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Today's Presentation

TABE Tutor and TABE Tutor Practice

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College and Career Readiness Standards

Mathematics

- beginning and more advanced algebra and geometry courses,
- data analysis,
- statistics

ELA/literacy

- robust analytic and reasoning skills
- strong oral and written communication skills.

https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

What has influenced the change?

NRS Changes Example: NRS Level 1 Math

Old:

Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

New:

…e to decipher a simple problem presented in a context and reason about and apply correct units …using manipulatives or drawings and explain their processes and results using mathematical …l. They recognize errors in the work and reasoning of others. They are able to strategically

Number Sense and Operations: Students p… …nber place value for tens and ones and are able to use their understanding of … …dd whole numbers within 100 and explain their reasoning, e.g., using concret… …/or properties of operations. They are able to apply their knowledge of whole… …d problems that call for addition of three whole numbers whose sum is less tha… …, and/or simple equations.

Algebraic Thinking: Students prepared to e… …ns to addition and subtraction problems. They understand the relationship… …n number in addition or subtraction…

Geometry… based on t… They can r… …ional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional right prism… …to create composite shapes. They are able to measure the length of an object as a whole units, whic… …andard units, for example measuring the length of a pencil using a paper clip as the length

Data Analy… shapes, or… number of… …to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists

Number Sense and Operations: Students pre… and are able to use their understanding of pl… explain their reasoning, e.g., using concrete … are able to apply their knowledge of whole n… three whole numbers whose sum is less than

…dents prepared to exit this level can analyze and compare 2-dimensional and 3-dimensio… their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths …

Example: NRS Level 5 Reading

Old:

Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; and can identify the main idea in reading selections and use a variety of context issues to determine meaning.

New:

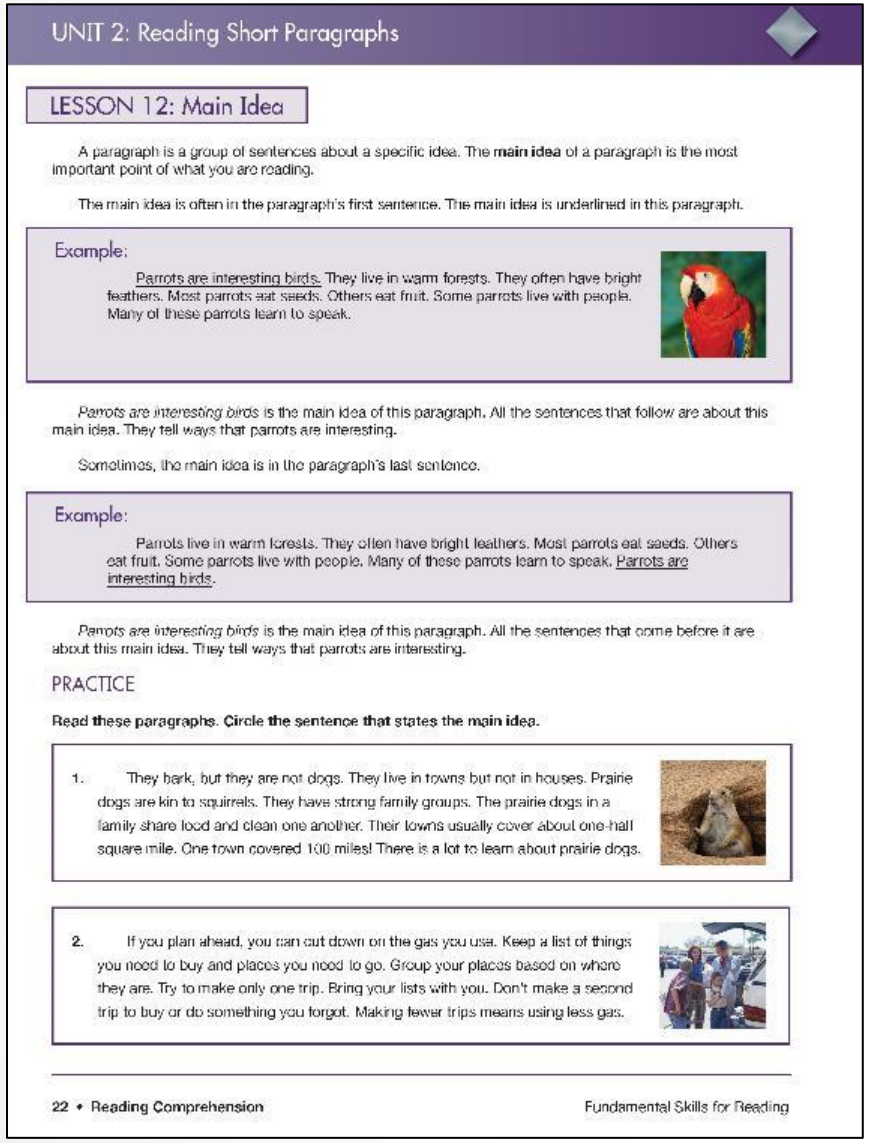
Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 – 1335). This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary sig… they are able to contras… previous explanations o… expressed in words in a… or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

escribed in text and determine whether earlier events caused
able to follow complex multistep directions or procedures. Indi
wo or more authors writing about the same or similar topics. T

Key Shifts in the Standards

- English Language Arts
  - Complexity
  - Evidence
  - Knowledge
- Mathematics
  - Focus
  - Coherence
  - Rigor

TABE Level L – Literacy
Paxen's Answer – Fundamental Skills: Literacy



UNIT 2: Reading Short Paragraphs

LESSON 12: Main Idea

A paragraph is a group of sentences about a specific idea. The **main idea** of a paragraph is the most important point of what you are reading.

The main idea is often in the paragraph's first sentence. The main idea is underlined in this paragraph.

Example:

Parrots are interesting birds. They live in warm forests. They often have bright feathers. Most parrots eat seeds. Others eat fruit. Some parrots live with people. Many of these parrots learn to speak.

Parrots are interesting birds is the main idea of this paragraph. All the sentences that follow are about this main idea. They tell ways that parrots are interesting.

Sometimes, the main idea is in the paragraph's last sentence.

Example:

Parrots live in warm forests. They often have bright feathers. Most parrots eat seeds. Others eat fruit. Some parrots live with people. Many of these parrots learn to speak. Parrots are interesting birds.

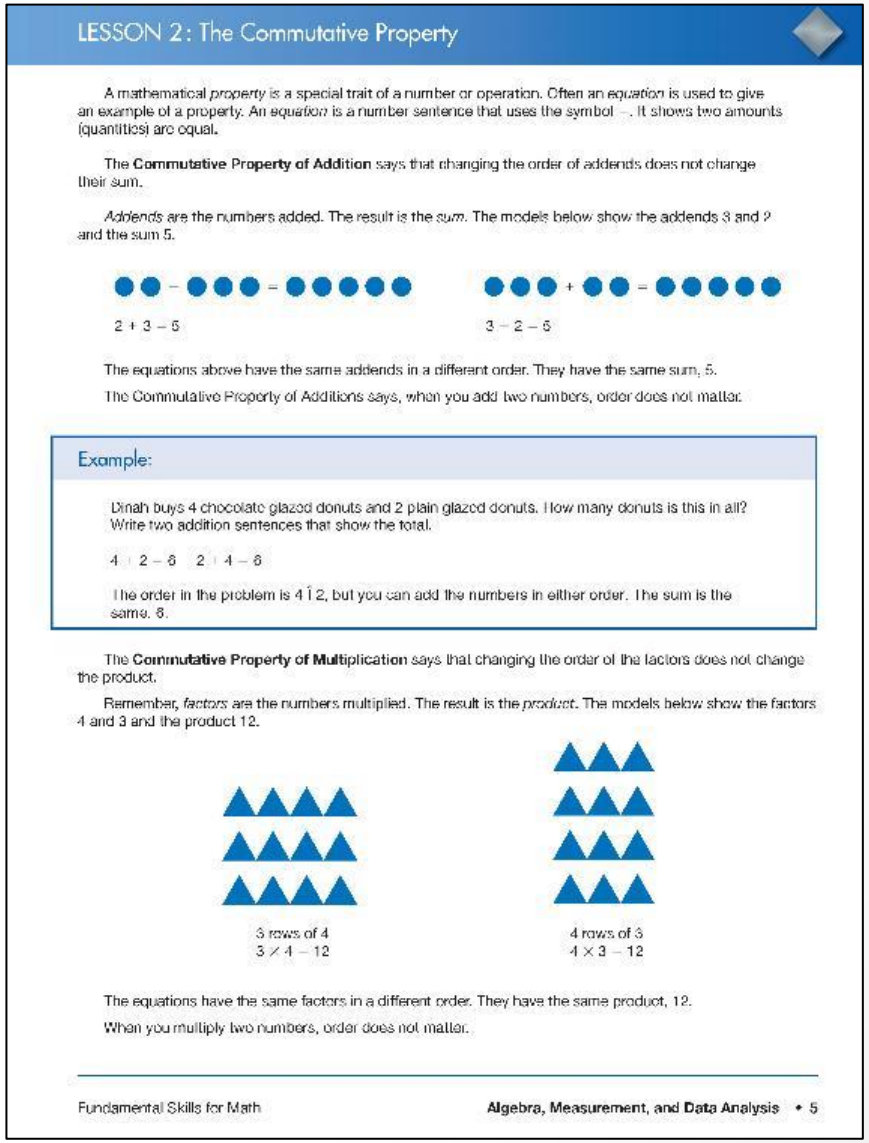
Parrots are interesting birds is the main idea of this paragraph. All the sentences that come before it are about this main idea. They tell ways that parrots are interesting.

PRACTICE

Read these paragraphs. Circle the sentence that states the main idea.

1. They bark, but they are not dogs. They live in towns but not in houses. Prairie dogs are kin to squirrels. They have strong family groups. The prairie dogs in a family share food and clean one another. Their towns usually cover about one-half square mile. One town covered 100 miles! There is a lot to learn about prairie dogs.

2. If you plan ahead, you can cut down on the gas you use. Keep a list of things you need to buy and places you need to go. Group your places based on where they are. Try to make only one trip. Bring your lists with you. Don't make a second trip to buy or do something you forgot. Making fewer trips means using less gas.



LESSON 2: The Commutative Property

A mathematical *property* is a special trait of a number or operation. Often an *equation* is used to give an example of a property. An *equation* is a number sentence that uses the symbol =. It shows two amounts (quantities) are equal.

The **Commutative Property of Addition** says that changing the order of addends does not change their sum.

Addends are the numbers added. The result is the *sum*. The models below show the addends 3 and 2 and the sum 5.

2 + 3 = 5 3 + 2 = 5

The equations above have the same addends in a different order. They have the same sum, 5.

The Commutative Property of Addition says, when you add two numbers, order does not matter.

Example:

Dinah buys 4 chocolate glazed donuts and 2 plain glazed donuts. How many donuts is this in all? Write two addition sentences that show the total.

4 + 2 = 6 2 + 4 = 6

The order in the problem is 4 + 2, but you can add the numbers in either order. The sum is the same, 6.

The **Commutative Property of Multiplication** says that changing the order of the factors does not change the product.

Remember, *factors* are the numbers multiplied. The result is the *product*. The models below show the factors 4 and 3 and the product 12.

3 rows of 4
3 × 4 = 12

4 rows of 3
4 × 3 = 12

The equations have the same factors in a different order. They have the same product, 12.

When you multiply two numbers, order does not matter.

Level Comparisons – CCRS – NRS - TABE

ELA and Math Standards have been bundled into 5 grade-level groupings.

CCR Standard Bundles	NRS Levels	TABE 11/12 Levels
A (K-1)	1 - Beginning ABE Literacy	L (K-1)
B (2-3)	2 - Beginning Basic	E (2-3)
C (4-5)	3 - Low Intermediate Basic	M (4-5)
D (6-8)	4 - High Intermediate Basic	D (6-8)
E (9-12)	5 - Low Secondary 6 - High Adult Secondary	A (9-12)

Individual Profile: STUDENT, SAMPLE

Report Criteria			
ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
A	Reading			
	Key Ideas and Details	Partial Proficiency	• Make a text-based inference of a literary text • Determine the central idea of complex text • Use evidence to support a stated central idea of a highly complex text • Support a stated summary with explicit text • Use inference to summarize a section of text • Summarize events across multiple sections of text • Analyze the connection of ideas across a text • Use multiple pieces of evidence to support analysis of the connection of ideas	• Determine the central idea of a complex literary text • Determine the central idea of a highly complex informational text • Use multiple pieces of evidence to support a summary • Use multiple pieces of evidence to support an analysis of the connection of ideas within a highly complex text • Analyze the connection of ideas across a highly complex text • Use causal relationships to analyze the connection of ideas with and across texts
	Craft and Structure	Non-Proficiency	• Determine the meaning of tier 2/multiple meaning words in context • Determine the meaning of tier 3 words in context • Use evidence to support the analysis of text structure • Analyze the function of a section of text to develop ideas in a moderately complex text • Analyze the function of a section of text to develop claims in an informational text	• Make a text-based inference of a literary text • Analyze the function of a section of text to develop ideas in a complex text • Analyze the function of a section of text to develop claims in a complex text • Compare point of view across multiple texts • Determine character point of view in a literary text

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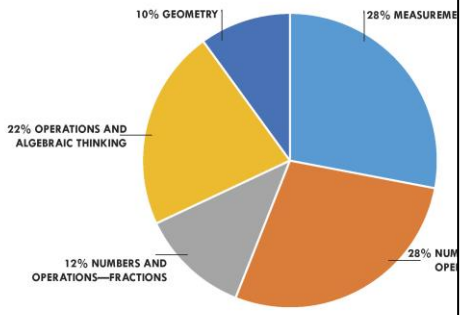
Blueprint Math Level E Blueprints

Tests of Adult Basic Education

LEVEL E

TABE 11 & 12 MATHEMATICS BLUEPRINT



	STANDARD	STANDARD DESCRIPTION
NUMBER AND OPERATIONS IN BASE TEN (28%)	2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hu tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the f ing as special cases: (2.NBT.1.a, 2.NBT.1.b)
	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
	3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on pl value, properties of operations, and/or the relationship between addition and subt
	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and ex ed form.
	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9 5 x 60) using strategies based on place value and properties of operations.
	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and digits, using >, =, and < symbols to record the results of comparisons.
	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and prop of operations.
	2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies b on place value, properties of operations, and/or the relationship between additio subtraction; relate the strategy to a written method. Understand that in adding or tracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens a ones and ones; and sometimes it is necessary to compose or decompose tens or hu

