

Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Mathematics Test

Resources for the Adult Education Practitioner



Webinar Handbook, October 2020

Institute for the Professional Development of Adult Educators

Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Mathematics Test

Eric Hall, Ed.D., Senior Chancellor
Office of the Commissioner, Department of Education

Henry Mack, Ed.D., Chancellor
Division of Career and Adult Education, Department of Education

Carol Bailey, Director
Adult Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By
Maria Gutierrez, Florida IPDAE Training Facilitator



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.

Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

Table of Contents

Guiding Questions	1
Introduction	2
Part 1: Differentiate, Individualize, and Personalize Instruction	3
Part 2: The New TABE 11/12 Mathematics IISP	4
Four Steps Overview	5
Step 1: What Impacts your Enrollment?	6
Step 2: Select the Right IISP for Each Student.....	11
Step 3: Use Student Data to Develop a True IISP	14
Step 4: Use the IISP to Differentiate, Individualize, & Personalize	20
Conclusion and Reflection	21
APPENDICES	23
A: TABE 11/12 Cheat Note for Determining a Student's NTA	
B: TABE 11/12 IISPs for the Mathematics Tests	
C: Breakdown of the TABE 11/12 Tests	
Websites	24
Acknowledgements.....	25

Guiding Questions

Think about the following guiding questions as you participate in today's session.
Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4-6	Think about what you want to take-away from this session.	
6	What do you know about differentiated, individualized, and personalized instruction and learning?	
7	What is the gap-closing tool that you can use to close the performance gap in your ABE classrooms?	
9	Why are the new IISPs for the TABE 11/12 Mathematics Test truly individualized?	
10	How can students track their own progress in the ABE classroom?	
10-11	What are the 8 basic components of the math IISP?	
12	How many IISPs have been developed for the math test?	
12-13	What are the steps in selecting which math IISP to assign a student?	
14	What should you do when you see a "+" sign or "-" sign after a student's scale score?	
15-16	What document will you use to transfer student data to the IISP?	
21	How should you use the IISP to individualize instruction?	
21	How can you use the IISP to personalize instruction?	
24-25	What steps will you take to successfully implement these TABE 11/12 Mathematics IISPs in your ABE classroom(s)?	

Introduction

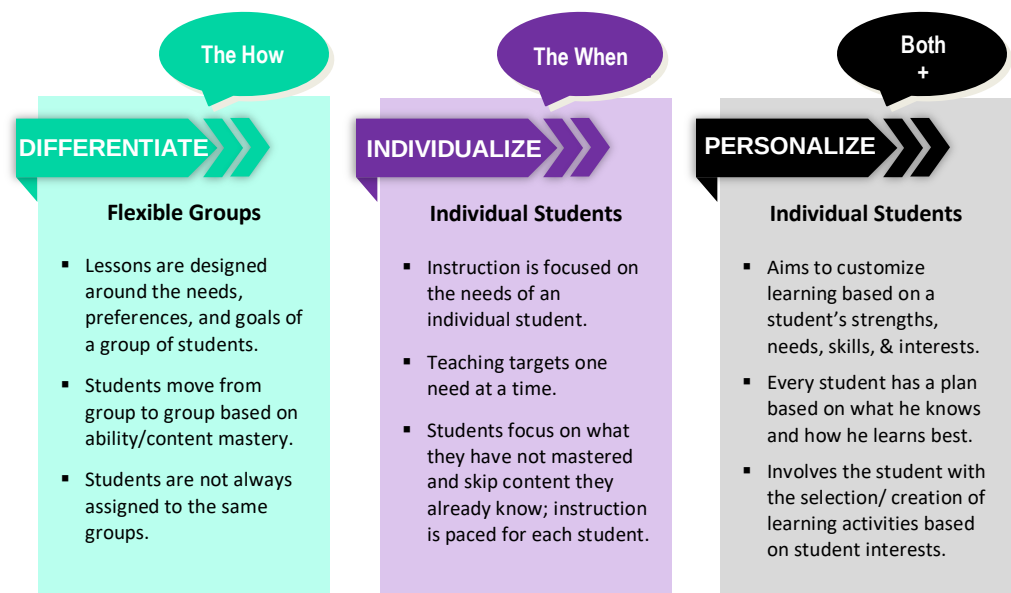
How can a teacher use data to differentiate, individualize, and personalize instruction that engages students and leads to improved learning outcomes and increased student performance? There is no simple answer to this question; but in this *Resource Handbook*, we will unveil the new TABE 11/12 Individualized Instructional Student Plan (IISP) for mathematics, a document that serves to identify student learning gaps based on pre-test data as well as prepare students to master content that is targeted in post-testing.

Before diving into these new IISPs, it is strongly recommended that you view the recorded webinar titled the same as this Resource Handbook: *Individualized Instructional Student Plans for the TABE 11/12 Mathematics Tests*. The webinar, like this Resource Handbook, is broken down into three parts: (1) Differentiate, Individualize, and Personalize Instruction which addresses how we can move from a more teacher-centered type of instruction to a more learner-centered one that empowers the learner by engaging him in self-reflection and self-assessment; (2) The New TABE 11/12 Individualized Instructional Student Plan (IISP) which gives the reader a basic understanding of how the plan was created along with a brief explanation of its components and how best to use the plan in order to move your student data in a positive direction; and (3) Conclusion and Reflection which ends with a call to action in making the shift to move the focus of your classroom from teaching to learning by emphasizing how your students can become responsible owners of their learning and instructional progress as they advance from one functional level to the next.

As we journey through this *Resource Handbook*, I want to emphasize and urge you keep foremost in your mind that one of the key goals for using an IISP is for the student to become a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills. We want to move from a teacher-centric instructional environment where there is little student choice and voice to a more student-centric one where there is more student choice and voice. You will immediately see how this is encouraged as a standard application of the IISP for the TABE 11/12 Mathematics Test.

Part 1: Differentiate, Individualize, and Personalize Instruction

Let us briefly address three buzz words in education before we dive into the new IISPs. These words are *differentiate*, *individualize*, and *personalize*; and they are important because they will help you to identify ways in which you can use these IISPs to address multiple types of instruction, regardless of your preference or which side of research you choose to support. The bottom line is that learning is a great motivator if your students can see that they have mastered a standard or competency and acquired a new skill. All three of these instruction types lend themselves to reaching this goal, and the new IISPs can be used to target non-mastered content so that minimal time is wasted, and students can build on this sense of achievement. We will address each of these individually; but first, take a moment to look at the diagram below.



We begin with differentiated instruction. Differentiated instruction lends itself to small group settings. Usually, the teacher will identify non-mastered content and skills and group students based on common deficiencies. Lessons are designed around the needs of each group, so it is important to select or develop activities that specifically address non-mastered content within each group. These groups are not static, meaning students are not always assigned to the same group. We will label this type of instruction as “the how.”

As we move to individualized instruction, we begin to focus on the learning needs of each individual student. The academic goals pretty much remain the same for the course; however, individual students may progress through the curriculum at different speeds based on their learning needs. The teacher will target one need at a time and skip over content that the student has already mastered. Instruction is calibrated to meet the pace of the student. You will see when we begin to explore these new IISPs how each plan is created to emphasize what is tested at each TABE level (E, M, D, and A). You will also see how the IISP allows you to incorporate individual student performance data from the student's TABE Individual Profile Report so that you can specifically target standards and skills which that student has not yet mastered. As you review the IISP with the student, he will learn to focus on what has not been mastered and skip mastered content. We will label this type of instruction as “the when.”

Finally, let me briefly address personalized learning. This term actually dates back to the early 1960s or so; however, there really isn't any widespread agreement on a definition for the term. It has, however, become more popular since the RAND Corporation in partnership with the Bill & Melinda Gates Foundation began researching personalized learning and its impact on education. What I want to bring across in this training, nonetheless, is that the IISPs can be used to personalize instruction for individual students should you choose to do so. The easiest way to initiate this would be for the teacher to select the learning activities based on student interests. This type of instruction combines both “the how” and “the when” and adds student participation in the selection and creation of learning activities.

Part 2: The New TABE 11/12 Mathematics IISP

In simple terms, we know that what educators want is to identify and successfully implement gap-closing tools, etc. that lead to results. The tool we are addressing here is the new IISP for TABE 11/12 math students, and we are finally at that point where we are ready to unveil *the* tool that is going to close the performance gap in your ABE math classrooms.

As we unveil the tool, we will address four basic steps that will lead to the successful implementation of these plans in your ABE math class.

In subsequent pages, we will address each of these steps in detail; however, we will begin with an overview.

STEP 1**Understand the IISP and its components.**

First, as with any test, it is crucial to know the structure of the test as well as what is tested. These new IISPs were created to address both these topics. As we look at the plan and how it is structured, I will walk you through its different components and explain how they address each section of the test.

STEP 2**Select the right IISP for every student.**

Each subject area tested has 4 different test levels. For example, the math subject area test has 4 test levels: E, M, D, and A. It would not have sufficed to have a generic plan to address all test levels, so we created a specific IISP for each test level which totals 4 IISPs per subject area. If we look at the total picture, this means that there are 4 IISPs for language, 4 for reading, and 4 for math. In this training we are just focusing on the math, but how do you know which of the 4 plans to use? How do you know on which test level each of your students will post-test? This will be addressed in Step 2.

STEP 3**Use student data to develop a true IISP.**

Third, an IISP doesn't really become individualized until it is tailored to fit a student's learning needs. This being said, we must learn to transfer student test data onto the IISP in order to individualize it. In Step 3, we will look at transferring student data from the TABE student's Individual Profile Report to the reading IISP in order to identify non-mastered content for targeted instruction.

STEP 4**Use the IISP to differentiate, individualize, and personalize instruction**

Finally, we began this training with three action words: differentiate, individualize, and personalize. In step 4, I will show you how you can use the data on the IISPs to address these three types of instruction.

