Using the IISPs in a Virtual Setting

Resources for the Adult Education Practitioner

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Using the IISPs in a Virtual Setting

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



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

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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 5	Think about what you want to	
4-5	take-away from this session.	
	What are some of the challenges	
5	that you have faced with virtual	
	instruction?	
	How do you know which IISP to	
6-7	use in the absence of	
	standardized testing?	
	What is the formula for success	
Q	for developing a scope and	
0	sequence for online instruction	
	that targets tested content ?	
	What is the purpose of the new	
9	Common Planning Tool for the	
	Multi-level ABE class?	
	How do you use your school	
	calendar to develop a Scope &	
11-12	Sequence that ensures all tested	
11-12	content is covered within the	
	identified number of	
	instructional days?	
	How can you use the IISPs to	
13-14	assess and record mastery of	
	tested content?	
	What are the key ingredients to	
15-16	using the IISPs to hold student	
	data chats in a virtual setting?	
17-19	What are some examples of what	
17 15	a virtual data chat looks like?	
	How can you use the IISPs to	
20-21	gauge student readiness for next	
20 21	level promotion in the absence of	
	standardized testing?	
	What are five ways in which you	
23-24	can effectively use the IISPs in	
	your virtual classrooms?	

Introduction

In 2020, educators have been challenged with a myriad of issues and problems resulting from the shift to virtual instruction due to coronavirus concerns. These challenges have led to some innovative applications of the Individualized Instructional Student Plans or IISPs. In this *Resource Handbook*, we will be emphasizing multiple ways in which you can use these IISPs in your virtual classrooms to address placing students in the most appropriate functional level, targeting and recording mastery of tested content during virtual instruction, holding virtual data chats, and using the IISPs to gauge student readiness for promotion to the next functional level.

Before diving into these innovative ways in which you can use the IISPs in a virtual setting, it is strongly recommended that you view the recorded webinar titled the same as this *Resource Handbook*: *Using the IISPs in a Virtual Setting*. Throughout this training and handbook, we will also be making frequent references to content that was addressed in detail in three prior webinars:

- 1. Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Language Test,
- 2. Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Reading Test, and
- 3. Individualized Instructional Student Plans (IISPs) for the TABE 11/12 Mathematics Test

To gain a more solid understanding of the suggested best practices contained in this handbook, we recommended that you view these three webinars as well.

As we journey through this *Resource Handbook*, I want to emphasize and urge you keep foremost in your mind that in order to properly set the stage for virtual program success, we will need to cover 5 basic applications, all centered around the IISPs, that address common scenarios that are frequently encountered in virtual classrooms. These applications are presented in real-life scenarios which will sound familiar to many of you. Some time around March of this 2020 COVID year, we were forced to face the challenge of moving our instruction online. We labored and toiled and finally got our virtual classes up and running. Now, we just had to learn how to be effective online teachers, another curve ball.

Many districts have already returned to standard schoolhouse instruction; however, with our ever-changing COVID reality, we must be prepared to move our instruction to a virtual setting with little advance notice. The five scenarios included in this

Resource Handbook were selected because they addressed a great number of inquiries and requests that we have received from teachers and administrators throughout the state. Let's get started, but first, let's look at an overview of these five scenarios. Each scenario ties into the numbered topic in the visual represented below.



Scenario #1:

The very first scenario addresses how we place students in the appropriate ABE level course and assign the appropriate level IISP in the absence of standardized pretesting. We will explore two actual examples.

Scenario #2:

The second scenario addresses the content we need to teach in order to ensure that our students will continue to make functional level gains as soon as testing reconvenes. We will share three new common planning tools that you will be able to use across your single- or multi-level reading, language, and math ABE classes to develop a scope & sequence of instruction that targets TABE 11/12 tested content.

Scenario #3:

The third scenario addresses how to use the IISPs to record student progress and mastery of tested content throughout the virtual trimester.

Scenario #4:

The fourth scenario is a challenging one. How do you conduct data chats with your students in a virtual setting? It's not as difficult as you might think. We will guide you through a step-by-step fool-proof process that is easily implemented.

Scenario #5:

We end with the fifth scenario. You have all asked the question, "What criteria do I use to gauge student readiness for promotion to the next functional level when there is no post-testing available?" I will show you how you can use the IISPs in the absence of post-testing to do just that: promote students to the next functional level.

Scenario #1: No Testing? No Problem!

Imagine that it is the first day of your virtual ABE reading class. Many faces look familiar, but you look more closely at your screen and see some new faces emerging. As you start class, you notice that some of your new students are lost and aren't grasping the content you are presenting. Other new students look bored and frustrated. You want to assign your students their IISPs for your class but begin to wonder, "I'm probably going to have my returning students stay on their current IISP, but I'm not sure which IISP to give to these new students. I have no testing data for them, so I'm not even sure what ABE reading level they should be in. This "no testing" situation is really becoming a challenge!"

Pre-test TABE Level	Pre-test NRS Level	Suggested NTA
_	1	E
E	2	E
	3	М
Μ	2	Μ
	3	М
	4	D
	3	D
D	4	D
	5	А
	4	А
A	5	А
	6	N/A

Remember the easy-to-read above. This is the chart that you use in order to identify which IISP to assign to a student. Just to briefly recap, you look at the student's pre-test TABE level and the corresponding NRS level, both of which are found on the student's *Individual Profile Report*. Next, move to the last column on

the right in order to identify the Next Test Assignment or NTA. This is the level of the IISP that you must assign the student. Now this is great when you have a valid pre-test; however, when most of us went virtual, we lost the ability to pre-test students. This means that we did not have any placement information for new students joining our classes. We are going to look at two examples to address this scenario.

Begin by asking yourself, "Does the publisher offer a pretest or placement test?" If the answer is "yes", then you can easily use the results of the pretest to determine the correct IISP level. In the example provided below, the student scored a Level "M" on the TABE 11/12 Reading Pretest provided by the publisher. Which IISP should you assign to the student? The Reading Level M IISP, of course.

Example 1: Yes, the publisher offers a pretest/placement test!				
Publisher's Pre-Test:	Suggested IISP:			
Reading Level M	Reading Level M			

If the publisher does NOT offer a pretest (see Example 2 below), your district probably recommends placing the incoming student at the lowest functional level. If this is the case, assign the lowest level IISP; and as you provide instruction and the student begins to demonstrate mastery, be sure to jot it down on his IISP. Then, once the student has mastered all of the identified tested content on his IISP, provide him with the next level up. In Example 2, the student is placed in ABE Reading 1. As soon as he masters all tested content on his IISP Reading E, then he is moved to ABE Reading level 2 and is provided with the new corresponding IISP for level 2: Reading Level M IISP.

Example 2: No, the publisher does NOT offer a pretest/placement test!				
Initial Placement & IISP:	Next Level Placement & IISP:			
Lowest ABE Reading 1 Reading Level E IISP	Mastered IISP Reading E Moved to ABE Reading 2 New IISP: Reading M			

Please, note that the best practices we are sharing in this training have been implemented in several districts with a great deal of success; however, please, keep

in mind that you *must* always follow the procedures and protocols set forth by your individual districts.

Scenario #2: Using the IISPs to Develop a Virtual Scope & Sequence of Instruction that Targets Tested Content

You look at your virtual, multi-level ABE reading class and realize that you do not have pre-test data for all of your students. You know that you need to develop lessons that address learning gaps and emphasize tested content if your students are going to move from one functional level to the next. As soon as standardized testing returns, your students will need to demonstrate mastery of TABE tested content. You stop and freeze as you ask yourself, "What content should I emphasize in my multi-level classroom? How do I ensure that <u>all</u> tested content is addressed?" You are really stressing as you wonder how you are going to plan out an entire trimester of virtual instruction without student performance data.

This is a pretty scary scenario, but we have a formula for success. Take a look at the diagram below.



Success Formula Component #1: The New Common Planning Tool for the Multi-level Classroom!

First of all, we begin with our new Common Planning Tool. You have access to this new tool on the IPDAE website as well as in the Appendix. We'll go over this tool in detail on the next page, but for now, let's just understand the formula. Next, you add your students' IISPs to the equation. Continue by adding your district's instructional calendar for the trimester and put all of this information together to develop a scope & sequence of instruction that targets tested content which your students have not yet mastered.

Let's break it down! We now take a look at the new Common Planning Tool for the Multi-Level ABE Class! In essence, this tool aligns tested content across all four ABE levels so that you can effectively plan for your multi-level classroom without leaving out any tested content. Keep in mind that there are three common planning tools, one for each of the three TABE subject area tests: reading, math, and language. Take a brief look below at a snip it sample of the common planning tool for reading. It's easy to see that this is an at-a-glance view of ALL tested content for the TABE reading test for all four TABE reading test levels. What we did was take all of the information from all four reading IISPs and lay them out side-by-side in order to create **ONE** easy tool that you could use to plan for your multi-level class.

TABE 11/12 Reading Common Planning Tool					
	for the Multi-le	vel Classroom	2		
TABE Level E	TABE Level M	TABE Level D	TABE Level A		
R	DOMAIN: Key	Ideas & Details			
37% / 14-15?s /	37% / 18?s /	47% / 17?s / 🦰	47% / 17?s /		
RI	RI-RL	RI-RL-RH-RST	RI-RL-RH-RST		
	Identify I	Main Idea			
High: 3.RI.2	High: 4.FL.2	High: 6.RI.2 /	High: 9-10.RI.2 /		
		Medium: 6.RL.2 /	Medium: 9-10.RL.2 /		
		LOW: 6-8.R51.2	Low: 11-12.RST.2		
Determine the main idea	Identify the central idea	Identify the central idea	Determine the central		
in a slightly complex text.	of a literary text.	of a slightly complex text.	idea of a section of text.		
Determine main idea in a	Identify main idea of a	Determine the	main idea of a		
moderately complex text.	moderately complex text.	moderately of	complex text.		
Identify the main idea	of a very complex text	Determine central idea of	Determine central idea of		
	of a very complex lext.	complex text.	complex literary text.		
Determine theme of text across varying text complexities.					

multi-level classroom without missing any tested content.

Let's go over each numbered section on the previous page to make sure that you understand this new tool.

•	Is the title of the Common Planning Tool for the Multi-level Classroom.
	Remember, there are 3 tools: one for each TABE subject area test.
2	Identifies each of the 4 TABE test levels for the reading test, in this case.
	Identifies each tested domain. In this example, the domain listed is "Key Ideas $\&$
	Details." You may begin to notice that the information on this tool is the same as
B	the information found on the Individualized Instructional Student Plans or IISPs.
	What we did was align the information for all 4 test levels so that you could easily
	glance at them in one shot.
	Tells you the percentage of the test dedicated to the identified domain for each of
	the test levels. It is followed by the number of questions for each test level and
•	the CCRS category. "RI" for example refers to "reading informational text." "RL"
	refers to "Reading Literary text", etc.
ß	Gives you the TABE category under the domain. For example, this is the TABE
•	section on Main Idea under the Key Ideas & Details CCRS Domain.
6	Indicates the level of importance for this TABE category as outlined on the TABE
	Blue Prints.
2	Gives you all of the TABE skills that are tested under this category for each of the 4
	TABE test levels.

Now that you understand how to read the tool, let's see how you can actually put it to use. You will need to use your students' IISPs for the next part.

Success Formula Component #2: Your Students' IISPs

The second component in our formula for success includes all IISPs for all of the students in your class. Regarding these IISPs, you are going to have two possible situations. The first situation has to do with students who are returning students and who, therefore, already have an IISP, albeit possibly an old one. You should only be concerned with content that is identified as "non-mastered" on their IISPs.

The second situation has to do with new students. For these students, all content should be "non-mastered." Let me briefly go back to something we addressed earlier in this resource handbook: the fact that we were going to pre-test new students with the publisher's pretest when available. If you do, in fact, do this; be sure to transfer the results onto the new students' IISPs. For example, if the publisher's pre-test indicated that the student mastered the TABE skill "Identify the central idea of a literary text", then be sure to mark this skill as "mastered" on the

student's IISP. This will exclude you from spending time teaching content that has already been mastered by the student.



Highlight non-mastered content that will be post-tested on the Common Planning Tool!

Once you put all of this information together from ALL student IISPs, be sure to go back to the Common Planning Tool and highlight only those TABE skills which have not yet be mastered by students in your class. This way, when you plan for instruction, you know to just provide a brief review of mastered content while concentrating the bulk of your instruction on non-mastered content.

