



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

The Latest and the Greatest on TABE 11 & 12

Overview and Update

www.floridaipdae.org

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

- I. Welcome and Introductions
- II. Open Discussion
- III. E-Training
- IV. TABE 11 & 12 Overview
- V. The ABE Math Curriculum Matrix and TABE Overlay
- VI. Classroom Implications
- VII. The Individual Score Report
- VIII. Instructional Resources
- IX. Technology Enhancements and Accommodations



Curriculum

Format
and
Content

Requirements

Tools

WHAT'S
ON YOUR
MIND?

Classroom
Instruction

Interpreting
Scores

Resources

Planning
and Pacing

Professional
Development



TABE

TABE 11/12

Drowning!!!



E-Training: TABE Recertification

- Initial TABE 11 & 12 Certification Course
- TABE Recertification Course



TABE
Module

RECERTIFICATION
2018-2019

+ **ENROLL**

FDOE Polices on TABE
Assesement - Refreshe...

E-Learning 

E-Training: How to Administer TABE 11 & 12



TABE
Module

**HOW TO ADMINISTER
2018-2019**

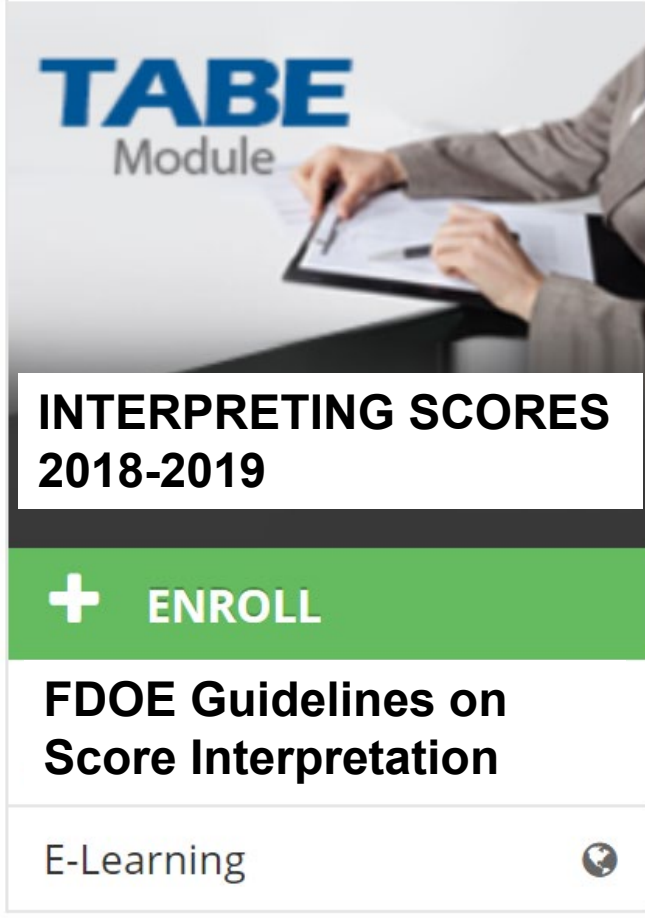
+ ENROLL

**FDOE Policies on TABE
Test Administration**

E-Learning 

The image shows a person's hands holding a clipboard and pen, with the text 'TABE Module' overlaid. Below this is a white box with the title 'HOW TO ADMINISTER 2018-2019'. Underneath is a green bar with a white plus sign and the word 'ENROLL'. Below that is another white box with the text 'FDOE Policies on TABE Test Administration'. At the bottom is a white box with 'E-Learning' and a small globe icon.

E-Training: Interpreting TABE 11 & 12 Scores




TABE
Module

**INTERPRETING SCORES
2018-2019**

+ ENROLL

**FDOE Guidelines on
Score Interpretation**

E-Learning 

The image shows a digital card for an e-training module. At the top, it says 'TABE Module' in blue and grey. Below that is a photo of a person's hands writing on a clipboard. Underneath the photo is a white box with the text 'INTERPRETING SCORES 2018-2019'. Below that is a green bar with a white plus sign and the word 'ENROLL'. Underneath the green bar is another white box with the text 'FDOE Guidelines on Score Interpretation'. At the bottom of the card, it says 'E-Learning' followed by a small globe icon.



There will be no more face-to-face trainings from the FDOE.

Content Areas

1. Reading
2. Language
3. Mathematics



Levels

- **L** – Literacy
- **E** – Easy
- **M** – Medium
- **D** – Difficult
- **A** – Advanced



Reading Objective Structure

Content Area Reporting Objectives	Covered Objectives				
	L	E	M	D	A
READING					
Phonological Awareness	●				
Phonics and Word Recognition	●	●			
Key Ideas and Details	●	●	●	●	●
Craft and Structure	●	●	●	●	●
Integration of Knowledge and Ideas	●	●	●	●	●
Informational Text (double count)	●	●	●	●	●
Literary Text (double count)			●	●	●

Language Objective Structure

Content Area Reporting Objectives	Covered Objectives				
	L	E	M	D	A
LANGUAGE					
Conventions of Standard English	●	●	●	●	●
Knowledge of Language			●	●	
Vocabulary Acquisition and Use	●	●	●	●	●
Text Types and Purposes		●	●	●	●

Mathematics Objective Structure

Content Area Reporting Objectives	Covered Objectives				
	L	E	M	D	A
MATHEMATICS					
Measurement and Data	●	●	●		
Number and Operations in Base Ten	●	●	●		
Number and Operations Fractions		●	●		
Operations and Algebraic Thinking	●	●	●		
Geometry	●	●	●	●	●
Expressions and Equations			●	●	
Ratios and Proportional Relationships			●	●	
The Number System			●	●	
Statistics and Probability			●	●	●
Functions:				●	●
Algebra					●
Number and Quantity					●
Standards for Mathematical Practice (double count)	●	●	●	●	●

The ABE Mathematics Curriculum Frameworks

Effective July, 2018

**Florida Department of Education
Adult General Education
Curriculum Framework**

ADULT BASIC EDUCATION-MATHEMATICS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Mathematics
Course Number	School Districts: 9900001 Florida College System: ABX0100-ABX0199
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies (See Program Lengths Section)

Purpose

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts (language, speaking and listening, and writing), and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development and critical thinking skills to prepare students for GED
- Provide basic skills instruction (0.0 – 8.9) and employment.
- Preparation (9.0 – 12.9), postsecondary education, and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

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Effective July, 2018

Designed to develop literacy skills necessary to be successful workers, citizens enrolled in the ABE program may be receiving instruction in one or more mathematics, Language Arts, or Reading.

Levels that are reported as student educational gains: Educational Federal reporting and Literacy Completion Points (LCPs) for state reporting. We measure by approved validation methods in accordance with Rule 60.001's responsibility to decide and inform the student of the criteria for benchmark. It is not necessary for a student to master 100% of the benchmark proficiency in a standard.

