

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

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

CURRENT TESTING INFORMATION:	POST-TESTING INFORMATION:
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Test Date: _____
 Current Test Level: E
 Current Test Form: 11 12
 NRS Level & Scale Score: 1 (300-448) 2 (449-495)

TABE Level: E
 CCR Level: B
 Grade Level Correlation: 2-3

DOMAIN: Number & Operations in Base Ten (28%)		SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency			
CATEGORY: Number & Operations in Base Ten (NBT)		<input type="checkbox"/> Partial Proficiency			
# Questions: 9		<input type="checkbox"/> Proficiency			
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Understand Place Value	Understand place value	Identify the values of digits of 2- and 3-digit numbers	Low	2.NBT.1b	
		Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form)			
	Skip count	Skip count by 5s, 10s, and 100s	Medium	2.NBT.2	
		Skip count by 5s, 10s, 100s, & by multiples of 10s & 100s			
Compare two- and three-digit numbers	Compare two- and three-digit numbers	✚ Read & write numbers to 1000 using base-ten numerals, number names, and expanded form	Low	2.NBT.3	
		Compare values of digits in multi-digit numbers	Medium	2.NBT.4	
Use Place Value Understanding & Properties of Operations to Add and Subtract	Use place value	Create and use multiple representations of multi-digit decimals based on place value	Medium	2.NBT.6	
	Explain properties of operations	Create and use multiple representations of addition and subtraction of two- and three-digit numbers based on place value (e.g., base ten blocks, area models) and Connect these representations to the standard algorithms (especially where regrouping is required)	Medium	2.NBT.7	
		Create and use multiple representations of addition and subtraction of multi-digit numbers, including those with more than three digits, based on place value and connect these representations to the standard algorithms (especially where regrouping is required)			
Use Place Value Understanding and Properties of Operations to Perform Multi-digit Arithmetic	Understand place value	Round numbers to tens and hundreds places	Medium	3.NBT.1	
		Round numbers to nearest hundreds & thousands place			
		Multiply single-digit whole numbers by 10			
	Explain properties of operations	✚ Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, &/or the relationship between addition & subtraction.	Low	3.NBT.2	
		Explore patterns in multiplying numbers by 10	Low	3.NBT.3	
Investigate the relationship between skip counting and multiplication and division					

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DOMAIN: Number & Operations - Fractions (12%)		SCORED PROFICIENCY:			
CATEGORY: Number & Operations – Fractions (NF)				<input type="checkbox"/> Non-Proficiency	
# Questions: 5				<input type="checkbox"/> Partial Proficiency	
				<input type="checkbox"/> Proficiency	
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Develop Understanding of Fractions as Numbers	Evaluate fractions	Identify some representations of fractions	Medium	3.NF.1	
		Use unit fractions to compose simple, non-unit fractions			
		Use unit fractions to compose & decompose non-unit fractions			
		Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways			
		✚ Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that endpoint of the part based at 0 locates the number $1/b$ on the number line.	Medium	3.NF.2a	
		Create and use multiple representations of fractions (e.g., number lines, area models, set models)	Medium	3.NF.2b	
		✚ Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line.	High	3.NF.3a	
		Use multiple representations to identify or create an equivalent fraction to a given fraction or whole number	High	3.NF.3b	
	✚ Express whole numbers as fractions, & recognize fractions that are equivalent to whole numbers.	High	3.NF.3c		
	Compare Fractions	Identify benchmark fractions (e.g., $1/2$) and reason about their sizes	High	3.NF.3d	
		Compare fractions to benchmark fractions (e.g., $1/2$) and reason about their sizes			
Compare fractions with the same numerators or the same denominators by reasoning about their sizes (using benchmark fractions)					

DOMAIN: Operations & Algebraic Thinking (22%)		SCORED PROFICIENCY:			
CATEGORY: Operations & Algebraic Thinking (OA)				<input type="checkbox"/> Non-Proficiency	
# Questions: 7				<input type="checkbox"/> Partial Proficiency	
				<input type="checkbox"/> Proficiency	
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Represent & Solve Problems Involving Addition & Subtraction	Add and subtract whole numbers	✚ Use addition & subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, & comparing, with unknowns in all positions.	Medium	2.OA.1	
Represent & Solve Problems Involving Multiplication & Division	Multiply whole numbers	✚ Interpret products of whole numbers.	Medium	3.OA.1	
		✚ Interpret whole-number quotients of whole numbers.	Low	3.OA.2	
		Create and use visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models)	Low	3.OA.3	
	Create and use visual representations to partition areas of shapes				
Apply properties of operations: multiplication and division	Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models)				

