![ipdae logo] **Individualized Instructional Student Plan (IISP)**

A.B.E. Math: IISP for TABE 11/12® Level A

Student: _____   I.D.: _____
Teacher: _____   Course: _____   Date: _____

CURRENT TESTING INFORMATION

Test Date: _____

Current Test Level: ☐ E

Current Test Form: ☐ 11   ☐ 12   ☐ GED Track

NRS & Scale Score:
☐ NRS 4 (537-595)
☐ NRS 5 (596-656)
☐ NRS 6 (657-800)

Points needed for Next Level: _____

POST-TESTING INFORMATION

Target Post-test Date: _____

NTA Test Level: _____

NTA Form: _____

_____

Target NRS Level: _____

Min. Target Scale Score: _____

Total Test Items: Forms 11 & 12: 40

Total Testing Time: Forms 11 & 12: 65 min.

Domain:	Geometry (15%)		
Total Items: Forms 11 & 12: 5		**Proficiency:**	☐ Non-proficiency
Total Points: Form 11: 5 & Form 12: 6			☐ Partial proficiency
			☐ Proficiency

Minimum points required for proficiency:
Form 11: 5 & Form 12: 6

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
☐	Use the Pythagorean theorem to solve problems involving right triangles in two and three dimensions	
☐	Solve problems involving surface areas and volumes of right rectangular prisms	
☐	Use the formulas for the area and circumference of circles to solve problems involving volumes of cylinders	
☐	Explore the effects of simple series of transformations on parts of figures (e.g., lines, points, angles, parallel lines, etc.) on and off the coordinate plane	
☐	Use the Pythagorean theorem to solve problems involving right triangles in two and three dimensions, including those in right rectangular prisms, triangular prisms, and pyramids	
☐	Use the formulas for the area and circumference of circles to solve problems involving volumes of cylinders and cones	
☐	Explore properties of similar figures and transformations that produce similar figures	
☐	Solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area	
☐	Solve problems involving surface areas and volumes of three-dimensional figures, including modeling problems involving concepts of density based on volume	
☐	Create and use ratios to find missing side lengths and angle measures of similar figures	
☐	Investigate and explain volume formulas through informal arguments of circles, cylinders, pyramids, and cones	
☐	Explore and create algebraic proofs of simple geometric theorems using coordinates	
☐	Prove and apply theorems involving similarity	

Individualized Instructional Student Plan (IISP)

Domain: Statistics & Probability (16%)

Total Items:	Forms 11 & 12: 6	**Proficiency:**	☐ Non-proficiency
Total Points:	Form 11: 6 & Form 12: 7		☐ Partial proficiency
			☐ Proficiency

Minimum points required for proficiency:
Form 11: 6 & Form 12: 7

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
☐	Identify and create multiple representations of data sets (e.g., tables, scatter plots, histograms, box plots, etc.)	
☐	Interpret the slope and intercepts of a linear model in context	
☐	Use the equation of a linear model to solve basic problems in context	
☐	Create multiple representations of data sets and describe key features (e.g., number of observations, patterns, overall shape, etc.)	
☐	Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies	
☐	Use scatter plots and equations of linear models to draw basic conclusions about data	
☐	Create multiple representations of data sets and use them to describe comparative inferences about the centers, spreads, and overall shapes	
☐	Distinguish between correlation and causation	
☐	Develop equations of linear models and use them to solve problems	
☐	Determine appropriate statistics to compare centers and spreads of data distributions (based on the shapes)	
☐	Interpret differences in the shapes, centers, and spreads of data sets in context	
☐	Develop equations of linear models, interpret slope & intercepts in context, & analyze fit of the model to data.	