Let's keep moving, and let's take a closer look at each step!

STEP 1

What impacts your enrollment?



A
closer
look!

This is Step 1 to success! If you want your students to do well on the TABE 11/12 Mathematics Test, it's not enough to just provide good instruction. It is essential that you and your students know as much as possible about this test. You need to know what topic areas are tested, how many questions under each domain area, what question types are included. You need to be able to connect classroom lessons and activities directly to tested content. These new math IISPs map out each level of the test. They help you and your students focus on content that has not been mastered and also allow you to track progress over time to identify if and when a student has mastered a sufficient amount of tested content in order to be successful when post-testing.

In Part I, we addressed that differentiated, individualized, and personalized instruction were all taken into consideration during the development of these plans. We have been emphasizing for some time now that these plans will take the guesswork out of teaching. Why? Because they truly are individualized. We **know** they are individualized because they don't emphasize content that was pretested. They are different from the student's Individual Profile Report in that the Individual Profile Report only tells you how the student performed on his pre-test. It does not tell you what content is going to be post-tested. The IISPs actually identify the content which students must master at each level to support success when post-testing.

Now, let us talk about "personalization." With these plans, students must "own" their learning. Because they know exactly how their post-test is structured as well as the content that is tested, they can track their progress with guidance from their teachers. In this "personalized" type of instruction, students become experts who monitor progress and reflect on learning based on mastery of tested content.

It is now time to explore each plan component in detail!

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

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

CURRENT TESTING INFORMATION:	POST-TESTING INFORMATION:
Test Date: _____ Current Test Level: ☐ E ☐ M Current Test Form: ☐ 11 ☐ 12 NRS Level & Scale Score: ☐ 2 (449-495) ☐ 3 (496-536)	TABE Level: M CCR Level: C Grade Level Correlation: 4-5, +6

DOMAIN: Number & Operations in Base Ten (15%) CATEGORY: Number & Operations in Base Ten (NBT) # Questions: 5	SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency
---	---

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Generalize Place		➤ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in	Medium	4.NBT.1	

At the top where you have Section #1 with the arrow pointing right, you have the name and level of the IISP. This student plan is the IISP for Mathematics for the Level M TABE 11/12 test. But what does this mean exactly? The significance is that this plan corresponds to the student's post-test, not his pre-test. For example, because this is a Level M plan, this means that the student will be post-testing on a Level M math test. Understanding this is critical because we are preparing students for their post-tests.

Here is an example. Say that you have a student who pre-tested on the Mathematics Level E test. You know that the student will be post-testing on the Level M test, so the student's IISP should be the one for the Level M test.

Section #2, located under the title of the IISP, is the section for you to input basic student, teacher, and course information.

Under that you have Section #3 "Current Testing Information" on the left and Section #4 "Post-testing Information" on the right. Section #3 "Current Testing Information" refers to the student's pre-test information. Here, you will write the date that the student took the pretest; the level; the test form; and finally, the corresponding NRS Level Score with the correlated scale score range. You input the information in this section based on the student's Individualized Profile Report, but do not worry about that yet. In the next section I will show you how to select the correct post-test form and level along with how to transfer a student's pre-test

information to his IISP. For now, let us just look at the structure and content of the math IISP.

Under Section #4, “Post-testing Information”, you have the TABE level at which the student will be post-testing. You can also see the correlated college & career readiness level, “C” in this example, along with the grade-level correlation for the Level M math test. This information is critical when selecting instructional resources and activities because you want to be sure to provide students with content that mirrors what they will encounter on their post-tests.

Section #5 identifies the Domain followed by a % in parentheses. The % indicates how much of the test addresses this particular domain. In this example, 15% of the test is dedicated to questions regarding Number and Operations in Base Ten. Right under the domain you have the CCRS Category or Categories. This domain encompasses one CCRS category with the same name (Number & Operations in Base Ten (NBT)). You will soon understand the significance of these categories when we look at the aligned CCRS standards in the next couple of slides. Right under the category you have the number of questions pertaining to this particular domain.

Section #6 is to the right of Section #5. Here, in Section #6, you can mark how well the student performed on his pretest on this identified section of the test.

Section #7 is the table header that identifies the CCRS Category, TABE Category, and TABE Skill. The TABE Category and TABE Skill are found on the student’s Individual Profile Report. The columns titled Emphasis and Aligned CCRS contain information from the TABE 11/12 Blue Prints as well as the TABE 11/12 Cross Walks for math. The emphasis can be labeled High, Medium, or Low. The Aligned CCRS will give you a specific reference number to the correlated CCR standard so that you can obtain a more detailed description of the standard or substandard should you desire one. And finally, the last title in the header reads “Mastery Date.” Here, a teacher or student can write the mastery date for each specific standard and substandard. This column is a critical column because if updated in a timely manner, it will provide an easy at-a-glance view of content that has already been mastered. It helps keep individual student data “live”.

It is important to note that Sections 5 through 7 repeat in format for every domain tested. There may be a slight variation from one TABE level to the next; however, for the most part, you will see that this information is standardized throughout all 4 levels.

DOMAIN: Measurement & Data (15%)		SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency			
CATEGORY: Measurement & Data (MD)					
# Questions: 6					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3	
	Calculate and interpret volume	+ An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Low	4.MD.5	

8 **+** 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

Measurement & Data

- ☐ 4.MD.3 Apply the area & perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
- ☐ 4.MD.5 **+** Recognize angles as geometric shapes formed wherever 2 rays share a common endpoint, & understand concepts of angle measurement:
A. An angle is measured w/ reference to a circle w/ its center at common endpoint of rays, by considering fraction of circular arc b/t points where 2 rays intersect circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," & can be used to measure angles.
B. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

☐ **4.MD.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula such as a multiplication equation with an unknown factor.**

Before we move to Step 2, let's explain the "+" plus signs and the N/As.

- As we have indicated in prior webinar trainings on the TABE 11/12 tests, we have identified some discrepancies between the Blueprints, the CCR Standards, the new TABE Cross Walks, and the student's Individual Profile Reports.
- When you see a "+" sign in front of the TABE skill, this means that the topic appears on the TABE Blue Print for that subject area and test level; however, it never appears on any of the student's Individual Profile Reports for the same subject area and test level. It may also indicate that the skill appears on the new TABE 11/12 Skills Crosswalk for Math but is excluded from the Individual Profile Reports. To eliminate the possibility of excluding content that is possibly tested, we have added that particular skill to the document.
- You may also encounter a similar situation where you may see "N/A". If you see an "N/A" on the IISP, this means that this particular skill is found on the student's Individual Profile Report; however, it is not listed on the TABE 11/12 Blue Print. Because it doesn't appear on the Blue Print, the emphasis is not available either.

Finally, Section #8, the last section of the plan, can be found after the last domain chart. This section has a complete list of every aligned CCR standard on the plan and it is grouped by domain. Because the information is organized numerically, a teacher can easily locate the detailed explanation for any given CCR anchor, standard, or substandard listed under a particular domain. For example, if you are looking at “Evaluate Perimeter and Area” in the TABE subcategory on this slide, you can see that the aligned CCRS is 4.MD.3. If you want to know what 4.MD.3 stands for, look under Section 8 and scroll down until you locate the number. To the right, you will have a detailed description. You cannot see the explanation here because the document is cut off; however, we’ve added a box to include the full description which is, “Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula such as a multiplication equation with an unknown factor.” There’s also a check box in front of the substandard number that can be checked once the student masters this substandard.

I just want to bring additional emphasis to Section 8. It is quite useful to look at the provided examples included in many of the descriptions. These examples are usually real-life examples that any teacher can reproduce and apply in order to gauge mastery of a particular substandard.

Many of you are probably asking yourselves why I haven’t mentioned the new Florida B.E.S.T. standards and why they haven’t been included as part of the alignment in this document. Well, in the months to come, we **will** be aligning the tested TABE Categories, subcategories and skills to the new Florida B.E.S.T. standards. Once completed, you will be provided with an addendum of these B.E.S.T. alignments. This will help ensure that you address these new, required standards during instruction; however, do keep in mind that the TABE 11/12 tests were developed based on the CCR Standards. This is the main reason why the primary alignment represented in the IISPs is directly to these CCR Anchors and Substandards.

You are now ready for Step 2 to success!

STEP 2**Select the right IISP for each student.**

In order to target student deficiencies in preparation for post-testing with the TABE 11/12 Reading, Mathematics, and Language tests; it is essential that the correct IISP be used in order to ensure tested content is addressed throughout instruction and assessed for mastery. Therefore, the question is, “Which IISP should I assign to a student?” Selecting the right plan does not have to be complicated. Look at the chart below.

Recommended		
NRS Level	Alternate Form Testing	Same Form Testing
	<i>i.e., 11 M to 12 M</i>	<i>i.e., 11 M to 11 M</i>
1 - 4	50 – 60 hours of instruction recommended	60 – 80 hours of instruction recommended
5 - 6	39 – 59 hours of instruction recommended	

Now that you selected the alternate form, you need to select the level at which your student will post-test.

Determining the next test level is critical! Always try to post-test a student at the lowest level possible. This has two benefits: (1) It ensures you are addressing mastery of lower-level content in order to avoid learning gaps and (2) it is easier for a student to make a functional level gain or gain a Literacy Completion Point (LCP).

Look at the snip on the following page of the reading results taken from DRC’s Individual Profile Report. We have enlarged the Mathematics Test results row in order to better illustrate how we will use this data to select this student’s NTA. Remember, the NTA refers to the student’s Next Test Assignment. This means the form and level at which the student will be post-tested.