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DOMAIN: Operations & Algebraic Thinking ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Understand Properties of Multiplication & Relationship b/t Multiplication & Division	Apply properties of operations: multiplication and division	<ul style="list-style-type: none"> ✦ Determine unknown whole number in multiplication or division equation relating 3 whole numbers. 	Low	3.OA.4	
		<ul style="list-style-type: none"> Create, compare, and analyze multiple solution strategies & representations to investigate relationship between multiplication and division of whole numbers 			
		<ul style="list-style-type: none"> Solve basic multiplication problems using math fact strategies. 	Low	3.OA.5	
		<ul style="list-style-type: none"> Solve multiplication and division problems using math fact strategies 			
		<ul style="list-style-type: none"> ✦ Understand division as an unknown-factor problem. 	Medium	3.OA.6	
Multiply & Divide Within 100		<ul style="list-style-type: none"> Use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem 	Low	3.OA.7	
Solve Problems Involving the Four Operations, & Identify & Explain Patterns in Arithmetic		<ul style="list-style-type: none"> Write and solve expressions and equations to represent real-world situations 			
		<ul style="list-style-type: none"> Solve real-world problems involving multiplication and division while using visual representations to show the process 	Medium	3.OA.8	
		<ul style="list-style-type: none"> Solve multi-step, real-world problems involving addition, subtraction, multiplication, and/or division of whole numbers while using visual representations to show process 			
		<ul style="list-style-type: none"> Connect visual representations of real-world problems to expressions and equations that also represent the real-world problems 			
	<ul style="list-style-type: none"> Use number patterns with simple addition rules to investigate how they relate to multiplication & division 	Low	3.OA.9		
	Understand and apply pattern rules	<ul style="list-style-type: none"> Identify an addition rule given a pattern and create patterns when given simple addition rules 			

DOMAIN: Geometry (10%)		SCORED PROFICIENCY:			
CATEGORY: Geometry (G)		<input type="checkbox"/> Non-Proficiency			
# Questions: 4		<input type="checkbox"/> Partial Proficiency			
		<input type="checkbox"/> Proficiency			
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Reason with Shapes & Their Attributes	Know geometric shapes, figures, and attributes	Distinguish common and non-common attributes of pairs or groups of shapes			
		Explore properties of shapes with more than four sides			
		Extend properties of 2-dimensional shapes to 3-dimensional shapes.			
		Identify features of given shapes with words & pictures	Medium	2.G.1	
		Identify simple features (number of sides, number of angles, etc.) of given shapes with pictures			
		Recognize points, lines, line segments, angles, and parallel and perpendicular lines in the coordinate plane			
		Recognize points, lines, line segments, angles, & parallel and perpendicular lines in polygons and in diagrams other than those of polygons			
		Identify shapes whose areas have been partitioned into halves and quarters	Low	2.G.3	

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DOMAIN: Geometry ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Reason with Shapes & Their Attributes	Know geometric shapes, figures, and attributes	Analyze polygons with similar properties and some of the same features	Medium	3.G.1	
		Describe and analyze features of shapes extending beyond numbers of sides and angles (e.g., relationships between pairs of sides or angles)			
		✦ Identify and create non-examples of shapes			
		Identify both properties of given shapes and shapes with given properties			
		Identify features of given shapes with words and pictures together and separately			
		Identify properties of shapes with three or four sides			
		Create and use visual representations to partition areas of shapes	Low	3.G.2	

DOMAIN: Measurement & Data (10%) SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency					
CATEGORY: Measurement & Data (MD) <input type="checkbox"/> Partial Proficiency					
# Questions: 10 <input type="checkbox"/> Proficiency					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Measure & Estimate Lengths in Standard Units	Measure, estimate, express lengths	Measure objects in different units (with fractional lengths) and compare these measurements	Low	2.MD.2	
		Choose an appropriate unit of measure for a given object	Low	2.MD.3	
		Estimate length of an object before measuring the object	Low	2.MD.4	
		✦ Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.			
Relate Addition & Subtraction to Length	Represent whole numbers on a number line	✦ Represent whole numbers as lengths from 0 on number line diagram w/ equally spaced points corresponding to numbers 0, 1, 2, ..., & represent whole-number sums & differences w/in 100 on number line diagram.	Low	2.MD.6	
Solve Problems Involving Measurement & Estimation of Intervals of Time, Liquid, Volumes, & Masses of Objects	Understand time	Find elapsed time when given a start and end time	Medium	3.MD.1	
		Solve problems involving addition & subtraction of time intervals, especially working backward from given end time			
		Extend arithmetic operations to real-world problems involving volumes and masses of objects	Medium	3.MD.2	
Represent & Interpret Data	Solve problems using scaled bar graph	Identify bar graphs that match a given data set and explain simple characteristics (e.g., category totals)	Low	2.MD.10	
		Create bar graphs from given data sets and explain simple characteristics (e.g., category totals)			
		Use bar graphs with different scales to solve problems involving multiple categories	Low	3.MD.3	
		✦ Generate measurement data by measuring lengths using rulers marked with halves & fourths of an inch. Show data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	Low	3.MD.4	
Geometric Measurement: Understand Concepts of Area & Relate to Area of Multiplication & Addition	Understand concepts of area measurement	✦ Relate area to operations of multiplication & addition.	High	3.MD.7	
		✦ A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Low	3.MD.5.b	

