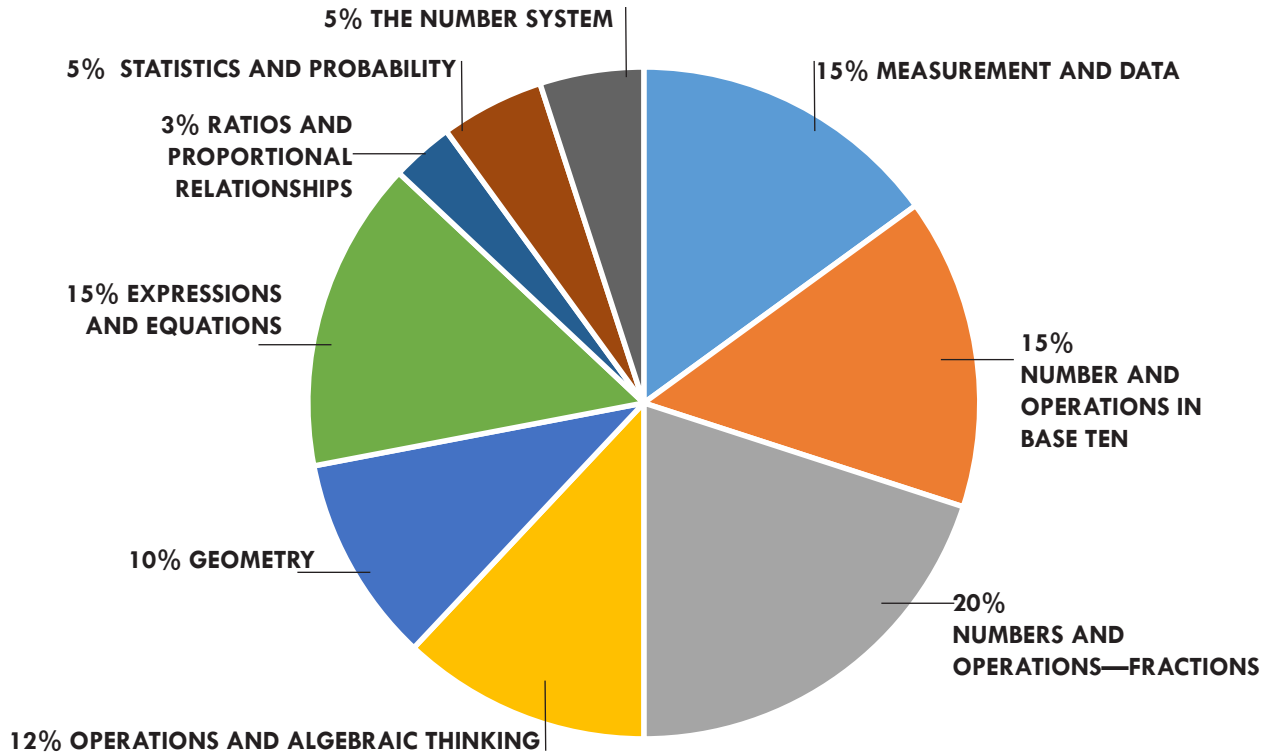




TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
MEASUREMENT AND DATA (15%)	5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	C	Medium
	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	C	Low
	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	C	Low
	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (5.MD.5.b)	C	Low
	5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5.MD.5.a, 5.MD.5.b, 5.MD.5.c)	C	Medium
	4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	C	Medium
	4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	C	Medium

NUMBER AND OPERATIONS—FRACTIONS (20%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	C	Low
	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.	C	Low
	4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (4.NF.3.a, 4.NF.3.b, 4.NF.3.c, 4.NF.3.d)	C	Medium
	5.NF.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	C	Low
	4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4.a, 4.NF.4.b, 4.NF.4.c)	C	Medium
	5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	C	Medium
	5.NF.5	Interpret multiplication as scaling (resizing), by: (5.NF.5.b)	C	Low
	5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	C	Low
	4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	C	Medium
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5.NF.7.a, 5.NF.7.b, 5.NF.7.c)	C	Medium	

STATISTICS & PROBABILITY (5%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, How old am I? is not a statistical question, but How old are the students in my school? is a statistical question because one anticipates variability in students' ages.	C	Medium
	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	C	Low
	6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	C	Low

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW **LEVEL M**

NUMBER AND OPERATIONS IN BASE TEN (15%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	C	Medium
	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	C	Low
	5.NBT.3	Read, write, and compare decimals to thousandths. (5.NBT.3.a, 5.NBT.3.b)	C	Medium
	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	C	Low
	5.NBT.4	Use place value understanding to round decimals to any place.	C	Low
	4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	C	Low
	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	C	Low
	4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	C	Low
	5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, 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 and explain the reasoning used.	C	Low

OPERATIONS AND ALGEBRAIC THINKING (10%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	C	Medium
	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	C	Low
	4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	C	Medium
	4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.	C	Low
	4.OA.4	Find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 - 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 - 100 is prime or composite.	C	Low
	4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule Add 3 and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	C	Low

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GEOMETRY (10%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	C	Medium
	5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.5.G., x-axis and x-coordinate, y-axis and y-coordinate).	C	Low
	5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	C	Low
	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	C	Low

EXPRESSIONS AND EQUATIONS (15%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	C	Low
	6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	C	Low
	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	C	Low
	6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.(6.EE.2.a, 6.EE.2.b, 6.EE.2.c)	C	Low
	6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	C	Low
	6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	C	Low
	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	C	Low
	6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	C	Low

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RATIOS & PROPORTIONAL RELATIONSHIPS (3%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. For example, This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.	C	Medium

THE NUMBER SYSTEM (5%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	C	Low
	6.NS.2	Fluently divide multi-digit numbers using the standard algorithm	C	Medium
	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1 - 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	C	Low