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPH LE
NUMBER AND OPERATIONS—FRACTIONS (12%)	3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	B	Me
	3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2.a, 3.NF.2.b)	B	Me
	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d)	B	Hi

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE EMP LE
OPERATIONS AND ALGEBRAIC THINKING (22%)	2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Me
	3.OA.1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.	B	Me
	3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56/8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56/8.	B	L
	3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	L
	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = [box]/3, 6 x 6 = ?.	B	L
	3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)	B	L
	3.OA.6	Understand division as an unknown-factor problem. For example, find 32/8 by finding the number that makes 32 when multiplied by 8.	B	Me
	3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40/ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	B	L
	3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	B	Me
	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	B	L

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW **LEVE**

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETRY (10%)	2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	B	Medium
	3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	B	Medium
	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	B	Low
	2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	B	Low

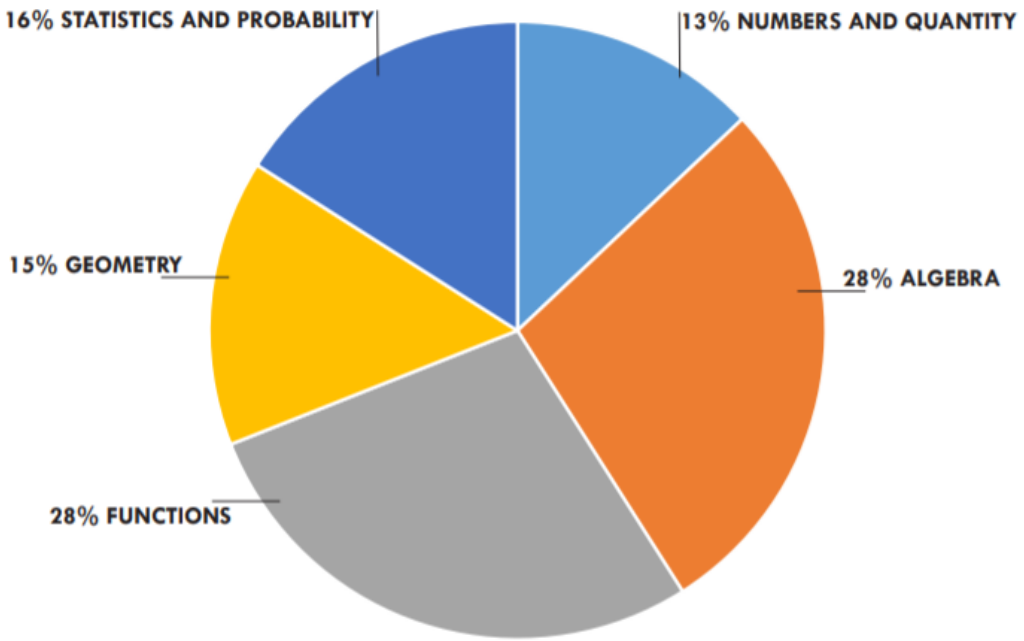
	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
MEASUREMENT AND DATA (28%)	3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	B	Medium
	2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	B	Low
	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	B	Medium
	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	B	Low
	3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more and how many less problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	B	Low
	2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	B	Low
	3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.	B	Low
	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5.b)	B	Low
	2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	B	Low
	3.MD.7	Relate area to the operations of multiplication and addition. (3.MD.7.a, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d)	B	High
	3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	B	Medium
	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.	B	Low

TABE 11&12 Blueprints

Tests of Adult Basic Education

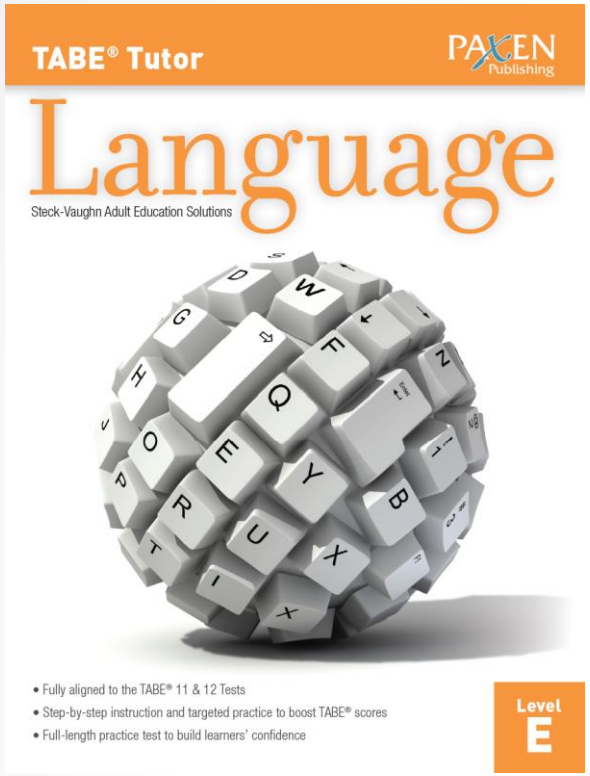
LEVEL A

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



TABE 11&12 Blueprints

	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETERY (15%)	G.CO: Congruence	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
	G.SRT: Similarity, Right Triangles, and Trigonometry	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
	G.GMD: Geometric Measurement and Dimension	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
	G.MG: Modeling with Geometry	G.MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	E	Medium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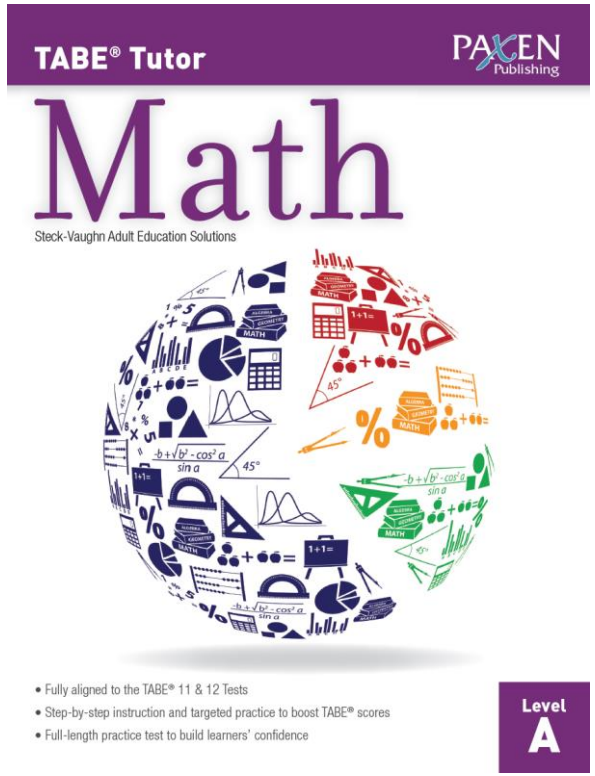
Level
E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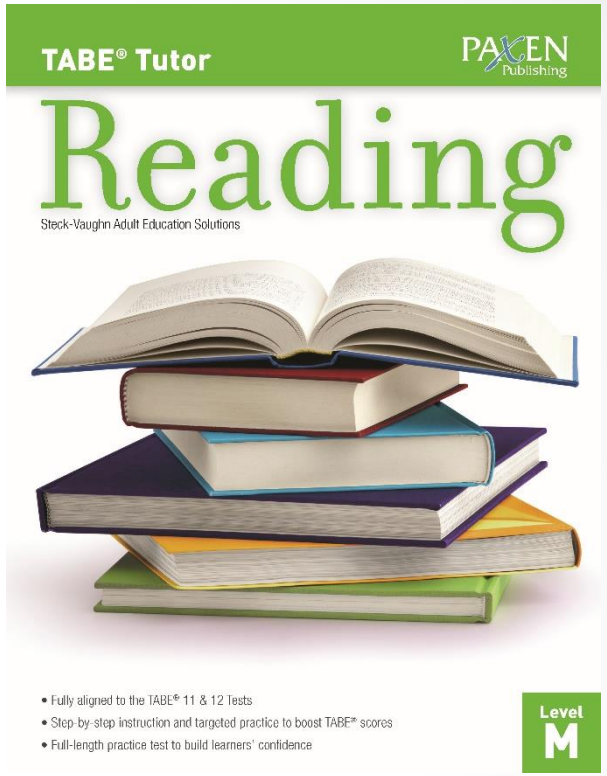
Level
A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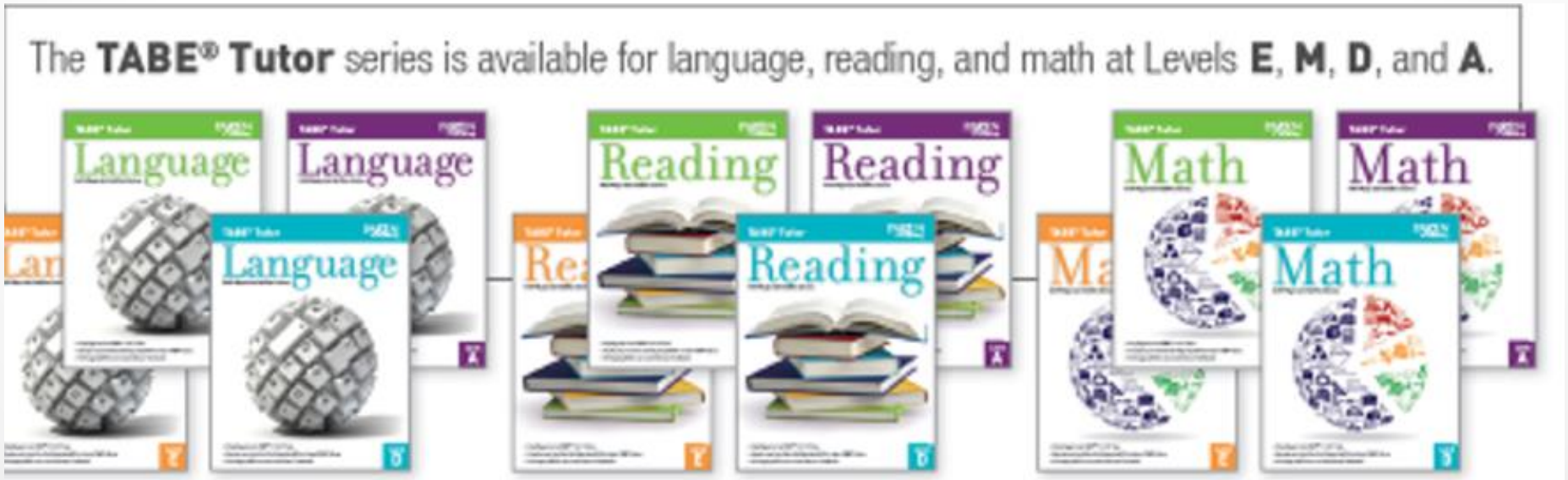
Level
M


The TABE® Tutor series is available for language, reading, and math at Levels E, M, D, and A.
Language
Reading
Math

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Use Correlation to find lessons.

DATA RECOGNITION DRC CORPORATION

TABE

Individual Profile: STUDENT, SAMPLE

Report Criteria			
ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	10/25/2018	M	47	44	40	575+	52	4	Y
Mathematics	10/26/2018	M	39	31	35	570	20	4	Y
Language	10/26/2018	M	39	30	35	552	19	4	N

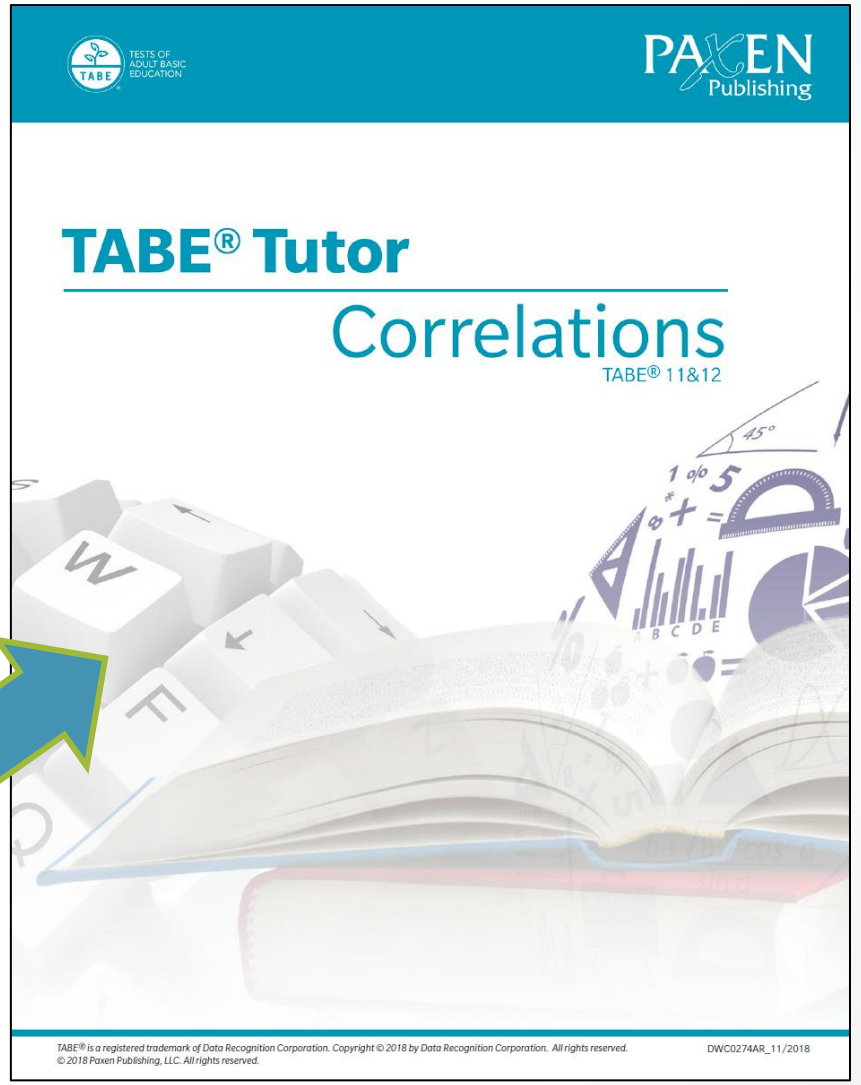
If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