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DOMAIN: Measurement & Data ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Geometric Measurement: Recognize Perimeter as Attribute of Plane Figures & Distinguish b/t Linear & Area Measures	Evaluate perimeter and area	Identify and create squares and rectangles with given areas or perimeters	Medium	3.MD.8	
		Identify and create squares and rectangles with the same areas and different perimeters			
		Find areas and perimeters of squares and rectangles			

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

Correlated CCR Anchor/Substandards & Descriptions

Number & Operations in Base Ten

- ☐ **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:
A. 100 can be thought of as a bundle of ten tens — called a “hundred.”
B. (See 2.NBT.1b below.)
- ☐ 2.NBT.1b Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (& 0 tens & 0 ones)
- ☐ **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.
- ☐ 2.NBT.3 ✦Read & write numbers to 1000 using base-ten numerals, number names, & expanded form.
- ☐ **2.NBT.4** Compare two 3-digit numbers based on meanings of hundreds, tens, & ones digits, using >, =, & < symbols to record results of comparisons.
- ☐ **2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations
- ☐ **2.NBT.7** Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or relationship b/t addition & subtraction; relate strategy to written method. Understand that in adding or subtracting 3-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it’s necessary to compose or decompose tens or hundreds.
- ☐ **3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- ☐ 3.NBT.2 ✦Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, &/or relationship between addition & subtraction.
- ☐ **3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

Number & Operations - Fractions

- ☐ **3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- ☐ **3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- ☐ 3.NF.2a ✦Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole & partitioning it into b equal parts. Recognize each part has size $1/b$ & that endpoint of part based at 0 locates number $1/b$ on number line.
- ☐ 3.NF.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- ☐ **3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- ☐ 3.NF.3a ✦Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- ☐ 3.NF.3b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- ☐ 3.NF.3c ✦Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
- ☐ 3.NF.3d Compare 2 fractions w/ same numerator or same denominator by reasoning about their size. Recognize that comparisons are valid only when 2 fractions refer to same whole. Record results of comparisons w/ symbols >, =, or <, & justify conclusions, e.g., by using visual fraction model.

Operations & Algebraic Thinking

- ☐ 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.
- ☐ 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 .
- ☐ 3.OA.2 ✦Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 $56 \div 8$.

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- 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 $8 \times ? = 48$, $5 = \boxed{}/3$, $6 \times 6 = ?$.
- 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.
- 3.OA.5** Apply properties of operations as strategies to multiply and divide 15. 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.)
- 3.OA.6 **+**Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
- 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 $40 \div 5 = 8$) or properties of operations. Know from memory all products of two one-digit numbers.
- 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.
- 3.OA.9** Identify arithmetic patterns (including patterns in addition table or multiplication table), & explain them using properties of operations. For example, observe that 4 times a number is always even, & explain why 4 times a number can be decomposed into two equal addends.

Geometry

- 2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 17 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.3** Partition circles & rectangles into 2, 3, or 4 equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
- 3.G.1 **+**Understand that shapes in different categories (e.g., rhombuses, rectangles, & others) may share attributes (e.g., having four sides), & that shared attributes can define larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, & squares as examples of quadrilaterals, & draw examples of quadrilaterals that don't belong to any of these subcategories.
- 3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.

Measurement & Data

- 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 **+**Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.6 **+**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- 3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- 3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- 3.MD.4 **+**Generate measurement data by measuring lengths using rulers marked with halves & fourths of an inch. Show data by making line plot, where horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- 3.MD.5 **+**Recognize area as an attribute of plane figures and understand concepts of area measurement.
- 3.MD.5b **+**A plane figure which can be covered w/o gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.7 **+**Relate area to the operations of multiplication and addition.
- 3.MD.8** Solve real world & mathematical problems involving perimeters of polygons, including finding perimeter given the side lengths, finding an unknown side length, & exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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.