DATA RECOGNITION CORPORATION
DRC
 CORPORATION

Individual Profile

Report Criteria

ID: 30091000 State: FL
 Test Name: Report: District: MIAMI DADE COUNTY PUBLIC SCH
 Report: P.L.S. School: MIAMI SUNSET ADULT
 Report Date: 08-03-2020

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	---
Mathematics	02/11/2020	M	39	16	35	484	14	2	N
Language	---	---	---	---	---	---	---	---	---

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Mathematics	02/11/2020	M	39	16	35	484	14	2	N

Keeping this information in mind, follow the chart below. Generally speaking, based on a student's pre-test TABE Level (left column) as well as NRS Level (middle column), you will prepare the student to post-test at the identified Next Test Level (NTA) (right column). You do not need to look at the scale score range to determine this NTA level. You just need to look at the student's NRS level; and in case you're wondering, this information as seen above is available on the student's Individual Profile Report.

Pre-test TABE Level	Pre-test NRS Level	Suggested NTA
E	1	E
	2	E
	3	M
1 → M	2 → 2	3 → M
	3	M
	4	D
D	3	D
	4	D
	5	A
A	4	A
	5	A
	6	N/A

Example:

Refer back to the example on the chart on the previous page and go over the process of selecting this student's Next Test Assignment (NTA):

1. The student tested on Form 12, so we are going to assign her Form 11 for the post-test.
2. The student pre-tested on the Level M test for Mathematics (see #1 on previous page) and scored an NRS Level 2 (See #2 on previous page).
3. You will assign the student to post-test on the Level M test in Mathematics (see #3 on previous page).

In summary, this student's Next Test Assignment or NTA for math is 11 M. (See below.)

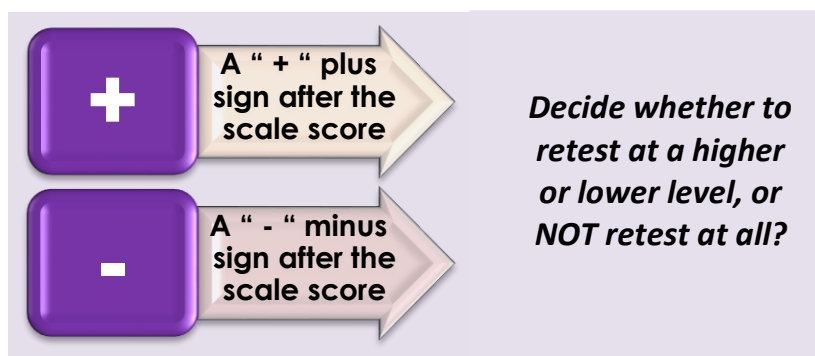
Pretest	Posttest
Form 12	Form 11
Level M	Level M
NTA = Mathematics 11 M	

Clarifying Point:

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.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

You see this disclaimer on the Individual Profile Report regarding student scores that are followed by either a "+" plus or "-" minus sign by the scale score. This indicates that you may have the option to retest the student at either a higher or lower level test.



Before making the decision, consider making the choice that will allow the student to post-test at the lowest level possible. This has two benefits:

1. It ensures you are addressing mastery of lower-level content in order to avoid learning gaps, and
2. It is easier for a student to make a functional level gain or gain a Literacy Completion Point (LCP).

Whatever you decide is in your student's best interest, be sure that you provide him with the appropriate IISP.

STEP 3

Use student data to develop a true IISP

Now that the student's next form number as well as NTA have been identified, the corresponding IISP can be created for the student. This will enable the teacher and student to focus on instruction that addresses non-mastered content that will be post-tested. The IISP level should match the suggested NTA level. You are now ready to create the IISP.



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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

STUDENT: _____

I.D.: _____

TEACHER: _____

COURSE: _____

DATE: _____




Individual Profile: Cabrera, Pilar

Report Criteria	
ID: 30091000	State: FL
Test Name: TABE 12 ALL	District: MIAMI DADE COUNTY PUBLIC SCH
Report: ALL	School: MIAMI SUNSET ADULT
Report Date: 08-03-2020	

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	---
Mathematics	02/11/2020	M	39	16	35	484	14	2	N
Language	---	---	---	---	---	---	---	---	---

Always be sure that you have the appropriate IISP template as well as a copy (print or digital) of the student's Individual Profile Report.

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

STUDENT: Maria Gutierrez I.D.: 9999999
 TEACHER: Alex Smith COURSE: ABE Math B DATE: 10/06/2020

CURRENT TESTING INFORMATION:	POST-TESTING INFORMATION:
Test Date: _____	TABE Level: M
Current Test Level: ☐ E ☒ M	CCR Level: C
Current Test Form: ☐ 11 ☒ 12	Grade Level Correlation: 4-5, +6
NRS Level & Scale Score: ☒ 2 (449-495) ☐ 3 (496-536)	

Individual Profile:

Report Criteria	
ID: 3007495	State: FL
Test Name: TABE 12 ALL	District: MIAMI DADE COUNTY PUBLIC SCH
Report: ALL	School: MIAMI SUNSET ADULT
Report Date: 08-03-2020	

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	---	---	---	---	---	---	---	---	---
Mathematics	03/10/2020	M	39	16	35	484	14	2	N

Look at the diagram above. Based on our sample student's pre-test score, we have already determined that the student will post-test on a Mathematics Form 11, Level M test.

1. Type/write in the student's personal information at the top.
2. Transfer the current testing information from the student's Individual Profile Report. We select "M", "12", and NRS level "2"

Follow the red circles and arrows so that you see how to align the information and transfer it correctly.

3. We now transfer the performance on the individual domains from the Individual Profile Report to the corresponding section of the IISP. I want to clarify that sometimes there is an insufficient number of questions under a particular domain. When this happens, you will not have the performance for that domain showing in the Performance Category section. proficiency.

Excerpts from the Individualized Instructional Student Plan

DOMAIN: Number & Operations - Fractions (20%) SCORED PROFICIENCY: ☐ Non-Proficiency
CATEGORY: Number & Operations – Fractions (NF) ☐ Partial Proficiency
Questions: 7 ☒ Proficiency

DOMAIN: Number & Operations in Base Ten (15%) SCORED PROFICIENCY: ☒ Non-Proficiency
CATEGORY: Number & Operations in Base Ten (NBT) ☐ Partial Proficiency
Questions: 5 ☐ Proficiency

DOMAIN: Operations & Algebraic Thinking (12%) SCORED PROFICIENCY: ☒ Non-Proficiency
CATEGORY: Operations & Algebraic Thinking (OA) ☐ Partial Proficiency
Questions: 4 ☐ Proficiency

Excerpts from the TABE 11/12 Individual Profile Report

Mathematics						
Measurement and Data	6	6	3			✓
Numbers and Operations - Fractions	7	8	5			✓
Numbers and Operations - Base Ten	5	5	2			✓
Operations and Algebraic Thinking	4	5	0	✓		
Geometry	4	5	1	✓		
Expressions and Equations	4	5	2			✓

Let me bring something to your attention. Remember that this student pretested on a Level M test and will be post-testing on a Level M test. This will make it very simple to transfer information from the student's Individual Profile Report to the IISP. If the student were testing on a Level D test, however, you would not be able to directly transfer the data from the IISP because the tested content would be different. In essence, you would need to cover most, if not all, of the content on the Level D IISP.

In the example above, you can see how 3 of the results are transferred to the IISP. The Number & Operations – Fractions “Partial Proficiency” performance found on the TABE Report is transferred to the same section on the IISP for Number & Operations – Fractions. You can also see how two additional results (Number & Operations in Base Ten and Operations & Algebraic Thinking) are transferred to the same two domains on the IISPs.

As we continue, remember to keep foremost in your mind that one of the key goals for using the IISP is for the student to become a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and

skills. It is strongly recommended that you complete this next activity with the student and that you encourage the student to monitor his own progress. You may need to do this with the student several times until he truly understands the process and is comfortable doing it on his own. Nonetheless, you will still need to monitor student's progress in order to determine when he is ready to post-test.

Let us continue transferring the student's pre-test data to the IISP.

- You now look at each domain section. (Refer to the diagram on the following page.) Take one domain section at a time and reference back to the student's Individual Profile Report. On this TABE report, you need to transfer the information from the "Demonstrated Skills" column to the IISP. Because these skills have already been mastered, you want to simply put a checkmark in the "Mastery Date" column on the IISP. Continue to cross-reference until you have completed this for all the domains. Keep the process simple. Once you have checked off the skills under the "Demonstrated Skills" column, you know that anything that is left over under that domain has not yet been mastered so just leave the rest blank.

Excerpt from the Individualized Instructional Student Plan

DOMAIN: Measurement & Data (15%)			SCORED PROFICIENCY:		☐ Non-Proficiency	
CATEGORY: Measurement & Data (MD)					☐ Partial Proficiency	
# Questions: 6					☐ Proficiency	
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date	
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3		
Geometric Measurement: Understanding Concepts of Angle &	Calculate and interpret volume	✚ An angle that turns through <u>n</u> one-degree angles is said to have an angle measure of <i>n</i> degrees.	Low	4.MD.5		
	Identify and measure angles	✚ Extend the use of measuring tools to include measuring angles with protractors		4.MD.6		
		Measure angles to the nearest degree using a Protractor and create angles with given measures	Medium	4.MD.6	✓	
		Use the properties of angles to write & solve equations				

Excerpt from the TABE 11/12 Individual Profile Report

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS
M	Mathematics		
	Measurement and Data	Partial Proficiency	- Measure angles to the nearest degree using a protractor and create angles with given measures - Find the missing side length of a rectangle given one side length and the area or perimeter

NOTE: In the two charts on the previous page, it is important to note that the verbiage used on the IISP matches that of the TABE 11/12 Individual Profile Report. This will make it easy to match content from one document to the other. If the specific TABE skill is located on the “Demonstrated Skills” column, then simply place a checkmark on the student’s IISP in the “Mastery Date” column. There is no need to put a date since this data is being transferred directly from the testing report.