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

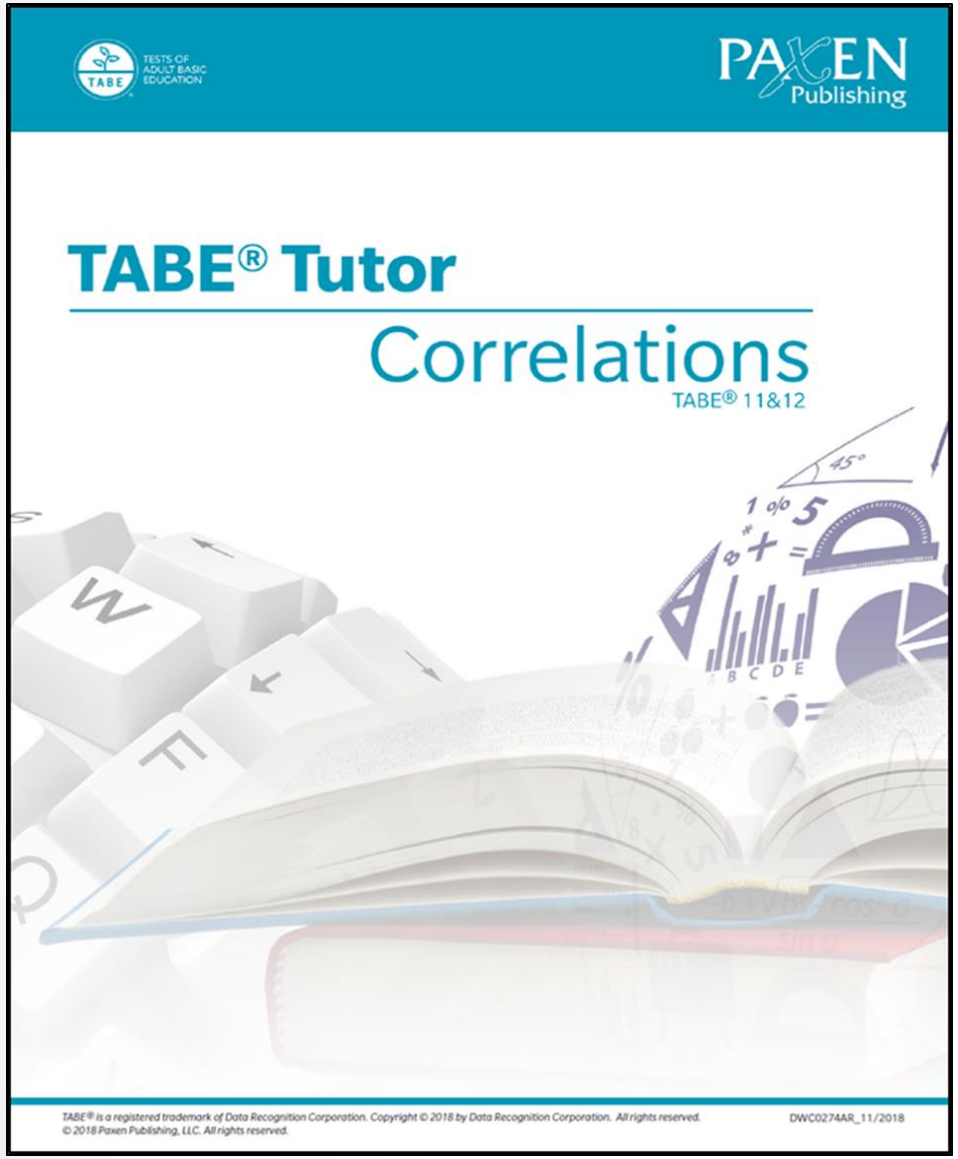
The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	
Numbers and Operations - Base Ten	5	6	5		✓	
Operations and Algebraic Thinking	4	5	5			
Geometry	4	6	5			
Expressions and Equations	4	4	2			
Language						
Conventions of Standard English	18	21	16			
Vocabulary Acquisition and Use	5	5	4		✓	
Text Types and Purposes	10	11	8		✓	

Some levels may have too few items within the domain to show proficiency.



Free Resource for TABE Tutor – Correlations



TABE® TUTOR: Reading Lesson Correlations

TABE 11 & 12 Level D

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Word Meaning					
1	Determine word meaning	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
		6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
2	Understand figurative language	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
		6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
3	Understand connotations	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
		6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
Unit 2: Read and Understand Informational Texts					
4	Analyze text structure	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	D	High
5	Determine main idea and summarize	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	D	High
		6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	D	Low
6	Make inferences and use text evidence as support	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	High
7	Analyze text connections	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	D	High
8	Analyze scientific texts	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	D	High

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Use Correlation to find lessons

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Lesson: Mathematics

Unit 8 Geometry

Lesson 48 Lines, Rays, and Angles

4.G.1 – Medium

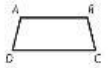
In geometry, shapes have names, like a square or a triangle. Parts that make up shapes also have names. Here are some key terms that you need to know.

Definition	Example	Name
A point is a single spot in space. Points are labeled with capital letters.	• A	Point A
A line is a series of points in a straight row that is infinitely long. The arrow at each end shows that the line goes on in either direction. Two labeled points on the line are used to name the line.	A B	Line AB $\overleftrightarrow{AB}$
A line segment is a part of a line. It is defined by the points at each end. A line segment has a specific length.	A B	Line segment AB $\overline{AB}$
A ray is like a line, but it goes on infinitely in only one direction (the arrow end). The other end of a ray has a labeled end point.	A B	Ray AB $\overrightarrow{AB}$

Definition	Example	Description
Parallel lines are two or more lines or line segments that are always the same distance from one another and never cross.	A B C D	$\overleftrightarrow{AB}$ is parallel to $\overleftrightarrow{CD}$
Perpendicular lines cross and form a right angle.	P N O Q	$\overleftrightarrow{NP}$ is perpendicular to $\overleftrightarrow{OP}$
An angle is formed when two rays share an end point. Angles can be named by three points, with the shared end point of the rays in the middle of the name. An angle that looks like a square corner is a right angle. An angle smaller than a right angle is an acute angle. An angle larger than a right angle is an obtuse angle.	C D E A G F	∠AGC is a right angle. ∠EGF is an acute angle. ∠AGE is an obtuse angle.

Test Example

1. Which sides are parallel?



A. $\overline{AB}$ and $\overline{BC}$
B. $\overline{BC}$ and $\overline{CD}$
C. $\overline{CD}$ and $\overline{AD}$
D. $\overline{AB}$ and $\overline{CD}$

1. **D** Sides AB and $\overline{CD}$ are the only pair that are always the same distance apart and do not cross.

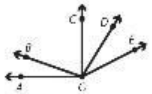
Hint

Refer to the tables on page 110 if you are unsure of any of the definitions.

Practice

Read each question. Select the correct answer.

Use the picture below for questions 1–3.



1. Which angle is obtuse?
   A. angle BGC
   B. angle AGD
   C. angle CGD
   D. angle AGC

2. Which angle is a right angle?
   A. $\angle ABG$
   B. $\angle BGC$
   C. $\angle AGC$
   D. $\angle AGD$

3. What type of angle is $\angle DGC$?
   A. acute
   B. square
   C. right
   D. obtuse

4. What type of lines cross to form a right angle?
   A. rays
   B. segments
   C. parallel
   D. perpendicular

5. Which shape has parallel line segments?
   A. 
   B.
   C. 
   D.

6. Which shape has perpendicular line segments?
   A. 
   B.
   C. 
   D.

7. What is not included in this shape?

   A. parallel line segments
   B. acute angles
   C. right angles
   D. perpendicular line segments

8. Think about a cereal box. How could you describe the edge of the bottom and the edge of one side?
   A. parallel line segments
   B. obtuse angle
   C. acute angle
   D. perpendicular line segments

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Lessons: Mathematics

Unit 4 Expressions and Equations

Lesson 24 Write Algebraic Expressions

6.EE.2.a – Low, 6.EE.2.b – Low

You can translate verbal or written words into mathematical expressions. Translating words into an expression helps you to visualize and understand the math. For example, "five subtracted from x" can be written as "$x - 5$." The letter x in the expression represents an unknown quantity. A letter that represents an unknown quantity is called a *variable*. A mathematical expression that includes a variable is an algebraic expression.

Example Write "the sum of eight and an unknown quantity" as an algebraic expression.

1) Identify all of the numbers and operations in the written expression. The numbers are 8 and an "unknown" quantity that can be called x. The single operation is represented by the word "sum," which indicates addition.

2) Translate the words into an algebraic expression: $8 + x$

Here are some other mathematical terms you can use to identify the parts of an algebraic expression.

term	a single number or variable in an expression or equation	$6x$, 5, and 23 are the **terms** in $6x + 5 = 23$.
coefficient	a number multiplied by a variable	6 is the **coefficient** in the expression $6x$.
sum	the result of an addition problem	10 is the **sum** of $5 + 5$.
difference	the result of a subtraction problem	3 is the **difference** of $7 - 4$.
product	the result of a multiplication problem	42 is the **product** of 6×7.
factor	the terms in a multiplication problem	6 and 7 are the **factors** in $6 \times 7 = 42$.
quotient	the result of a division problem.	9 is the **quotient** of $72 \div 8$

Example Identify the parts of the algebraic expression $6z(3 + 5)$, using the mathematical terms *sum, term, product, factor, coefficient,* and *variable.*

1) Translate the expression into words: Six times an unknown quantity, z, multiplied by the sum of three and five.

2) Describe the expression using mathematical terms. The expression $6z(3 + 5)$ is the product of two factors. One factor is $6z$, which is itself the product of two factors (coefficient 6 and variable z). The second factor is $(3 + 5)$, which is the sum of the terms 3 and 5.

Test Example

1. Which algebraic expression can be translated as "the quotient of an unknown quantity and 14"?
   A. $t - 14$ B. $t + 14$
   C. $t \times 14$ D. $t \div 14$

1. D A quotient is the result of dividing. The symbol ÷ means "divided by."

Hint
You can use any letter in the alphabet as a variable.

Practice

Read each question. Select the correct answer.

1. Which algebraic expression can be translated as "three times a distance d?" Select all that apply.
   A. $3d$ B. $3 + d$
   C. $3 \times d$ D. $3 \cdot d$
   E. $(3)(d)$ F. $3 \div d$

2. Write the algebraic expression $6(s + 7)$ in words.
   A. six times an unknown quantity plus seven
   B. six plus an unknown quantity plus seven
   C. six times the sum of an unknown quantity and seven
   D. six divided by an unknown quantity and seven

3. Which algebraic expression can be read as "two less than the product of 5 and an unknown quantity?"
   A. $2 - 5x$
   B. $5x - 2$
   C. $5 - 2 + x$
   D. $2 - 5 + x$

4. Which number is a coefficient in the algebraic expression $\frac{9(12b + 1)}{15}$?
   A. 1 B. 9
   C. 12 D. 15

5. Which expression means "four times the difference between an unknown quantity and seven?"
   A. $4r - 7$ B. $4(7 - r)$
   C. $4(r - 7)$ D. $4 \times r - 7$

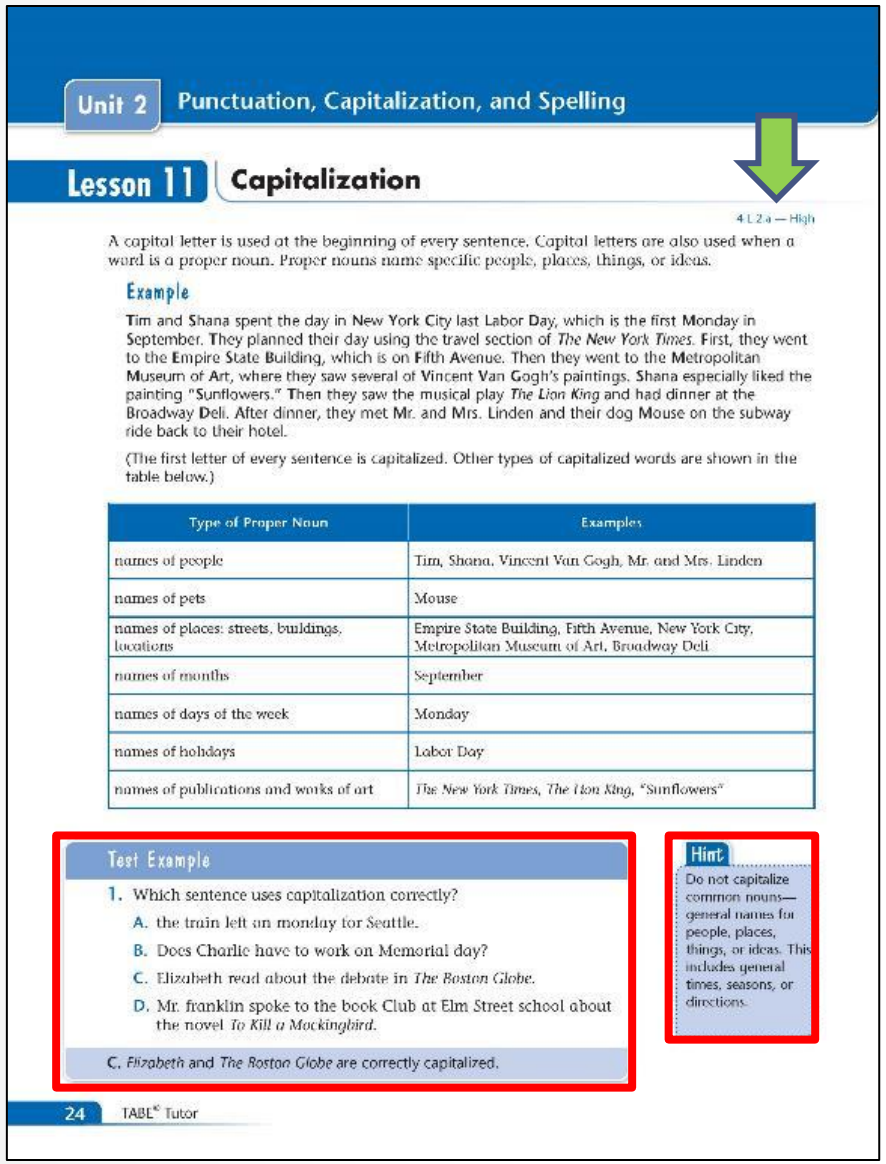
6. Rajesh spends \$55.16 on g gallons of gasoline. Which algebraic expression represents the cost of a gallon of gas?
   A. $55.16 - g$ B. $\frac{55.16}{g}$
   C. $55.16 + g$ D. $\frac{g}{55.16}$

7. The length of a rectangle is three feet less than twice its width. Which algebraic expression represents the length of the rectangle?
   A. $2w - 3$ B. $3 - 2w$
   C. $2(w - 3)$ D. $(3 - 2)w$

8. Bagels at a local bakery cost \$0.75 each. Which algebraic expression represents the cost of d bagels?
   A. $\frac{0.75}{d}$ B. $0.75d$
   C. $\frac{d}{0.75}$ D. $0.75 + d$

9. Elena rents a car for the weekend. She is charged \$35 a day plus 10¢ a mile. Which algebraic expression represents Elena's cost to rent the car for three days if she drives a total of m miles?
   A. $3(35 + 0.10m)$ B. $3(35) + 10m$
   C. $35 + 0.10m$ D. $3(35) + 0.10m$

Lesson: Language



Unit 2 Punctuation, Capitalization, and Spelling

Lesson 11 Capitalization

4.L.2.a — High

A capital letter is used at the beginning of every sentence. Capital letters are also used when a word is a proper noun. Proper nouns name specific people, places, things, or ideas.