We are still working on Scenario #1; however, it's now time to address the third component in our success formula.

Success Formula Component #3: Instructional Calendar

This third component addresses how you can set up an instructional calendar for your virtual trimester that will identify what you need to teach, when you need to teach it. The easiest way to do this is to create your calendar on a spreadsheet. Just take the spreadsheet and create your calendar in rows rather than tables as shown in the diagram below. Be sure to include only instructional days. Exclude holidays, weekends, and planning days. Now you're ready to put it all together for your final product.

								Nove	mber	2020	
	_			_			Μ	Т	W	Н	F
	Sam	nple Distr	ict Caler	ndar	,		2	3	4	5	6
							9	10	X	12	13
						ŀ	16	17	18	19	20
	Sample	e linear ca	lendar v	vith nor	า-	ŀ	23	24	25	Š	20
	instru	ctional da	ays blacl	ked out.		ŀ	20	24	¥.	No.	
						L	30				
Mon	BER 2020	Wed	Thurs	Esi	Man	T	luos	Wed	Thurs	Bai	M
2	3	4	5	6	9		ues. 10	11	12	13	1
	Р										
	L							H			
	Α							U			
	N							1			_
	N							D			
								A			
	N							Y			
	G										

Success Formula Component #4: Scope & Sequence that Targets ALL Tested Content Across your Multi-Level Classroom!

The final result of our "success formula" has to do with finalizing a Scope & Sequence for your ABE class that specifically targets tested content that has not yet been mastered by the students in your class. Refer to the diagram on the following page.

NOVEM	BER 2020)							
Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	F
2	3	4	5	6	9	10	11	12	1
	_	Identify N	Main Ide	a		Support		Main Id	ea
Identify the main idea of a very complex text (EM)	P L A N I G	Identify the central idea of a literary text (M) Determine theme of text across varying text complexities (M)	Determine the central idea of a complex text (D)	Determine the central idea of a complex literary text (D) Determine the central idea of a section of text (A)			H O L I D A Y		

Plug in the TABE categories and TABE Skills that you want to address during each day of instruction. These should be the ones you previously highlighted on the Common Planning Tool because your students had not yet mastered them. Remember, because you are working with a spreadsheet, you can easily move these around to make sure that you cover ALL tested content within the trimester.

Finally, be sure to place the TABE level in parentheses after each TABE skill for easy reference. This is critical information if you are to group your students accordingly. Go back and double-check to make sure that your scheduled instruction includes ALL non-mastered tested content represented by the students in your class.

I do want to make a final note before we move on. Setting up your class this way will take some time initially; however, it will ensure that you maximize your virtual instructional time in order to provide your students with the greatest opportunity of making measurable skills gains. As you plan your virtual lessons throughout the trimester, you must be sure to cover all content identified on the FDOE curriculum frameworks for your course; but you will also be able to "target" instruction so that no time is wasted and so that your students remain engaged in their learning.

Scenario #3: Using the IISPs to Assess and Record Mastery of Tested Content

You are feeling rather confident about teaching your virtual class. You have already identified the content you need to teach. You have aligned it so that you can address each skill from lowest to highest level of difficulty. You have mapped out the entire trimester to make sure that you address ALL tested, non-mastered content that is represented by the group of students in your class. So now, you need to figure out what you can use to assess mastery of newly taught content. What does this look like in a virtual setting?

Don't stress. Since you already know what needs to be taught, all you need to do now is assess learning after delivering instruction. There are many ways to do this, and there are many resources that you can use. You don't even need to create formal tests in order to gauge mastery of content. Here are some examples of ways to assess student learning. You can use publisher tests or quizzes, free online quizzes that target individual TABE skills, polls, forum posts, and even game-type assessments. The key here is that you must be sure to assess each identified tested TABE skill. This is critical so that you can continue with the rest of Scenario #3.

First, let's assess!

- 1. Publisher's tests & quizzes
- 2. Online quizzes
- 3. Polls
- 4. Forum posts
- 5. Game-type assessments

This is key!

 Be sure that you assess each individual TABE skill so that you are able to record mastery for each skill independently.

Then, update the IISP & Scope & Sequence

- 1. Update each student's IISP by dating newly mastered content.
- 2. Update the Scope & Sequence by crossing out content that is mastered across all students.

To conclude Scenario #3, you must remember that every time a student demonstrates mastery after instruction, you must update the students IISP with the mastery date next to the corresponding TABE skill. Also, when your class (as a whole) demonstrates mastery of a particular TABE skill, you must cross it out on your Scope & Sequence. This way, you can always go back and provide additional instruction on any remaining non-mastered content. This is important because the only really useful data is live data. To make sure that your students will continue to make learning gains, remember to always update their IISPs along with your Instructional Scope & Sequence.

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	LIZED INSTRUCTIONAL STUDE ABE Reading: TABE Level M	ENT PLAN	N		
STUDENT:		I	.D.:		
TEACHER:	COURSE:	DAT	Е:		
CURRENT TESTING INFORMATION:	POST-TESTING	INFORMA	TION:		
Test Date:	TAI	BE Level: M			
Current Test Level: DE DM		CR Level: C	405		
Current Test Form: $\Box 11 \Box 12$	Average wor	a Count: 463 re Levile: 830	-485 1 - 846 I		
	5 (501-555) Average	c Lexile. 050	/L-040L		
DOMAIN: Key Ideas & Details	(37%) SCORED PROFICIEI	NCY: 🗆 N	on-Proficier	су	
CATEGORY: Reading Informational To	CATEGORY: Reading Informational Text (RI) /				
# Questions: Reading Literature (RL)	# Questions: Reading Literature (RL)				
18					
	TABE CHI	Emphania	Aligned	Mastery	
TABE Category/Subcategory	I ADE SKIII	Emphasis	UUKS	Date	
Descill Details in a Test	Support a stated inference with detail from the text	Low	4.RI.1		
Recall Details in a Text	Use details to support inferences regarding connections	Low	4.RL.1		

	NOVEM	BER 2020)		
	Mon.	Tues.	Wed.	Thurs.	Fri.
	2	3	4	5	6
			Identify N	Main Ide	a
	Identify the main idea of a very complex text (EM)	P L A N	Identify the central idea of a literary text (M)	Determine the central idea of a complex text (D)	Determine the central idea of a complex literary text (D)
2-	•	I N G	Determine theme of text across varying text complexities (M)		Determine the central idea of a section of text (A)

Scenario #4: Using the IISPs to Hold Student Data Chats in a Virtual Setting

By now, you have been teaching virtually for a couple of weeks, and both you and your students are beginning to feel pretty confident about this whole virtual instructional thing. You notice that a couple of your students, however, are a little frustrated and are not really sure how they're progressing since TABE testing hasn't yet resumed. You know that you need to give them feedback on their progress. Yes, you have been grading assignments and providing oral feedback; however, you can't help but feel that they are somewhat lost. You decide that you are going to set aside some time every week to provide each student with individual updates regarding their progress, but one question remains, "What information should you include in these data chats?"

This scenario is a familiar one. You have always conducted data chats with your students; however, you've never done it in a virtual setting. First of all, let's figure out what exactly you should be "chatting" about. Here are some suggestions:

1. The IISP

The IISP should be at the top of the list? Why? Well, if you have been documenting mastery consistently, then it is the most accurate progress data that you have on each individual student. You should show each student how much or how little progress they have made within a selected time period, say a week. In other words, you should discuss how many TABE skills were mastered during that week.

2. Strengths and Weaknesses

Next, discuss strengths and weaknesses. Ask the student which assignments were easy and which were not. Ask them to explain why certain assignments were difficult for them to complete.

3. Additional Resources or Intervention Services

You may want to provide additional resources or even set up virtual tutoring to address any learning gaps or deficiencies.

Now that you know what to discuss during these data chats, you have to figure out when to hold them and how often. We all know that the virtual environment is much more demanding on teachers than the traditional brick and mortar classroom. During virtual instruction, teachers are constantly hands on providing instruction, guiding activities, correcting student responses, etc. So basically, this leaves no time available for conducting individual student data chats ... right? Wrong.

Think of the virtual classroom as you would your physical classroom. When you are in your physical classroom, you give your students an assignment to complete while you pull individual students to hold data chats. Well, you can do the same in your virtual classroom. For example, you may assign students to breakout rooms to complete an activity. Create an extra breakout room and use this room to conduct your data chats with individual students. You probably schedule a breakout room activity daily, so every day you can rotate students so that you are able to meet with all of them within a given week, for example. Then you repeat the process every week so that you meet with students regularly to discuss their progress as documented on their IISPs.

You can also hold data chats while students are completing a quiz, independent assignment, or even a poll. Get into the habit of holding these student data chats as often as possible. To get a better understanding of what the process looks like, let's begin with the visual below highlighting breakout rooms.



The visual on the previous page shows you the easiest way to set up the stage for conducting virtual data chats: breakout rooms!

0	Yes, the easiest way to conduct virtual, individual, student data chats is through breakout rooms, so we'll address this first. You start off with all students in your virtual classroom.
2	You then provide an assignment and split the students into different breakout rooms. You decide how many rooms you want based on the number of students in your virtual classroom. Be sure to provide an assignment that takes at least 10-15 minutes so that you have sufficient time to complete 1-2 virtual data chats.
8	Once students are in the working breakout rooms, you invite one student at a time in order to review their IISP, strengths, weaknesses, etc. When the chat is over, return the student to the breakout room and invite a new student to the data chat room. Rotate students until you have met with all of them.

Keep in mind that the reason we recommend holding "daily" data chats is that you will not be able to meet with all of your students in one day. Set a time aside to do this every day, and carefully schedule students so that you are able to regularly meet with all of them.

It's important for you to be able to meet with students every week, especially in a virtual setting with no standardized testing in place. Once you establish a routine, the process gets easier and easier. Be sure to explain this process clearly to students so that they are aware of its significance, and always be sure to follow up with feedback on the individual breakout room activities.

Let's look at some other options for setting up data chats during virtual class time on the next page.



This visual shows a different option. You can provide you virtual class with any type of activity or assignment such as a quiz, written assignment, or even a discussion post. Students will remain in the "Main" virtual classroom while you move to a breakout room. Notice, that in this diagram, you only have one breakout room where you will be holding the data chats. All of the other students are working independently on their assignments. While your class is working hard, invite one student at a time to your breakout room in order to conduct his/her individual data chat.

Scenario #5: Using the IISPs to Gauge Student Readiness for Next-level Promotion

By now, you have been using the common planning tool and developing lessons that emphasize tested content. Student IISPs are regularly updated, and you've even mastered the virtual data chats. You notice that students have mastered nearly all of the required tested content; however, post-testing has not yet resumed. Your students are becoming frustrated and have indicated that they

feel they're wasting their time because they're still stuck in the same functional level. They want to move on.

There's no doubt that you're doing great, and **you** know it. Your students are learning at an increasing rate! In fact, most of them have already mastered more than 80% of all of the tested content identified on their IISPs. But as great as this sounds, it's actually becoming a problem. Because post-testing hasn't yet resumed, students are not moving to the next functional level. You know that they should be. You know they're ready because you have the proof in their updated IISPs. Is there anything else that you can use in order to justify moving the students to the next functional level up? Yes, there is; and you guessed it! It's their IISPs. Let's take a closer look.

INDIVIDUA	INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN ABE Reading: TABE Level M				
What data can I use to move students to the					
Test Date: Current Test Level: E M Current Test Form: 11 12	Test Date: TABE Level: M Current Test Level: E IM CCR Level: C Current Test Form: I1 I12 Average Word Count: 463-485				
DOMAIN: Key Ideas & Details CATEGORY: Reading Informational To Reading Literature (RL)	NRS Level & Scale Score: 2 (442-500) 3 (501-535) DOMAIN: Key Ideas & Details (37%) Reading Informational Text (RI) / Reading Literature (RL) S tested content = ready for the next functional level				
TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date	
Identify key details in a text Recall Details in a Text Use details to support inference with detail from the text Use details to support inferences regarding connections in a text		Low Low	- 11 4.k	04/20/20 04/20/20 04/20/20	
Make an inference about a section of text 05/01/20 Make an inference based on a section of text 05/01/20 Make an inference about the text 05/12/20 Make an inference about an event in a slightly complex text 05/12/20 Make an inference about an event in a slightly complex text 05/12/20 Make inferences based on events in a moderately 05/12/20					

When you were teaching back in your physical classrooms, you were already using the IISPs to determine when a student was ready to post-test. You reviewed each student's IISP, and if the student had accumulated the minimum required number of instructional hours for post-testing and demonstrated mastery of at least 75%-80% of all identified tested content on his IISP, then you scheduled the student for post-testing. In the absence of post-testing, you can simply use the same IISP to substantiate whether or not the student is ready for the next functional level. If the

student has mastered 75-80% of all tested content, you can use this information to recommend that the student be moved to a higher functional level.