Before moving on to Step 4, let’s further clarify three table titles found under the domains just to be sure that you are clear as to where these titles and categories come from and how they can help you and your student better identify and understand the tested content. Glance at the diagram below.

DOMAIN: Measurement & Data (15%)			SCORED PROFICIENCY: ☐ Non-Proficiency		
CATEGORY: Measurement & Data (MD)			☐ Partial Proficiency		
# Questions: 6			☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3	
Geometric Measurement: Understanding Concepts of Angle & Measure	Calculate and interpret volume	✚ An angle that turns through <u>n</u> one-degree angles is said to have an angle measure of <i>n</i> degrees.	Low	4.MD.5	
	Identify and measure angles	✚ Extend the use of measuring tools to include measuring angles with protractors	Medium	4.MD.6	
		Measure angles to the nearest degree using a Protractor and create angles with given measures			
		Use the properties of angles to write & solve equations			

First of all, just a brief reminder that the TABE 11/12 Mathematics test was developed to gauge mastery of CCR standards. This being the case, it is essential for each level IISP (E, M, D, or A) to be aligned to the corresponding CCRS Level. This is why we have included the CCRS Category on the IISP.

Next you have the TABE Category. The TABE Category is taken from either the TABE 11/12 Blue Prints found on the DRC website under “Resources”. It is also taken from the newly provided “Cross Walks” which are also found in the same location. Both have been cross referenced with the TABE 11/12 Individual Profile Report in order to ensure that no essential information was omitted in creating these reports. While we conducted this analysis, we found that some of the content that was identified as tested content on the corresponding level TABE 11/12 Blue Print or Cross Walk document did not appear on DRC’s Individual Profile Report. You will note that under the “TABE Skill” column, you will see some TABE Skills that appear with a “plus” sign. As previously noted, we have added the item from either the Blue Print or Cross Walk, so don’t stress. We know that there

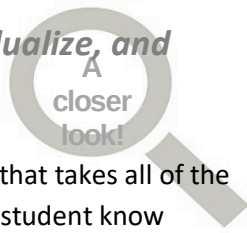
are discrepancies among the three documents; but we are addressing it in this manner to ensure that no essential information is left out. Back to the TABE Category, we have included it here in order to facilitate lesson planning, especially in multi-level ABE classrooms.

Thirdly, we move to the TABE Skills column. We've already established that this column is copied verbatim from the TABE Individual Profile Report. The reasoning behind this is so that you can easily transfer data from the Individual Profile Report to the IISP. It also makes it easier for a student to read his Individual Profile Report and match it up against his IISP. Educators, you are strongly encouraged to emphasize all TABE skills listed on the IISP. Let me clarify one more thing before we move on to Step 4.

Let's carefully look at the note in red on the snip below. It reads, "This Domain has no questions represented on the Mathematics TABE Level M Test; however, it has been included since it is identified as a tested domain in the TABE Blue Prints." What does this mean? Well, it specifically means that there was either an insufficient number of questions on the TABE M test to be included on the report or the questions are field test questions.

DOMAIN: Statistics & Probability (5%)		SCORED PROFICIENCY:		☐ Non-Proficiency
CATEGORY: Statistics & Probability (SP)				☐ Partial Proficiency
# Questions: No Questions Identified				☐ Proficiency
<i>This Domain has no questions represented on the Mathematics TABE Level M test; however, it has been included since it is identified as a tested domain in the TABE Blue Prints.</i>				
CCRS Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Develop Understanding of Statistical Variability	✚ Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Medium	6.SP.1	
	✚ 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.	Low	6.SP.2	
Summarize & Describe Distributions	✚ Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Low	6.SP.4	

You are now ready for Step #4 of the process: Using the IISP to differentiate, individualize, and personalize.

STEP 4***Use the IISP to differentiate, individualize, and personalize.*****A
closer
look!**

Now that the student's IISP is complete, you have a document that takes all of the guesswork out of instruction. With the IISP, both you and the student know exactly what standards, sub-standards, and skills need to be emphasized and which need perhaps a light review or can be skipped altogether.

Now, we will address how you can use the IISP to differentiate, individualize, and personalize instruction. Keep in mind, however, that this part of the process requires practice and experience. The more you use the IISP to develop lessons and activities and to drive instruction, the more proficient you will become at it. Also, remember that every time a standard, substandard, or skill has been mastered; it is essential that the mastery date be documented on the student's IISP. This will keep your data live and will let you and the student know when the student is ready for post-testing. As the student monitors his own progress, he will become more self-directed in his learning. He will seek out activities that address non-mastered content and skills.

The chart below provides an at-a-glance summary of key points; however, for a detailed explanation of each category, turn to the next page.

Differentiate	Individualize	Personalize
Small, Flexible Groups	Individual Students	Individual Students
▪ Design lessons around non-mastered content. ▪ Group students by non-mastered standards, substandards, or TABE skills. ▪ Be sure to engage students who have already mastered a content or skill in an alternate activity that addresses other non-mastered content.	▪ Work with individual students to provide instruction. ▪ Target one failed standard, substandard, or TABE skill at a time. ▪ Assign activities on content which has not been mastered. ▪ Pace activities and test as soon as the student has mastered tested content.	▪ Customize activities based on the student's strengths, needs, skills, and interest. ▪ Involve the student when selecting or creating learning activities that are of interest to the student. ▪ Guide the student in selecting activities for non-mastered content.

To address differentiated instruction, be sure that you organize students into small groups based on commonly failed content. These groups should be flexible. In other words, students should not remain in the same group throughout the length of the course. If a student has already mastered the content you are teaching, be sure to provide alternate activities that address non-mastered content.

To individualize your instruction, work one-on-one with the student. Target one failed standard, substandard, or TABE skill at a time. Assign activities only for non-mastered content. Pace activities to fit your student's learning style and test the student as soon as he has demonstrated mastery of the tested content.

Finally, to personalize instruction, select or customize activities that are of interest to the student. The goal here is for the student to eventually be able to select his own activities based on non-mastered content. You will need to provide guidance at first to ensure that the student makes appropriate selections based on needs, skills, and interest. Then gradually release the student as he demonstrates accuracy in making the appropriate selections on his own.

Conclusion and Reflection

Let us now take a brief moment to summarize some key points.

Key Points to Remember:

- ✓ No guesswork is involved!
- ✓ Fillable pdfs are easily digitally updated.
- ✓ All student data is transferred from the TABE Individual Profile Report.
- ✓ Immediately identify non-mastered tested content.
- ✓ Maintain your data live and hold data chats!
- ✓ Use live data to effectively group students.
- ✓ Pace activities and post-testing based on content mastery and readiness to post-test.
- ✓ Use IISPs to differentiate, individualize, & personalize!
- ✓ Engage and empower your students in their own learning!

Now you have the tool that you need to take the guesswork out of teaching and to engage each student in taking an active part in his learning. Use the math IISPs to target specific learning needs. Use them to hold individual data chats with your students. Go over what they have mastered and what remains pending. Have discussions about what activities they prefer and are of greater interest to them. As you personalize activities more and more, you will see how students become engaged and empowered in their learning; and finally, watch your data start to move in the right direction.

Time to Reflect

As always, I like to end my trainings by emphasizing a growth mindset and, therefore, ask you to take what you have learned one step further.

Change how you look at instruction. Look beyond your class as a whole. When differentiating instruction, be sure that you group students based on non-mastered content. Then, take it further and begin to look at each individual student so that you can address the specific needs of each student.

Redesign your curriculum. Develop lessons and select instructional resources based on commonly failed content. Emphasize activities that support tested content. Make an active decision to drive targeted instruction based on the IISP and use this plan to motivate your students to become actively engaged in their own learning. Pace activities and schedule post-testing based on each student's individual progress.

Review the information covered in this companion resource handbook along with the webinar with the same title. Share this information with teachers, administrators and district personnel and become an expert.

Reflect and Make a Change. Finally, ask yourself, "What is working especially well in my ABE math class, and what is not?" Hold regular data chats with your students and be sure to update math IISPs every time content is mastered. Work with your testing department to test students as soon as they have demonstrated mastery of tested content. Share your students' success with other teachers so that they too are motivated to implement changes that will drive up all student performance data.

Appendix A

Cheat Note for Determining a Student's Post-test Form and Level (TABE 11/12)

TABE 11/12: Determining a Student's Next Test Assignment (NTA)

In order to target student deficiencies in preparation for post-testing with the TABE 11/12 Reading, Mathematics, and Language tests; it is essential that the correct Individualized Instructional Student Plan (IISP) be used in order to ensure tested content is addressed through instruction and assessed for mastery.

Step 1: Determine the next form number.

Keep it simple. If the student pre-tested on Form 11 of the TABE 11/12 test, then post-test the student on Form 12 and vice versa. By selecting the alternate form, you will be able to post-test more frequently, thereby allowing you increased opportunities to move the student from one functional level to the next. See the recommended testing times below.

NRS Level	Alternate Form Testing (i.e., 11 M to 12 M) **Recommended**	Same Form Testing (i.e., 11 M to 11 M)
1 – 4	50-60 hours of instruction recommended	60-80 hours of instruction recommended
5 – 6	30-59 hours of instruction recommended	

Step 2: Determine the next level test.

This is critical! Always try to post-test a student at the lowest level possible. This has two benefits: (1) It ensures you are addressing mastery of lower-level content in order to avoid learning gaps and (2) it is easier for a student to make a functional level gain or gain a Literacy Completion Point (LCP). Follow the chart below. Based on a student's pre-test TABE Level (left column) as well as NRS Level (middle column), you will prepare the student to post-test at the identified next test level (right column).