Example

Tim and Shana spent the day in New York City last Labor Day, which is the first Monday in September. They planned their day using the travel section of *The New York Times*. First, they went to the Empire State Building, which is on Fifth Avenue. Then they went to the Metropolitan Museum of Art, where they saw several of Vincent Van Gogh's paintings. Shana especially liked the painting "Sunflowers." Then they saw the musical play *The Lion King* and had dinner at the Broadway Deli. After dinner, they met Mr. and Mrs. Linden and their dog Mouse on the subway ride back to their hotel.

(The first letter of every sentence is capitalized. Other types of capitalized words are shown in the table below.)

Type of Proper Noun	Examples
names of people	Tim, Shana, Vincent Van Gogh, Mr. and Mrs. Linden
names of pets	Mouse
names of places: streets, buildings, locations	Empire State Building, Fifth Avenue, New York City, Metropolitan Museum of Art, Broadway Deli
names of months	September
names of days of the week	Monday
names of holidays	Labor Day
names of publications and works of art	*The New York Times*, *The Lion King*, "Sunflowers"

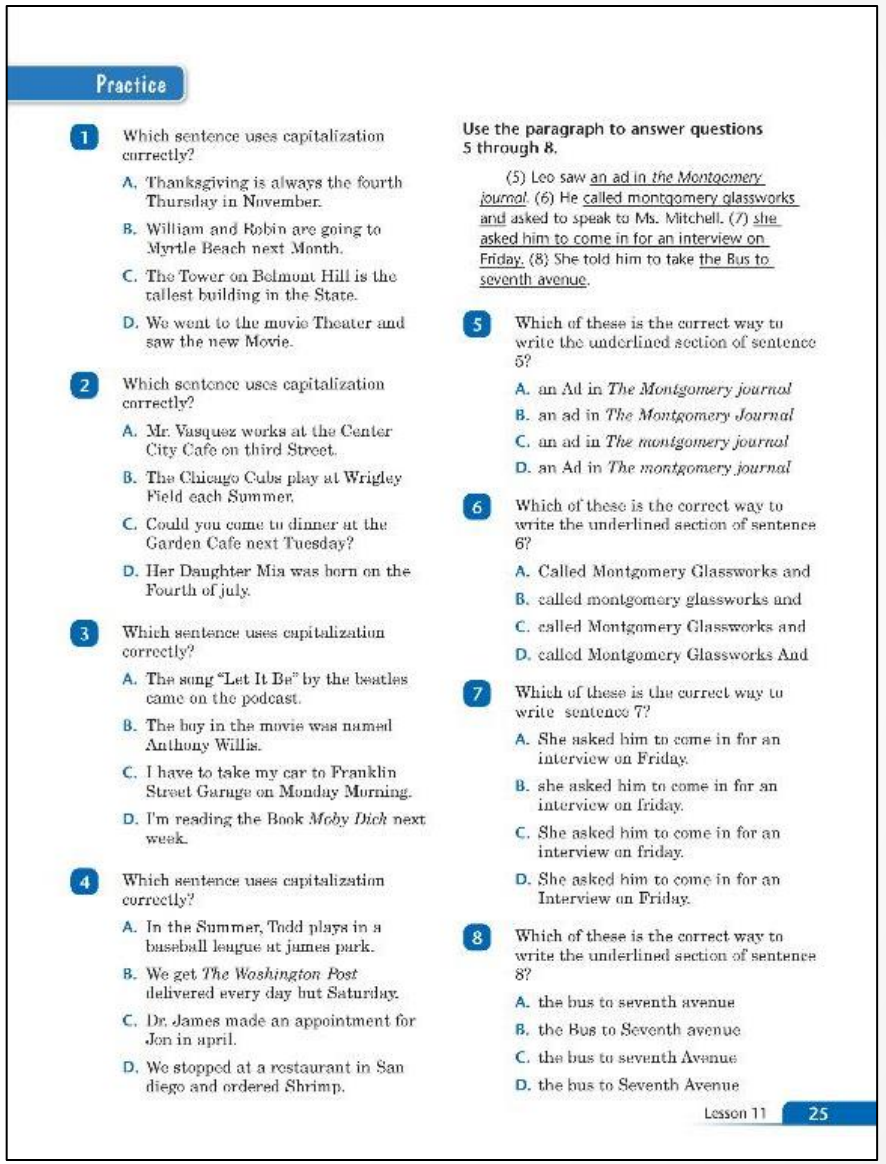
Test Example

1. Which sentence uses capitalization correctly?
   - A. the train left on monday for Seattle.
   - B. Does Charlie have to work on Memorial day?
   - C. Elizabeth read about the debate in *The Boston Globe*.
   - D. Mr. franklin spoke to the book Club at Elm Street school about the novel *To Kill a Mockingbird*.

C. *Elizabeth* and *The Boston Globe* are correctly capitalized.

Hint

Do not capitalize common nouns—general names for people, places, things, or ideas. This includes general times, seasons, or directions.



Practice

1. Which sentence uses capitalization correctly?
   - A. Thanksgiving is always the fourth Thursday in November.
   - B. William and Robin are going to Myrtle Beach next Month.
   - C. The Tower on Belmont Hill is the tallest building in the State.
   - D. We went to the movie Theater and saw the new Movie.
2. Which sentence uses capitalization correctly?
   - A. Mr. Vasquez works at the Center City Cafe on third Street.
   - B. The Chicago Cubs play at Wrigley Field each Summer.
   - C. Could you come to dinner at the Garden Cafe next Tuesday?
   - D. Her Daughter Mia was born on the Fourth of july.
3. Which sentence uses capitalization correctly?
   - A. The song "Let It Be" by the beatles came on the podcast.
   - B. The boy in the movie was named Anthony Willis.
   - C. I have to take my car to Franklin Street Garage on Monday Morning.
   - D. I'm reading the Book *Moby Dick* next week.
4. Which sentence uses capitalization correctly?
   - A. In the Summer, Todd plays in a baseball league at james park.
   - B. We get *The Washington Post* delivered every day but Saturday.
   - C. Dr. James made an appointment for Jon in april.
   - D. We stopped at a restaurant in San diego and ordered Shrimp.

Use the paragraph to answer questions 5 through 8.

(5) Leo saw an ad in *the Montgomery journal*. (6) He called montgomery glassworks and asked to speak to Ms. Mitchell. (7) she asked him to come in for an interview on Friday. (8) She told him to take the Bus to seventh avenue.

5. Which of these is the correct way to write the underlined section of sentence 5?
   - A. an Ad in *The Montgomery journal*
   - B. an ad in *The Montgomery Journal*
   - C. an ad in *The montgomery journal*
   - D. an Ad in *The montgomery journal*
6. Which of these is the correct way to write the underlined section of sentence 6?
   - A. Called Montgomery Glassworks and
   - B. called montgomery glassworks and
   - C. called Montgomery Glassworks and
   - D. called Montgomery Glassworks And
7. Which of these is the correct way to write sentence 7?
   - A. She asked him to come in for an interview on Friday.
   - B. she asked him to come in for an interview on friday.
   - C. She asked him to come in for an interview on friday.
   - D. She asked him to come in for an Interview on Friday.
8. Which of these is the correct way to write the underlined section of sentence 8?
   - A. the bus to seventh avenue
   - B. the Bus to Seventh avenue
   - C. the bus to seventh Avenue
   - D. the bus to Seventh Avenue

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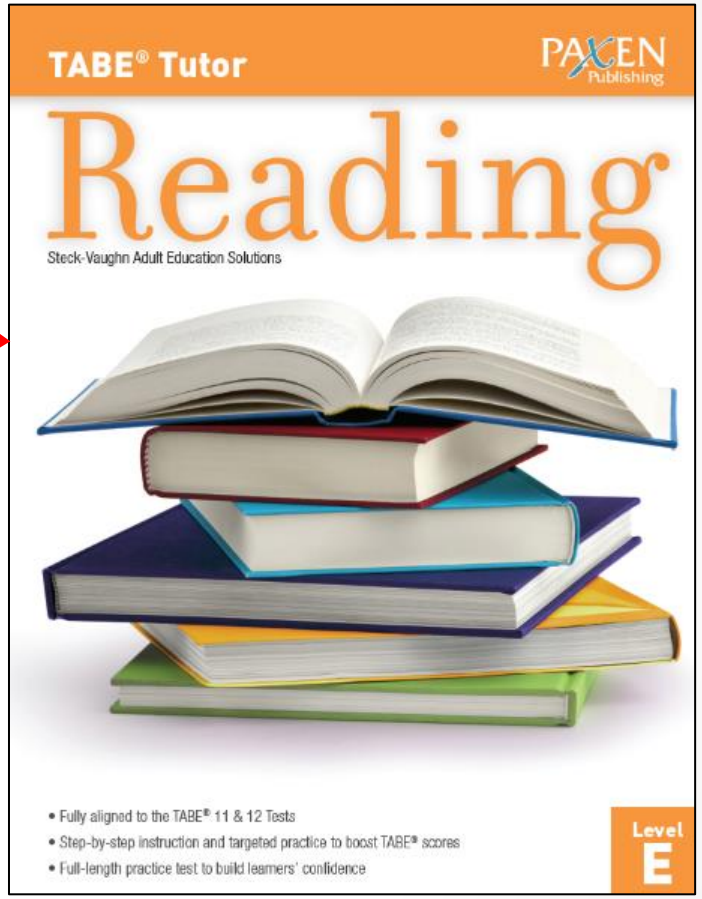
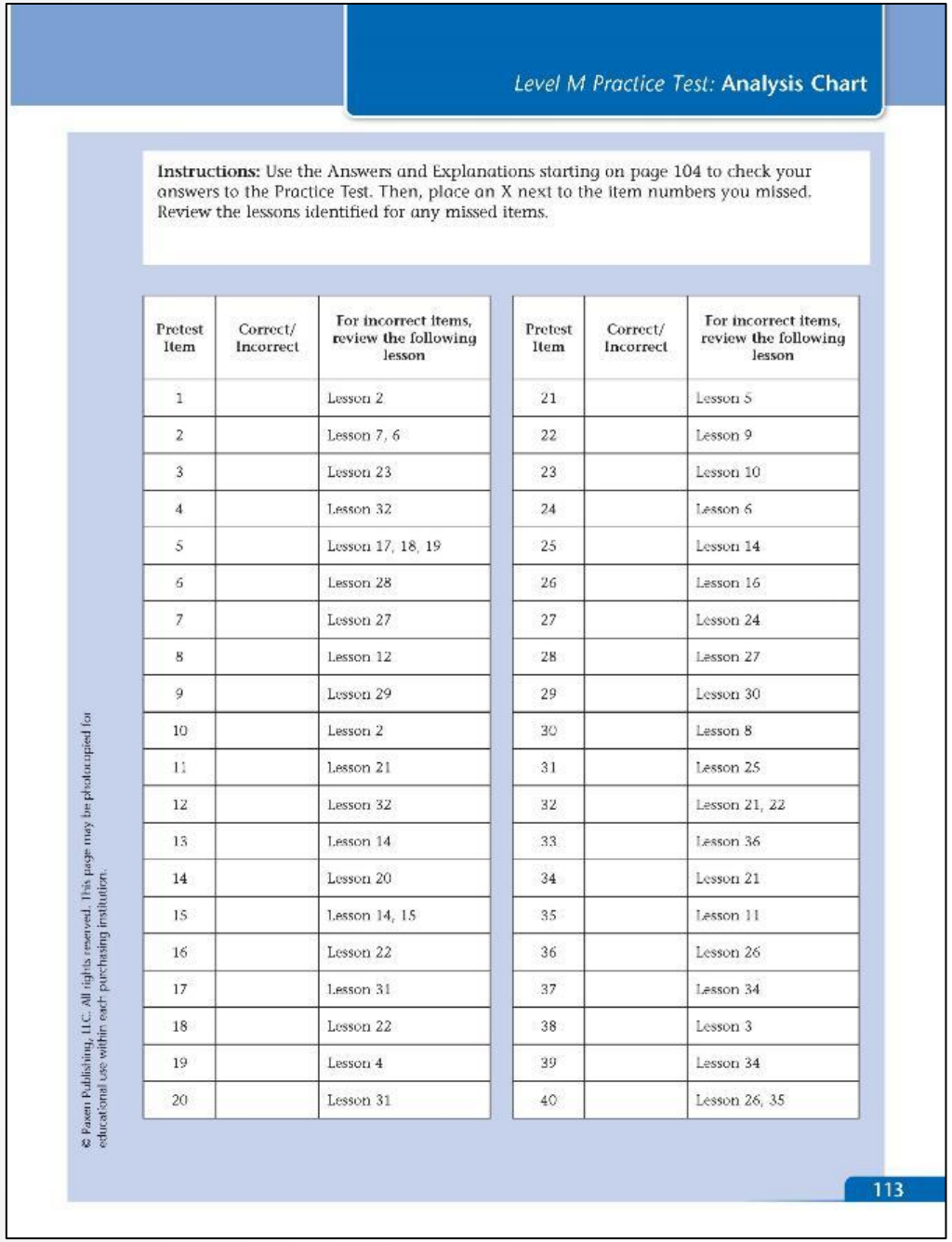




Level M Practice Test: **Analysis Chart**

Instructions: Use the Answers and Explanations starting on page 104 to check your answers to the Practice Test. Then, place an X next to the item numbers you missed. Review the lessons identified for any missed items.