Discuss this possibility with your administration. If approved, then be sure to let your students know that this is how readiness for the next functional level will be assessed until official post-testing is reinstated. This will reduce everyone's level of frustration and will at least provide a clear goal: 75-80% mastery on the IISP.

Conclusion and Reflection

Let us now take a brief moment to review the information presented in today['s training by summarizing the five ways you can use the IISPs in your virtual classrooms.



1	You can initially use the IISPs to better identify new students' initial functional levels and provide the best placement for them.
2	You can use the IISPs to develop a Scope & Sequence that emphasizes all tested content based on the different level IISPs that are represented by the students in your virtual class. Target content for instruction by focusing on non-mastered TABE skills.
3	Be sure that every time a student masters a TABE skill, you input the mastery date on the student's IISP. This will keep your data live so that you have a running log of non-mastered content that you need to cover during instruction.

4	Be sure to hold virtual data chats using the IISPs as the central data piece. This will ensure that students are engaged in their learning and progress and that they do not become frustrated or unmotivated because they do not have a clear learning plan with established goals.
5	Use the IISPs to determine when a student is better served by moving him or her to the next functional level. It's probably safe to say that if the student has mastered 75-80% of all tested content which is outlined on his IISP, then that student is ready for the next functional level. Once standardized testing resumes, then you can make any minor adjustments.

With this training, you should be confident in your ability to move your instruction to a virtual setting at a moment's notice. Now all you have to do is be sure to share this information with the rest of your instructional team!

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 virtual instruction. Look beyond the constraints of a physical classroom. Be sure to individualize instruction using the IISPs in order to address the instructional needs of each student.

Redesign your online curriculum. Use your district calendar and the identified tested content on the IISPs to develop a scope and sequence to serve as an instructional guide for your multi-level ABE classrooms. Develop lessons and select instructional resources based on identified tested content. Make an active decision to drive all virtual instruction based on the information gathered from the IISPs and use it to motivate your students to become actively engaged in their own learning. Pace activities based on each student's individual progress.

Review all of the information covered in this webinar and look through the companion resource handbook. Share this information with teachers, administrators and district personnel and become an expert. Have round-table discussions with your

administrative team and share the placement, instructional, and promotional options provided in this training.

Reflect and Make a Change. Finally, ask yourself, "What is working especially well in my virtual classroom, and what is not?" Hold virtual data chats with your students regularly and be sure to update IISPs every time content is mastered. Share your students' success with other teachers so that they too are motivated to implement changes that will keep students engaged in their online learning.

DO TABLE OF CONTENTS & APPENDICES. BE SURE TO INCLUDE THE COMMON PLANNING TOOL FOR EACH OF THE 3 TABE SUBJECT AREAS.

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		Same Form Testing
(i.e., 11 M to 12 M)		(i.e., 11 M to 11 M)
	Recommended	
1-4	50-60 hours of instruction recommended	60-80 hours of instruction
5 – 6	30-59 hours of instruction recommended	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
E	2	E
	3	М
RA	2	М
IVI	3	М
	4	D
P	3	D
U	4	D
	5	А
Δ.	4	A
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 Common Planning Tools for the Multi-level Classrooms

(There is a total of 3 Common Planning Tools for the Multi-level classroom: one for reading, one for mathematics, and one for language. 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.)

TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Phonics & Word Recognition 16%/ 5-6 ?s/ RF			
Segment Syllables			
2.RF.3 / 2.RF.3.a / 2.RF.3.b / 2.RF.3.e / 2.RF.3.f			
Decode multisyllable words			
Know Long and Short Vowel Sounds			
2.RF.3 / 2.RF.3.a / 2.RF.3.b / 2.RF.3.e / 2.RF.3.f			
Distinguish between vowel sounds			
Distinguish between vowel sounds of words embedded in a sentence			
Distinguish between vowel sounds of words with similar structure			
Understand Affixes			
3.RF.3 / 3.RF.3.a / 3.RF.3.b / 3.RF.3.c / 3.RF.3.d			
Determine the meaning of common affixes			
Determine word meaning based on suffix			
Determine the meaning of a common affix embedded in a sentence			
Describe the connection between ideas in a moderately complex text			
Explain connection between ideas in a very complex text			
Use evidence to explain the connections between ideas			
Use details to support inferences regarding connections in a text			
	DOMAIN: Key	Ideas & Details	
37%/ 14-15 ?s/ Ri	37%/ 18 ?s/ RI-RL	47%/ 17 ?s/ RI-RL-RH-RST	47%/ 18 ?s/ RI-RL-RH-RST
Recall Deta	ils in a Text		
High: 2.Rl.1	Low: 4.RI.1, 4.RL.1		
Respond to basic questions about key details in a slightly complex text	Identify key details in a text		
Respond to basic questions about key details in a moderately complex text	Support a stated inference with detail from the text		
Recount key details of a very complex text without requiring inference	Use details to support inferences regarding connections in a text		
Recount key details of a slightly complex text without requiring inference			
Recount key details of a moderately complex text without requiring inference			
Respond to inferential questions about key details			
	Draw Infere	nces in Text	
High: 2.Rl.1	Low: 5.RI.1 / Medium: 5.RL.1	Medium: 7.RL1 / High: 7.RL1 / Low: 6-8.RH.1 / High: 6-8.RST.1	Low: 9-10.RL.1, 9-10.RST.1 / Medium: 910.RH.1 / High: 9-10.RI.1
Make an inference about details	Make an inference about a section of text	Draw a conclusion based on a section of literary text	
Make an inference ba	sed on a section of text	Use evidence to support a stated inference	
	Make an inference about the text	Make an inference of a slightly complex text based on explicit evidence	♣Support a given inference
	Make an inference about an event in a slightly complex text	Use details to support an inference of a literary text	Make an inference based on explicit details
	Make inferences based on events in a moderately complex text	Make a text-based infe	rence of a literary text
Make an inference co	nnecting ideas in a text		
	Identify	Main Idea	
High: 3.RI.2	High: 4.RL.2	High: 6.RI.2 / Medium: 6.RL.2 / Low: 6-8.RST.2	High: 9-10.RI.2 / Medium: 9-10.RL.2 / Low: 11-12.RST.2
Determine the main idea in a slightly complex text	Identify the central idea of a literary text	Determine a central idea of a slightly complex text	Determine an explicitly stated central idea
Determine the main idea in a moderately complex text	Identify the main idea of a moderately complex text	Identify Main Idea	
Identify the main idea	of a very complex text	Identify the central idea of a moderately complex text	Determine the central idea of a section of text
	Determine the theme of a text across varying text complexities	Determine a central idea of	a moderately complex text
		Determine central ideas explicitly stated in a moderately complex text	Determine the central idea of a complex text
		Make an inference about the central idea of a moderately complex text	
		Determine the central idea of a complex text	Determine the central idea of a complex literary text
		Determine a central idea of a very complex text (or section of text)	Determine the central idea of a highly complex informational text

TABE Level E	TABE Level M	TABE Level D	TABE Level A
		Use evidence to support a stated central idea of a highly complex text	
	Support	Main Idea	
High: 3.RI.2	High: 4.RI.2	High: 6.RI.1 / Medium: 6.RL.2	High: 9-10.RI.2 / Medium: 9-10.RL.2
Use evidence to support determination of a main idea	Use details to support the main idea	Use evidence to support identification of the central idea of a moderately complex text	Use evidence to support a stated central idea
Support an explicit main idea with evidence from text	Use details to support the main idea in a very complex text	Use evidence to support explicitly stated central idea of a moderately complex text	Use evidence to support a stated central idea of a highly complex text
	Support an inferred central idea with ev	vidence from a moderately complex text	
		Use details to support a theme in a complex literary text	
	Summ	narize	
Medium: 3.RI.3	High: 4.RI.2	High: 6.RI.2 / Medium: 6.RL.2	High: 9-10.RI.2 / Medium: 9-10.RL.2
	Summarize a section of the text	Summarize a slightly complex informational text	Summarize key details in a section of text
Summarize an in	formational text		Support a stated summary with explicit text
		Summarize events across	s multiple sections of text
			Use multiple pieces of evidence to support a summary
		Use inference to summ	narize a section of text
		Summarize a complex literary text	Summarize key details of an informational text
	Describe the Relation	ship Between Events	
Medium: 3.RI.3	High: 4.RI.3	High: 8.RI.3 / Low: 6-8.RST.3 / 6-8.RH.3	Medium: 9-10.RH.3, 9-10.RST.3, 11-12.RI.3
Describe the connection between ideas in a slightly complex text	Use details to support key ideas		Analyze the connection of ideas within a section of text
		Analyze the connectio	n of ideas across a text
	Explain an idea based on explicitly stated details	Identify a step in a multi-step process from a slightly complex text	Analyze the connection of ideas across a text
	Explain sequence of an event in a slightly complex text	Use evidence to support following a multi-step process	Use multiple pieces of evidence to support analysis of the connection of ideas
	Explain sequence of an event in a moderately complex text	Analyze connections among ideas in a slightly complex text	Analyze connection of ideas across a highly complex text
		Make connections between clearly stated ideas in a moderately complex text	Use multiple pieces of evidence to support analysis of connection of ideas w/in highly complex text
	Make distinctions between ide	as in a moderately complex text	Use causal relationships to analyze the connection of ideas with and across texts
	Analyze the connections among ideas in a very complex text		Use evidence to support analysis of connection of ideas within an informational text
	Use evidence to support the analysis of con	nections among ideas in a very complex text	
	Make an inference connecting historical events	Use multiple pieces of evidence to support analysis of the connection of ideas	
	DOMAIN: Cra	nt & Structure	
32%/ 13 ?s/ Ri	42%/ 17 ?s/ RI-RL	38%/ 16 ?s/ RI-RL-RH	42%/ 17 ?s/ RI-RL-RH-RST
	Meaning of On-level Wor	ds or Phrases in Context	
High: 3.RI.4	High: 5.RI.4 / Medium: 5.RL4	High: 6.RI.4 / Medium: 6.RL.4	High: 9-10.RI.4 / Medium: 9-10.RST.4 / Low: 9-10.RL.4
Determine the meaning of a tier 1 word in context	Determine the meaning of a tier 1 word in context Determine the meaning of a tier 1 multiple meaning word in context	Determine the purpose of a section of text Determine the meaning of tier 1 word	
	Determine the meaning of a more difficult tier 1 word in context	Determine the meaning of tier 2 words in moderately complex texts	Determine the meaning of tier 2 words in context
Determine the meaning of	of a tier 2 word in context		
		Determine the meaning of tier 2/multiple meaning words in context	
			Determine the meaning of tier 3 words in context (when defined in text)
			Determine the meaning of tier 3 words in context
	Determine the meaning of a word in very complex text	Determine the meaning of words in literary texts	Determine meaning of figurative language in context
Determine the meaning	g of a phrase in context	Determine meaning of figurative language in literary text	Determine the connotative meaning of familiar phrases in context
	Determine the meaning of a phrase used in a very complex text	Determine the meaning of figurative language in context	 Make a text-based inference to determine word meaning in a literary text.
	Determine the meaning of figurative language (contance lovel)		Determine impact of word choice on tone & manning
		locate Information	Determine impact of word choice on tone & meaning
Modium: 2 DI 5 / Low 2 DI 5	Modium: 4 PLF / Low E PLF		
I/isa taxt fasturas to locate datails in slightly complex taxts	Describe the structure of a slightly to medicately complex to t	Hign: /.Ki.5 / LOW: b.Ki.5, b.FL.5	High: 9-10.KI.5 / Medium: 11-12.KI.5
Ose text reatures to locate details in slightly complex texts	Describe the structure of a signify to moderately complex (ext	Analyze the function of a text reature	Use evidence to support the analysis of text structure
Use text features to locate details in moderately complex texts	Describe the structure of a section of very complex text		Use multiple pieces of evidence to support the analysis of text structure