The recommended maximum number of instructional hours for each level. Each student learns at his or her individual pace, and there will be no more than the program or attain their educational goals in fewer or more hours for each ABE instructional level.

For more information, see the [Assessment Paper, Division of Career and Adult Education, at <https://www.fde.state.fl.us/fde/00000178/00000178.pdf> for both recommended and required hours.](https://www.fde.state.fl.us/fde/00000178/00000178.pdf)

	Maximum Hours	NRS Levels
BE Level One (1)	450 Hours	1 (0.0 – 1.9)
BE Level Two (2)	450 Hours	2 (2.0-3.9)
BE Level Three (3)	300 Hours	3 (4.0 – 5.9)
BE Level Four (4)	300 Hours	4 (6.0 – 8.9)

There are ten strands as shown in the chart below. Each strand is a set of standards identical across all levels of learning. Each level-numbered CCR anchor standard. In other words, each anchor standard has a corresponding level-specific standard that is called a benchmark skill. The table below illustrates the standards, and skill standards.

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Effective July, 2018

Strand	Program Area	Mathematic Domain	NRS Level	Anchor Standard	Benchmark Skill
MA.1	ABE.	2.	1.	3.	a)

Strand 2.0: Mathematical Thinking

Students will progress through the performance standards sequentially. The topic-centered and/or project-based lessons that integrate standards from this strand.

TEACHER CERTIFICATION REQUIREMENTS

(b), F.S., each school district shall establish the minimal qualifications for teachers in adult education programs.

This standard requires the provision of accommodations for students with disabilities to ensure equal access. **Adult students with disabilities must self-identify and request accommodations** in areas such as materials, assignments and assessments, time demands and schedules, assistive technology and special communication systems. Documentation of the accommodations and provided should be maintained in a confidential file.

Content standards are designed to be integrated into the ABE frameworks to support exploration and planning. Students can access Florida's career information system for career exploration and development of a career plan.

Students should be able to locate, evaluate, and interpret career information. They should also be able to identify skills, and personal preferences that influence career and education exploration and related pathways that match career and education goals. They should be able to explore a career and education plan.

Technology is integral in today's world. Students use a variety of technology tools such as computers for multiple uses; communicate with friends and family, apply technology in the workplace. Technology standards are integrated in the standards of the reading and language arts standards. (Example: Writing 6, and Speaking and Listening 5).

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The ABE Mathematics Domains

ADULT BASIC EDUCATION MATHEMATIC DOMAINS					
Domain Number	NRS Reporting	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
	Grade Equivalent (GE)	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
1	Number and Operations: Base Ten	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
2	Operations and Algebraic Thinking	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
3	Measurement and Data	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
4	Geometry	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
5	Number and Operations: Fractions		*3.0 – 3.9	4.0 – 5.9	
6	Expressions and Equations			4.0 – 5.9	6.0 – 8.9
7	The Number System			4.0 – 5.9	6.0 – 8.9
8	Ratios and Proportional Relationships			4.0 – 5.9	6.0 – 8.9
9	Statistics and Probability			4.0 – 5.9	6.0 – 8.9
10	Functions				*7.0 – 8.9

Original Version

Adult Basic Education (Mathematics) Curriculum Matrix

Domain	NRS Level 1		NRS Level 2			NRS Level 3			NRS Level 4	
1. Number and Operations: Base Ten	Place Value of 2 Digit Numbers	Add and Subtract 2 Digit Numbers	Place Value of 3 Digit Numbers	Add and Subtract 3 Digit Numbers	Round Whole Numbers to the Nearest Tens or Hundreds	Use Properties of Operations to Perform Multi-Digit Arithmetic	Generalize Understanding of Place Value	Read and Write Multi-Digit Numbers in Names and Expanded Form	Multiply 4-Digit Numbers by 1 to 2-Digit Numbers	Use Place Value to Understand Decimals
	Compare 2-Digit Numbers	Model Addition and Subtraction of 2-Digit Numbers	Compare 3-Digit Numbers	Model Addition and Subtraction of 3-Digit Numbers	Multiply 1-Digit Numbers by 2-Digit Multiples of 10	Mentally Add and Subtract 10 or 100 to 3-Digit Numbers	Compare Any Multi-Digit Number	Round Multi-Digit Numbers to Any Place Value	Divide 4-Digit Numbers by 1-Digit Numbers	Read, Write, and Compare Decimals to Thousandths
2. Operations and Algebraic Thinking	Solve Addition and Subtraction Problems within 20	The Equal Sign	Solve Addition and Subtraction Problems within 100	Solve Multiplication and Division Problems within 100	Multiplication Facts within 100	Solve 2-Step Problems or Equations	Solve Multi-Step Problems Using Basic Operations	Interpret Multiplication as Comparison Statements	Interpret the Remainder in Problems	Multiples of 1-Digit Numbers Up to 100
	Commutative and Associative Property of Addition	Solving Addition and Subtraction Equations	Commutative and Associative Property of Multiplication	Solve Multiplication and Division Equations	Distributive Property of Multiplication	Model Multiplication and Division within 100	Check Answers Using Mental Computation and Estimation	Solve Problems Involving Multiplicative Comparisons	Interpret Expressions without Evaluating Them	Prime and Composite Numbers within 100
3. Measurement and Data	Organize, Represent, and Interpret 3 Categories of Data	Indirectly Measure Lengths through Iteration	Analyze and Generate Picture Graphs and Bar Graphs	Analyze and Generate Line Plots	Measure and Estimate Lengths in Standard Units	Solve Problems Involving Time, Volume, Mass and Money Including Fractions	Solve Problems in Length, Volume and Mass	Solve Problems Involving Time, Volume, Mass and Money Including Decimals	Solve Problems Involving Information Presented in Line Plots	Recognize Angles
			Represent Whole Number Lengths on a Number Line	Measuring and Estimating Areas of Plane Figures	Solve Problems Involving Perimeter of Polygons	Use Area to Model Addition and Multiplication	Apply Area and Perimeter Formulas for Rectangles	Convert Measurements within Systems	Organize Unit Fraction Data	Understand Concepts of Angle Measurement
4. Geometry	Analyze, Compare, and Classify 2 and 3 Dimensional Shapes	2 and 3 Dimensional Composite Shapes	Analyze, Draw and Compare Shapes Having Specified Attributes	Identify Common Polygons and 3 Dimensional Figures	Categorize Shapes with Common Attributes	Partition Shapes into Parts with Equal Areas	Draw and Identify Points, Lines, Line Segments, and Rays	Solve Problems by Graphing Points on the Coordinate Plane	Solve Problems Involving Area, Surface Area, and Volume	Draw Polygons in a Coordinate Plane
			Represent 3-Dimensional Figures Using Nets	Classify 2-Dimensional Figures into Categories Based on Properties	Find Areas of Polygons by Composing or Decomposing	Find the Length of a Side with the Same First or Second Coordinate	Draw and Identify Angles, Perpendicular and Parallel Lines	Classify 2-Dimensional Figures into Categories Based on Properties	Find Areas of Polygons by Composing or Decomposing	Solve Problems Involving Angle Measure, Area, SA, and Volume
5. Number and Operations: Fractions			Represent Fractions with Denominators 2, 3, 4, 6, or 8 on a Number Line	Recognize Equivalent Fractions on a Number Line	Use Visual Models to Represent Equivalent Fractions	Compare Fractions with the Same Numerator or Denominator	Generate Equivalent Fractions	Compare Fractions Using Common Numerator or Denominator	Decompose Fractions as Sum of Fractions with the Same Denominator	Decompose Fractions as Multiples of Unit Fractions
							Use Models to Illustrate Equivalent Fractions	Compare Fractions Using Benchmark Fractions Such as $\frac{1}{2}$	Add and Subtract Mixed Numbers Using Equivalent Fractions	Multiply Fractions by a Whole Number
6. Expressions and Equations							Multiply and Divide Fractions	Solve Problems Involving Multiplication and Division of Fractions	Convert Fractions with Denominators 10 or 100 to Decimals	Solve Problems Involving Addition and Subtraction of Fractions
							Write and Evaluate Algebraic Expressions with Exponents	Identify and Generate Equivalent Algebraic Expressions	Reason and Solve One-Variable Equations and Inequalities	Use Substitution to Determine if an Equation or Inequality is Another Quantity
7. The Number System							Perform the Order of Operations on Algebraic Expressions	Use Variables to Represent Two Related Quantities in a Problem	Express One Quantity as the Dependent Variable of the Independent Variable	Use Graphs, Tables and Equations to Show Variable Relationships
							Recently Divide Multi-Digit Numbers	Fluently Add, Subtract, Multiply and Divide Multi-Digit Numbers	Find the Greatest Common Factor of Two Numbers ≤ 100	Apply Distributive Property to Generate Equivalent Expressions
8. Ratios and Proportional Relationships							Find the Least Common Multiple of Two Numbers ≤ 12	Use Models to Illustrate, Interpret and Compare Quotients of Fractions	Solve Problems Involving Division of Fractions by Fractions	Plot/Find Rational Numbers on a Number Line
										Convert a Rational Number to Decimal
9. Statistics and Probability							Describe a Relationship Between Two Quantities Using a Ratio	Use Various Techniques to Solve Problems Involving Ratios	Explain the Unit Rate $a:b$ Associated with the Ratio $a:b$ with $b \neq 0$	Use Various Techniques to Solve Problems Involving Ratios
							Discuss Statistical Questions Involving Variability in Data	Discuss Statistical Questions Involving Center, Spread and Overall Shape	Discuss the Measure of Center and Variation for a Numerical Data Set	Display Numerical Data in Plot on a Number Line, Dot Plots, Histograms, Box Plots
10. Functions										Relate Measures of Center and Variability to Data Distribution and Context
										Draw Informal Comparative Inferences About Two Populations



