connect illustration & text</i>			
	3.RI.7	4.RI.7	6.RI.7	6-8.RST.7
	<i>How reasons/evidence support author's point</i>		<i>Evaluate arguments/claims in text</i>	
	2.RI.8	5.RI.8	8.RI.8	9-10.RI.1

Appendix F

TABE 11/12 Reading Test Breakdown

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

TABE 11/12 READING TEST BREAKDOWN

Test Level:	E	M	D	A
Maximum Allowable Testing Time:	100 minutes	100 minutes	100 minutes	100 minutes
# Passages:	7	8	9	9
# Items:	40	40	40	40
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile:	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Passage:	14 min.	12 min.	11 min.	11 min.
Average Time Per Question:	2.5 min.	2.5 min.	2.5 min.	2.5 min.

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.drctdirect.com/all/eca-portal-ui/welcome/DRCPORTAL>

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