	Reading Common Flamm	ing root for the multi-level	0145510011
TABE Level E	TABE Level M	TABE Level D	TABE Level A
Use text features to locate details in very complex texts	Describe the structure of a section of very complex text (technical document)	Analyze the function of a section of text	Analyze the function of a section of text to develop ideas in a moderately complex text
	Describe the structure of multiple paragraphs of a moderately complex text		Analyze the function of a section of text to develop ideas in a complex text
	Describe the structure of very complex text	Analyze the connection of a section of text to the whole (moderately complex text)	Analyze the function of a section of text to develop ideas in a highly complex text
	Compare information expressed in multiple formats	Analyze the connection of a section of text to the whole (very complex text)	Analyze the function of multiple sections to develop ideas in a complex text
	Use evidence to support comparisons of the structure of moderately to very complex texts	Use evidence to support the determination of the purpose of a section of text	Analyze the function of a section of text to develop ideas in an informational text.
	Use evidence to support comparisons of information expressed in multiple formats		Analyze the function of a section of text to develop claims in an informational text
			Analyze the function of a section of text to develop claims in a complex text
	Identify Auth	nor's Purpose	
Medium: 2.RI.6	Medium: 5.RI.6	High: 8.RI.6 / Low: 6-8.RH.6	High: 9-10.RI.6
Identify the author's purpose regarding an idea	Describe the author's point of view in moderately complex text	Determine the point of view of a section of text	Determine the author's purpose in a moderately complex text
Identify the author's purpose in a slightly complex text	Compare the point of view across multiple texts on the same topic	Determine the point of view of a text (explicitly stated)	Determine author's purpose in an informational text
Identify author's purpose in a moderately complex text	Compare the point of view between multiple slightly complex texts on the same topic	Determine point of view of a moderately complex text	Analyze the development of the author's purpose
Use evidence to support the author's purpose		Determine point of view of a moderately-very complex text	
		Use evidence to support the determination of point of view	
Identify Author's	/s' Point of View		Identify Author's/s' Point of View
Medium: 3.RI.6	Medium: 5.RI.6 / Low: 5.RL.6		High: 9-10.RI.6 / Low: 9-10.RL.6, 9-10.RH.6, 11-12.RL.6
Identify the author's opinion regarding a topic	Use evidence to support comparison of points of view across multiple texts on same topic		Compare point of view across multiple texts
Identify author's opinion in regarding a topic in a slightly-moderately complex text			Determine character point of view in a literary text
Identify the author's point of view in a slightly-moderately complex text			Use evidence to support the analysis of point of view
Identify the author's point of view in a very complex text			Use multiple pieces of evidence to support comparison of pt. of view (w/in &across texts)
Use evidence to support the author's opinion			Identify How Author Uses Rhetoric
			Medium: 11-12.RI.5

Analyze method for developing point of view (including rhetoric)

DOMAIN: Integration of Knowledge & Ideas			
11%/ 5 ?s/ RI	15%/ 7 ?s/ RI-RST	11%/ 5 ?s/ RI	
Connect Illustration & Text			
Medium: 4.RI.7	Low: 6-8.RST.7, 6.RI.7		
Explain the connection between text and graphics	Incorporate graphic and text to understand topic		
	Use evidence to support a stated claim		
	Evaluate a claim made in a text		
	Evaluate support for a claim		
	Compare claims made across texts		
Use quantitative information to support text	Integrate BASIC quantitative information with evidence from the text		
Use quantitative information to support multiple texts	Use quantitative data to support stated author's point of view		
Use text evidence to support the use of quantitative information	Integrate quantitative information with evidence from text		
Use text evidence from multiple texts to support the use of quantitative information	Use quantitative data & evidence from text to support stated author's point of view		
Support Author's Point	Evaluate Arguments/Claims in Text		
Medium: 5.RI.8	High: 8.RI.8	High: 9-10.RI.8	
Identify author's point about a section of moderately complex text		Determine a claim made in an informational text	
Explain the author's use of evidence to support an idea in a slightly complex text		Determine a claim made in a moderately complex text	
Use evidence to support the explanation of an author's point about a section of text		Determine a claim made in a complex text	
Explain the author's use of evidence to support an idea in moderately complex text		Determine a claim based on information in a moderately complex text	
o support an idea in very complex text		Support stated claim with multiple pieces of evidence from moderately complex text	
tion of an author's point about a text	Identify a claim made in text	Identify faulty reasoning as related to a stated claim	
	Domain: Integration 11%/ 5 ?s/ RI Connect Illustration & Text Medium: 4.RI.7 Explain the connection between text and graphics Use quantitative information to support text Use quantitative information to support texts Use quantitative information to support multiple texts Use text evidence to support the use of quantitative information Use text evidence from multiple texts to support the use of quantitative information Support Author's Point Identify author's point about a section of moderately complex text Explain the author's use of evidence to support an idea in a slightly complex text Use evidence to support the explanation of an author's point about a section of text Explain the author's use of evidence to support an idea in moderately complex text Explain the author's use of evidence to support an idea in moderately complex text Explain the author's use of evidence to support an idea in moderately complex text ext support an idea in very complex text ion of an author's point about a text	DOMAIN: Integration of Knowledge & Ideas 11%/ 5 ?s/ RI Connect Illustration & Text Medium: 4.RI.7 Explain the connection between text and graphics *Incorporate graphic and text to understand topic \$\U00e4 Use evidence to support a stated claim \$\U00e4 Use evidence to support a stated claim \$\U00e4 Use quantitative information to support text Use quantitative information of multiple texts to support the use of quantitative information Use text evidence from multiple texts to support the use of quantitative information Use quantitative information of an author's point about a section of moderately complex text Explain the author's use of evidence to support an idea in moderately complex text Use evidence to support the explanation of an author's point about a section of text Explain the author's use of evidence to support an idea in moderately complex text Use evidence to support the explanation of an author's point about a section of text<	

TABE Level E	TABE Level M	TABE Level D	TABE Level A
Use multiple pieces of evidence to support the	e explanation of an author's point about a text	Use evidence to support a claim made in complex texts	Support a cross-text claim with evidence from a moderately complex text
Use text evidence from multiple texts to support the use of quantitative information	Determine the relevance of evidence used to support a claim		Support a claim made in a complex text
	Compare claims made across texts and support comparison with multiple pieces of evidence		Support a stated claim with evidence from an informational text
			Support a stated argument with evidence from a moderately complex text

TABE Level E	TABE Level M	TABE Level D	TABE Level A
	DOMAIN: Convention	is of Standard English	
48%/ 19 ?s/ L	44%/ 17-18 ?s/ L	44%/ 17 ?s/ L	52%/ 21 ?s/ L
Capita	lization		
	Use correct capitalization in common nouns when used as proper nouns		
Capitalize multiple book titles	ITALICS		
DAYS OF THE WEEK	Use italics for book titles		
Capitalize the days of the week			
HOLIDATS, PRODUCT & GEOGRAPHIC NAMES			
Capitalize holidays, product names, and geographic names.	Punct	uation	
High: 2.L.2.b / 2.L.2.c / 3.L.2 / 3.L.2.b / 3.L.2.c / 3.L.2.d	High: 4.L.2, 4.L.2.a, 4.L.2.b, 4.L.2.c, 4.L.4.Cm 5.L.2, 5.L.S.a, 5.L.2.b, 5.L.2.c, 5.L.2.d	High: 6.L.2.a, 8.L.2.a, 8.L.2.b / Low: 7.L.2.a	High: 9-10.L.2.a, 9-10.L.2.b
APOSTROPHES			
Form common contractions			
Use a possessive apostrophe with common nouns			
	COMMAS		
Use commas in addresses, greetings, and closings	Use commas with items in a series (single words)		
Use commas & quotation marks in dialogue.	Use commas with introductory prepositional phrases	Use commas with parenthetical phrases	
	•Use a comma to set off the words "yes" and "no" (e.g., Yes, thank you.); to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?); and to indicate direct address (e.g., Is that you, Steve?)	Identify commas to set off nonrestrictive clauses	
	Use commas in longer compound sentences	Use commas to set off nonrestrictive clauses	
	Use commas to set off nonrestric	ctive clause in more complex text	
	Identify a sentence with a comma error	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt.	
	Identify multiple sentences with comma errors		
	Use commas & quotation marks to mark direct speech and quotations from a tout		
QUESTION MARKS	QUOTATION MARKS	COL	LONS
Use quotation marks with a line of dialogue	Use commas & quotation marks to mark direct speech and quotations from a	Lise and identify correct usage of colons when used	t in simple sentences and when used with quotations
	text.		
Use quotation marks with multiple lines of dialogue		Use and identify correct usage o	or colons embedded in paragraphs
			Use and identify correct usage of semicolons in compound-complex sentences
		SEMICOLONS	
		Use and identify correct usage of semicolons in compound-complex sentences	
	ELLIPSIS	/DASHES	
	Use an ellipsis in a sentence	e with omitted text or pauses	
		Use multiple forms of punctuation - ellipses or dashes - to indicate a pause	
	Parts of	Speech	
High: 2.L.1.a, 2.L.1.b, 2.L.1.c, 2.L.1.d, 3.L.1.a, 3.L.1.b. 3.L.1.c. 3.L.1.d.	High: 4.L.1, 4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e /	High: 6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d / Medium: 8.L.1.b. 8.L.1.c.	
3.L.1.e, 3.L.1.g	Medium: 5.L.1.a, 5.L.1.b, 5.L.1.c, 5.L.1.d	8.L.1.d / Low: 7.L.1.c	N/A
IDENTIFY PARTS OF SPEECH	PREPOSITIONS		
Identify parts of speech	Identify prepositional phrases		
NOUNS			
Use irregular nouns			
Use nouns with irregular plurals			
Use abstract nouns			

PRONOUNS

Use reflexive pronouns	Make corrections to ambiguous pronoun usage	Make corrections to ambiguous pronoun usage	
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Identify shifts in subject pronouns	
		Use possessive pronouns correctly (agreement in number and gender)	
		◆Use intensive pronouns (e.g., myself, ourselves)	
	VERRS		
		Explain the function of verbals (gerunds, participials, infinitives) in general	
Use the past tense of regular and irregular verbs	Maintain the correct verb tense	and their function in particular sentences)	
♣Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses	Identify the use of	of passive voice.	
		Make revisions to sentences using the passive voice	
		Maintain parallel use of verb mood	
	ADJECTIVES		
Use comparative adjectives	Use conventional adjective order in more complex sentences		
Use multiple comparative adjectives	Use conventional adjective order across multiple sentences	Identify a single sentence with coordinate adjectives	
	Identify multiple sentences	with coordinate adjectives	
		Identify coordinate adjectives in multiple, more complex sentences	
ADV	ERBS	MODI	FIERS
Use multiple comparative adverbs		Identify multiple sentences with misplaced modifiers	Identify multiple sentences with errors (modifying words and/or phrases)
	(where, when, why).	Structure	,
High: 211f 311h 311i	High: 411f 412c / Medium: 511e		High: 9-10 1 a
nigii. 2.1.1.1, 3.1.1.11, 3.1.1.1	COMBINING	SENTENCES	nigii. 5-10.1.1.d
	Combining	Explain the function of phrases and clauses in general and their function in	
Combine simple sentences		specific sentences.	Combine multiple simple sentences, maintaining parallel structure
Combine longer simple sentences			Combine multiple sentences, maintaining parallel structure
Combine longer simple sentence	s using coordinating conjunctions		
	SENTENC	E TYPES	
	Identify sent	tence types	
	SENTENCE FRAGMENTS	PARALLEL S	TRUCTURE
	Recognize a sentence fragment within a paragraph	Identify sentences with	parallel structure errors
	Recognize multiple sentence fragments within a paragraph		Identify multiple sentences embedded in a longer passage with parallel structure errors
	Recognize longer sentence fragments	OMITTED TEXT OR PAUSES	
		Identify multiple sentences with omitted text or pauses	
	Convention	is of Usage	
High: 3.L.1, 3.L.1.f	Medium: 5.L.1.a	High: 6.L.1.e	High: 9-10.L.1, 9-10.L.1.b
AGREEMENT	Evaluin the function of conjunctions, propositions, and interjections in general	USAGE EKKURS	
Maintain pronoun-antecedent agreement	and their function in particular sentences.	Revise sentences to correct usage errors	Revise a sentence to correct usage errors
Maintain agreement in number of reflexive pronouns			Revise a sentence in multiple ways to correct usage errors
		VARIATIONS OF STANDARD ENGLISH	ADDING MEANING
			◆Use various types of phrases (noun, verb, adjectival, adverbial, participial,
		Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in	prepositional, absolute) and clauses (independent, dependent: noun, relative,
		conventional language.	adverbial) to convey specific meanings and add variety and interest to writing or presentations
	C		
	Sper		
rigii. 2.1.2.0, 3.1.2.9, 3.1.2.1	підіі. 4.L.2.U, Э.L.2.C	nign. 0.1.2.0, /.1.2.0, 0.1.2.0	TIGH. J-10.L.2.L
Spell common words correctly	Spell correctly (more c	complex tier 1 words)	Spell correctly (tier 2)
Use spelling patterns to identify correctly spelled words	Spell correctly (works	s with foreign origin)	
		Enall comments for	ts with silent latters)
Use vower-sound spenning patterns and resources to spen correctly		Speir con ecuy (work	
		Identify multiple emb	edded spelling errors
Reference Materials	Word Structure		
High: 2.L.2.e, 3.L.2.g	N/A		
DICTIONARIES / GLOSSARIES	AFFIXES & ROOTS		
check and correct spelling.	Determine the meaning of a root word		
	Word Usage		