Aligning to Standardized Assessment Targets

TEST FOR ADULT BASIC EDUCATION (TABE) 11 & 12

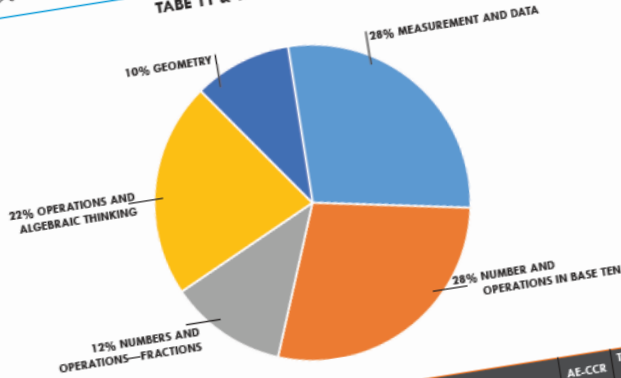
The TABE Level E Assessment Blueprint



Tests of Adult Basic Education

LEVEL E

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



NUMBER AND OPERATIONS IN BASE TEN (28%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (2.NBT.1.a, 2.NBT.1.b)	B	Low
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	B	Medium
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	B	Medium
3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	B	Low
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	B	Medium
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on meanings of the hundreds, tens, and ones (5 × 60) using strategies based on meanings of the hundreds, tens, and ones.	B	Medium
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	B	Medium
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	B	Medium
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium

STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
A fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by size $\frac{1}{b}$.	B	Medium
A fraction as a number on the number line; represent fractions on a diagram. (3.NF.2.a, 3.NF.2.b)	B	Medium
Equivalence of fractions in special cases, and compare fractions by reasoning. (3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d)	B	High

STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
Use within 100 to solve one- and two-step word problems involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use a number line to represent a real world situation.	B	Medium
Use a number line to represent a real world situation.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low

MATHEMATICS BLUEPRINT OVERVIEW LEVEL E

STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low

STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	High
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Medium
Use within 100 to solve word problems in situations involving unknown quantities, e.g., by using drawings and equations with a symbol to represent the unknown.	B	Low

Domain	NRS Level 1		NRS Level 2			
1. Number and Operations: Base Ten	Place Value of 2-Digit Numbers	Add and Subtract 2-Digit Numbers	Place Value of 3-Digit Numbers	Add and Subtract 3-Digit Numbers	Round Whole Numbers to the Nearest Tens or Hundreds	Use Properties of Operations to Perform Multi-Digit Arithmetic
	Compare 2-Digit Numbers	Model Addition and Subtraction of 2-Digit Numbers	Compare 3-Digit Numbers	Model Addition and Subtraction of 3-Digit Numbers	Multiply 1-Digit Numbers By 2-Digit Multiples of 10	Mentally Add and Subtract 10 or 100 to 3-Digit Numbers
2. Operations and Algebraic Thinking	Solve Addition and Subtraction Problems within 20	The Equal Sign	Solve Addition and Subtraction Problems within 100	Solve Multiplication and Division Problems within 100	Multiplication Facts within 100	Solve 2-Step Problems or Equations
	Commutative and Associative Property of Addition	Solving Addition and Subtraction Equations	Commutative and Associative Property of Multiplication	Solve Multiplication and Division Equations	Distributive Property of Multiplication	Model Multiplication and Division within 100
3. Measurement and Data	Organize, Represent, and Interpret 3 Categories of Data	Indirectly Measure Lengths through Iteration	Analyze and Generate Picture Graphs and Bar Graphs	Analyze and Generate Line Plots	Measure and Estimate Lengths in Standard Units	Solve Problems Involving Time, Volume and Mass
			Represent Whole Number Lengths on a Number Line	Measuring and Estimating Areas of Plane Figures	Solve Problems Involving Perimeter of Polygons	Use Areas to Model Addition and Multiplication
4. Geometry	Analyze, Compare, and Compose 3-Dimensional Shapes	2- and 3-Dimensional Composite Shapes	Analyze, Draw and Compare Shapes Having Specified Attributes	Identify Common Polygons and 3-Dimensional Figures	Categorize Shapes with Common Attributes	Partition Shapes into Parts with Equal Areas
5. Number and Operations: Fractions			Represent Fractions with Denominators 2, 3, 4, 6, or 8 on a Number Line	Recognize Equivalent Fractions on a Number Line	Use Visual Models to Represent Equivalent Fractions	Compare Fractions with the Same Numerator or Denominator

