

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

STUDENT: _____ I.D.: _____
 TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:

Test Date: _____
 Current Test Level: M D
 Current Test Form: 11 12
 NRS Level & Scale Score: 3 (496-536) 4 (537 -595)

POST-TESTING INFORMATION:

TABE Level: D
 CCR Level: D
 Grade Level Correlation: +6, 7-8

DOMAIN: Geometry (18%) CATEGORY: Geometry (G) # Questions: 5		SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency			
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Draw, Construct, & Describe Geometrical Figures & Describe the Relationships Between Them	Find area, volume, surface area of figures	Plot points and draw polygons with integer coordinates in the coordinate plane	Low	7.G.1	
		Use the formulas for the area and circumference of circles to solve problems	Low	7.G.4	
Solve problems involving adding and subtracting areas of rectangles		Low	7.G.6		
Solve problems involving adding and subtracting areas of rectangles with fractional side lengths		Low	7.G.6		
Solve Real-life & Mathematical Problems Involving Angle, Measure, Area, Surface Area, & Volume	Identify and measure angles	Write and solve simple, single-step equations to find unknown angle measures in given diagrams	Low	7.G.5	
Understand Congruence & Similarity Using Physical Models, Transparencies, or Geometry Software	Understand transformations between figures	Explore the effects of simple transformations (90 or 180 degree rotations, reflections, and translations) on common plane figures	Medium	8.G.2	
		Explore the effects of simple series of transformations on common figures on and off the coordinate plane	Low	8.G.4	
Understand and Apply the Pythagorean Theorem	Apply Pythagorean theorem	Use the Pythagorean theorem to find missing side lengths of right triangles both on and off the coordinate plane	Low	8.G.7	
		Recognize when to use (and use) the Pythagorean theorem to find the lengths of line segments on the coordinate plane	Low	8.G.8	
		Recognize and use right triangles drawn in the coordinate plane to solve problems			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

DOMAIN: Expressions & Equations (18%) CATEGORY: Expressions & Equations (EE) # Questions: 7		SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency				
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date	
Use Properties of Operations to Generate Equivalent Expressions	Evaluate expressions	+ Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	Low	7.EE.2		
		Use properties of exponents to simplify expressions with rational number exponents	Low	7.EE.3		
		Use properties of operations and exponents to justify steps in solving an equation				
	Solve Real-life & Mathematical Problems Using Numerical & Algebraic Expressions & Equations	Interpret linear and quadratic equations, expressions, and functions	Write or solve expressions and equations involving the distributive property and combining like terms			
			Write and solve linear equations and inequalities involving rational numbers in any form (e.g., fractions, decimals) and requiring the use of the distributive property and/or combining like terms	High	7.EE.4	
		Solve systems of linear equations and inequalities in multiple ways (e.g., graphing, substitution, etc.)	High	7.EE.4		
		Create multiple representations of real-world situations modeled by linear equations (e.g., graphs, tables, verbal description) and use them to solve problems	High	7.EE.4		
		Write linear equations to represent real-world situations				
		Write linear equations involving rational numbers in any form (e.g., fractions, decimals) to represent real-world situations	High	7.EE.4a		
		+ Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	High	7.EE.4b		
Work with Radicals & Integer Exponents	Integer Exponents	+ Know and apply the properties of integer exponents to generate equivalent numerical expressions.	Low	8.EE.1		
	Cube and Square roots	Solve equations involving square and cube roots of perfect squares and cubes	Medium	8.EE.2		
	Understand power of 10	Express very large and very small numbers in scientific notation				
		Solve problems involving addition, subtraction, multiplication, or division of numbers expressed in scientific notation	Low	8.EE.3		
Understand the Connections Between Proportional Relationships, Lines, and Linear Equations	Interpret linear and quadratic equations, expressions, and functions	Identify graphs of linear equations, including those represented by equations and word descriptions of real-world situations				
		Create graphs of linear equations, including those represented by equations and word descriptions of real-world situations, using appropriate axis labels and scales	Low	8.EE.5		
		Represent equations of lines by graphing them on the coordinate plane				
Analyze and Solve Linear Equations & Pairs of Simultaneous Linear Equations	Interpret linear and quadratic equations, expressions, and functions	Graph systems of linear equations and find the point of intersection to approximate the solution	Low	8.EE.8a		
		Write and solve systems of equations to represent real-world situations	Low	8.EE.8c		