Pretest Item	Correct/ Incorrect	For incorrect items, review the following lesson	Pretest Item	Correct/ Incorrect	For incorrect items, review the following lesson
1		Lesson 2	21		Lesson 5
2		Lesson 7, 6	22		Lesson 9
3		Lesson 23	23		Lesson 10
4		Lesson 32	24		Lesson 6
5		Lesson 17, 18, 19	25		Lesson 14
6		Lesson 28	26		Lesson 16
7		Lesson 27	27		Lesson 24
8		Lesson 12	28		Lesson 27
9		Lesson 29	29		Lesson 30
10		Lesson 2	30		Lesson 8
11		Lesson 21	31		Lesson 25
12		Lesson 32	32		Lesson 21, 22
13		Lesson 14	33		Lesson 36
14		Lesson 20	34		Lesson 21
15		Lesson 14, 15	35		Lesson 11
16		Lesson 22	36		Lesson 26
17		Lesson 31	37		Lesson 34
18		Lesson 22	38		Lesson 3
19		Lesson 4	39		Lesson 34
20		Lesson 31	40		Lesson 26, 35

New Analysis Chart

Practice Test

Analysis Chart, now included at the end of each TABE Tutor book.

- **All Levels**
- **All Subjects**

Lesson: Reading

Lesson 6 Understand Cause and Effect

4.RI.5 — Medium, 5.RI.5 — Low

Writers use cause and effect to show the relationship between events. A **cause** is why something happens. An **effect** is what happens as a result. For every cause, there is an effect. Thinking about cause and effect as you read will help you better understand a text.

Words and Phrases That Signal Cause and Effect	
so	because
since	therefore
as a result	for this reason
as a consequence	results in

If you do not see any signal words or phrases, you can do one or both of the following:

- Find the cause. Then read and think about the text until you identify the effect.
- Find the effect. Then read and think about the text until you identify the cause.

Example The hurricane on the East Coast damaged many buildings. Some local businesses had to close for repairs. This resulted in a loss of sales. When local businesses reopened, some of them held after-the-hurricane sales. They hoped to make up for the lost sales.

Signal Words and Phrases: In the third sentence, the phrase *resulted in* signals that loss of sales was one effect of the hurricane, which was the cause.

No Signal Word or Phrase: The last two sentences do not contain signal words, but they do express a cause and effect. Why did the businesses hold after-the-hurricane sales? Because they hoped to make up for lost sales.

Test Example

Read the paragraph. Then answer the question.

People in Indonesia tell stories about Cicak and Kancil. Cicak is a gecko. Kancil is a deer-like animal that is about the size of a dog. Cicak and Kancil argue constantly. Sometimes, they insult each other. In one story, they argue because each one thinks it can run faster than the other one can.

1. What is the cause of the argument between Cicak and Kancil?
   - A. Cicak is a gecko.
   - B. Kancil is a deer-like animal.
   - C. They are insulting one another.
   - D. Each animal thinks it can run faster.

D. The signal word *because* signals the cause-and-effect relationship. The cause is that each animal thinks it can run faster. The effect is the argument.

Practice

Read the passage. Then answer questions 1 through 4.

An octopus uses camouflage to hide from predators. It can change the color of its skin to blend in to its surroundings. An octopus can also change the texture of its skin to match rocks or other items nearby.

When threatened, an octopus will change color and release a cloud of ink, which comes out from an ink sac. The ink has a compound that irritates a predator's eyes. The ink also confuses a predator's sense of smell and taste. After spraying the ink, the octopus will rush to safety. The ink is poisonous to the octopus. It must leave the area quickly or else it will die.

1. According to the passage, why does an octopus use camouflage?
   - A. to hide from predators
   - B. to threaten predators
   - C. to release a cloud of ink
   - D. to kill predators

2. What is the effect of an octopus feeling threatened by a predator?
   - A. The octopus dies.
   - B. The octopus quickly leaves.
   - C. The octopus rushes to safety.
   - D. The octopus changes color and releases ink.

3. Why does an octopus have to get away from the ink it releases?
   - A. The ink is poisonous and will kill the octopus.
   - B. The predator will chase the octopus.
   - C. The ink will confuse the octopus.
   - D. The octopus will change color.

4. In what three ways does the ink affect predators?
   - A. It changes their color.
   - B. It irritates their eyes.
   - C. It confuses their sense of smell.
   - D. It confuses their sense of taste.
   - E. It kills them.

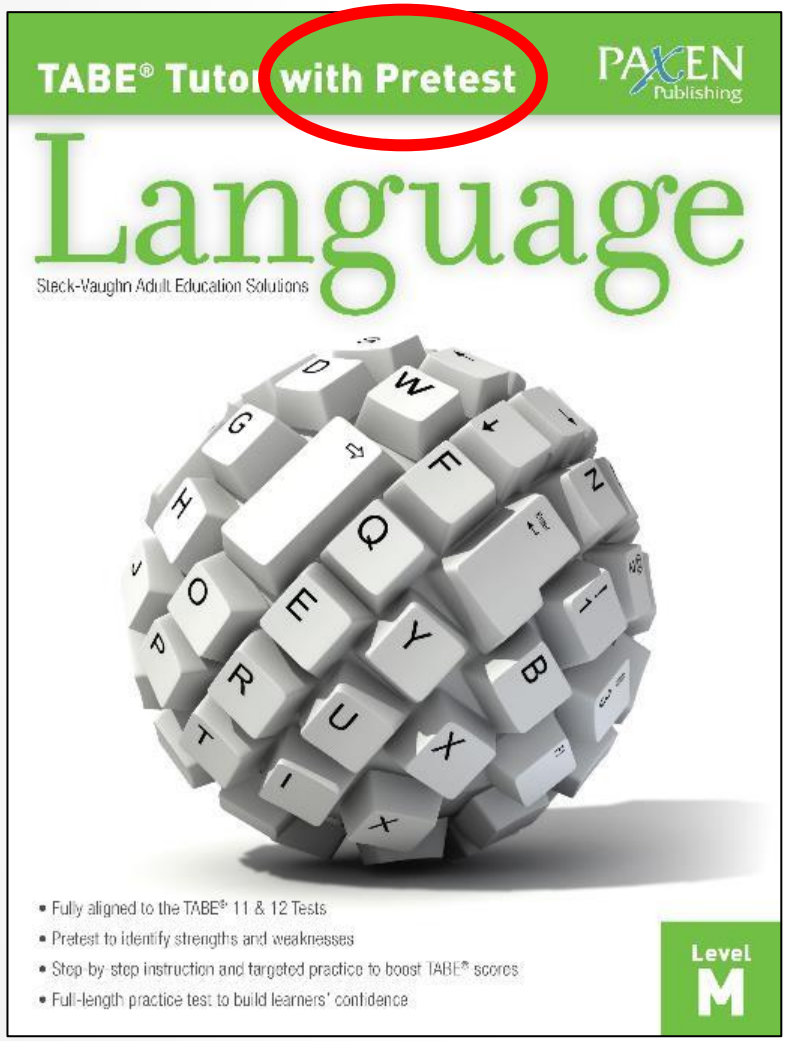
Read the passage. Then answer questions 5 and 6.

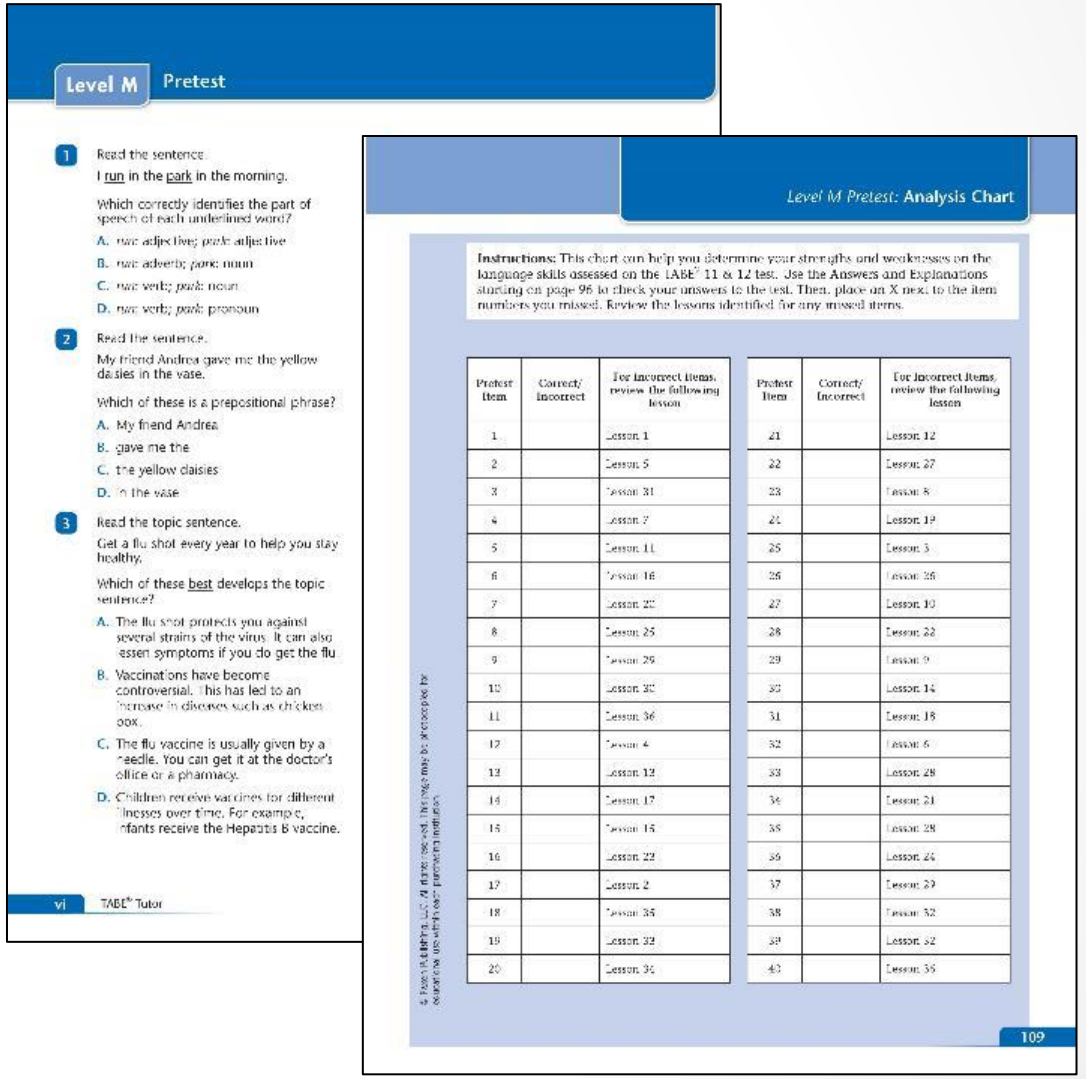
Babe Ruth hit 60 home runs in 1927. Roger Maris broke this record in 1961. In 1998, two players beat both records. Later, another player hit even more home runs. These three players took performance-enhancing drugs, so they were stronger and played better. Are these three really better players than Ruth and Maris?

5. Which cause-and-effect signal word or phrase does the passage contain?
   - A. *both*
   - B. *Later*
   - C. *so*
   - D. *better than*

6. What were two effects of the players taking drugs?
   - A. They were stronger and played better.
   - B. They hit more than 60 home runs.
   - C. They played against Babe Ruth.
   - D. They hit fewer than 60 home runs.

New Pretest in Each Book





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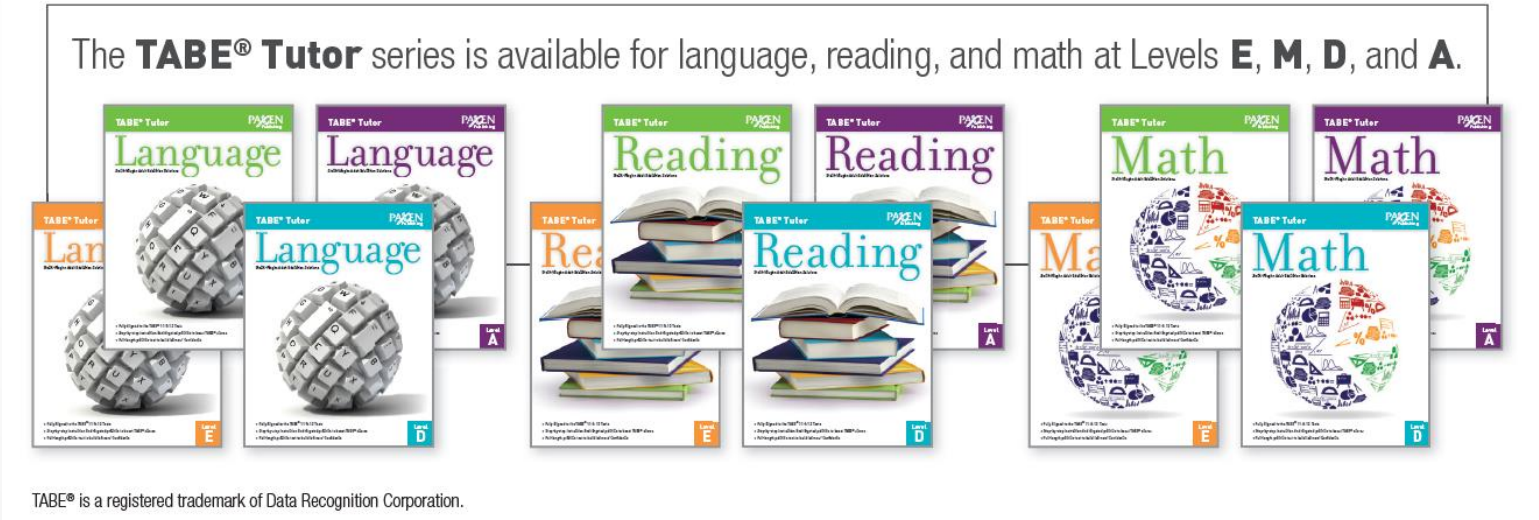