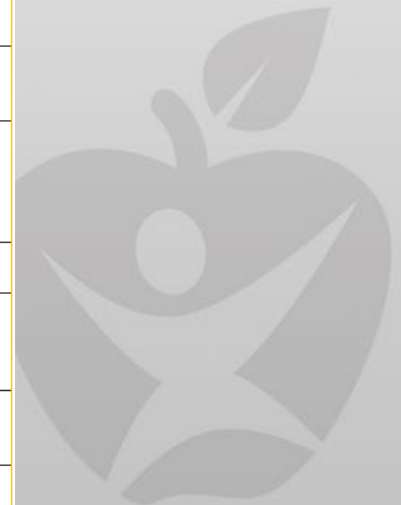
Comparing the Matrix to the TABE Assessment Blueprints

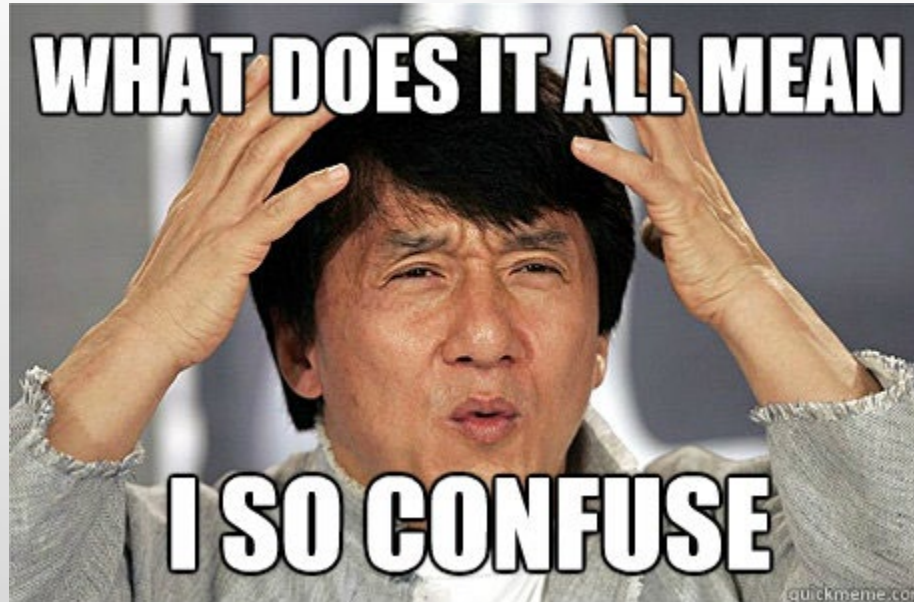
Domain	NRS Level 1		NRS Level 2			
1. Number and Operations: Base Ten	Place Value of 2-Digit Numbers	Add and Subtract 2-Digit Numbers	Place Value of 3-Digit Numbers	Add and Subtract 3-Digit Numbers	Round Whole Numbers to the Nearest Tens or Hundreds	Use Properties of Operations to Perform Multi-Digit Arithmetic
	Compare 2-Digit Numbers	Model Addition and Subtraction of 2-Digit Numbers	Compare 3-Digit Numbers	Model Addition and Subtraction of 3-Digit Numbers	Multiply 1-Digit Numbers By 2-Digit Multiples of 10	Mentally Add and Subtract 10 or 100 to 3-Digit Numbers

NUMBER AND OPERATIONS IN BASE TEN (28%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (2.NBT.1.a, 2.NBT.1.b)	B	Low
	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	B	Medium
	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	B	Medium
	3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	B	Low
	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	B	Low
	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	B	Medium
	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	B	Medium
	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	B	Medium
	2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium

Comparing the Matrix to the TABE Assessment Blueprints

2. Operations and Algebraic Thinking	Solve Addition and Subtraction Problems within 20	The Equal Sign	Solve Addition and Subtraction Problems within 100	Solve Multiplication and Division Problems within 100	Multiplication Facts within 100	Solve 2-Step Problems or Equations
	Commutative and Associative Property of Addition	Solving Addition and Subtraction Equations	Commutative and Associative Property of Multiplication	Solve Multiplication and Division Equations	Distributive Property of Multiplication	Model Multiplication and Division within 100
		STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL	
OPERATIONS AND ALGEBRAIC THINKING (22%)		2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Medium	
		3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	B	Medium	
		3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56/8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56/8$.	B	Low	
		3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Low	
		3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \text{[box]}/3$, $6 \times 6 = ?$.	B	Low	
		3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	B	Low	
		3.OA.6	Understand division as an unknown-factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8.	B	Medium	
		3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40/5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	B	Low	
		3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	B	Medium	
		3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	B	Low	





**WHAT DO THESE ALL MEAN
IN THE CLASSROOM?**

READING

- Close reading strategies are explicitly taught
- Complex nonfiction and fiction text used
- Reading skill levels increased
- Text-dependent questions are used
- Activities require that students use complex thinking skills in order to derive meaning from text

Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940." *Lend Me Your Ears: Great Speeches in History*, 3rd Edition. Edited by William Safire. New York: W. W. Norton, 2004. (1940)

From "Winston Churchill Braces Britons to Their Task"