High: 4.L.1.g		
COMMONLY CONFUSED WORDS		
Use more complex commonly confused words		
DOMAIN: Knowledge of Language		
5%/ 2 ?s/ L	10%/ 4 ?s/ L	
Expand, Combine, Reduce Sentences	Precise Language	
Medium: 5.L.3.a	Low: 7.L.3.a	
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	Make a word-level revision to a sentence to use precise language	
Variations of Standard English	Make a sentence-level revision to use precise language	
Medium: 5.L.3.b	Make a sentence-level revision to a paragraph to use precise language	
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Tone & Style	
	Low: 6.L.3.a, 6.L.3.b	
	Combine sentences while maintaining style	
	Combine sentences with prepositional phrases and dependent clauses while maintaining style	
	Revise a paragraph to maintain style	
	Revise a paragraph to maintain tone	
	Clarity	
	Low: 7.L.3.a	
	Revise compound-complex sentences to improve clarity	

DOMAIN: Vocabulary Acquisition & Use			
22%/ 7 ?s/ L	26%/ 5-6 ?s/ L	26%/ 6 ?s/ L	23%/ 4 ?s/ L
Affixes & Roots			
High: 2.L.4.b, 2.L.4.c	High: 4.L.4.b	High: 6.L.4.b	Medium: 11-12.L.4.b
Use prefixes to determine a word meaning	Determine the meaning of a prefix	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)	 Identify and correctly use pattern of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
Determine the meaning of a common root word		<u> </u>	
Determine the meaning of lesson common root words			
Similar Meanings			
Low: 3.L.5.c			
Select words with similar meanings			
Signal C	ontrast		
High: 2.L.4	Low: 5.L.6		
Use words to signal contrast in more complex sentences	Use words to signal contrast in basic sentences		
	Use words to signal contrast in more complex sentences		
	Contex	ct Clues	
High: 2.L.4.a, 2.L.4.d / Low: 3.L.5, 3.L.5.a, 3.L.5.b	High: 4.L.4.a	High: 6.L.4.a, 6.L.4.d	Medium: 11-12.L.4.a, 11-12.L.4.d
+Use sentence-level context as a clue to the meaning of a word or phrase.	Use context to supp	ort a word's meaning	
◆Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook, bookmark)	Identify the context clues used to determine a word's meaning		
Distinguish the literal and non-literal meaning of words and phrases in context (e.g., Take steps.)	Select a definition of a word used in context	Determine the meaning of tier 1 words in context	
Select the definition of more complex word used in context	Select the definition of more complex word used in context	Determine the meaning of	f tier 2 words in context
Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.)			Determine the meaning of less common tier 2 words in context
Multiple Meaning words		Multiple Mea	ning words
High: 2.L.4.e		High: 6.L.4.d	N/A
Use a resource to determine the meaning of a multiple meaning word		Determine the meaning of less co	mmon multiple-meaning words
Differentiate between the nuanced meaning of multiple meaning words			neaning of multiple meaning words
	Modifiers		Modifiers
	N/A		N/A
	Use modifying words and phrases correctly		Identify multiple sentences with errors (modifying words and/or phrases)
Adjectives	Precise Language	Word C	hoice
High: 2.L.4.e	Medium: 4.L.6, 5.L.6	Medium: 8.L.6	Medium: 11-12.L.4.a, 11-12.L.4.d, 11-12.L.6
Use adjectives correctly	Make word-level revisions to a sentence using a precise word	Make a word choice selection	n based on word meanings

Use adjectives correctly in more complex sentences	Make word-level revisions to more complex sentences using a precise word		
Temporal Words	Embedded Word Meaning		
Low: 2.L.6 / High: 3.L.6	N/A		
Use beginning and transitional temporal words	Determine the meaning of words embedded in longer passages		
Use temporal words in more complex sentences			
Use temporal words in multiple sentences across a paragraph			
	Reference	Materials	
High: 2.L.4.e	High: 4.L.4.c	High: 6.L.4.c	Medium: 11-12.L.4.c
 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	◆Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation or determine or clarify its precise meaning or its part of speech.	 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
Support Main Idea			
High: 3.RI.2			
Use evidence to support determination of a main idea			
Support an explicit main idea with evidence from text			
	DOMAIN: Text T	ypes & Purposes	
30%/ 19 ?s/ W	25%/ 10 ?s/ W	23%/ 9 ?s/ W	25%/ 9 ?s/ W-WHST
	Informati	onal Text	
High: 3.W.2.a, 3.W.2.b, 3.W.2.c, 3.W.2.d	High: 4.W.2.a, 4.W.2.b, 4.W.2.c, 4.W.2.d, 4.W.2.e	High: 7.W.1.a, 7.W.1.c, 7.W.1.e / Medium: 6-8.WHST.2.a, 6- 8.WHST.2.b, 6-8.WHST.2.c, 6-8.WHST.2.d, 6-8.WHST.2.e, 6- 8.WHST.2.f	High: 9-10.WHST.2.a, 9-10.WHST.2.b, 9-10.WHST.2.c, 9- 10.WHST.2.d, 9-10.WHST.2.e, 9-10.WHST.2.f / Low: 9-10.W.2.a, 9- 10.W.2.b, 9-10.W.2.c, 9-10.W.2.d, 9-10.W.2.e, 9-10.W.2.f
	INTRODU	UCTIONS	
Add an introductory sentence	e to an informational paragraph	Add an introductory sentence to an argumentative or informational paragraph.	Revise an informational paragraph to improve the introduction
	Revise an introductory sentence of an informational sentence		
	Revise the introductory paragraph of an a	rgumentative or informational paragraph	
	DET/	AILS	
Add a detail to an ini	formational paragraph		Add a detail and/or a sentence of support to an informational text
Add details to a more complex informational paragraph	Add a supporting detail to a	an informational paragraph	
Add multiple details to an informational paragraph	Use headings to group details in an informational paragraph	Add multiple supporting details to an info. paragraph	
	CONCU		es of support to an informational text
	CONCLU		Provide a concluding statement or section that follows from and supports the
Add a concluding sentence to an informational paragraph	Revise a conclusion of an informational paragraph	Add a concluding sentence to an argumentative or informational paragraph.	information presented (e.g., articulating, implications, or the significance of the topic.)
Add a concluding sentence to a more complex informational paragraph		Add multiple concluding sentences to an informational paragraph	
Add multiple concluding sentences to an informational paragraph			
LINKING WORDS	PRECISE LANGUAGE	CLA	RITY
Use a linking word in an informational paragraph	Revise a sentence using precise language	Revise the introductory pa	aragraph to improve clarity
Use a linking word in a more complex informational paragraph	Revise multiple sentences using precise language	the topic.	Make sentence-level revisions to an informational paragraph to improve clarity
			Revise multiple sentences of an introductory paragraph to improve clarity
		TRANSITIONAL WORDS RHRASES SENTENCES	
	Lise transitional v	words or phrases	Add a transitional contence to an informational paragraph
			Revise an informational passage with multiple paragraph-level transitional
	Use transitional words to combine sentences within an informational paragraph		sentences
	Use a transitional sentence in an informational paragraph		
		TONE	& STYLE
		Revise a sentence in an informational paragraph to maintain tone or style	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
		Revise multiple sentences of an informational paragraph to maintain tone	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Opinio	on Text	Argument	ative Text
High: 3.W.1.a, 3.W.1.b, 3.W.1.c, 3.W.1.d	High: 4.W.2.d, 5.W.1.a, 5.W.1.b, 5.W.1.c, 5.W.1.d	High: 7.W.1.a, 7.W.1.b, 7.W.1.c, 7.2.1.d / Medium: 6-8.WHST.2.a, 6-8.WHST.2.c, 6-8.WHST.2.f	High: 9-10.WHST.1.b, 9-10.WHST.1.c, 9-10.WHST.1.d, 9- 10.WHST.1.e, 9-10.WHST.2.e / Medium: 9-10.W.1.a, 9-10.W.1.b, 9- 10.W.1.c, 9-10.W.1.d, 9-10.W.1.e / Low: 9-10.W.2.f, 9-10.WHST.2.f
INTROD	UCTIONS	INTROD	UCTIONS

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Revise an introductory sentence of an opinion paragraph	Revise the introductory paragraph of an argumentative or informational paragraph	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
	Add an introduction to an opinion paragraph	Add an introductory sentence to an argumentative or informational paragraph	
DETAILS			
Add multiple details to an opinion paragraph			
EVIDENCE		EVIDENCE	
Add evidence to an opinion paragraph	Add supporting evidence to an opinion paragraph	Add supporting evidence to argumentative paragraph	
Add evidence to a more complex opinion paragraph			
		CLAIMS & COU	UNTERCLAIMS
		Add support for a claim in an argumentative paragraph	Use evidence to support a claim
		Use multiple pieces of evidence to support a claim	Add support for a stated claim
		Revise multiple sentences of an argumentative paragraph to address the counterclaim	Use multiple pieces of evidence to support a claim
		Revise an argumentative paragraph to address the counterclaim	
CONCLU	JSIONS	CONCLU	USIONS
Add a concluding sentence	e to an opinion paragraph	Add a concluding sentence to an argumentative or informational paragraph	Revise the conclusion for clarity in an argumentative text
Add a concluding sentence to a more complex opinion paragraph	Revise a concluding sentence in an opinion passage		
Add multiple concluding sentences to an opinion paragraph	Add multiple concluding sentences to an opinion paragraph		
LINKING WORDS	TRANSITIONAL WORDS, PHRASES, SENTENCES	TRANSITIONAL WORDS, PHRASES, SENTENCES	
Use a linking word in an opinion paragraph	Use transitional words in an opinion paragraph	Use transitional words or phrases	Use sentence-level transitional words in an argumentative text
Use a linking word in a more complex opinion paragraph	Add a transitional sentence to an opinion paragraph	Use sentence-level transitional p	phrases in an argumentative text
Use multiple linking words in an opinion paragraph	Use transitional words or phrases		
PRECISE LANGUAGE		CLAI	RITY
+Make word-level revisions to more complex sentences using a precise word.	Revise a sentence using precise language	Revise the introductory pa	rragraph to improve clarity
	Revise multiple sentences using precise language		Revise multiple sentences of an introductory paragraph to improve clarity
		TONE 8	& STYLE
		Make a sentence-level revision to main	ntain the tone in an argumentative text

TABE Level E	TABE Level M
DOMAIN: Number & C	Dperations in Base Ten
28%/ 9 ?s/ NBT	15%/ 5 ?S/ NBT
Understand Place Value	Generalize Place Value Understanding for Multi-
	digit Whole Numbers
Medium: 2.NBT.2, 2.NBT.4 / Low: 2.NBT.1b, 2.NBT.3	Medium: 4.NBT.1 / Low: 4.NBT.3
UNDERSTAND) PLACE VALUE
Identify the values of digits of 2- and 3-digit numbers	+ 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.
Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form)	 Use place value understanding to round multi-digit whole numbers to any place.
SKIP COUNT	
Skip count by 5s, 10s, and 100s	
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	
Compare values of digits in multi-digit numbers	
Use Place Value Understanding & Properties of	
Operations to Add and Subtract	
Medium: 2.NBT.6, 2.NBT.7	
USE PLACE VALUE	
value	
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)	
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 & Properties	of Operations to Perform Multi-digit Arithmetic
Medium: 3.NBT.1 / Low: 3.NBT.2, 3.NBT.3	Low: 4.NBT.4, 4.NBT.5, 4.NBT.6
UNDERSTAND PLACE VALUE	PERFORM MULTI-DIGIT ARITHMETIC
Round numbers to tens and hundreds places	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).
Round numbers to nearest hundreds & thousands place	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.
Multiply single-digit whole numbers by 10	FIND QUOTIENTS & REMAINDERS
EXPLAIN PROPERTIES OF OPERATIONS	Use various strategies to divide two-, three-, and four-digit numbers by one- and
Fluently add & subtract within 1000 using strategies & algorithms based on	two-digit numbers
place value, properties of operations, &/or the relationship between addition &	
subtraction.	
Explore patterns in multiplying numbers by 10	
Investigate the relationship between skip counting and multiplication and division	
	Understand the Place Value System
	Medium: 5.NBT.3a, 5.NBT.3b / Low: 5.NBT.4
	UNDERSTAND PLACE VALUE