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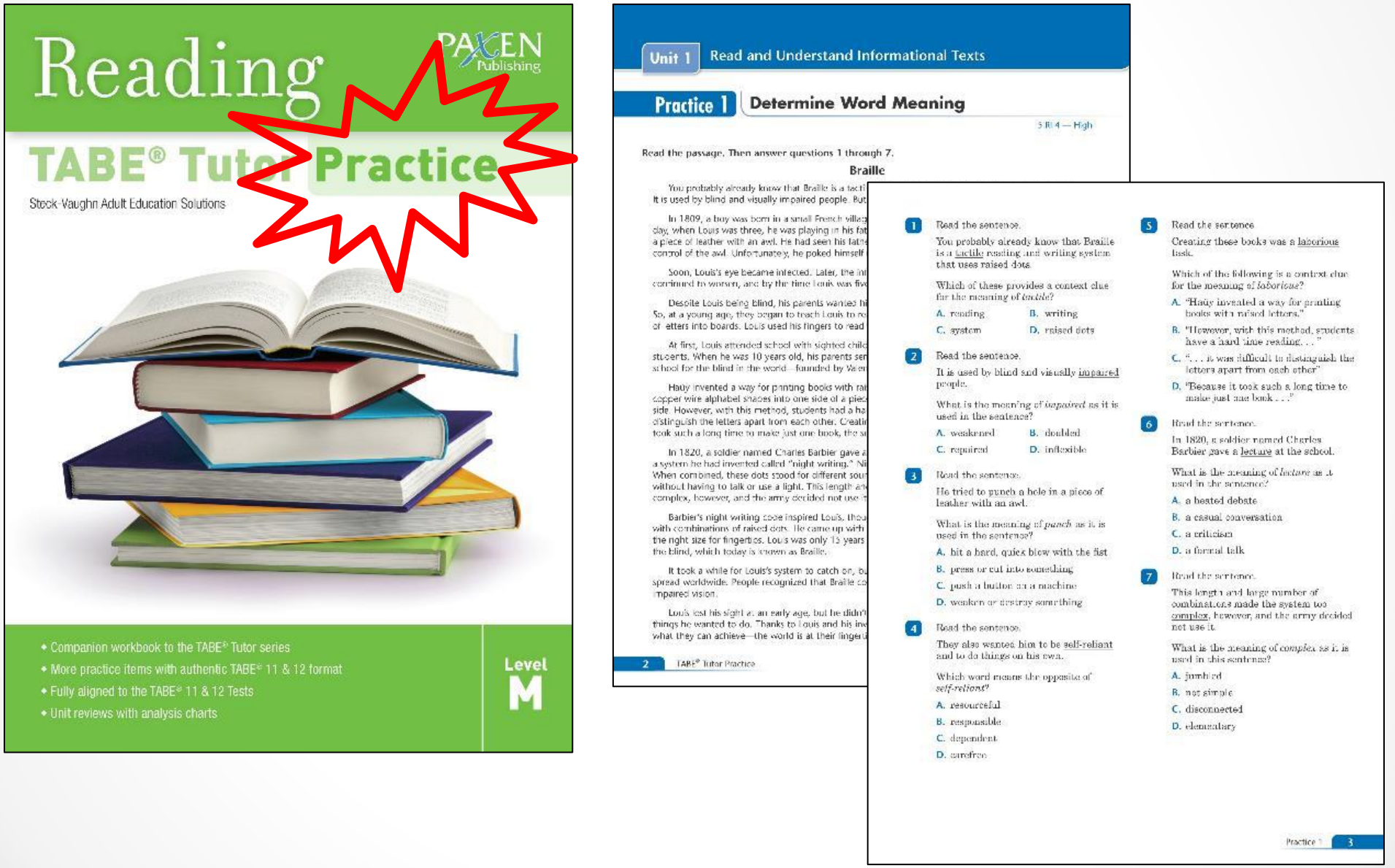

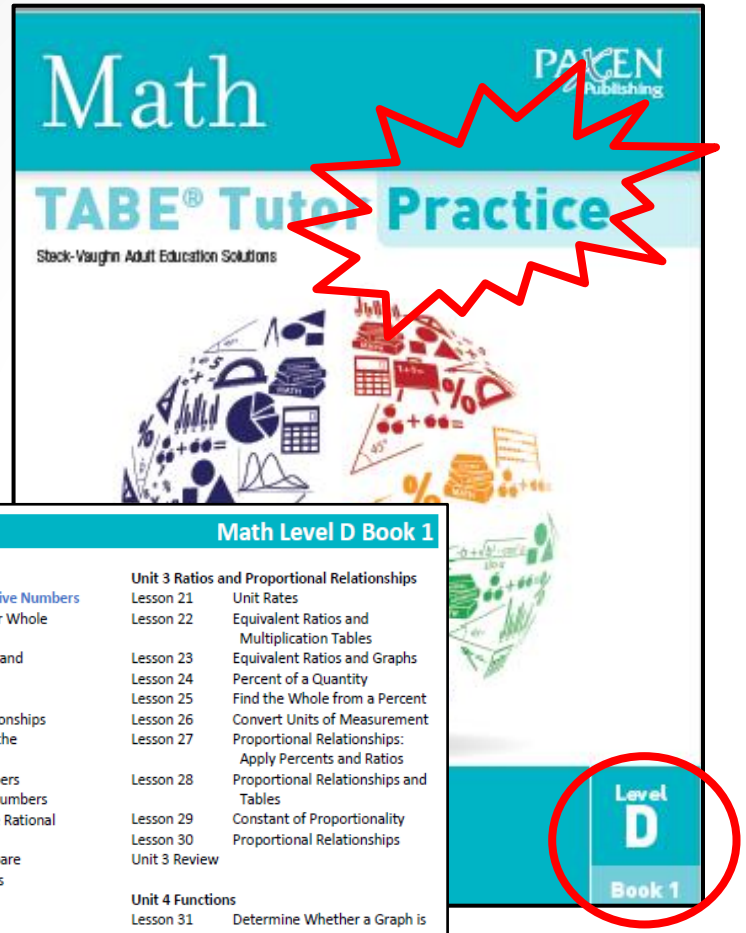

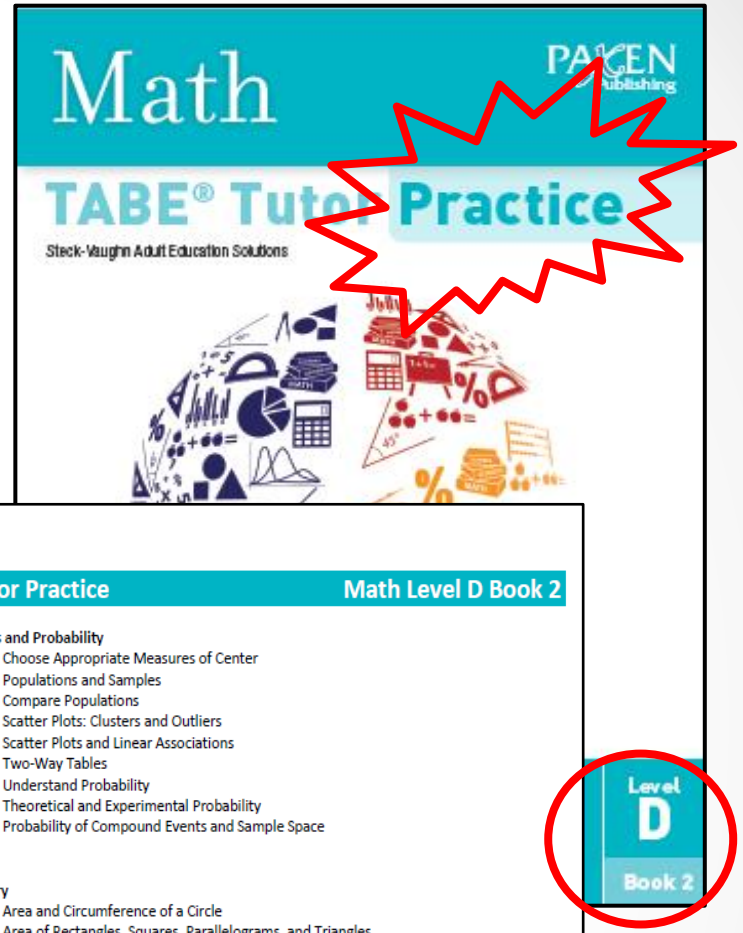

TABE Tutor Practice — Math Level D Book 1

TABE Tutor Practice — Math Level D Book 2

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TABE Tutor Student Book

Book 1 Contents

TABE Tutor Practice Book

About TABE® 11 & 12 Level M Mathematics Test

The TABE® 11 & 12 Level M Mathematics Test measures math skills by linking mathematical ideas to real-world situations and routine tasks. Many things you do every day at work and at hom estimating quantities, calculating di doing your taxes all take math.

The TABE® 11 & 12 Level M Mathe and Career Readiness (AE-CCR) Math

TABE® 11 & 12 Level M Mathematics Test BluePrint

Level M Content Area Domains	Percentage of Coverage	Standard Code
Measurement and Data	15%	MD
Numbers and Operations in Base Ten	15%	NBT
Numbers and Operations—Fractions	20%	NF
Operations and Algebraic Thinking	12%	OA
Geometry	10%	G
Expressions and Equations	15%	EE
Ratios and Proportional Relationships	3%	RP
Statistics and Probability	5%	SP
The Number System	5%	NS

TABE® 11 & 12 Level

Level M Content Area Domains
Measurement and Data
Numbers and Operations in Base T
Numbers and Operations—Fraction
Operations and Algebraic Thinking
Geometry
Expressions and Equations
Ratios and Proportional Relationsh
Statistics and Probability
The Number System

The TABE® 11 & 12 Level M Mathematics Test may include multiple-choice items, gridded-response items, multiple-answer items, and two-part items. The online test may also include technology-enhanced items, such as fill-in-the-blank items or drag-and-drop items.

The TABE® 11 & 12 Level M Mathematics Test has two parts. In Part 1, you are not allowed to use a calculator. In Part 2, you are allowed to use a scientific calculator. If y provided for y an online calc

TABE® 11 & 12 Level M Mathematics Testing Time

Part	Maximum Allowable Testing Time
Mathematics Part 1	55 minutes
Mathematics Part 2 (Standard Calculator)	10 minutes

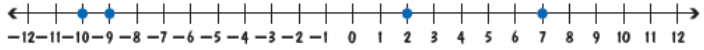
Mathematics
Mathematics

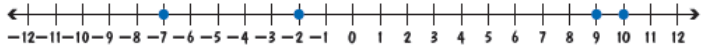
Practice 1 Positive and Negative Numbers

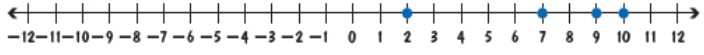
6.NS.5 – Medium, 6.NS.6.a – Medium

1 Which number line shows the opposites of 7, –10, 2, and –9?

A. 

B. 

C. 

D. 

2 Describe the location of 23 and −23 with respect to zero on a number line.

A. 23 is to the left of 0, and −23 is to the right of 0.

B. 23 is to the right of 0, and −23 is to the left of 0.

C. 23 is to the right of 0, and −23 is to the right of 0.

D. 23 is to the left of 0, and −23 is to left of 0.

3 What is the value of −(−57)?

A. −57 B. 0

C. $\frac{1}{57}$ D. 57

4 How would you represent the location of Death Valley, CA that is 282 feet below sea level?

A. 282 B. −(−282)

C. $\frac{1}{282}$ D. −282

5 Which pair of numbers are opposite numbers?

A. −442, 342 B. −29, 29

C. 5, $\frac{1}{5}$ D. 113, 114

6 Steven uses his debit card to make a $49 purchase. Represent this situation as a signed number.

A. −49 B. $-\frac{1}{49}$

C. −(−49) D. 49

7 The highest temperature ever recorded in Arkansas is 120°F. The coldest temperature ever recorded is 29°F below zero. Represent each situation as a signed number.

A. 120, 29 B. 120, −29

C. −120, 29 D. −120, −29

8 Which situation would be represented with a negative number?

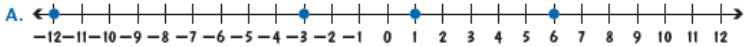
A. A cheetah can run up to 75 mph in short bursts.

B. The average low temperature in south Florida is 67°F.

C. The Apo Reef is located 87 ft below sea level.

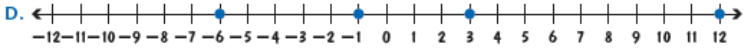
D. The height of Mount St. Helens is 8,366 ft.

9 Which number line shows the opposites of −1, 3, −6, and 12?

A. 

B. 

C. 

D. 

10 What is the opposite of −99?

A. 100 B. 99

C. $\frac{1}{99}$ D. −(99)

11 Which situation would represent the opposite of −64?

A. 64°F below 0

B. a check written from your account for $64

C. a speedboat traveling 64 mph

D. a depth of 64 ft below sea level

12 A great white shark is swimming at a depth of 225 feet below sea level. A pelican is gliding at an altitude of 49 feet. Represent each situation as a signed number.

A. 225, 49 B. −225, 49

C. 225, −49 D. −225, −49

13 For which two values of n is $-(-n)$ a positive number?

A. 23 B. 7

C. −9 D. −18

14 A checking account has a balance of $135. Which withdrawal will leave a positive balance?

A. $129 B. $136

C. $212 D. $317

15 Describe the location of two opposite numbers on a number line.

A. Both numbers will be to the right of 0.

B. Both numbers will be to the left of 0.

C. One number will be to the left of 0 and one number will be to the right of 0. They will be different distances from 0.

D. One number will be to the right of 0 and one number will be to the left of 0. They will be the same distance from 0.

16 The first floor is 21 feet above sea level. How is the height of the first floor represented with a signed number?

A. 21 B. $\frac{1}{21}$

C. 0 D. −21

17 A check is written for $78, then a $117 deposit is made to the same account. Represent each transaction as a signed number.

A. 78, 117 B. −78, 117

C. 78, −117 D. −78, −117

18 What is the opposite of 0?

A. 0 B. −0

C. 1 D. does not exist

Practice 1 Place Value in Whole Numbers

4.NBT.1 – Medium

1 The value of the 7 in 57,264 is ten times greater than the value of the 7 in which of these numbers?

A. 17,810 B. 61,715
C. 78,893 D. 95,371

2 Gemma lives at 153 Mulberry Street. Liam lives at 271 Mulberry Street. Which sentence is true?

A. The value of the 1 in 153 is 100 times greater than the value of the 1 in 271.
B. The value of the 1 in 271 is 100 times greater than the value of the 1 in 153.
C. The value of the 1 in 153 is 10 times greater than the value of the 1 in 271.
D. The value of the 1 in 271 is 10 times greater than the value of the 1 in 153.

3 Which number has a 9 that has a value that is 1,000 times greater than the value of the 9 in 605,897?

A. 935,780 B. 649,517
C. 443,928 D. 392,458

4 How many times greater is the 2 in 271,789 than the 2 in 807,521?

A. 10,000 B. 1,000
C. 100 D. 10

5 The distance from Portland, Maine to Portland, Oregon is 3,188 miles. The distance from San Francisco, California to Chicago, Illinois is 2,132 miles. The 3 in 3,188 is how many times greater than the 3 in 2,132?