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

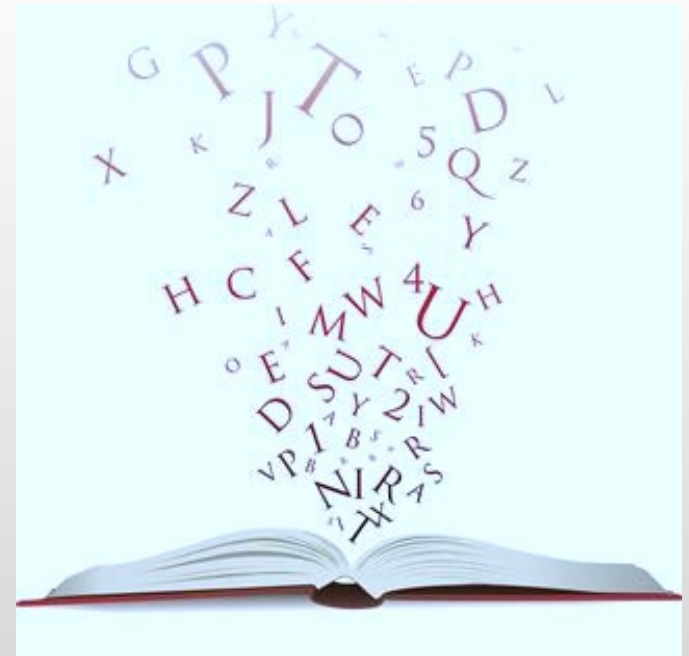
You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

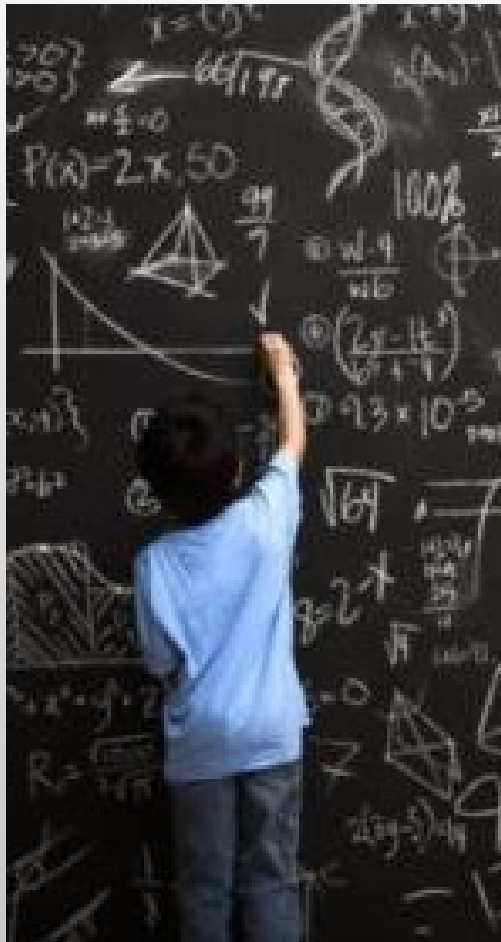
I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

LANGUAGE

- Skills in the conventions of standard English are taught in context
- Writing at the sentence, paragraph, and longer texts are developed
- Editing and revision skills are essential
- Reading, writing, speaking, and listening skills are integrated
- Activities require that students use complex thinking skills



MATHEMATICS



- Work on math concepts and skills that are aligned with the CCR standards
- Focus on problem solving through different types of mathematical operations
- Cover content at the appropriate grade level
- Integrate mathematical practices
- Use math tools
- Focus on the “whys” of math – from concrete to abstract
- Incorporate real-world application



INDIVIDUAL SCORE REPORTS/PROFILES

Individual Profile: Lastname, Firstname MI


Report Criteria			
ID:	99999991	State:	State
Test Name:	TABE 11	District:	District Name
Report:	selected_value	School:	School Name
Report Date:	07-25-2017		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level
			Total	Obtained				
Reading	10/02/17	D	47	20	47	500	14	3
Mathematics	10/02/17	M	39	39	39	595+	88	4
Language	10/02/17	M	39	39	39	583+	69	4

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 level.

Performance on Domains	Performance Category			
	Number of Items	Non-Proficiency	Partial Proficiency	Proficiency
Reading				
Key Ideas and Details	18	✓		
Craft and Structure	20		✓	
Integration of Knowledge and Ideas	9		✓	
Mathematics				
Measurements and Data	6			✓
Numbers and Operations - Fractions	7			✓
Numbers and Operations - Base Ten	6			✓
Operations and Algebraic Thinking	5			✓
Geometry	6			✓
Expressions and Equations	4			✓
Language				
Conventions of Standard English	21			✓
Vocabulary Acquisition and Use	5	✓		
Text Types and Purposes	11		✓	

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Individual Profile: Lastname, Firstname MI

Report Criteria			
ID:	99999991	State:	State
Test Name:	TABE 11	District:	District Name
Report:	selected_value	School:	School Name
Report Date:	07-25-2017		


The table below lists each domain and skill in each subtest for the form of the test administered. This information can be useful in understanding the in-depth skill areas assessed.

FORM	DOMAIN	CATEGORY	SKILLS
D	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 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"> Connect illustration and text 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	<ul style="list-style-type: none"> Evaluate fractions Add fractions Multiply fractions Understand decimals Divide fractions
	Numbers and Operations	Base Ten	<ul style="list-style-type: none"> 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 equations 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"> Reorganize 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

(continued on next page)

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CORPORATION



Individual Profile: Lastname, Firstname MI

Report Criteria			
ID:	99999991	State:	State
Test Name:	TABE 11	District:	District Name
Report:	selected_value	School:	School Name
Report Date:	07-25-2017		

FORM	DOMAIN	CATEGORY	SKILLS	
M	LANGUAGE	Conventions of Standard English	Capitalization and Punctuation <ul style="list-style-type: none"> Use commas Capitalize correctly Punctuate for end of sentence, pauses, parenthetical notation 	
			Grammar and Usage <ul style="list-style-type: none"> Use pronouns correctly Use verbs in active vs passive voice Use phrases and clauses to add interest 	
			Sentence Formation <ul style="list-style-type: none"> Order adjectives correctly Use prepositional phrases Use complete sentences 	
				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 affixes as clue to meaning Use level-appropriate words 	
			Reference Materials <ul style="list-style-type: none"> Use reference materials (VALU) 	
		Knowledge of Language	Language Development <ul style="list-style-type: none"> Expand, combine, reduce sentences 	
		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 	

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INSTRUCTIONAL RESOURCES




Reach out to your vendors and check out what they have developed for TABE 11 & 12.