Domain: Functions (28%)

Total Items:	Forms 11 & 12: 10	**Proficiency:**	☐ Non-proficiency
Total Points:	Forms 11 & 12: 11		☐ Partial proficiency
			☐ Proficiency

Minimum points required for proficiency:
Forms 11 & 12: 10

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
☐	Write the equation of a linear function represented by a table or a graph	
☐	Use the equation or graph of a linear function to represent and solve real-world problems	
☐	Identify the intercepts of graphs of linear functions	
☐	Use function notation and interpret statements that use function notation in context	
☐	Graph equations of linear functions given in various forms	
☐	Find the rate of change of a linear function	
☐	Determine whether graphs of functions are linear, quadratic, or exponential	
☐	Determine whether a given scenario can be represented by a function with a constant rate of change	
☐	Identify key characteristics of graphs of functions (e.g., intercepts, minimum, maximum, etc.)	
☐	Find the average rate of change of a function over a given interval	
☐	Evaluate linear, quadratic, and exponential functions at given values with and without context	
☐	Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in the same way	
☐	Describe the meaning of terms of equations of functions in context	
☐	Evaluate a linear function at a given value	
☐	Write functions in different but equivalent forms and explain what each form "reveals" (e.g., factoring a quadratic function to reveal the zeros)	
☐	Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in different ways	
☐	Create new functions from existing functions (e.g., f(x) + k, f(x + k), etc.)	
☐	Explore arithmetic and geometric sequences and relate them to linear and exponential functions	

Domain:	Algebra (28%)		
Total Items:	Forms 11 & 12: 10	**Proficiency:**	☐ Non-proficiency
Total Points:	Form 11: 12 & Form 12: 10		☐ Partial proficiency
			☐ Proficiency
			Minimum points required for proficiency:
			Form 11: 12 & Form 12: 10

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
☐	Identify an equation that shows a relationship between two variables given in a table or graph	
☐	Identify systems of equations that represent given real-world situations	
☐	Determine whether a point (x, y) is a solution to a given system of equations	
☐	Identify parts of expressions (e.g., terms, coefficients, variables, etc.)	
☐	Solve a system of equations by graphing the equations and finding the point of intersection	
☐	Use properties of operations, such as the distributive property and combining like terms, to find solutions of linear equations	
☐	Create equations that show a relationship between two variables given in a table or graph	
☐	Create systems of equations that represent given real-world situations	
☐	Identify systems of inequalities that represent given real-world situations	
☐	Determine whether a point (x, y) is in the solution set of a given system of inequalities	
☐	Add and subtract polynomials of degree 3 or less	
☐	Solve quadratic equations by factoring	
☐	Create systems of inequalities that represent given real-world situations	
☐	Graph systems of inequalities	
☐	Add, subtract, multiply, and divide polynomials of degree 3 or less	
☐	Solve quadratic equations using various methods (e.g., taking square roots, factoring, completing the square, quadratic formula, etc.)	
☐	Create quadratic equations that represent given real-world situations	
☐	Find the minimum or maximum and zeros of a quadratic equation and explain the meaning in context	
☐	Add, subtract, multiply, and divide polynomials of any degree	
☐	Factor and solve quadratic equations with lead coefficients greater than 1	

Domain:	Numbers & Quantity (13%)		
Total Items:	Forms 11 & 12: 4	**Proficiency:**	☐ Non-proficiency
Total Points:	Forms 11 & 12: 5		☐ Partial proficiency
			☐ Proficiency
			Minimum points required for proficiency:
			Forms 11 & 12: 5

Mastery (Check Skills Demonstrated)	TABE Skills	Mastery Date
☐	Identify whether a number is rational or irrational	
☐	Approximate the location of an irrational number on a number line	
☐	Simplify expressions involving operations with rational numbers	
☐	Determine appropriate scales and origins in graphs and data displays	
☐	Explore addition of rational and irrational numbers	
☐	Simplify expressions involving integer exponents	
☐	Convert between measurement units appropriately while solving problems	
☐	Explore addition and multiplication of rational and irrational numbers	
☐	Use properties of exponents to rewrite expressions involving radicals and rational exponents	
☐	Use properties of exponents to rewrite expressions involving radicals and rational exponents	
☐	Define appropriate quantities and parameters when solving problems using descriptive modeling	

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Domain: Numbers & Quantity (13%)		
Mastery (Check Skills Demonstrated)	**TABE Skills**	**Mastery Date**
☐	Explain why the sums or products of rational and irrational numbers are either rational or irrational	
☐	Choose appropriate levels of accuracy for measurement limitations in given situations	