A. 10,000 B. 1,000
C. 100 D. 10

6 The value of the 5 in 511,471 is 1,000 times greater than the value of the 5 in which number?

A. 752 B. 1,035
C. 45,437 D. 643,567

7 Isabella earns $120 per day. After 100 days, how much money will she earn?

A. $100,120 B. $22,000
C. $12,000 D. $10,120

8 Which two numbers have an 8 that has a value ten times greater than the value of the 8 in 8,317?

A. 44,968
B. 58,431
C. 81,295
D. 347,968
E. 683,232
F. 725,395

9 The average cost of a new car was $3,542 in 1970. In 2015, the average cost of a new car was $30,500. How does the value of the 3 in 30,500 compare to the value of the 3 in 3,542?

A. The value of the 3 in 30,500 is 10,000 times greater than the value of the 3 in 3,542.
B. The value of the 3 in 30,500 is 1,000 times greater than the value of the 3 in 3,542.
C. The value of the 3 in 30,500 is 100 times greater than the value of the 3 in 3,542.
D. The value of the 3 in 30,500 is 10 times greater than the value of the 3 in 3,542.

10 The mass of a blue whale is 179,840 kilograms. The 9 in the blue whale's mass is 100 times greater than the 9 in which animal's mass?

A. Killer whale: 5,439 kg
B. Whale shark: 18,948 kg
C. Sperm whale: 49,081 kg
D. Humpback whale: 34,297 kg

11 Which number has a 1 that has a value that is 10,000 times greater than the value of the 1 in 398,818?

A. 541,577 B. 313,672
C. 288,102 D. 178,023

12 The value of the 5 in 95,604 is 100 times greater than the value of the 5 in which of these numbers?

A. 714,451 B. 415,360
C. 371,546 D. 158,273

13 Which two numbers have a 7 that has a value that is 1,000 times greater than the value of the 7 in 46,970?

A. 67,391
B. 78,636
C. 94,728
D. 271,284
E. 687,345
F. 823,744

14 There are 525,600 minutes in a year. The world record for the longest time holding one's breath is just over 24 minutes. Which sentence is true?

A. The value of the 2 in 525,600 is 10 times greater than the value of the 2 in 24.
B. The value of the 2 in 525,600 is 100 times greater than the value of the 2 in 24.
C. The value of the 2 in 525,600 is 1,000 times greater than the value of the 2 in 24.
D. The value of the 2 in 525,600 is 10,000 times greater than the value of the 2 in 24.

15 Lightning can heat the air around it to 53,540°F. The hottest temperature recorded in Antarctica is 63°F. Which sentence is true?

A. The value of the 3 in 53,540°F is 10,000 times greater than the value of the 3 in 63°F.
B. The value of the 3 in 53,540°F is 1,000 times greater than the value of the 3 in 63°F.
C. The value of the 3 in 53,540°F is 100 times greater than the value of the 3 in 63°F.
D. The value of the 3 in 53,540°F is 10 times greater than the value of the 3 in 63°F.

16 Sierra sells a painting for $75. Two days later she sells another painting for 10 times the amount of the first painting. What was the price of the second painting?

A. $175 B. $705
C. $750 D. $1,750

17 How many times greater is the 1 in 170,845 than the 1 in 579,612?

A. 10,000 B. 1,000
C. 100 D. 10

18 Kareem and Deion are counting their daily steps. Kareem records 13,244 steps and Deion records 16,435 steps. The 3 in Kareem's step count is how many times greater than the 3 in Deion's step count?

A. 10 B. 100
C. 1,000 D. 10,000

19 The Pacific Crest Trail is 2,650 miles long. A marathon is just over 26 miles long. Which sentence is true?

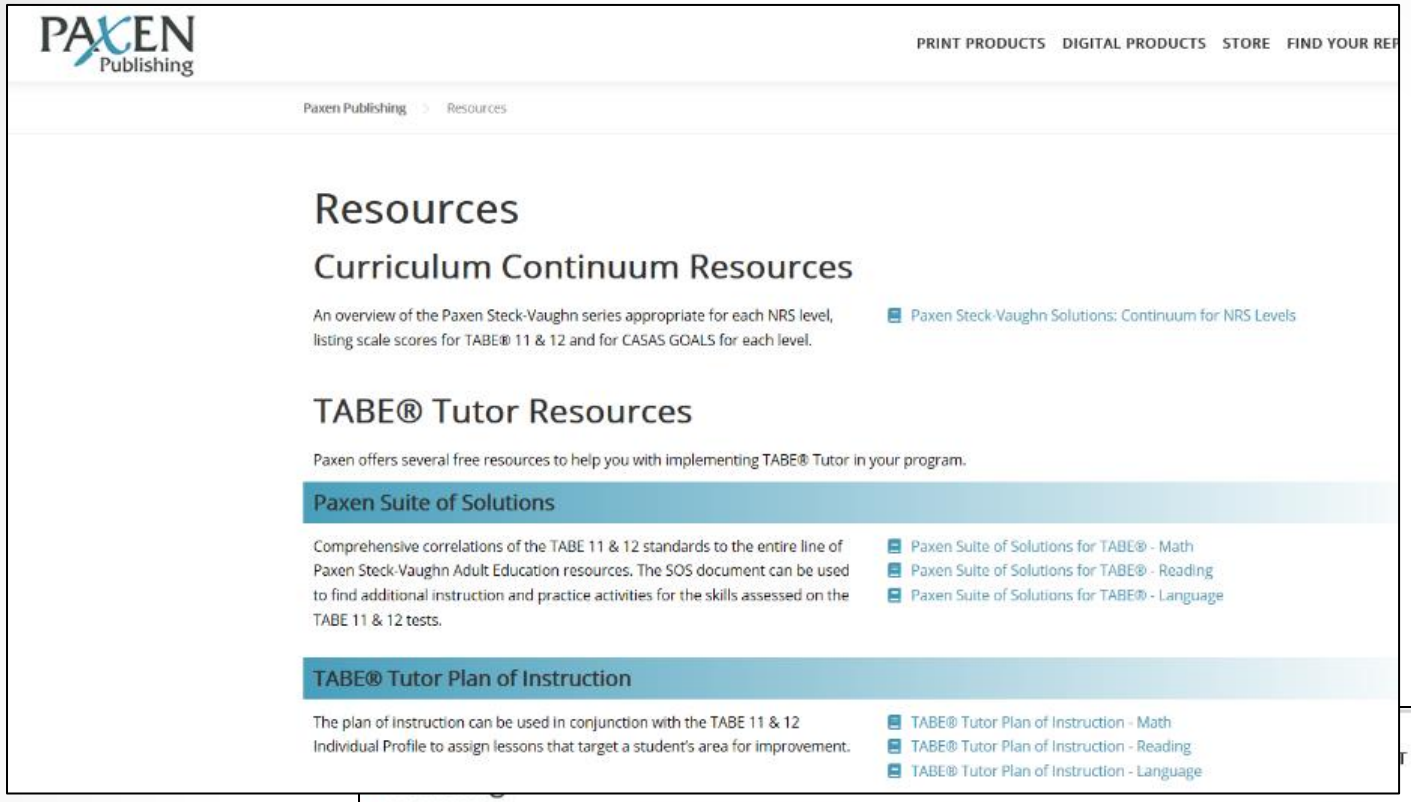
A. The value of the 2 in 26 is 10 times greater than the value of the 2 in 2,650.
B. The value of the 2 in 2,650 is 10 times greater than the value of the 2 in 26.
C. The value of the 2 in 26 is 100 times greater than the value of the 2 in 2,650.
D. The value of the 2 in 2,650 is 100 times greater than the value of the 2 in 26.

TABE Tutor Practice

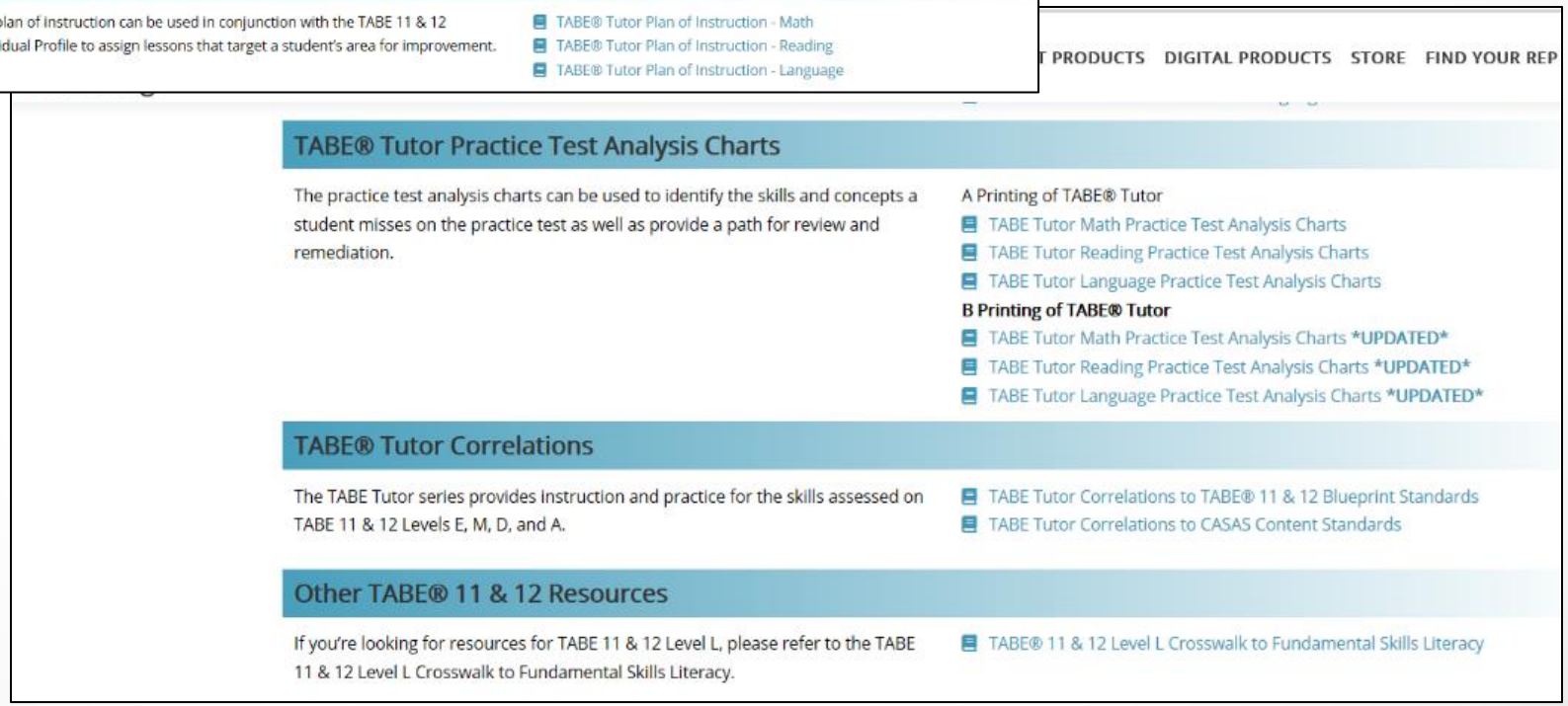
Level M Book 1
Unit 1 Review: Analysis Chart

Instructions: Use the Answers and Explanations starting on page 61 to check your answers to the Unit 1 Review. Then, place an X next to the item numbers you missed. For any missed items, review the lesson from the companion *TABE® Tutor* book.

Unit Review Item	Standard	Correct/ Incorrect	For incorrect items, review the following *TABE® Tutor* Lesson
1	4.NBT.6; 6.NS.2		Lesson 7: Divide
2	4.OA.1		Lesson 6: Multiplication Comparisons
3	4.NBT.1		Lesson 1: Place Value in Whole Numbers
4	4.NBT.4		Lesson 3: Add and Subtract Whole Numbers
5	4.NBT.6; 6.NS.2		Lesson 7: Divide
6	5.NBT.5		Lesson 5: Multiply Multi-Digit Numbers
7	4.NBT.3		Lesson 2: Round Whole Numbers
8	5.NBT.5		Lesson 5: Multiply Multi-Digit Numbers
9	4.NBT.1		Lesson 1: Place Value in Whole Numbers
10	4.OA.1		Lesson 6: Multiplication Comparisons
11	5.NBT.5		Lesson 5: Multiply Multi-Digit Numbers
12	5.NBT.5		Lesson 5: Multiply Multi-Digit Numbers
13	4.NBT.6; 6.NS.2		Lesson 7: Divide
14	4.OA.1		Lesson 6: Multiplication Comparisons
15	4.NBT.3		Lesson 2: Round Whole Numbers
16	4.NBT.1		Lesson 1: Place Value in Whole Numbers
17	4.NBT.6; 6.NS.2		Lesson 7: Divide
18	4.NBT.1		Lesson 1: Place Value in Whole Numbers
19	4.OA.1		Lesson 6: Multiplication Comparisons
20	4.NBT.4		Lesson 3: Add and Subtract Whole Numbers



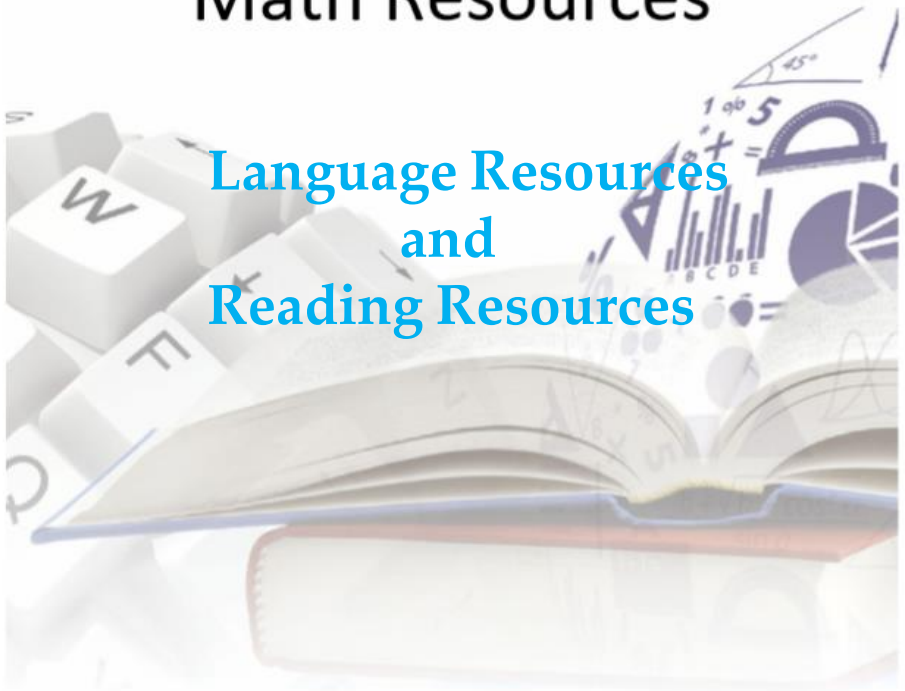
Free Resources For You



Free Resource That Supports TABE 11 & 12

PAXEN Publishing — Steck-Vaughn Adult Education Solutions

Suite of Solutions for TABE® 11 & 12 Math Resources



Language Resources and Reading Resources

PAXEN Publishing — Steck-Vaughn Adult Education Solutions

Paxen Publishing Suite of Solutions for TABE 11 & 12
Teacher: _____ Student: _____