CORRELATIONS

	TABE 11/12 TRANSITION TOOL KIT & STUDY PLAN- MATHEMATICS- LEVEL Student _____ Teacher/ Class _____	
	STANDARD	MATERIALS
NUMBER AND OPERATIONS- FRACTIONS		
3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	<i>Achieving TABE Success in Mathematics, Level E: Pg. 19</i> <i>Achieving TABE Success in Mathematics, Level M: Pgs. 63-65</i> <i>Basic Skills for the Workplace: Pgs. 150-155</i> <i>Basic Skills for the Workplace Practice Workbook: Pgs. 30-31</i> <i>Number Power- Fractions, Decimals, and Percents: Pgs. 11-12</i> <i>Number Power- Review: Pgs. 58-59, 64</i> <i>TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 20</i> <i>TABE Skill Workbook- Level E Mathematics- Decimals and Fractions: Pg. 3</i> <i>TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 12</i> <i>Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 7.1</i> <i>Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.5</i>	

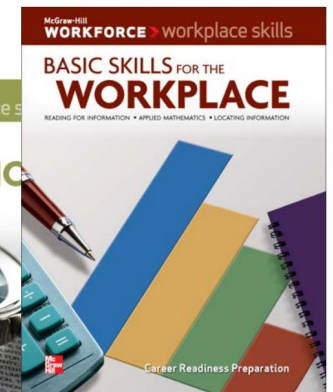
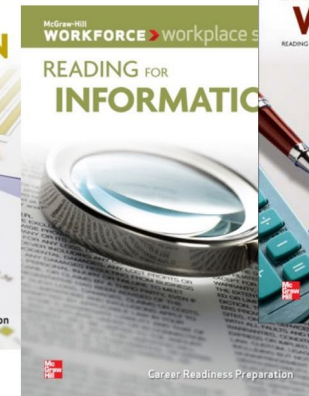
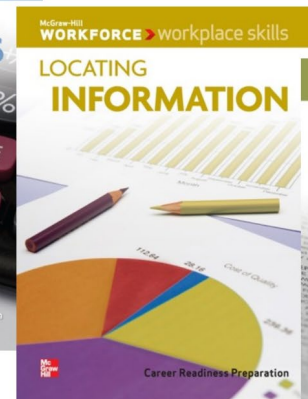
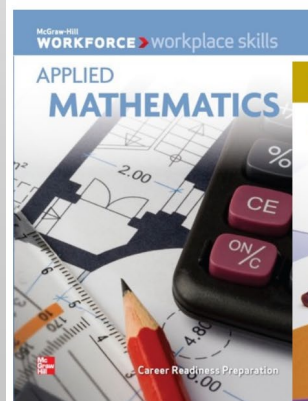
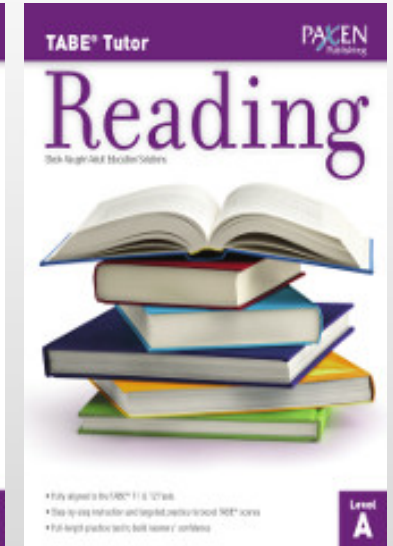
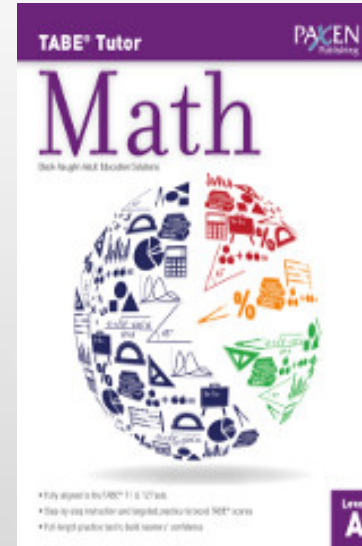
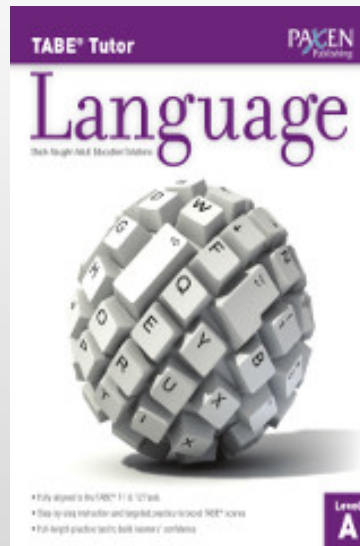
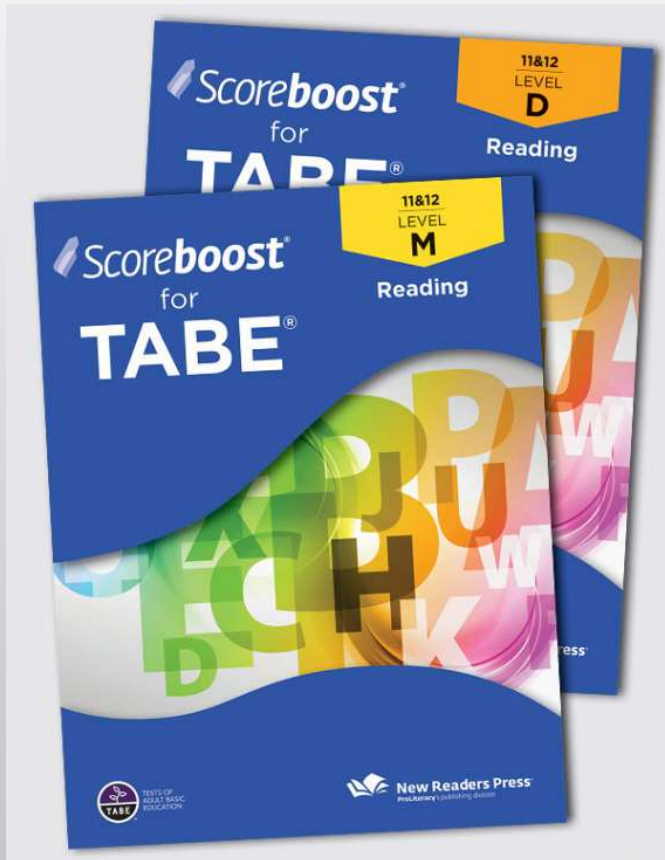