Pre-test TABE Level	Pre-test NRS Level	Suggested NTA
E	1	E
	2	E
	3	M
M	2	M
	3	M
	4	D
D	3	D
	4	D
	5	A
A	4	A
	5	A
	6	N/A

Step 3: Create the correlated IISP.

Now that the student's next form number as well as NTA have been identified, the corresponding IISP can be created for the student. This will enable the teacher and student to focus on instruction that addresses non-mastered content that will be post-tested. The IISP level should match the suggested NTA level.

Appendix B

TABE 11/12 IISPs for the Mathematics Tests

(There is a total of four math IISPs. A sample template of each is included under Appendix B. Additionally, a fillable pdf version of each plan is available for download on the IPDAE website.)

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

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

CURRENT TESTING INFORMATION:

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

POST-TESTING INFORMATION:

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

DOMAIN: Number & Operations in Base Ten (28%) CATEGORY: Number & Operations in Base Ten (NBT) # Questions: 9			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ 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	✚ 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			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

DOMAIN: Number & Operations - Fractions (12%) CATEGORY: Number & Operations – Fractions (NF) # Questions: 5			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ 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 $\frac{1}{b}$ 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 $\frac{1}{b}$ and that endpoint of the part based at 0 locates the number $\frac{1}{b}$ 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., $\frac{1}{2}$) and reason about their sizes	High	3.NF.3d	
		Compare fractions to benchmark fractions (e.g., $\frac{1}{2}$) 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%) CATEGORY: Operations & Algebraic Thinking (OA) # Questions: 7			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ 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)			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

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	⊕ Determine unknown whole number in multiplication or division equation relating 3 whole numbers.	Low	3.OA.4		
		Create, compare, and analyze multiple solution strategies & representations to investigate relationship between multiplication and division of whole numbers	Low	3.OA.5		
		Solve basic multiplication problems using math fact strategies.				
		Solve multiplication and division problems using math fact strategies				
		⊕ Understand division as an unknown-factor problem.	Medium	3.OA.6		
Multiply & Divide Within 100			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			Write and solve expressions and equations to represent real-world situations	Medium	3.OA.8	
			Solve real-world problems involving multiplication and division while using visual representations to show the process			
			Solve multi-step, real-world problems involving addition, subtraction, multiplication, and/or division of whole numbers while using visual representations to show process			
			Connect visual representations of real-world problems to expressions and equations that also represent the real-world problems			
			Use number patterns with simple addition rules to investigate how they relate to multiplication & division	Low	3.OA.9	
		Understand and apply pattern rules	Identify an addition rule given a pattern and create patterns when given simple addition rules			

DOMAIN: Geometry (10%)		SCORED PROFICIENCY:			
CATEGORY: Geometry (G)		☐ Non-Proficiency			
# Questions: 4		☐ Partial Proficiency			
		☐ 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	Medium	2.G.1	
		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			
		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	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

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:		
CATEGORY: Measurement & Data (MD)			☐ Non-Proficiency		
# Questions: 10			☐ Partial Proficiency		
			☐ 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			
		✚ Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Low	2.MD.4	
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 overlays by n unit squares is said to have an area of n square units.	Low	3.MD.5.b	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

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 $\frac{1}{b}$ 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 $\frac{1}{b}$.
- ❑ **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 $\frac{1}{b}$ 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 $\frac{1}{b}$ & that endpoint of part based at 0 locates number $\frac{1}{b}$ on number line.
- ❑ **3.NF.2b** Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ 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., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. 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 $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ 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 $56 \div 8$.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level E

- ☐ 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.drcdirect.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.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

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

CURRENT TESTING INFORMATION:

Test Date: _____
Current Test Level: ☐ E ☐ M
Current Test Form: ☐ 11 ☐ 12
NRS Level & Scale Score: ☐ 2 (449-495) ☐ 3 (496-536)

POST-TESTING INFORMATION:

TABE Level: M
CCR Level: C
Grade Level Correlation: 4-5, +6

DOMAIN: Number & Operations in Base Ten (15%)

CATEGORY: Number & Operations in Base Ten (NBT)

Questions: 5

SCORED PROFICIENCY:

- ☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Generalize Place Value Understanding for Multi-digit Whole Numbers	Understand place value	✚ 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.	Medium	4.NBT.1	
		✚ Use place value understanding to round multi-digit whole numbers to any place.	Low	4.NBT.3	
Use Place Value Understanding & Properties of Operations to Perform Multi-digit Arithmetic	Perform Multi-digit Arithmetic	✚ Create & use multiple representations of addition & subtraction of multi-digit numbers, including those with more than 3 digits, based on place value & connect these representations to the standard algorithms (especially where regrouping is required).	Low	4.NBT.4	
		✚ Multiply a whole number of up to 4 digits by a one-digit whole number, & multiply 2 two-digit numbers, using strategies based on place value & properties of operations. Illustrate & explain calculation by using equations, rectangular arrays, &/or area models.	Low	4.NBT.5	
	Find quotients and remainders	Use various strategies to divide two-, three-, and four-digit numbers by one- and two-digit numbers	Low	4.NBT.6	
Understand the Place Value System	Understand place value	Compare the values of digits in multi-digit numbers and observing patterns	Medium	5.NBT.3a	
		Create & use models for decimals & use properties of operations to add & subtract decimals to hundredths place			
		✚ Create & use multiple representations of multi-digit decimals based on place value			
	Understand decimals	Create & use models for decimals & use properties of operations to multiply & divide decimals to hundredths place			
		Create models of decimals and use decimal notation			
		Examine relationships between decimals, fractions, & whole numbers			
	Compare & compose tens	Compare decimals to the thousandths place	Medium	5.NBT.3b	
	Round	Round multi-digit numbers to the thousands and ten thousands places and examine the values of the digits in each place	Low	5.NBT.4	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

DOMAIN: Number & Operations in Base Ten ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Perform Operations with Multi-digit Whole Numbers & with Decimals to Hundredths	Add whole numbers	✚ Fluently multiply multi-digit whole numbers using the standard algorithm.	Low	5.NBT.5	
		Use various strategies for adding numbers with up to four digits	Low	5.NBT.7	
		Use various strategies for adding numbers, including decimals, with up to six digits			
	Multiply whole numbers	Use various strategies to multiply three- and four-digit numbers by one-digit numbers			
		Use various strategies to multiply two-, three-, and four-digit numbers by one-, two-, and three-digit numbers			

DOMAIN: Number & Operations - Fractions (20%)			SCORED PROFICIENCY:		
CATEGORY: Number & Operations – Fractions (NF)			☐ Non-Proficiency		
# Questions: 7			☐ Partial Proficiency		
			☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Extend Understanding of Fraction Equivalence & Ordering	Evaluate fractions	✚ Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8	Low	4.NF.1	
Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers	Add fractions	✚ Compose and decompose fractions using addition and subtraction	Medium	4.NF.3a	
		✚ Solve simple, one-step, real-world problems involving addition and subtraction of fractions with the same denominators	Medium	4.NF.3b 4.NF.3c 4.NF.3d	
	Multiply fractions	✚ Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	Medium	4.NF.4a	
		Express repeated addition of unit fractions as multiplication expressions (e.g., $1/5 + 1/5 + 1/5 = 3 \times 1/5 = 3/5$)	Medium	4.NF.4b	
		✚ Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	Medium	4.NF.4c	
Understand Decimal Notation for Fractions, & Compare Decimal Fractions	Understand decimals	Use visual representations to compare decimals to the hundredths place	Medium	4.NF.7	
		Use visual representations to create models of decimals and connect these to fractions			
Use Equivalent Fractions as Strategy to Add & Subtract Fractions	Add fractions	Solve simple, one-step, real-world problems involving addition & subtraction of fractions with different denominators	Low	5.NF.2	
Apply & Extend Previous Understanding of Multiplication & Division to Multiply & Divide Fractions	Multiply fractions	✚ Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Medium	5.NF.4	
		✚ Explaining why multiplying given number by a fraction >1 results in product $>$ given number (recognizing multiplication by whole numbers >1 as familiar case); explaining why multiplying given number by fraction <1 results in product smaller than given number; & relating principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to effect of multiplying a/b by 1.	Low	5.NF.5b	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

DOMAIN: Number & Operations Fractions ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Apply & Extend Previous Understanding of Multiplication & Division to Multiply & Divide Fractions	Divide fractions	Express the division of two whole numbers as a fraction in a real-world context	Low	5.NF.3	
		Use visual representations to show division of a unit fraction by a whole number	Medium	5.NF.7b	
		Use visual representations to show division of a whole number by a unit fraction			
	Add fractions Multiply fractions Divide fractions	Solve simple, one-step, real-world problems involving addition or subtraction of fractions with different denominators or multiplication or division involving a unit fraction	Low Low Medium	5.NF.2 5.NF.6 5.NF.7	
		Solve real-world problems involving addition, subtraction, multiplication, or division of fractions with different denominators	Low Medium Low	5.NF.2 4.NF.4b 5.NF.3	
	Evaluate fractions	Reason about the size of a product in relation to one of its factors given information about the other factor (e.g., fraction greater than, equal to, or less than 1)	Medium	5.NF.7a	
		✚ Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.			
		✚ Solve real world problems involving division of unit fractions by non-zero whole numbers & division of whole numbers by unit fractions, e.g., by using visual fraction models & equations to represent the problem.	Medium	5.NF.7c	