MATH: TABE Level M (AE—CCR LEVEL C)

STANDARD		Associated TABE® Skill	Resources from Paxen Publishing—Steck-Vaughn Adult Education Solutions	Assign
NUMBER AND OPERATIONS- FRACTIONS continued				
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Add fractions	*TABE Tutor Mathematics Level M: Lesson 11* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 9, 10* *STECK-VAUGHN FUNDAMENTAL SKILLS Measurement Intermediate: Lesson 11* *STECK-VAUGHN FUNDAMENTAL SKILLS Whole Numbers Intermediate: Lesson 2*	
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	Evaluate fractions Add fractions	*TABE Tutor Mathematics Level M: Lesson 9, 11, 12* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 6* *STECK-VAUGHN FUNDAMENTAL SKILLS Whole Numbers Intermediate: Lesson 2*	
5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a/b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	Evaluate fractions	*TABE Tutor Mathematics Level M: Lesson 8* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 13, 17*	
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Multiply fractions Evaluate fractions	*TABE Tutor Mathematics Level M: Lesson 13, 14* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 4, 13*	
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Multiply fractions	*TABE Tutor Mathematics Level M: Lesson 14* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 13, 14*	
5.NF.5	Interpret multiplication as scaling (resizing).	Multiply fractions	*TABE Tutor Mathematics Level M: Lesson 14* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 18* *STECK-VAUGHN FUNDAMENTAL SKILLS Whole Numbers Intermediate: Lesson 5*	
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.	Multiply fractions	*TABE Tutor Mathematics Level M: Lesson 15* *STECK-VAUGHN FUNDAMENTAL SKILLS Fractions, Decimals, Percents, & Ratios Intermediate: Lesson 13, 14* *STECK-VAUGHN FUNDAMENTAL SKILLS Measurement Intermediate: Lesson 11, 12* *STECK-VAUGHN FUNDAMENTAL SKILLS Whole Numbers Intermediate: Lesson 1*	

Suite of Solutions

Paxen Publishing Suite of Solutions for TABE 11 & 12

Teacher: _____ Student: _____

MATH TABE Level D (AE—CCR LEVEL D)				
STANDARD		**Associated TABE® Skill**	**Resources from Paxen Publishing—Steck-Vaughn Adult Education Solutions**	**Assign**
GEOMETRY				
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Use and evaluate congruence Understand transformations between figures	*TABE Tutor Mathematics Level D: Lesson 50* *Steck-Vaughn Pre GED Test Preparation Mathematical Reasoning: page 142–143, 145* *Steck-Vaughn Pre GED Test Preparation Complete: page 484–485* *Steck-Vaughn GED Test Preparation Mathematical Reasoning, Student Edition: page 104-105* *Steck-Vaughn GED Test Preparation Mathematical Reasoning, Workbook: page 146-149* *Steck-Vaughn GED Test Preparation Complete: page 502* *Steck-Vaughn High School Equivalency Test Preparation Mathematics: page 99–103*	
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Use and evaluate congruence	*TABE Tutor Mathematics Level D: Lesson 48* *Steck-Vaughn GED Test Preparation Mathematical Reasoning, Student Edition: page 28, 94, 98, 104, 105* *Steck-Vaughn GED Test Preparation Mathematical Reasoning, Workbook: page 34, 80, 126, 144, 146* *Steck-Vaughn GED Test Preparation Complete: page 474* *Steck-Vaughn High School Equivalency Test Preparation Mathematics: page 94–98*	
7.G.4	Know the formulas for the area and circumference of a circle and use them	Find area, volume, surface area of figures	*TABE Tutor Mathematics Level D: Lesson 43*	

PAXEN Publishing Steck-Vaughn Adult Education Solutions

Paxen Steck-Vaughn NRS Continuum

English Language Arts

NRS Level	Educational Functioning Levels (EFL)	Paxen Steck-Vaughn Series	AE-CCR Level	TABE® 11/12 Scale Score Range	CASAS GOALs Scale Score Range
1	Beginning ABE Literacy	Fundamental Skills Literacy	A	Reading: 300–441 (K–1) Language: 300–457 (K–1)	Reading: 203 and below (1–2)
2	Beginning Basic Education	Fundamental Skills Beginning TABE Tutor Level E	B	Reading: 442–500 (2–3) Language: 458–510 (2–3)	Reading: 204–216 (3–4)
3	Low Intermediate Basic Education	Fundamental Skills Intermediate TABE Tutor Level M	C	Reading: 501–535 (4–5) Language: 511–546 (4–5)	Reading: 217–227 (5–6)
4	High Intermediate Basic Education (ELA)	TABE Tutor Level D Pre GED Test Prep	D	Reading: 536–575 (6–8) Language: 547–583 (6–8)	Reading: 228–238 (7–8)
5	Low Adult Secondary Education (ELA)	TABE Tutor Level A Test Prep for the GED High School Equivalency Test Prep	E	Reading: 576–616 (9–10) Language: 584–630 (9–10)	Reading: 239–248 (9–10)
6	High Adult Secondary Education (ELA)	TABE Tutor Level A Test Prep for the GED High School Equivalency Test Prep	E	Reading: 617–800 (11–12) Language: 631–800 (11–12)	Reading: 249 and above (11–12)

Mathematics*

NRS Level	EFL	Paxen Steck-Vaughn Series	AE-CCR	TABE 11/12 Scale Score Range	CASAS GOALs Scale Score Range
1	Beginning ABE Literacy	Fundamental Skills Literacy	A	Math: 300–448 (K–1)	Math: 193 and below (1)
2	Beginning Basic Education	Fundamental Skills Beginning TABE Tutor Level E	B	Math: 449–495 (2–3)	Math: 194–203 (2)
3	Low Intermediate Basic Education	Fundamental Skills Intermediate TABE Tutor Level M	C	Math: 496–536 (4–5)	Math: 204–214 (3–4)
4	Middle Intermediate Basic Education (Math)	TABE Tutor Level D Pre GED Test Prep	D	Math: 537–595 (6–8)	Math: 215–225 (5–6)
5	High Intermediate Basic Education (Math)	TABE Tutor Level D Pre GED Test Prep	D	Math: 596–656 (9–10)	Math: 226–235 (7–8)
6	Adult Secondary Education (Math)	TABE Tutor Level A Test Prep for the GED High School Equivalency Test Prep	E	Math: 657–800 (11–12)	Math: 236 and above (9–12)

*As of December 2017, NRS levels for math have been updated as follows. "For mathematics, there is an additional intermediate level, Middle Intermediate (level 4), in addition to High Intermediate (level 5), and only one secondary level (level 6), due to the complexity of the mathematics descriptors. When reporting on NRS tables, use the level number."

Free Resource for TABE Tutor – Plan of Instruction

PAXEN Publishing — Steck-Vaughn Adult Education Solutions

TABE ® Tutor Reading Level A

Plan of Instruction

Teacher: _____

Student: _____

Domain	Associated TABE® Skill	*TABE ® Tutor Reading Level A* Lesson		Assigned	Completed	Score
CS	Meaning of on-level words or phrases in context	Lesson 1	Determine Word Meaning			
CS	Meaning of on-level words or phrases in context	Lesson 2	Understand Figurative Language			
CS	Meaning of on-level words or phrases in context	Lesson 3	Understand Connotation			
KID	Identify main idea Support main idea Summarize	Lesson 4	Determine Main Idea and Summarize			
KID	Draw inferences in text Support main idea	Lesson 5	Identify Key Details			
KID	Draw inferences in text	Lesson 6	Make Inferences and Use Text Evidence as Support			
CS	Use text tools to locate information Identify author's purpose	Lesson 7	Analyze the Effectiveness of Text Structure			
CS	Identify author's/s' point of view Identify author's purpose Identify how author uses rhetoric	Lesson 8	Analyze Author's Purpose and Point of View			
KID	Describe relationship between events	Lesson 9	Analyze Interaction of Ideas and Events			
IKI	Identify how author uses rhetoric Evaluate arguments/claims in text	Lesson 10	Analyze Author's Arguments and Claims			
CS	Describe relationship between events	Lesson 11	Identify Key Steps in a Procedure			
KID	Draw inferences in text Identify author's/s' point of view	Lesson 12	Analyze Primary and Secondary Sources			
KID	Draw inferences in text	Lesson 13	Make Inferences and Use Text Evidence as Support			
CS	Identify author's/s' point of view	Lesson 14	Analyze Point of View			
KID	Identify main idea Support main idea Summarize	Lesson 15	Determine Theme and Summarize			

KID KEY IDEAS AND DETAILS
CS CRAFT AND STRUCTURE
IKI INTEGRATION OF KNOWLEDGE AND IDEAS

TABE Tutor Correlations to CASAS Content Standards for Mathematics and Reading

PAXEN Publishing

TABE TUTOR CORRELATED TO CASAS CONTENT STANDARDS FOR MATHEMATICS

	NRS ABE/ASE LEVELS	1	2	3	4	5	6				
CASAS	Math Content Standards CASAS LEVELS	A	B	B	C	D	E	CCSS K-12	TABE Tutor Level E	TABE Tutor Level M	TABE Tutor Level D	TABE Tutor Level A
M4.3.7	Calculate area or volume of irregular or composite shapes by dividing the figure into parts				□	□	□	5.MD.5, 6.G.1, 6.G.2	Level E: Lesson 48	Level M: Lesson 42		
M4.3.8	Interpret the exponential relationship of linear measure, area and volume (e.g., ft, sq ft, cu ft)					□	□	7.G.6			Level D: Lesson 44, 45, 46	
M4.3.9	Apply measurement in three-dimensional scale modeling					□	□	7.G.1, G-GMD.4				Level A: Lesson 49
M4.4	Use proportional reasoning to measure indirectly (scale drawings)											
M4.4.1	Interpret scale drawings (e.g. blueprints, maps)				□	□	□	7.G.1			Level D: Lesson 50	
M4.4.2	Interpret and use proportions in solving problems involving dimensions or scale				□	□	□	7.G.1			Level D: Lesson 50	
M4.4.3	Plan linear spacing in a design (e.g., the arrangement of shelves to fit in a cabinet)				□	□	□	7.G.1				
M4.4.4	Plan a layout (e.g., how many pieces of a specific shape can fit in a space)				□	□	□	7.G.1, 7.G.6				
M4.5	Use relationships between measures to analyze change (rates)											
M4.5.1	Interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, Kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year)				□	□	□	6.EE.9, 6.RP.2, 6.RP.3, 7.RP.1, 8.EE.5		Level M: Lesson 19	Level D: Lesson 18, 21, 23	
M4.5.2	Interpret, calculate and apply rates (e.g., cents/min, $/sq. ft., mi/gal)				□	□	□	6.EE.9, 6.RP.3, 7.RP.1, 7.RP.3		Level M: Lesson 19	Level D: Lesson 21, 23	
M4.5.3	Use averaging in calculating rates (e.g., average speed is?)				□	□	□	7.RP.1				
M4.5.4	Demonstrate understanding and solve problems involving the interrelation of distance, time and speed			□	□	□	□	7.RP.1, F.LE.1			Level D: Lesson 21	
M4.5.5	Estimate time, distance and speed in travel situations				□	□	□	N-Q.1				Level A: Lesson 1, 2
M4.5.6	Estimate equivalents between mph and km/h				□	□	□	6.RP.3				
M5	**Statistics, Data Analysis and Probability**											
M5.1	Collect, organize and display data											
M5.1.1	Identify, count and extract relevant data in lists, tables and charts	□	□	□	□	□	□	K.MD.3, 1.MD.4, 3.MD.3	Level E: Lesson 41			
M5.1.2	Collect, label, sort and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)	□	□	□	□	□	□	K.MD.3, 1.MD.4	Level E: Lesson 36, 41			
M5.1.3	Use a tally to record numerical information	□	□	□	□	□		K.OA.1				

Free Resource for TABE Level L – Skills Practice Crosswalk to Fundamental Skills Literacy

PAXEN Publishing Steck-Vaughn Adult Education Solutions

Skills Practice Crosswalk for TABE 11/12 Reading Level L

Correlated to Steck-Vaughn Fundamental Skills for Reading series, Literacy Level

PHONOLOGICAL AWARENESS (23%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL	Steck-Vaugh Fundamental Skills for Reading: Reading Comprehension, Literacy	Steck-Vaugh Fundamental Skills for Reading: Phonics, Literacy	Steck-Vaugh Fundamental Skills for Reading: Vocabulary, Literacy
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2.a, K.RF.2.b, K.RF.2.c, K.RF.2.d, K.RF.2.e)	A	High		Lessons 14-28, 29-45, 46-50	

PHONICS AND WORD RECOGNITION (23%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL	Steck-Vaugh Fundamental Skills for Reading: Reading Comprehension, Literacy	Steck-Vaugh Fundamental Skills for Reading: Phonics, Literacy	Steck-Vaugh Fundamental Skills for Reading: Vocabulary, Literacy
1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. (1.RF.3.a, 1.RF.3.b, 1.RF.3.c, 1.RF.3.d, 1.RF.3.e, 1.RF.3.f, 1.RF.3.g)	A	High		Lessons 14-28, 29-45, 46-50, 51-54	Lessons 1-10, 18, 20-21, 24-26

KEY IDEAS AND DETAILS (28%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL	Steck-Vaugh Fundamental Skills for Reading: Reading Comprehension, Literacy	Steck-Vaugh Fundamental Skills for Reading: Phonics, Literacy	Steck-Vaugh Fundamental Skills for Reading: Vocabulary, Literacy
1.RL.1	Ask and answer questions about key details in a text.	A	High	Lessons 9, 14		
1.RI.2	Identify the main topic and retell key details of a text.	A	Medium	Lessons 12-13, 17		
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	A	Medium	Lessons 13-14, 17		

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