



# TABE 13/14 Skills Crosswalk

## Language



### Domain **CONVENTIONS OF STANDARD ENGLISH**

Level A

TABE Skill Description	Standard	CCR Standard Description
Identify simple sentences with basic parallel structure	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Combine compound-complex sentences to maintain clarity and variety	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Combine sentences within a paragraph to improve clarity and variety	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Identify simple sentences with moderately complex parallel structure	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Identify compound-complex sentences with parallel structure	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Identify complex sentences with parallel structure	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Inconsistently use and identify correct usage of semicolons in basic compound sentences	9–10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use and identify correct usage of colons when used in simple sentences and when used with quotations	9–10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Consistently use and identify correct usage of semicolons in basic compound sentences	9–10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use and identify correct usage of semicolons in complex or compound sentences	9–10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use and identify correct usage of semicolons in compound-complex sentences	9–10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Domain **KNOWLEDGE OF LANGUAGE AND VOCABULARY**

Level A

TABE Skill Description	Standard	CCR Standard Description
Determine the meaning of multiple-meaning words	11–12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Differentiate between the nuanced meaning of multiple-meaning words	11–12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

# Domain **KNOWLEDGE OF LANGUAGE AND VOCABULARY** (cont) **Level A**

TABE Skill Description	Standard	CCR Standard Description
Determine the meaning of more complex multiple-meaning words	11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Determine the meaning of more than one multiple-meaning words	11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Determine the meaning of less complex tier 2 words in context	11-12.L.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Determine the meaning of tier 2 words in context	11-12.L.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Determine the meaning of less common complex tier 2 words in context	11-12.L.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Determine the meaning of words in context and choose sentences that use the words correctly	11-12.L.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Identify and use parts of speech to determine the meaning of high-level words	11-12.L.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).
Make a word choice selection based on the meanings of tier 2 words	11-12.L.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Choose sentences that use a given definition of a word	11-12.L.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Make a word choice selection based on the meanings of tier 3 words	11-12.L.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Determine the correct usage of a word in context based on meaning	11-12.L.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Domain **KNOWLEDGE OF LANGUAGE AND VOCABULARY** (cont) **Level A**

TABE Skill Description	Standard	CCR Standard Description
Determine word usage in context based on word meanings	11-12.L.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Domain **TEXT TYPES AND PURPOSES** **Level A**

TABE Skill Description	Standard	CCR Standard Description
Identify counterclaims in an advanced argumentative paragraph	9-10.W.1.a 9-10.WHST.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Identify claims in an advanced argumentative paragraph	9-10.W.1.a 9-10.WHST.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Provide a counterclaim for an argumentative claim	9-10.W.1.a 9-10.WHST.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Add support for a specific claim in a complex argumentative paragraph	9-10.W.1.b 9-10.WHST.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Use sentence-level transitional phrases in an argumentative text	9-10.W.1.c 9-10.WHST.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counter claims.
Use transitional words to clarify evidence in an argumentative paragraph	9-10.W.1.c 9-10.WHST.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counter claims.
Add a conclusion to an advanced argumentative paragraph about a lesser-known topic	9-10.W.1.e 9-10.WHST.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
Add a conclusion to an advanced argumentative paragraph about a complex topic	9-10.W.1.e 9-10.WHST.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
Add support for a specific claim in a basic informational paragraph	9-10.W.2.b 9-10.WHST.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

TABE Skill Description	Standard	CCR Standard Description
Add support for a specific claim in a more complex informational paragraph	9-10.W.2.b 9-10.WHST.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Add support for a specific claim in a complex informational paragraph	9-10.W.2.b 9-10.WHST.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Use transitional words to connect details in an informational paragraph	9-10.W.2.c 9-10.WHST.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Add a transitional sentence to an informational paragraph	9-10.W.2.c 9-10.WHST.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Use precise language without changing meaning	9-10.W.2.d 9-10.WHST.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
Maintain style/tone of a paragraph	11-12.W.4 11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Introduce a topic and group related information within a paragraph	11-12.W.4 11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Use precise language and maintain style/tone in a paragraph	11-12.W.4 11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Use precise language and maintain style/tone in a paragraph without changing meaning	11-12.W.4 11-12.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Revise a paragraph to remove irrelevant information	11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Make a sentence-level revision to maintain the tone/style in an informational text	11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Make a sentence-level revision to maintain the tone/style in an advanced informational text	11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**To learn more about TABE 13&14  
call 800.538.9547 or visit [www.TABEtest.com](http://www.TABEtest.com).**