TABE® Tutor Correlations TABE® 11&12



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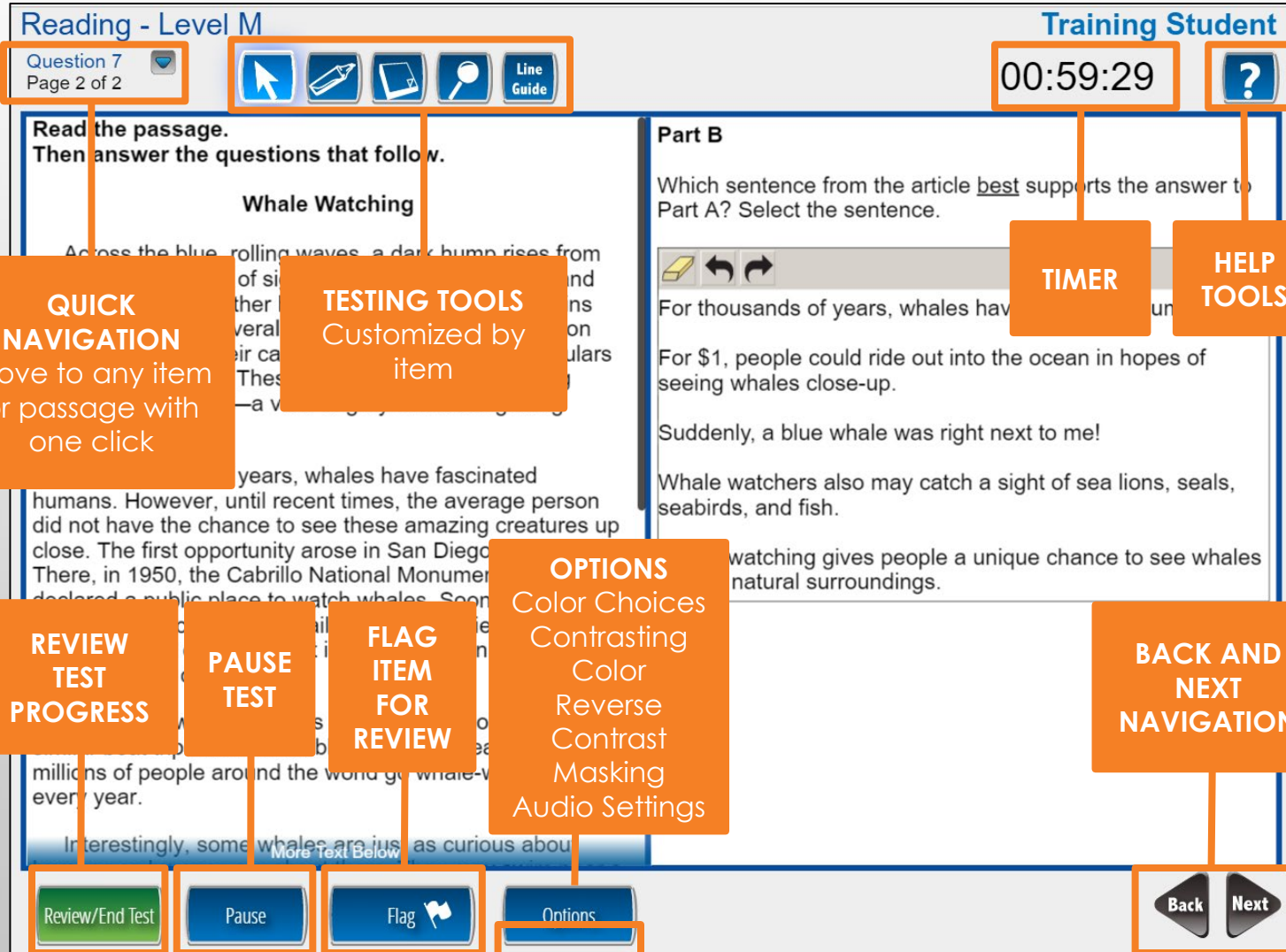
TEXTBOOKS





DON'T FORGET ABOUT TECHNOLOGY ENHANCEMENTS

- Line Guide
- Highlighter
- Cross Off
- Magnifier/Zoom
- Sticky Notes
- Calculators
- Color Choices
- Contrasting Colors
- Reverse Contrast
- Masking
- Text-to-Speech (English)
- Online Large Print
- Mark for Review
- Pause Test
- Mathematics Formula Sheet
- Ruler (inches and centimeter)
- Protractor (M Level Only)



Reading - Level M **Training Student**

Question 7 00:59:29
 Page 2 of 2 ?

Read the passage.
Then answer the questions that follow.

Whale Watching

Part B

Which sentence from the article best supports the answer to Part A? Select the sentence.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego. There, in 1950, the Cabrillo National Monument declared a public place to watch whales. Suddenly, a blue whale was right next to me!

Whale watchers also may catch a sight of sea lions, seals, seabirds, and fish.

watching gives people a unique chance to see whales in their natural surroundings.

millions of people around the world go whale-watching every year.

Interestingly, some whales are just as curious about humans as we are.

More Text Below

CALLOUTS:

- QUICK NAVIGATION:** Move to any item or passage with one click
- TESTING TOOLS:** Customized by item
- TIMER:** 00:59:29
- HELP TOOLS:** ?
- REVIEW TEST PROGRESS:** Review/End Test
- PAUSE TEST:** Pause
- FLAG ITEM FOR REVIEW:** Flag
- OPTIONS:** Color Choices, Contrasting Color, Reverse Contrast, Masking, Audio Settings
- BACK AND NEXT NAVIGATION:** Back, Next

- Technology Enhanced Interface
- Evidence-Based Response
- Multi-Select Items
- Drag and Drop

Mathematics - Level A Training Student
00:46:31

Question 4

A county clerk has a given amount of money to budget for cultural events.

Based on the scatterplot, what does the point (0, 18) represent?

(A) the total amount of the budget given to the county
 (B) the total amount of the budget spent after 18 months
 (C) the average amount spent out of the budget each month
 (D) the predicted amount of time after which the entire budget will be spent

Review/End Test Pause Flag Options Back Next

Language - Level E Training Student
00:58:43

Question 6

Teri is writing a paragraph about how to make homework easier. This is the paragraph so far.

First get ready to work. Gather everything you need, such as your notebooks, books, and pencils. Eat something if you are hungry. **Next** find a quiet place to work. While you work, do not stop to talk or play a game. However, ask for help if you need it. check your work. Then gather your belongings and pack up. Now you are ready for tomorrow.

Teri needs to add some words to link ideas and make the paragraph better. Which linking words would make the meaning of the paragraph clearer? Drag and drop the linking words from the list below into the boxes in the paragraph.

But Instead So Finally

Review/End Test Pause Flag Options Back Next

Reading - Level M Training Student
00:56:59

Question 7
Page 2 of 2

Read the passage. Then answer the questions that follow.

Whale Watching

Across the blue, rolling waves, a dark hump rises from the sea. It slides out of sight as an enormous tail lifts and falls. As it does, another hump rises beside it and begins the same dance. Several people cheer from the pontoon boat. Some raise their cameras, while others lift binoculars to get a closer view. These whale watchers are getting what they hoped for—a view of gray whales migrating south.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbors. For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whale-watching every year.

Interestingly, some whales are just as curious about

Part B

Which sentence from the article best supports the answer to Part A? Select the sentence.

For thousands of years, whales have fascinated humans.

For \$1, people could ride out into the ocean in hopes of seeing whales close-up.