DOMAIN: Operations & Algebraic Thinking (12%) CATEGORY: Operations & Algebraic Thinking (OA) # Questions: 4			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Use the Four Operations with Whole Numbers to Solve Problems	Multiply whole numbers	Use expressions and equations to represent multiplicative relationships expressed in words	Medium	4.OA.1	
	Apply properties of operations: multiplication and division	Create, compare, & analyze multiple solution strategies & representations to investigate the relationship between multiplication & division of whole numbers	Medium	4.OA.2	
	Evaluate expressions	Solve multi-step, real-world problems involving addition, subtraction, multiplication, &/or division of whole numbers using visual representations to show process	Low	4.OA.3	
		Write and use two-step equations involving addition, subtraction, multiplication, division, and grouping symbols that represent real-world situations			
Gain Familiarity with Factors & Multiples	Understand prime & composite numbers	Identify prime and composite numbers	Low	4.OA.4	
Generate & Analyze Patterns	Understand and apply pattern rules	Create & analyze number patterns with addition rules to investigate how they relate to multiplication & division	Low	4.OA.5	
		Create number patterns with addition rules to investigate how they relate to multiplication & division			
		Investigate patterns and properties of prime and composite numbers			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

DOMAIN: Operations & Algebraic Thinking ...continued					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Write & Interpret Numerical Expressions	Evaluate expressions	Solve multi-step equations involving addition, subtraction, multiplication, division, and grouping symbols without context	Low	5.OA.1	
		Write and solve expressions and equations to represent real-world situations			
		Write and solve multi-step, real-world problems involving addition, subtraction, multiplication, division, and grouping symbols			
		Write multi-step equations with rational numbers involving addition, subtraction, multiplication, division, and grouping symbols to represent real-world situations and use them to solve problems			

DOMAIN: Geometry (10%)			SCORED PROFICIENCY:		
CATEGORY: Geometry (G)			☐ Non-Proficiency		
# Questions: 4			☐ Partial Proficiency		
			☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Draw & Identify Lines & Angles & Classify Shapes by Properties of their Lines & Angles	Know geometric shapes, figures, and attributes	Recognize points, lines, line segments, and angles and their relationships to each other (e.g., a point lies on a line) when presented in polygons and diagrams	Medium	4.G.1	
		Recognize points, lines, line segments, angles, and parallel and perpendicular lines in the coordinate plane			
		Recognize points, lines, line segments, angles, and parallel and perpendicular lines in polygons and in diagrams other than those of polygons			
Graph Points on the Coordinate Plane to Solve Real-world & Mathematical Problems	Know coordinate values and grid quadrants	Identify coordinates of points & plot points with whole number coordinates in 1 st quadrant of coordinate plane	Low	5.G.1	
		Name parts of ordered pairs and what they describe (e.g., x-coordinate, y-coordinate)			
		Plot points and draw polygons with integer coordinates in the coordinate plane			
		Draw polygons with vertices at whole number coordinates in the coordinate plane			
Classify Two-dimensional Figures into Categories Based on their Properties	Know geometric shapes, figures, and attributes	Distinguish common and non-common attributes of pairs or groups of shapes	Low	5.G.3	
		Distinguish common and non-common attributes of pairs or groups of shapes using pictures, diagrams, and words			
		Explore the effects of simple transformations (90 or 180 degree rotations, reflections, and translations) on common plane figures			
Solve Real-world & Mathematical Problems Involving Area, Surface Area, & Volume		Recognize and use right triangles drawn in the coordinate plane to solve problems	Low	6.G.4	
		Identify and create nets for given prisms and pyramids			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

DOMAIN: Measurement & Data (15%) CATEGORY: Measurement & Data (MD) # Questions: 6			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Solve Problems Involving Measurement & Conversion of Measurements from a Large Unit to a Smaller Unit	Evaluate perimeter and area	Find the missing side length of a rectangle given one side length and the area or perimeter	N/A	4.MD.3	
Geometric Measurement: Understanding Concepts of Angle & Measure Angles	Calculate and interpret volume	✚ An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Low	4.MD.5	
	Identify and measure angles	✚ Extend the use of measuring tools to include measuring angles with protractors	Medium	4.MD.6	
		Measure angles to the nearest degree using a Protractor and create angles with given measures			
		Use the properties of angles to write & solve equations in one variable to find missing angle measures in diagrams	Medium	4.MD.7	
		Use properties of complementary and supplementary angles to find missing angle measures in diagrams			
Convert Like Meas. Units Within a Given Measurement Sys.	Converting units of measure	Convert from larger unit of measure to smaller unit of measure	Medium	5.MD.1	
Represent & Interpret Data	Understand line plots	Use line plots to solve simple addition & subtraction problems	Low	5.MD.2	
		Use line plots to solve multi-step addition, subtraction, multiplication, and division problems			
		✚ Create line plots from given data sets and explain simple characteristics			
	Solve problems using scaled bar graph	✚ Use visual representations of arithmetic operations to bridge the concrete to the abstract (e.g., number line diagrams, area models, etc.)			
Geometric Measurement: Understand Concepts of Volume and Relate Volume to Multiplication and to Addition	Calculate and interpret volume	Extend the idea of using unit squares to find areas of rectangles to using unit cubes to find volumes of rectangular prisms	Low	5.MD.4	
		Find volumes of rectangular prisms by counting unit cubes & multiplying side lengths (using volume formula)	Medium	5.MD.5a	
		Find the missing dimension of a rectangular prism when given the other dimensions and the volume	Medium	5.MD.5b	
		Create rectangular prisms with different dimensions and volumes that are the same			
		✚ Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems	Medium	5.MD.5c	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

DOMAIN: Expressions & Equations (15%) CATEGORY: Expressions & Equations (EE) # Questions: 4			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Apply & Extend Previous Understandings of Arithmetic to Algebraic Expressions	Interpret linear & quadratic equations, expressions, & functions	Solve one- and two-step equations involving addition, subtraction, multiplication, and/or division of whole numbers while using visual representations to show the process	Low	6.EE.2a	
	Evaluate equations and inequalities	Solve 1- and 2-step equations involving addition, subtraction, multiplication, &/or division of whole numbers using visual representations to show process			
	Evaluate expressions	Write simple expressions and equations to represent real-world situations			
		Identify and name parts of expressions and equations (e.g., terms, coefficient, variable, etc.)	Low	6.EE.2b	
	Apply properties of operations	✚ Apply the properties of operations to generate equivalent expressions.	Low	6.EE.3	
		✚ Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	Low	6.EE.4	
Reason About & Solve One-Variable Equations & Inequalities	Evaluate equations and inequalities	Use properties of addition and multiplication to justify steps in solving an equation	Low	6.EE.5	
		Write & solve multi-step equations involving addition, subtraction, multiplication, division, the distributive property, & exponents (squares & cubes) w rational numbers			
	Evaluate expressions	Solve multi-step equations involving addition, subtraction, multiplication, & division of rational numbers			
		Write & solve expressions & equations to represent verbal descriptions (e.g., product of twice a number, n , and 6) and real-world situations	Low	6.EE.6	
		Write and solve expressions and equations involving the distributive property or combining like terms			
	Evaluate equations and inequalities	Use inverse operations to show steps in solving equations	Low	6.EE.7	
Represent & Analyze Quantitative Relationships B/T Dependent & Independent Variables	Write equations and inequalities	✚ 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.	Low	6.EE.8	
		✚ Use variables to represent 2 quantities in a real-world problem that change in relationship to one another; write an equation to express 1 quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze 1 relationship between dependent & independent variables using graphs & tables, & relate these to the equation.			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

DOMAIN: Statistics & Probability (5%)		SCORED PROFICIENCY:		☐ Non-Proficiency
CATEGORY: Statistics & Probability (SP)				☐ Partial Proficiency
# Questions: No Questions Identified				☐ Proficiency
<i>This Domain has no questions represented on the Mathematics TABE Level M test; however, it has been included since it is identified as a tested domain in the TABE Blue Prints.</i>				
CCRS Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Develop Understanding of Statistical Variability	✚ Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Medium	6.SP.1	
	✚ 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.	Low	6.SP.2	
Summarize & Describe Distributions	✚ Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Low	6.SP.4	

DOMAIN: Ratios & Proportional Relationships (3%)		SCORED PROFICIENCY:		☐ Non-Proficiency
CATEGORY: Ratios & Proportional Relationships (RP)				☐ Partial Proficiency
# Questions: No Questions Identified				☐ Proficiency
<i>This Domain has no questions represented on the Mathematics TABE Level M test; however, it has been included since it is identified as a tested domain in the TABE Blue Prints.</i>				
CCRS Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Understand Ratio Concepts & Use Ratio Reasoning to Solve Problems	✚ Understand 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.	Medium	6.RP.2	

DOMAIN: The Number System (5%)		SCORED PROFICIENCY:		☐ Non-Proficiency	
CATEGORY: The Number System (NS)				☐ Partial Proficiency	
# Questions: No Questions Identified				☐ Proficiency	
<i>This Domain has no questions represented on the Mathematics TABE Level M test; however, it has been included since it is identified as a tested domain in the TABE Blue Prints.</i>					
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Apply & Extend Previous Understandings of Multiplication & Division to Divide Fractions by Fractions	Divide fractions	✚ 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.	Low	6.NS.1	
Compute Fluently with Multi-digit Numbers & Find Common Factors & Multiples	Find common factors & multiples	✚ Fluently divide multi-digit numbers using the standard algorithm	Medium	6.NS.2	
		✚ Find greatest common factor of 2 whole numbers ≤ 100 & least common multiple of 2 whole numbers ≤12. Use distributive property to express a sum of 2 whole numbers 1 - 100 with a common factor as a multiple of a sum of 2 whole numbers with no common factor.	Low	6.NS.4	

✚ 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.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

Correlated CCR Anchor/Substandards & Descriptions

Number & Operations in Base Ten

- ☐ 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.
- ☐ 4.NBT.3 **+** Use place value understanding to round multi-digit whole numbers to any place.
- ☐ 4.NBT.4 **+** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- ☐ 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.
- ☐ **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.**
- ☐ **5.NBT.3 Read, write, and compare decimals to thousandths.**
- ☐ 5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
- ☐ 5.NBT.3b Compare 2 decimals to thousandths based on meanings of digits in each place, using $>$, $=$, and $<$ symbols to record results of comparisons.
- ☐ **5.NBT.4 Use place value understanding to round decimals to any place.**
- ☐ **5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm**
- ☐ **5.NBT.7 Add, subtract, multiply, & divide decimals to hundredths, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method & explain the reasoning used.**