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

DOMAIN: Statistics & Probability (22%) CATEGORY: Statistics & Probability (SP) # Questions: 7		SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency			
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Summarize & Describe Distributions	Use measures of center & center variability	Find a measure of center & variability of a given data set	Low	6.SP.5d	
Use Random Sampling to Draw Inferences About a Population	Interpret data plots	+ Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	Low	7.SP.2	
Draw Informal Comparative Inferences About Two Populations	Use measures of center & center variability	Use measures of center and variability of given data sets to draw inferences	Medium	7.SP.4	
		Use measures of center & variability of given data sets, represented in multiple ways, to draw comparative inferences			
Investigate Chance Processes & Develop, Use, & Evaluate Probability Models	Understand probability of chance	Find the probability of a simple event	Medium	7.SP.5	
	Develop a uniform or non-uniform probability model	+ Use basic probability models to simulate events and generate random data (e.g., using spinners, rolling dice, flipping coins, etc.)	Low	7.SP.7a	
	Draw inferences from random sample data	Use random data to approximate the probability of a change event	Low	7.SP.7b	
	Understand probability of compound events	Use basic probability models to simulate compound events and generate random data	Medium	7.SP.8a	
		Create multiple representations of sample spaces of compound events (e.g., lists, diagrams, simulation) and use them to find probabilities	Medium	7.SP.8b	
Investigate Patterns of Association in Bivariate Data	Interpret data plots	Describe patterns of association between two quantities represented in scatter plots of bivariate data (e.g., linear, increasing, outliers, clustering, etc.)	Low	8.SP.1	
	Interpret linear & quadratic equations, expressions, & functions	Create scatter plots for bivariate data sets & draw lines of best fit to model linear relationships between the variables	Low	8.SP.2	
	Interpret two-way table based on bivariate data	+ Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	Low	8.SP.3	
		+ Create and use information presented in two-way tables to solve simple problems		8.SP.4	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

DOMAIN: Ratios & Proportional Relationships (10%)		SCORED PROFICIENCY:		<input type="checkbox"/> Non-Proficiency	
CATEGORY: Ratios & Proportional Relationships (RP)				<input type="checkbox"/> Partial Proficiency	
# Questions: 4				<input type="checkbox"/> Proficiency	
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Understand Ratio Concepts & Use Ratio Reasoning to Solve Problems	Evaluate proportional relationships	Use ratio language to describe a ratio relationship between two quantities	Medium	6.RP.3	
		Decide whether two quantities are in a proportional relationship (e.g., in a table or graph)			
		Create tables, graphs, & equations to represent proportional relationships & use them to solve problems			
		Plot pairs of values from tables on a coordinate grid			
	Equivalent ratios	Plot pairs of values from tables on a coordinate grid to represent real-world, proportional relationships	Medium	6.RP.3a	
		Find missing values of tables with equivalent ratios			
		Find missing values in tables that represent proportional relationships with context			
Analyze Proportional Relationships & Use Them to Solve Real-world & Mathematical Problems	Compute ratios	✚ Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Low	7.RP.1	
		✚ Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	High	7.RP.2a	
		Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers	High	7.RP.2b	
		Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers and fractions			
	Evaluate proportional relationships	✚ Represent proportional relationships by equations.	High	7.RP.2c	
		Interpret the meaning of a point on the graph of a proportional relationship in context	High	7.RP.2d	
		Use proportional relationships to solve simple problems (e.g., gratuities, fees, tax, commissions, etc.)	Low	7.RP.3	
		Use proportional relationships to solve multi-step ratio & percent problems (e.g., simple interest, markups & mark-downs, percent increase & decrease, percent error, etc.)			

DOMAIN: The Number System (21%)		SCORED PROFICIENCY:		<input type="checkbox"/> Non-Proficiency	
CATEGORY: The Number System (NS)				<input type="checkbox"/> Partial Proficiency	
# Questions: 8				<input type="checkbox"/> Proficiency	
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Apply & Extend Previous Understandings of Numbers to the System of Rational Numbers	Understand positive & negative numbers	Represent real-world situations with rational numbers	Medium	6.NS.5	
		Represent real-world situations with positive & negative integers			
		Identify and create multiple representations of positive and negative integers and rational numbers	Medium	6.NS.6a	
		✚ Understand signs of numbers in ordered pairs as indicating locations in quadrants of coordinate plane; recognize when 2 ordered pairs differ only by signs, locations of points are related by reflections across one or both axes.	Medium	6.NS.6b	
		Solve one-step problems involving operations w/ positive & neg. integers & represent operations on number line	Medium	6.NS.6c	
		✚ Identify & represent rational numbers on number line			
		✚ Identify and represent positive and negative integers on a number line			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

DOMAIN: The Number System ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Apply & Extend Previous Understandings of Numbers to the System of Rational Numbers	Interpret absolute value	✚ Interpret statements of inequality as stmts. about relative position of 2 numbers on a number line diagram.	Medium	6.NS.7a	
		✚ Write, interpret, and explain statements of order for rational numbers in real-world contexts.	Medium	6.NS.7b	
		Identify and represent the absolute values and opposites of numbers on a number line	Medium	6.NS.7c	
		✚ Distinguish comparisons of absolute value from statements about order.	Medium	6.NS.7d	
	Know coordinate values & grid quadrants	Represent polygons with vertices at given coordinates on a coordinate grid	Low	6.NS.8	
Create polygons on the coordinate grid having specified characteristics (e.g., area, perimeter)					
Apply & Extend Previous Understandings of Operations w/ Fractions to Add, Subtract, Multiply, & Divide Rational Numbers	Evaluate equations and inequalities	Solve multi-step problems involving positive rational numbers	Medium	7.NS.2	
		Solve one-step problems, with and without context, involving operations with positive and negative integers			
Know That There Are Numbers That Are Not Rational, & Approximate Them by Rational Numbers	Evaluate rational and irrational numbers	Identify and represent approximations of irrational numbers on a number line	Low	8.NS.2	