Compare the values of digits in multi-digit numbers and observing patterns

	Create & use models for decimals & use properties of operations to add &
	subtract decimals to hundredths place
	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
	ROUND
	Round multi-digit numbers to the thousands and ten thousands places and examine the values of the digits in each place
	Perform Operations with Multi-digit Whole Numbers
	& with Decimals to Hundredths
	Low: 5.NBT.5, 5.NBT.7
	ADD WHOLE NUMBERS
	+ Fluently multiply multi-digit whole numbers using the standard algorithm.
	Use various strategies for adding numbers with up to four digits
	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 & 0	Operations - Fractions
12%/ 5 ?s/ NF	20%/ 7 ?s/ NF
	Extend Understanding of Fraction Equivalence &
Develop an Understanding of Fractions as Numbers	Ordering
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b	Ordering Low: 4.NF.1
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE	Ordering Low: 4.NF.1 FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions	Crdering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying &
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions	Ordering Low: 4.NF.1 FRACTIONS + Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions to compose & decompose and decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways	Ordering Low: 4.NF.1 FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways + Represent a fraction 1/b on a number line diagram by defining the interval	Ordering Low: 4.NF.1 FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. 	Ordering Low: 4.NF.1 FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose 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 Image: Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models)	Ordering Low: 4.NF.1 FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line. 	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c ADD FRACTIONS Compose and decompose fractions using addition and subtraction Solve simple, one-step, real-world problems involving addition and subtraction of fractions with the same denominators MULTIPLY FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways • Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line. Use multiple representations to identify or create an equivalent fraction to a	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c ADD FRACTIONS Compose and decompose fractions using addition and subtraction Solve simple, one-step, real-world problems involving addition and subtraction Solve simple, one-step, real-world problems involving addition and subtraction MULTIPLY FRACTIONS Understand a fraction a/b as a multiple of 1/b. For example, use a visual
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways ◆ Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) ↓ Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line. Use multiple representations to identify or create an equivalent fraction to a given fraction or whole number	Ordering Low: 4.NF.1 FRACTIONS
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) 	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c ADD FRACTIONS Compose and decompose fractions using addition and subtraction
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line. Use multiple representations to identify or create an equivalent fraction to a given fraction or whole number Express whole numbers as fractions, & recognize fractions that are equivalent to whole numbers. COMPARE FRACTIONS 	Ordering Low: 4.NF.1 FRACTIONS • Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c ADD FRACTIONS • Compose and decompose fractions using addition and subtraction • Solve simple, one-step, real-world problems involving addition and subtraction • Solve simple, one-step, real-world problems involving addition and subtraction • 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). • 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).
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Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways ◆ Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) ◆ Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line. Use multiple representations to identify or create an equivalent fraction to a given fraction or whole number ◆ Express whole numbers as fractions, & recognize fractions that are equivalent to whole numbers. COMPARE FRACTIONS Identify benchmark fractions (e.g., %) and reason about their sizes	Ordering Low: 4.NF.1 FRACTIONS Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c ADD FRACTIONS Compose and decompose fractions using addition and subtraction Solve simple, one-step, real-world problems involving addition and subtraction of fractions with the same denominators 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).
Develop an Understanding of Fractions as Numbers High: 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3.d / Medium: 3.NF.1, 3.NF.2.a, 3.NF.2.b EVALUATE Identify some representations of fractions Use unit fractions to compose simple, non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions to compose & decompose non-unit fractions Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways • Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that endpoint of the part based at 0 locates the number 1/b on the number line. Create and use multiple representations of fractions (e.g., number lines, area models, set models) • Understand two fractions as equivalent (equal) if they are same size, or the same point on a number line. Use multiple representations to identify or create an equivalent fraction to a given fraction or whole number • Express whole numbers as fractions, & recognize fractions that are equivalent to whole numbers. COMPARE FRACTIONS Identify benchmark fractions (e.g., ½) and reason about their sizes	Ordering Low: 4.NF.1 FRACTIONS I was multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8 Build Fractions from Unit Fractions by Applying & Extending Previous Understanding of Operations on Whole Numbers Medium: 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c ADD FRACTIONS I compose and decompose fractions using addition and subtraction • Solve simple, one-step, real-world problems involving addition and subtraction of fractions with the same denominators 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). Experies repeated addition of unit fractions as multiplication expressions (e.g., 1/5 + 1/5 + 3/5) • 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). Understand Decimal Notation for Fractions & Compare Decimal Fractions

Compare fractions with the same numerators or the same denominators by reasoning about their sizes (using benchmark fractions)

UNDERSTAND DECIMALS

Use visual representations to compare decimals to the hundredths place

Use visual representations to create models of decimals and connect these to fractions

Use Equivalent Fractions as Strategy to Add & Subtract Fractions

Low: 5.NF.2 ADD FRACTIONS

Solve simple, one-step, real-world problems involving addition & subtraction of fractions with different denominators

Apply & Extend Previous Understanding of Multiplication & Division to Multiply & Divide

Fractions

Medium: 4.NF.4b, 5.NF.7, 5.NF.7a, 5.NF.7b, 7.NF.7c / Low: 5.NF.2, 5.NF.3, 5.NF.5b, 5.NF.6

MULTIPLY FRACTIONS

+ Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

+ 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 X a)/(n x b) to effect of multiplying a/b by 1.

DIVIDE FRACTIONS

Express the division of two whole numbers as a fraction in a real-world context

Use visual representations to show division of a unit fraction by a whole number

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

Solve real-world problems involving addition, subtraction, multiplication, or division of fractions with different denominators

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)

+ 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.

DOMAIN: Operations & Algebraic Thinking	
22%/ 7 ?s/ OA	12%/ 4 ?s/ OA
Represent & Solve Problems Involving Addition &	
Subtraction	
Medium: 2.OA.1	
ADD & 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.	
Represent & Solve Problems Involving	
Multiplication & Division	
Medium: 3.OA.1 / Low: 3.OA.2, 3.OA.3	
MULTIPLY WHOLE NUMBERS	
 Interpret products of whole numbers. 	
 Interpret whole-number quotients of whole numbers. 	

Create and use visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models)	
Create and use visual representations to partition areas of shapes	
APPLY PROPERTIES OF OPERATIONS: MULTIPLICATION & DIVISION	Use the Four Operations with Whole Numbers to Solve Problems
Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models)	Medium: 4.OA.1, 4.OA.2 / Low: 4.OA.3
Understand Properties of Multiplication & Relationship Between Multiplication & Division	MULTIPLY WHOLE NUMBERS
Medium: 3.OA.6, Low: 3.OA.4, 3.OA.5	Use expressions and equations to represent multiplicative relationships expressed in words
APPLY PROPERTIES OF OPERATIC	DNS: MULTIPLICATION & DIVISION
Determine unknown whole number in multiplication or division equation relating 3 whole numbers.	
Create, compare, and analyze multiple solution strategies & representations to	o investigate relationship between multiplication and division of whole numbers
Solve basic multiplication problems using math fact strategies.	
Solve multiplication and division problems using math fact strategies	
+ Understand division as an unknown-factor problem.	
Multiply & Divide Within 100	
Low: 3.0A.7	
APPLY PROPERTIES OF OPERATIONS: MULTIPLICATION & DIVISION	
Use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem	
Solve Problems Involving the Four Operations, &	
Identify & Explain Patterns in Arithmetic	
Medium: 3.OA.8, Low: 3.OA.9	
APPLY PROPERTIES OF OPERATIONS: MULTIPLICATION & DIVISION	EVALUATE EXPRESSIONS
Write and solve expressions and equations to represent real-world situations	Write and use two-step equations involving addition, subtraction, multiplication, division, and grouping symbols that represent real-world situations
Solve real-world problems involving multiplication and division while using	
Solve multi-step, real-world problems involving addition, subtraction, multiplica	tion, and/or division of whole numbers while using visual representations to snow
nr Connect visual representations of real-world problems to expressions and equations that also represent the real-world problems	Gain Familiarity with Factors & Multiples
Use number patterns with simple addition rules to investigate how they relate to multiplication & division	Low: 4.OA.4
	UNDERSTAND PRIME & COMPOSITENUMBERS
	Identify prime and composite numbers
	Generate & Analyze Patterns
	Low: 4.0A.5
UNDERSTAND AND A	APPLY PATTERN RULES
Identify an addition rule given a pattern and create patterns when given simple	Create & analyze number patterns with addition rules to investigate how they relate to multiplication & division
and the second s	Create number patterns with addition rules to investigate how they relate to multiplication & division
	Investigate patterns and properties of prime and composite numbers
	Write & Interpret Numerical Expressions
	Low: 5.0A.1
	EVALUATE EXPRESSIONS
	Solve multi-step equations involving addition, subtraction, multiplication,
	division, and grouping symbols without context
	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
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	DOMAIN:	Geometry	
10%/ 4 ?s/ G	10%/ 4 ?s/ G	18%/ 5 ?s/ G	15%/ 5 ?S/ G.CO, G.SRT, G.GMD, G.MG
Reason with Shapes & their Attributes	Draw & Identify Lines & Angles and Classify Shapes		
	by Properties of their Lines & Angles		
Medium: 2.G.1, 3.G.1 / Low: 2.G.3, 3.G.2	Medium: 4.G.1		
KNOW GEOMETRIC SHAP	ES, FIGURES & ATTRIBUTES		
Distinguish common and non-common attributes of pairs or groups of shapes			
Explore properties of shapes with more than four sides			
Extend properties of 2-dimensional shapes to 3-dimensional shapes.			
Identify features of given shapes with words & pictures Identify simple features (number of sides, number of angles, etc.) of given			
shapes with pictures			
Recognize points, lines, line segments, angles, and p	arallel and perpendicular lines in the coordinate plane		
Recognize points, lines, line segments, angles, & parallel and perpen	dicular lines in polygons and in diagrams other than those of polygons		
Identify shapes whose areas have been partitioned into halves and quarters	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		
Analyze polygons with similar properties and some of the same features	Graph Points on the Coordinate Plane to Dolve Real- world & Mathematical Problems	Draw, Construct, & Describe Geometrical Figures & Describe the Relationships Between Them	
Describe and analyze features of shapes extending beyond numbers of sides and angles (e.g., relationships between pairs of sides or angles)	Low: 5.G.1	Low: 7.G.1	
+ Identify and create non-examples of shapes	KNOW COORDINATE VALUES & GRID QUADRANTS	FIND AREA, VOLUME, SURFACE AREA OF FIGURES	
Identify both properties of given shapes and shapes with given properties	Identify coordinates of points & plot points with whole number coordinates in 1^{st} guadrant of coordinate plane		
Identify features of given shapes with words and pictures together and separately	Name parts of ordered pairs and what they describe (e.g., x-coordinate, y- coordinate)		
Identify properties of shapes with three or four sides	Plot points and draw polygons with int	eger coordinates in the coordinate plane	
Create and use visual representations to partition areas of shapes	Draw polygons with vertices at whole number coordinates in the coordinate	· · · · · · · · · · · · · · · · · · ·	
	. <u>.</u> ,	Solve Real-life & Mathematical Problems Involving Angle, Measure, Area, Surface Area, & Volume	
		Low: 7.G.4, 7.G.5, 7.G.6	
		FIND AREA, VOLUME, SURFACE AREA OF FIGURES	
		Use the formulas for the area and circumference of circles to solve problems	
		Solve problems involving adding and subtracting areas of rectangles	
		Solve problems involving adding and subtracting areas of rectangles with fractional side lengths	
		IDENTIFY & MEASURE ANGLES	
		Write and solve simple, single-step equations to find unknown angle measures in given diagrams	
	Classify Two-dimensional Figures into Categories	Understand Congruence & Similarity Using Physical	
	Based on their Properties	Models, Transparencies, or Geometry Software	Congruence
	Low: 5.G.3	Medium: 8.G.2 / Low: 8.G.4	Low: G.CO.1
	KNOW GEOMETRIC SHAPES, FIGURES & ATTRIBUTES	UNDERSTAND TRANSFORM	IATIONS BETWEEN FIGURES
	Distinguish common and non-common attributes of pairs or groups of shapes		
	Distinguish common and non-common attributes of pairs or groups of shapes		
	Explore the effects of simple transformations (90 or 180 degree	rotations, reflections, and translations) on common plane figures	
		Explore the effects of simple series of transformations on common figures on and off the coordinate plane	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
	Solve Real-world & Mathematical Problems	Understand & Apply the Pythagorean Theorem	Similarity, Right Triangles, & Trigonometry
	Low: 6.G.4	Low: 8,G.7. 8.G.8	Medium: G.SRT.5
	KNOW GEOMETRIC SHAPES. FIGURES & ATTRIBUTES	APPLY PYTHAGOREAN THEOREM	PROVING THEOREMS INVOLVING SIMILARITY
	Pacagniza and use right triangles drawn	in the coordinate plane to solve problems	Use the Pythagorean theorem to solve problems involving right triangles in two
	Recognize and use right triangles drawn	in the coordinate plane to solve problems	and three dimensions