Number & Operations - Fractions

- ☐ 4.NF.1 **+** Explain why 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 & size of the parts differ even though 2 fractions themselves are the same size. Use this principle to recognize & generate equivalent fractions.
- ☐ 4.NF.3 **+** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$
- ☐ 4.NF.3a **+** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- ☐ 4.NF.3b **+** Decompose a fraction into sum of fractions w/ same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using visual fraction model. ($3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/18 = 1/18 + 1/18 = 8/8 + 8/8 + 1/8$.)
- ☐ 4.NF.3c **+** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- ☐ 4.NF.3d **+** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- ☐ 4.NF.4 **+** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- ☐ 4.NF.4a **+** Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
- ☐ 4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
- ☐ 4.NF.4c **+** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models & equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, & there will be 5 people at the party, how many pounds of roast beef will be needed? Between what 2 whole numbers does your answer lie?
- ☐ **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**
- ☐ **5.NF.2 Solve word problems involving addition & subtraction of fractions referring to same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions & number sense of fractions to estimate mentally & assess reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.**
- ☐ **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?**
- ☐ 5.NF.4 **+** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- ☐ 5.NF.5 **+** Interpret multiplication as scaling (resizing), by:
 - A. Comparing size of a product to size of one factor on the basis of the size of the other factor, without performing indicated multiplication.
 - B. Explaining why multiplying a given number by a fraction > 1 results in a product greater than the given number (recognizing multiplication by whole numbers > 1 as a familiar case); explaining why multiplying a given number by a fraction < 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
- ☐ **5.NF.6 Solve real world problems involving multiplication of fractions & mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**
- ☐ **5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.**

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

- ☐ 5.NF.7a **+** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
- ☐ 5.NF.7b Interpret division of a whole number by unit fraction, & compute such quotients. For example, create a story context for $4 \div (1/5)$, & use visual fraction model to show quotient. Use the relationship between multiplication & division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
- ☐ 5.NF.7c **+** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

Operations & Algebraic Thinking

- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Geometry

- ☐ 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- ☐ 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.g., x-axis and x-coordinate, y-axis and y-coordinate).
- ☐ 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.
- ☐ 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.

Measurement & Data

- ☐ 4.MD.3 Apply the area & perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
- ☐ 4.MD.5 **+** Recognize angles as geometric shapes formed wherever 2 rays share a common endpoint, & understand concepts of angle measurement:
A. An angle is measured w/ reference to a circle w/ its center at common endpoint of rays, by considering fraction of circular arc b/t points where 2 rays intersect circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” & can be used to measure angles.
B. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- ☐ 4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units
- ☐ 5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- ☐ 5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.
- ☐ 5.MD.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- ☐ 5.MD.5c **+** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level M

Expressions & Equations

- ☐ **6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers.
- ☐ **6.EE.2a** Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.
- ☐ **6.EE.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
- ☐ **6.EE.3** **+** Apply properties of operations to generate equivalent expressions. For example, apply distributive property to expression $3(2 + x)$ to produce equivalent expression $6 + 3x$; apply distributive property to expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce equivalent expression $3y$.
- ☐ **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.
- ☐ **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 given number in a specified set makes an equation or inequality true.
- ☐ **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.
- ☐ **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.
- ☐ **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.
- ☐ **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 & independent variables using graphs & tables, & relate these to the equation. For example, in a problem involving motion at constant speed, list & graph ordered pairs of distances & times, & write the equation $d = 65t$ to represent the relationship between distance and time.

Statistics & Probability

- ☐ **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.
- ☐ **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.
- ☐ **6.SP.4** **+** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Ratios & Proportional Relationships

- ☐ **6.RP.2** **+** Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, 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.”

The Number System

- ☐ **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?
- ☐ **6.NS.2** **+** Fluently divide multi-digit numbers using the standard algorithm.
- ☐ **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 $4(9 + 2)$.

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.

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: ☐ Non-Proficiency ☐ Partial Proficiency ☐ 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	
Solve Real-life & Mathematical Problems Involving Angle, Measure, Area, Surface Area, & Volume		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			
	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%)			SCORED PROFICIENCY:		
CATEGORY: Expressions & Equations (EE)			☐ Non-Proficiency		
# Questions: 7			☐ Partial Proficiency		
			☐ 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	
Solve Real-life & Mathematical Problems Using Numerical & Algebraic Expressions & Equations		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			
		Write or solve expressions and equations involving the distributive property and combining like terms	High	7.EE.4	
	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				
	Solve systems of linear equations and inequalities in multiple ways (e.g., graphing, substitution, etc.)				
	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	High	7.EE.4a		
	Write linear equations involving rational numbers in any form (e.g., fractions, decimals) to represent real-world situations				
	✚ 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	Low	8.EE.3	
		Solve problems involving addition, subtraction, multiplication, or division of numbers expressed in scientific notation			
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	Low	8.EE.5	
		Create graphs of linear equations, including those represented by equations and word descriptions of real-world situations, using appropriate axis labels and scales			
		Represent equations of lines by graphing them on the coordinate plane			
Analyze and Solve Linear Equations & Pairs of Simultaneous Linear Equations		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: ☐ Non-Proficiency ☐ Partial Proficiency ☐ 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 chance 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: ☐ Non-Proficiency			
CATEGORY: Ratios & Proportional Relationships (RP)		☐ Partial Proficiency			
# Questions: 4		☐ 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: ☐ Non-Proficiency			
CATEGORY: The Number System (NS)		☐ Partial Proficiency			
# Questions: 8		☐ 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%)			SCORED PROFICIENCY:		
CATEGORY: Functions (F)			☐ Non-Proficiency		
# Questions: 4			☐ Partial Proficiency		
			☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Define, Evaluate, & Compare Functions	Evaluate functions & functional relationships	Identify graphs of functions that are linear and nonlinear	Low	8.F.3	
		Identify equations of functions that are linear & nonlinear			
✚ 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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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 $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°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.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level A

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

CURRENT TESTING INFORMATION:

Test Date: _____
Current Test Level: ☐ D ☐ A
Current Test Form: ☐ 11 ☐ 12 ☐ GED Track
NRS Level & Scale Score: ☐ 4 (537-595) ☐ 5 (596-656) ☐ 6 (657-800)

POST-TESTING INFORMATION:

TABE Level: A
CCR Level: E (High School)
Grade Level Correlation: 9-12

DOMAIN: Geometry (15%) CATEGORIES: Geometry: Congruence (G.CO); Geometry: Similarity, Right Triangles, & Trigonometry (G.SRT); Geometry: Geometric Measurement & Dimension (G.GMD); Geometry: Modeling with Geometry (G.MG) # Questions: 5			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Congruence	Understand transformations between figures	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	Low	G.CO.1	
Similarity, Right Triangles, & Trigonometry	Prove theorems involving similarity	Use the Pythagorean theorem to solve problems involving right triangles in two and three dimensions	Medium	G.SRT.5	
		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 Pythagorean theorem to solve problems involving rt. triangles in 2- & 3- dimensions, including those in rt. rectangular prisms, triangular prisms, & pyramids			
		Prove and apply theorems involving similarity			
	Use and evaluate congruence	Explore properties of similar figures and transformations that produce similar figures			
		Explore and create algebraic proofs of simple geometric theorems using coordinates			
		Create and use ratios to find missing side lengths and angle measures of similar figures			
Measurement & Dimension	Explain volume formulas & use to solve problems.	Solve problems involving surface areas and volumes of right rectangular prisms	High	G.GMD.3	
	Calculate and interpret volume	Use the formulas for the area and circumference of circles to solve problems involving volumes of cylinders			
		Use the formulas for the area and circumference of circles to solve problems involving volumes of cylinders & cones			
		Investigate and explain volume formulas through informal arguments of circles, cylinders, pyramids, and cones			
Modeling with Geometry	Find area, volume, surface area of figures	Solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area	Medium	G.MG.2	
		Solve problems involving surface areas and volumes of three-dimensional figures, including modeling problems involving concepts of density based on volume			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level A

DOMAIN: Numbers & Quantity (13%) CATEGORY: Numbers & Quantity: The Real Number System (NQ.RN), Numbers & Quantity: Quantity (NQ.Q) # Questions: 4			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
The Real Number System	Evaluate radicals & rational exponents	Approximate the location of an irrational number on a number line	Medium	NQ.RN.2	
		Explain why the sums or products of rational and irrational numbers are either rational or irrational			
		Identify whether a number is rational or irrational			
		Simplify expressions involving integer exponents			
		Simplify expressions involving operations with rational numbers			
		Use properties of exponents to rewrite expressions involving radicals and rational exponents			
Quantities	Interpret data plots	Determine appropriate scales and origins in graphs and data displays	High	NQ.Q.1	
	Apply properties of operations: $+$ $-$ $\times$ $\div$	Explore addition of rational and irrational numbers			
		Explore addition and multiplication of rational and irrational numbers			
		Convert between measurement units appropriately while solving problems			
	Create equations & inequalities	Define appropriate quantities and parameters when solving problems using descriptive modeling	Low	NQ.Q.3	
	Understand data distribution	Choose appropriate levels of accuracy for measurement limitations in given situations			