DOMAIN: Functions (11%)					
CATEGORY: Functions (F)					
# Questions: 4					
SCORED PROFICIENCY:					
<input type="checkbox"/> Non-Proficiency					
<input type="checkbox"/> Partial Proficiency					
<input type="checkbox"/> Proficiency					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Define, Evaluate, & Compare Functions		Identify graphs of functions that are linear and nonlinear	Low	8.F.3	
		Identify equations of functions that are linear & nonlinear			
Use Functions to Model Relationships Between Quantities	Evaluate functions & functional relationships	✚ Create input-output tables to represent functions	Medium	8.F.4	
		Evaluate a linear function at a given value			
		Identify and create the equation of a linear function represented by a table			
		Identify the intercepts of graphs of functions			
		Identify rate of change of a linear function represented by a table			
		Identify and create the equation of a linear function represented by a table			
		Write the equation of a linear function represented by a table or a graph			
✚ Identify & create examples & nonexamples of functions	High	8.F.5			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

DOMAIN: Functions ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Use Functions to Model Relationships Between Quantities	Interpret linear and quadratic equations, expressions, and functions	Create and use graphs of linear functions to represent real-world situations	Medium	8.F.4	
		Create equations, tables, and graphs to represent linear functions with given rates of change			
		Use the equation or graph of a linear function to represent and solve real-world problems			
		Identify simple characteristics of different intervals of graphs of functions, with and without context	High	8.F.5	
		✦ Identify simple characteristics of graphs of functions (e.g., increasing, linear, etc.)			
		Use function notation and interpret statements that use function notation in context			

✦ Standard is listed on TABE Level E Crosswalks or on TABE Level M Blue Prints; however, it does NOT appear on the Student Individual Profile Report.

Correlated CCR Anchor/Substandards & Descriptions

Geometry

- 7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- 7.G.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- 7.G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- 7.G.6** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- 8.G.2** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- 8.G.4** Understand that a 2-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, & dilations; given two similar 2-dimensional figures, describe a sequence that exhibits similarity between them.
- 8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world & mathematical problems in two and three dimensions.
- 8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Expressions & Equations

- 7.EE.2** ✦ Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
- 7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
- 7.EE.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- 7.EE.4a** Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
- 7.EE.4b** ✦ Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: as a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.
- 8.EE.1** ✦ Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3(-3) = (1/3)^3 = 1/27$.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

- 8.EE.2** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
- 8.EE.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
- 8.EE.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- 8.EE.8** Analyze and solve pairs of simultaneous linear equations.
- 8.EE.8a** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- 8.EE.8c** Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Statistics & Probability

- 6.SP.5** Summarize numerical data sets in relation to their context, such as by: (see 6.SP.5d below)
- 6.SP.5d** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
- 7.SP.2** **+** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
- 7.SP.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in one chapter of a science book are generally longer or shorter than the words in another chapter of a lower level science book.
- 7.SP.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 7.SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
- 7.SP.7a** **+** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
- 7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
- 7.SP.8a** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- 7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
- 8.SP.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8.SP.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- 8.SP.3** **+** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
- 8.SP.4** **+** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they like to cook and whether they participate actively in a sport. Is there evidence that those who like to cook also tend to play sports?

Ratios & Proportional Relationships

- 6.RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- 6.RP.3a** Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- 7.RP.1** **+** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $1/2$ mile in each $1/4$ hour, compute the unit rate as the complex fraction $1/2 / 1/4$ miles per hour, equivalently 2 miles per hour.
- 7.RP.2** **+** Recognize and represent proportional relationships between quantities.
- 7.RP.2a** **+** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level D

- 7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- 7.RP.2c **+** Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
- 7.RP.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
- 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.**

The Number System

- 6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.**
- 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**
- 6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
- 6.NS.6b **+** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- 6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- 6.NS.7 Understand ordering and absolute value of rational numbers.**
- 6.NS.7a **+** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
- 6.NS.7b **+** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.
- 6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.
- 6.NS.7d **+** Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
- 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.**
- 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.**
- 8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.**

Functions

- 8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.**
- 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.**
- 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.**

This IISP contains information obtained from the source documents listed below.

TABE Test for Adult Assessment: Blue Prints

<https://tabetest.com/resources-2/testing-information/blue-prints/>

TABE Test for Adult Assessment: Crosswalks

https://tabetest.com/PDFs/TABE_11_12_Skills_Crosswalks_Mathematics.pdf

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report

<https://tabe.drccdirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports>

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.