	Identify and create nets for given prisms and pyramids	Use the Pythagorean theorem to find missing side lengths of right triangles both on and off the coordinate plane	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
'		Recognize when to use (and use) the Pythagorean theorem to find the lengths of line segments on 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 & 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 simila
			figures

Measurement & Dimension

High: G.G.MD.3

EXPLAIN VOLUME FORMULAS & USE TO SOLVE PROBLEMS

Solve problems involving surface areas and volumes of right rectangular prisms

CALCULATE & 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

Medium: G.MG.2

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

Solve problems involving surface areas and volumes of three-dimensional figures, including modeling problems involving concepts of density based on volume

DOMAIN: Measurement & Data		
10%/ 10 ?s/ MD	15%/ 6 ?s/ MD	
	Solve Problems Involving Measurement &	
Measure & Estimate Lengths in Standard Units	Conversion of Measurements from a Large Unit to a	
	Smaller Unit	
Low: 2.MD.2, 2.MD.3, 2.MD.4	Medium: 4.md.3	
MEASURE, ESTIMATE, EXPRESS LENGTHS	EVALUATE PERIMETER & AREA	
Measure objects in different units (with fractional lengths) and compare these measurements	Find the missing side length of a rectangle given one side length and the area or perimeter	
	Geometric Measurement: Understanding Concepts	
Choose an appropriate unit of measure for a given object	of Angle & Measure Angles	
Estimate length of an object before measuring the object	Medium: 4.MD.6, 4.MD.7 / Low: 4.MD.5	
 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 	CALCULATE & INTERPRET VOLUME	
Relate Addition & Subtraction to Length	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	
Low: 2.MD.6	IDENTIFY & MEASURE ANGLES	
REPRESENT WHOLE NUMBERS ON A NUMBER LINE	 Extend the use of measuring tools to include measuring angles with protractors 	
 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. 	Measure angles to the nearest degree using a	
Solve Problems Involving Measurement & Estimation of Intervals of Time, Liquid, Volumes, &	Protractor and create angles with given measures	
Masses of Objects		
Medium: 3.MD.1, 3.MD.2	Use the properties of angles to write & solve equations in one variable to find missing angle measures in diagrams	
UNDERSTAND TIME	Use properties of complementary and supplementary angles to find missing angle measures in diagrams	
Find elapsed time when given a start and end time	Convert Like Measurement Units within a Given Measurement System	

Solve problems involving addition & subtraction of time intervals, especially working backward from given end time	Medium: 5.MD.1
Extend arithmetic operations to real-world problems involving volumes and masses of objects	CONVERTING UNITS OF MEASURE
Represent & Interpret Data	Convert from larger unit of measure to smaller unit of measure
Low: 2.MD.10, 3.MD.3, 3.MD.4	Represent & Interpret Data
SOLVE PROBLEMS USING SCALED BAR GRAPH	Low: 5.MD.2
Identify bar graphs that match a given data set and explain simple characteristics (e.g., category totals)	UNDERSTAND LINE PLOTS
Create bar graphs from given data sets and explain simple characteristics (e.g., category totals)	Use line plots to solve simple addition & subtraction problems
Use bar graphs with different scales to solve problems involving multiple categories	Use line plots to solve multi-step addition, subtraction, multiplication, and division problems
➡ 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.	+ Create line plots from given data sets and explain simple characteristics
Geometric Measurement: Understand Concepts of Area & Relate to Area of Multiplication & Addition	SOLVE PROBLEMS USING SCALED BAR GRAPH
High: 3.MD.7, Low: 3.MD.5.b	 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
UNDERSTAND CONCEPTS OF AREA MEASUREMENT	Volume & Relate Volume to Multiplication & to Addition
Relate area to operations of multiplication & addition.	Medium: 5.MD.5a, 5.MD.5b, 5.MD.5c / Low: 5.MD.4
A plane figure which can be covered without gaps or overlays by n unit souares is said to have an area of n souare units.	CALCULATE & INTERPRET VOLUME
Geometric Measurement: Recognize Perimeter as Attribute of Plane Figures & Distinguish Between	Extend the idea of using unit squares to find areas of rectangles to using unit cuber to find volumes of rectangular prime.
Linear & Area Measures	
Medium: 3.MD.8	Find volumes of rectangular prisms by counting unit cubes & multiplying side lengths (using volume formula)
EVALUATE PERIMETER & AREA	Find the missing dimension of a rectangular prism when given the other dimensions and the volume
Identify and create squares and rectangles with given areas or perimeters	Create rectangular prisms with different dimensions and volumes that are the same
Identify and create squares and rectangles with the same areas and different perimeters	 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

Find areas and perimeters of squares and rectangles

DOMAIN: Expres	
15%/ 4 ?s/ EE	
Apply & Extend Previous Understandings of	
Arithmetic to Algebraic Expressions	
Low: 6.EE.2a, 6.EE.2b, 6.EE.3, 6.EE.4	
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	
EVALUATE EQUATIONS & 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.)	
APPLY PROPERTIES OF OPERATIONS	
 Apply the properties of operations to generate equivalent expressions. 	
 Identify when two expressions are equivalent (i.e., when the two 	
expressions name the same number regardless of which value is substituted into them).	

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	Faujvalent Expressions
Reason about & Solve One-Variable Equations &	
Inequalities	Low: 7.EE.2
Low: 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8	EVALUATE EXPRESSIONS
EVALUATE EQUATIONS & INEQUALITIES	 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.
Use properties of addition and multiplication to justify steps in solving an equation	Solve Real-life & Mathematical Problems Using Numerical & Algebraic Expressions & Equations
Write & solve multi-step equations involving addition, subtraction, multiplication, division, the distributive property, & exponents (squares &	High: 7.EE.4, 7.EE.4a, 7.EE.4b / Low: 7.EE.3
Evaluate Eva	EXPRESSIONS
Solve multi-step equations involving addition, subtraction, multiplication, & division of rational numbers	Use properties of exponents to simplify expressions with rational number exponents
Write & solve expressions & equations to represent verbal descriptions (e.g., product of twice a number, n, and 6) and real-world situations	Use properties of operations and exponents to justify steps in solving an equation
Write and solve expressions and equations involvi	ng the distributive property or combining like terms
EVALUATE EQUATIONS & INEQUALITIES	INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & FUNCTIONS
Use inverse operations to show steps in solving equations	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
WRITE EQUATIONS & INEQUALITIES	Solve systems of linear equations and inequalities in multiple ways (e.g., graphing, substitution, etc.)
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.	Create multiple representations of real-world situations modeled by linear equations (e.g., graphs, tables, verbal description) and use them to solve problems
Represent & Analyze Quantitative Relationships between Dependent & Independent Variables	Write linear equations to represent real-world situations
Low: 6.EE.9	Write linear equations involving rational numbers in any form (e.g., fractions, decimals) to represent real-world situations
WRITE EQUATIONS & INEQUALITIES	
➡ 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.	Work with Radicals & Integer Exponents
	Medium: 8.EE.2 / Low: 8.EE.1, 8.EE.3
	INTEGER EXPONENTS
	 Know and apply the properties of integer exponents to generate equivalent numerical expressions.
	CUBE & SQUARE ROOTS
	Solve equations involving square and cube roots of perfect squares and cubes
	UNDERSTAND POWER OF 10
	Express very large and very small numbers in scientific notation
	Solve problems involving addition, subtraction, multiplication, or division of numbers expressed in scientific notation
	Understand Connections Between Propoprtional Relationships, Lines, & Linear Equations
	Low: 8.E.E.5 INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & ELINETIONS
	Identify graphs of linear equations, including those represented by equations and word descriptions of real-world situations

	Create graphs of linear equations, including those represented by equations and word descriptions of real-world situations, using appropriate axis labels and scales	
	Represent equations of lines by graphing them on the coordinate plane	
	Analyze & Solve Linear Equations & Pairs of	
	Simultaneous Linear Equations	
	Low: 8.EE.8a, 8.EE.8c	
	INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & FUNCTIONS	
	Graph systems of linear equations and find the point of intersection to approximate the solution	
	Write and solve systems of equations to represent real-world situations	
	DOMAIN: Statistics & Probability	
5%/ No ?s Identified / SP	22%/ 7 ?s Identified / SP	16%/ 7 ?s Identified / S.ID
Inderstanding of Statistical Variability		
Medium: 6.SP.1 / Low: 6.SP.2		
tistical question as one that anticipates variability in the data stion and accounts for it in the answers.		
tistical question as one that anticipates variability in the data stion and accounts for it in the answers. t a set of data collected to answer a statistical question has a can be described by its center, spread, and overall shape.		
tistical question as one that anticipates variability in the data stion and accounts for it in the answers. t a set of data collected to answer a statistical question has a can be described by its center, spread, and overall shape. Summarize & Des	cribe Distributions	
tistical question as one that anticipates variability in the data stion and accounts for it in the answers. t a set of data collected to answer a statistical question has a can be described by its center, spread, and overall shape. Summarize & Des Low: 6.SP.4	cribe Distributions Low: 6.SP.5d	
Itstical question as one that anticipates variability in the data stion and accounts for it in the answers. t a set of data collected to answer a statistical question has a can be described by its center, spread, and overall shape. Summarize & Des Low: 6.SP.4 al data in plots on a number line, including dot plots, x plots.	Cribe Distributions Low: 6.SP.5d USE MEASURES OF CENTER & CENTER VARIABILITLY	

Develop Understanding of Statistica Medium: 6.SP.1 / Low: 6.SP.2 + Recognize a statistical question as one that anticipates v

related to the question and accounts for it in the answers.