DOMAIN: Statistics & Probability (16%) CATEGORY: Statistics & Probability: Interpreting Categorical & Quantitative Data (S.ID) # Questions: 6			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Interpreting Categorical & Quantitative Data	Understand data distribution	Create multiple representations of data sets and describe key features (e.g., number of observations, patterns, overall shape, etc.)	Medium	S.ID.1	
		✚ Determine appropriate statistics to compare centers and spreads of data distributions (based on the shapes)	Medium	S.ID.3	
		✚ Interpret differences in the shapes, centers, and spreads of data sets in context			
		Create multiple representations of data sets and use them to describe comparative inferences about the centers, spreads, and overall shapes			
	Interpret two-way table based on bivariate data	Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies	Medium	S.ID.5	
	Interpret linear & quadratic equations, expressions, & functions	Use scatter plots and equations of linear models to draw basic conclusions about data	Medium	S.ID.7	
		Develop equations of linear models and use them to solve problems			
		✚ Develop equations of linear models, interpret the slope and intercepts in context, and analyze the fit of the model to the data.			
	Distinguish b/t correlation & causation	Distinguish between correlation and causation	Low	S.ID.9	

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level A

DOMAIN: Algebra (28%) CATEGORY: Algebra: Seeing Structure in Expressions (A.SSE) Algebra: Arithmetic w/ Polynomials & Rational Expressions (A.APR); Algebra: Creating Equations (A.CED); Algebra: Reasoning w/ Equations & Inequalities (A.REI) # Questions: 10		SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency			
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Seeing Structure in Expressions	Solve & evaluate linear & quadratic equation in two variables	✚ Identify parts of expressions (e.g., terms, coefficients, variables, etc.)	Low	A.SSE.1a	
		✚ Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Low	A.SSE.2	
		Find the minimum or maximum and zeros of a quadratic equation and explain the meaning in context	Low	A.SSE.3a	
Arithmetic with Polynomials & Rational Expressions	Apply properties of operations: $+$ $-$ $\times$ $\div$	Add and subtract polynomials of degree 3 or less	Medium	A.APR.1	
		Add, subtract, multiply, and divide polynomials of degree 3 or less			
		Add, subtract, multiply, & divide polynomials of any degree			
Creating Equations	Create equations & inequalities	✚ Create equations & inequalities in 1 variable & use to solve problems. Incl. equations arising from linear & quadratic functions, & simple rational & exponential fcn's.	Low	A.CED.1	
		✚ Identify an equation that shows a relationship between two variables given in a table or graph	Low	A.CED.2	
		Create equations that show a relationship between two variables given in a table or graph			
		Create quadratic equations that represent given real-world situations			
		Create systems of equations that represent given real-world situations	Medium	A.CED.3	
		Create systems of inequalities that represent given real-world situations			
		Identify systems of inequalities that represent given real-world situations			
Reasoning with Equations & Inequalities	Solve & evaluate linear & quadratic equation in one variable	✚ Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Low	A.REI.1	
		✚ Use properties of operations, such as distributive property and combining like terms, to find solutions of linear equations	Low	A.REI.3	
		✚ Solve quadratic equations in one variable.	Low	A.REI.4	
		Factor/solve quadratic equations w/ lead coefficients > 1	Low	A.REI.4b	
		Solve quadratic equations by factoring			
		Solve quadratic equations using various methods (e.g., taking square roots, factoring, completing the square, quadratic formula, etc.)			
	Solve & evaluate systems of equations	✚ Determine whether a point (x, y) is a solution to a given system of equations	Medium	A.REI.6	
		✚ Solve a system of equations by graphing the equations and finding the point of intersection			
		Graph systems of inequalities	High	A.REI.10	
		Determine whether a point (x, y) is in the Solution set of a given system of inequalities			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level A

DOMAIN: Functions (28%) CATEGORY: Functions: Interpreting Functions (F.IF); Functions: Building Functions (F.BF); Functions: Linear, Quadratic, & Exponential # Questions: Models (F.LE) 10			SCORED PROFICIENCY: ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency		
CCRS Category	TABE Category	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Interpreting Functions	Evaluate functions & functional relationships	Find avg. rate of change of fcn. over given interval	Medium	F.IF.6	
		Write functions in different but equivalent forms and explain what each form "reveals" (e.g., factoring a quadratic function to reveal the zeros)	Low	F.IF.9	
		Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in the same way			
		Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in different ways			
		✚ Understand that a function from one set (called domain) to another set (called range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes output of f corresponding to input x . Graph of f is graph of equation $y = f(x)$.		F.IF.1	
	Interpret linear & quadratic equations, expressions, & functions	Evaluate a linear function at a given value	Medium	F.IF.2	
		Evaluate linear, quadratic, and exponential functions at given values with and without context			
		Use function notation and interpret statements that use function notation in context			
		Find the rate of change of a linear function	Medium	F.IF.6	
		Find the average rate of change of a function over a given interval			
		Graph equations of linear functions given in various forms	High	F.IF.7a	
		✚ Use properties of exponents to interpret expressions for exponential functions.	Low	F.IF.8b	
	Interpret graphs	Identify the intercepts of graphs of linear functions	Medium	F.IF.4	
		Identify key characteristics of graphs of functions (e.g., intercepts, minimum, maximum, etc.)			
Building Functions	Create new functions	Create new functions from existing functions (e.g., $f(x) + k$, $f(x + k)$, etc.)?	Low	F.BF.1	
	Evaluate functions & functional relationships	✚ Write a function that describes a relationship between two quantities.	Low	F.BF.1	
		Explore arithmetic and geometric sequences and relate them to linear and exponential functions	Low	F.BF.1a	
		Write the equation of a linear function represented by a table or a graph			
Linear, Quadratic, & Exponential Models		Determine whether graphs of functions are linear, quadratic, or exponential	Low	F.LE.1a	
		Determine whether a given scenario can be represented by a function w/ constant rate of change			
	Interpret linear & quadratic equations, expressions, & functions	Describe the meaning of terms of equations of functions in context	Low	F.LE.5	
		Use the equation or graph of a linear function to represent and solve real-world problems			

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level A

Correlated CCR Anchor/Substandards & Descriptions

Geometry

- ☐ **G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- ☐ **G.GMD.3** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
- ☐ **G.MG.2** Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
- ☐ **G.SRT.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Numbers & Quantity

- ☐ **NQ.Q.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- ☐ **NQ.Q.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities
- ☐ **NQ.RN.2** Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Statistics & Probability

- ☐ **S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- ☐ **S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- ☐ **S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- ☐ **S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- ☐ **S.ID.9** Distinguish between correlation and causation.

Algebra

NOTE: Standard appearing in "red" is NOT listed in the CCRS; however, it is identified as tested on the TABE 11/12 Level A Mathematics test.

- ☐ **A.APR.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [Note from panel: Emphasis should be on operations with polynomials.]
- ☐ **A.CED.1** **+** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- ☐ **A.CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- ☐ **A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- ☐ **A.REI.1** **+** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- ☐ **A.REI.3** **+** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- ☐ **A.REI.4** **+** Solve quadratic equations in one variable.
- ☐ **A.REI.6** **+** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- ☐ **A.REI.4b** **Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .**
- ☐ **A.REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- ☐ **A.SSE.1a** **+** Interpret parts of an expression, such as terms, factors, and coefficients.
- ☐ **A.SSE.2** **+** Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
- ☐ **A.SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- ☐ **A.SSE.3a** Factor a quadratic expression to reveal the zeros of the function it defines

Functions

NOTE: Standard appearing in "red" is NOT listed in the CCRS; however, it is identified as tested on the TABE 11/12 Level A Mathematics test.

- ☐ **F.BF.1** **+** Write a function that describes a relationship between two quantities.
- ☐ **F.BF.1a** **Determine an explicit expression, a recursive process, or steps for calculation from a context.**
- ☐ **F.IF.2** Use function notation, evaluate functions for inputs in their domains, & interpret statements that use function notation in terms of a context.

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Mathematics: TABE Level A

- ☐ **F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem. [Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.]
- ☐ **F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. [NOTE: See conceptual modeling categories.]
- ☐ **F.IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- ☐ **F.IF.7a** **Limits the graphic requirement to only linear and quadratic.**
- ☐ **F.IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
- ☐ **F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.
- ☐ **F.LE.1a** **Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.**
- ☐ **F.LE.5** Interpret the parameters in a linear or exponential function in terms of a context.

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.drcdirect.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.

Appendix C

Breakdown of the TABE 11/12 Tests

TABE 11/12 Reading				
Test Level:	E	M	D	A
Maximum Allowable Testing Time:	100 Minutes (50 Min. for Part A & 50 Min. for Part B)			
# Passages:	7	8	9	
# Items:	40 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Passage:	14 Min.	12 Min.	11 Min.	
Average Time Per Question:	2.5 Minutes			
TABE 11/12 Language				
Test Level:	E	M	D	A
Maximum Allowable Testing Time:	55 Minutes			
# Items:	35 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Question:	1.5 Minutes			
TABE 11/12 Mathematics				
Test Level:	E	M	D	A
Maximum Allowable Testing Time:	65 Minutes for Both Parts: A & B	55 Minutes for Part A	35 Minutes for Part A	30 Minutes for Part A
		10 Minutes for Part B	30 Minutes for Part B	35 Minutes for Part B
# Items:	40 Questions			

Websites

FLDOE Adult Education Program Course Standards.

http://www.fl DOE.org/workforce/dwdframe/ad_frame.asp

Technical Assistance Paper: Adult General Education Instructional Hours Reporting Procedures.

<http://www.fl DOE.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf>

Tests of Adult Basic Education. TABE 11 & 12 Information and Resources.

<https://tabetest.com/#>

College and Career Readiness Standards for Adult Education.

<https://www.vrae.org/images/customer-files/ccrstandardsadulted.pdf>

Florida IPDAE. <http://www.floridaipdae.org/>

Acknowledgements

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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](https://tabetest.com/PDFs/TABE_11_12_Skills_Crosswalks_Mathematics.pdf)

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

<https://tabe.drctdirect.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.