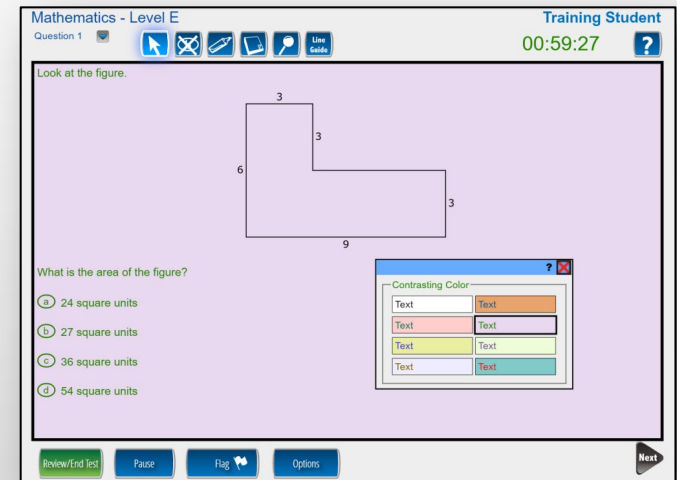
Suddenly, a blue whale was right next to me!

Whale watchers also may catch a sight of sea lions, seals, seabirds, and fish.

Whale watching gives people a unique chance to see whales in their natural surroundings.

Accommodations and Customizations

- Magnifier
- Scientific Calculator
- Color Overlays
- Contrasting/Color Combination
- Masking
- Text-to-Speech Audio
- Content-Sensitive Help Screens



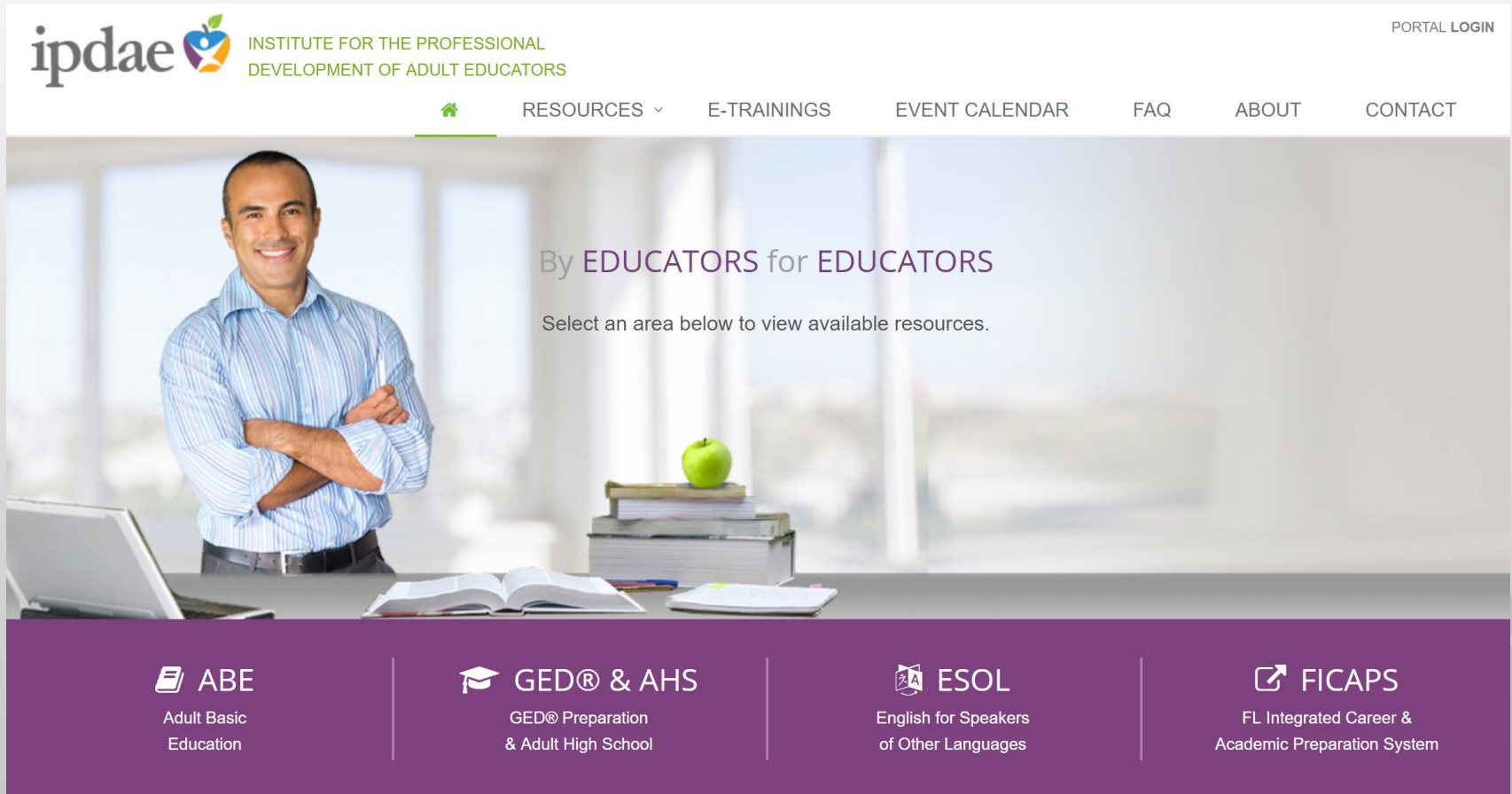





Remember, the TABE 11/12 is aligned with the College and Career Readiness Standards.

If you are teaching a standards-based curriculum based on the Florida Curriculum Frameworks, you are already teaching the skills assessed by the new test.

IPDAE Stuff in the Pipeline







The screenshot shows the IPDAE website homepage. At the top left is the IPDAE logo and tagline. To the right is a 'PORTAL LOGIN' link. Below the logo is the full name: 'INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS'. A navigation menu includes 'RESOURCES' (with a dropdown arrow), 'E-TRAININGS', 'EVENT CALENDAR', 'FAQ', 'ABOUT', and 'CONTACT'. The main content area features a background image of a smiling man in a blue striped shirt standing behind a desk with a laptop, books, and a green apple. Text on the page reads 'By EDUCATORS for EDUCATORS' and 'Select an area below to view available resources.' Below this is a purple bar with four categories: ABE (Adult Basic Education), GED® & AHS (GED® Preparation & Adult High School), ESOL (English for Speakers of Other Languages), and FICAPS (FL Integrated Career & Academic Preparation System).

ipdae  INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS PORTAL LOGIN

[RESOURCES](#) [E-TRAININGS](#) [EVENT CALENDAR](#) [FAQ](#) [ABOUT](#) [CONTACT](#)

By EDUCATORS for EDUCATORS

Select an area below to view available resources.

-  **ABE**
Adult Basic Education
-  **GED® & AHS**
GED® Preparation & Adult High School
-  **ESOL**
English for Speakers of Other Languages
-  **FICAPS**
FL Integrated Career & Academic Preparation System

IT'S TIME FOR JEOPARODY!





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**Thank you for your
participation!**