+ Understand that a set of data collected to answer a stati distribution which can be described by its center, spread,

Summarize & Des	cribe Distributions	
Low: 6.SP.4	Low: 6.SP.5d	
 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. 	USE MEASURES OF CENTER & CENTER VARIABILITLY	
	Find a measure of center & variability of a given data set	
	Use Random Sampling to Draw Inferences About a	
	Population	
	Low: 7.SP.2	
	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. 	
	Draw Informal Comparative Inferences about Two	
	Populations	
	Medium: 7.SP.4	
	USE MEASURES OF CENTER & CENTER VARIABILITLY	
	Use measures of center and variability of given data sets to draw inferences	
	Use measures of center & variability of given data sets, represented in multiple ways, to draw comparative inferences	
	Investigate Chance Processes & Develop, Use, &	Interpreting Categorical & Quantitative Data
	Evaluate Probability Models	
	Medium: 7.SP.5, 7.SP.8a, 7.SP.8b / Low: 7.SP.7a, 7.SP.7b	Medium: S.ID.1, S.ID.3, S.ID.5, S.ID.7 / Low: S.ID.9
	UNDERSTAND PROBABILITY OF CHANCE	UNDERSTAND DATA DISTRIBUTION
	Find the probability of a simple event	
	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.)	
	DRAW INFERENCES FROM RANDOM SAMPLE DATA	
	Use random data to approximate the probability of a change event	
	UNDERSTAND PROBABILITY OF COMPOUND EVENTS	
	Use basic probability models to simulate compound events and generate random data	
	Create multiple representations of sample spaces of compound events (e.g., lists, diagrams, simulation) and use them to find probabilities	Create multiple representations of data sets and describe key features (e.g., number of observations, patterns, overall shape, etc.)
	Investigate Patterns of Association in Bivariate Data	 Determine appropriate statistics to compare centers and spreads of data distributions (based on the shapes)

	Low: 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4	Interpret differences in the shapes, centers, and spreads of data sets in context
	INTERPRET DATA PLOTS	Create multiple representations of data sets and use them to describe comparative inferences about the centers, spreads, and overall shapes
	Describe patterns of association between two quantities represented in scatter plots of bivariate data (e.g., linear, increasing, outliers, clustering, etc.)	
	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	
	INTERPRET TWO-WAY TABL	E 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. 	Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies
	Create and use information presented in two-way tables to solve simple problems	
		INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & FUNCTIONS
		Use scatter plots and equations of linear models to draw basic conclusions about data
		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 BETWEEN CORRELATION & CAUSATION
	nortional Polotionabine	Distinguish between correlation and causation
3%/ No 2s Identified / PD	10%/ 4.2s Identified / PD	
	10 /0/ 4 is identified / Kr	
Understand Ratio Concepts & Use	Ratio Reasoning to Solve Problems	
Understand Ratio Concepts & Use Medium: 6.RP.2	Ratio Reasoning to Solve Problems Medium: 6.RP.3, 6.RP.3a	
Understand Ratio Concepts & Use Medium: 6.RP.2 + 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.	Ratio Reasoning to Solve Problems Medium: 6.RP.3, 6.RP.3a EQUIVALENT PROPORTIONAL RELATIONSHIPS	
Understand Ratio Concepts & Use Medium: 6.RP.2 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.	Ratio Reasoning to Solve Problems Medium: 6.RP.3, 6.RP.3a EQUIVALENT PROPORTIONAL RELATIONSHIPS Use ratio language to describe a ratio relationship between two quantities	
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Understand Ratio Concepts & Use Medium: 6.RP.2 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.	Ratio Reasoning to Solve Problems Medium: 6.RP.3, 6.RP.3a EQUIVALENT PROPORTIONAL RELATIONSHIPS Use ratio language to describe a ratio relationship between two quantities 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 Plot pairs of values from tables on a coordinate grid to represent real-world, proportional relationships EQUIVALENT RATIOS 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	
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Understand Ratio Concepts & Use Medium: 6.RP.2 ◆ 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.	Ratio Reasoning to Solve Problems Medium: 6.RP.3, 6.RP.3a EQUIVALENT PROPORTIONAL RELATIONSHIPS Use ratio language to describe a ratio relationship between two quantities 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 Plot pairs of values from tables on a coordinate grid to represent real-world, proportional relationships EQUIVALENT RATIOS 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 High: 7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d / Low: 7.RP.1, 7.RP.3 COMPUTE RATIOS	
Understand Ratio Concepts & Use Medium: 6.RP.2 ◆ 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.	Ratio Reasoning to Solve Problems Medium: 6.RP.3, 6.RP.3a EQUIVALENT PROPORTIONAL RELATIONSHIPS Use ratio language to describe a ratio relationship between two quantities 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 Plot pairs of values from tables on a coordinate grid to represent real-world, proportional relationships EQUIVALENT RATIOS Find missing values in tables that represent proportional relationships with context Analyze Proportional Relationships & Use Them to Solve Real-world & Mathematical Problems High: 7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d / Low: 7.RP.1, 7.RP.3 COMPUTE RATIOS + Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	

Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers

Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers and fractions

EVALUATE PROPORTIONAL RELATIONSHIPS

Represent proportional relationships by equations.

Interpret the meaning of a point on the graph of a proportional relationship in context

	Use proportional relationships to solve simple problems (e.g., gratuities, fees, tax. commissions. etc.)	
	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	DOMAIN: Numbers & Quantity
5%/ No ?s Identified / NS	21%/ 8 ?s Identified / NS	13%/ 4 ?s/ NQ.RN, NQ.Q
Apply & Extend Previous Understandings of	Apply & Extend Previous Understandings of	The Beel Number System
Fractions	Numbers to the System of Rational Numbers	The Real Number System
Low: 6.N5.1	Medium: 6.NS.5, 6.NS.6a, 6.NS.6b, 6.NS.6c, 6.NS.7a, 6.NS.7b, 6.NS.7c, 6.NS.7d / Low: 6.NS.8	Medium: NQ.RN.2
DIVIDE FRACTIONS	UNDERSTAND POSITIVE & NEGATIVE NUMBERS	EVALUATE RADICALS & RATIONAL EXPONENTS
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.	Represent real-world situations with rational numbers	Approximate the location of an irrational number on a number line
Compute Fluently with Multli-digit Nubmers & Find Common Factors & Multiples	Represent real-world situations with positive & negative integers	Explain why the sums or products of rational and irrational numbers are either rational or irrational
Medium: 6.NS.2 / Low: 6.NS.4	Identify and create multiple representations of positive and negative integers and rational numbers	Identify whether a number is rational or irrational
FIND COMMON FACTORS & MULTIPLES	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.	Simplify expressions involving integer exponents
Fluently divide multi-digit numbers using the standard algorithm	Solve one-step problems involving operations w/ positive & neg. integers & represent operations on number line	Simplify expressions involving operations with rational numbers
➡ 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.	+ Identify & represent rational numbers on number line	Use properties of exponents to rewrite expressions involving radicals and rational exponents
	 Identify and represent positive and negative integers on a number line 	Quantities
	INTERPRET ABSOLUTE VALUE	High: NQ.Q.1 / Low: NQ.Q.3
	Interpret statements of inequality as stmts. about relative position of 2 numbers on a number line diagram.	INTERPRET DATA PLOTS
	 Write, interpret, and explain statements of order for rational numbers in real-world contexts. 	Determine appropriate scales and origins in graphs and data displays
	Identify and represent the absolute values and opposites of numbers on a number line	APPLY PROPERTIES OF OPERATIONS: + - X +
	Distinguish comparisons of absolute value from statements about order.	Explore addition of rational and irrational numbers
	KNOW COORDINATE VALUES & GRID QUADRANTS	Explore addition and multiplication of rational and irrational numbers
	Represent polygons with vertices at given coordinates on a coordinate grid	Convert between measurement units appropriately while solving problems
	Create polygons on the coordinate grid having specified characteristics (e.g., area, perimeter)	CREATE EQUATIONS & INEQUALITIES
	Apply & Extend Previous Understandings of Operations with Fractions to Add, Subtract, Multiply, & Divide Rational Numbers	Define appropriate quantities and parameters when solving problems using descriptive modeling
	Medium: 7.NS.2	UNDERSTAND DATA DISTRIBUTION
	EVALUATE EQUATIONS & INEQUALITIES	Choose appropriate levels of accuracy for measurement limitations in given situations
	Solve multi-step problems involving positive rational numbers	
	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	
	Low: 8.NS.2	
	EVALUATE RATIONAL & IRRATIONAL NUMBERS	
	Identify and represent approximations of irrational numbers on a number line	
	DOMAIN:	Functions
	11%/ 4 ?s/ F	28%/ 10 ?s/ F.IF, F.BF, F.LE
	Define, Evaluate, & Compare Functions	Interpret Functions

Low: 8.F.3	High: F.IF.7a / Medium: F.IF.2, F.IF.4, F.IF.6 / Low: F.IF.1, F.IF.8b, F.IF.9
EVALUATE FUNCTIONS & F	UNCTIONAL RELATIONSHIPS
Identify graphs of functions that are linear and nonlinear	Find the average rate of change of a function over a given interval
Identify equations of functions that are linear & nonlinear	Write functions in different but equivalent forms and explain what each form "reveals" (e.g., factoring a quadratic function to reveal the zeros)
Use Functions to Model Relationships Between Quantities	Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in the same way
High: 8.F.5 / Medium: 8.F.4	Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in different ways
	+Understand that a function from one set (called the domain) to another set (called the 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 the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
EVALUATE FUNCTIONS & FUNCTIONAL RELATIONSHIPS	INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & FUNCTIONS
 Create input-output tables to represent functions 	
Evaluate a linear fur	nction at a given value
Identify and create the equation of a linear function represented by a table	Evaluate linear, quadratic, and exponential functions at given values with and without context
Identify the intercepts of graphs of functions	Use function notation and interpret statements that use function notation in context
Identify rate of change of a linear function represented by a table	Find the rate of change of a linear function
Identify and create the equation of a linear function represented by a table	Find the average rate of change of a function over a given interval
Write the equation of a linear function represented by a table or a graph	Graph equations of linear functions given in various forms
Identify & create examples & nonexamples of functions	 Use properties of exponents to interpret expressions for exponential functions.
INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & FUNCTIONS	INTERPRET GRAPHS
Create and use graphs of linear functions to represent real-world situations	Identify the intercepts of graphs of linear functions
Create equations, tables, and graphs to represent linear functions with given rates of change	Identify key characteristics of graphs of functions (e.g., intercepts, minimum, maximum, etc.)
Use the equation or graph of a linear function to represent and solve real-world problems	Building Functions
Identify simple characteristics of different intervals of graphs of functions, with and without context	Low: F.BF.1, F.BF.1a
 Identify simple characteristics of graphs of functions (e.g., increasing, linear, etc.) 	CREATE NEW FUNCTIONS
Use function notation and interpret statements that use function notation in context	Create new functions from existing functions (e.g., $f(x) + k$, $f(x + k)$, etc.)?
·	EVALUATE FUNCTIONS & FUNCTIONAL RELATIONSHIPS
	Write a function that describes a relationship between two quantities.
	Explore arithmetic and geometric sequences and relate them to linear and exponential functions
	Write the equation of a linear function represented by a table or a graph
	Linear, Quadratic, & Exponential Models
	Low: F.LE.1a, F.LE.5
	EVALUATE FUNCTIONS & FUNCTIONAL RELATIONSHIPS
	Determine whether graphs of functions are linear, quadratic, or exponential
	Determine whether a given scenario can be represented by a function with a constant rate of change
	INTERPRET LINEAR & QUADRATIC EQUATIONS, EXPRESSIONS, & FUNCTIONS
	Describe the meaning of terms of equations of functions in context
	Use the equation or graph of a linear function to represent and solve real-world problems
	DOMAIN: Algebra
	28%/ 10 ?s/ A.SSE, A.APR, A.CED, A.REI
	Seeing Structure in Expressions
	Low: A.SSE.1a, A.SSE.2, A.SSE.3a

Identify parts of expressions (e.g., terms, coefficients, variables, etc.)

↓Use the structure of an expression to identify ways to rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2).

Find the minimum or maximum and zeros of a quadratic equation and explain the meaning in context

Arithmetic with Polynomials & Rational Expressions

Medium: A.APR.1

APPLY PROPERTIES OF OPERATIONS: + - X ÷

Add and subtract polynomials of degree 3 or less

Add, subtract, multiply, and divide polynomials of degree 3 or less Add, subtract, multiply, and divide polynomials of any degree

Creating Equations

Medium: A.CED.3 / Low: A.CED.1, A.CED.2 CREATE EQUATIONS & INEQUALITIES

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.

Identify an equation that shows a relationship between two variables given in a table or graph

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

Identify systems of inequalities that represent given real-world situations

Create systems of inequalities that represent given real-world situations

Reasoning with Equations & Inequalities

High: A.REI.10 / Medium: A.REI.6 / Low: A.REI.1, A.REI.3, A.REI.4, A.REI.4b

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.

+Use properties of operations, such as the distributive property and

combining like terms, to find solutions of linear equations

Solve quadratic equations in one variable.

Factor and solve quadratic equations with lead coefficients greater than 1

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

 Solve a system of equations by graphing the equations and finding the point of intersection

Graph systems of inequalities

Determine whether a point (x, y) is in the solution set of a given system of inequalities

Websites

Tests of Adult Basic Education. TABE 11 & 12 Information and Resources. <u>https://tabetest.com/#</u>

College and Career Readiness Standards for Adult Education. https://www.vrae.org/images/customer-files/ccrstandardsadulted.pdf

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

Acknowledgements

All TABE-related information in this *Resource Handbook* was 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.drcedirect.com/default.aspx?leapp=Reports&leview=DynamicStude ntReports
- 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.