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TABE 13/14 Math Curriculum Map

239 items · Forms 13 & 14 · Levels E, M, D

Arranged by level, then test part, then item ID. Domain & Standard shows the TABE domain, CCRS code(s), grade-level grouping and the CCR anchor standard text. Where a 13/14 item links to an earlier TABE 11/12 item, the Legacy 11/12 column shows that item's ID, a short skill description and its prescription; it is left blank for items that are new to 13/14.

Level E · Math (80 items)

Level E Math, Part 1 of 2 (64 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-M-1-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.5** Grade level: B (2nd-3rd) *Apply properties of operations as strategies to multiply and divide.*	Understand properties of multiplication	Apply the associative property of multiplication to identify an equivalent expression for a three-factor product by regrouping two of the factors before multiplying.	Math At Your Own Pace 115, Multiplying Whole Numbers	**12-E-M-6** Form 12 Level E Math **Skill:** Explain properties of operations **Rx:** Math At Your Own Pace 115, Multiplying Whole Numbers + Advanced Math 310, Algebraic Properties
13-E-M-2-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.MD.6** Grade level: B (2nd-3rd) *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.*	Represent sums and differences on a number line	Identify the subtraction equation represented by a single jump on a number line, reading the starting value, direction of movement, and endpoint to select the matching equation.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-27** Form 11 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Advanced Math 100, Positive and Negative Numbers + Advanced Math 120, Adding and Subtracting Rational Numbers
13-E-M-3-P1	Form 13 Level E Math, Part 1/2	**Geometry** **CCRS 3.G.2** Grade level: B (2nd-3rd) *Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.*	Partition shapes into parts with equal areas	Identify which geometric shape has been partitioned into equal areas representing a specific unit fraction (e.g., 1/3).	Math At Your Own Pace 200, Introducing Fractions	**12-E-M-17** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Basic Math 200, Introducing Fractions
13-E-M-4-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.1** Grade level: B (2nd-3rd) *Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.*	Understand place value (hundreds, tens, and ones)	Identify the correct place value composition (hundreds, tens, ones) that corresponds to a provided three-digit whole number.	Math At Your Own Pace 100, Introducing Whole Numbers	**11-E-M-14** Form 11 Level E Math **Skill:** Understand place value **Rx:** Basic Math 120, Rounding Numbers

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13-E-M-5-P1	Form 13 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.3** Grade level: B (2nd-3rd) *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.*	Use bar graphs with different scales to solve problems involving multiple categories	Interpret a single-unit scale bar graph showing October weather data to calculate the numerical difference between two categories by solving a 'how many more' comparison.	Basic Math 510, Interpreting Graphs	**12-E-M-14** Form 12 Level E Math **Skill:** Solve problems using scaled bar graph **Rx:** Basic Math 510, Interpreting Graphs
13-E-M-6-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.9** Grade level: B (2nd-3rd) *Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.*	Consistently identify patterns in multiplication facts	Use a multiplication table to identify which factor (5) always produces products ending in 0 or 5, recognizing a pattern in the multiples shown across a row or column.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-26** Form 11 Level E Math **Skill:** Understand and apply pattern rules **Rx:** Basic Math 450, Data Collection and Analysis (Fr. 43-51, finding missing numbers in a series(pattern))
13-E-M-7-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.8** Grade level: B (2nd-3rd) *Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.*	Solve two-step word problems using the four arithmetic operations	Solve a two-step word problem by first adding two quantities of water bottles to find a total, then dividing equally among a given number of tables to find the per-table amount.	Math At Your Own Pace 105, Adding Whole Numbers	**11-E-M-22** Form 11 Level E Math **Skill:** Add whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers
13-E-M-8-P1	Form 13 Level E Math, Part 1/2	**Geometry** **CCRS 3.G.1** Grade level: B (2nd-3rd) *Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.*	Consistently classify shapes in a hierarchy	Identify the shared attribute among a set of five different quadrilaterals (rhombus, parallelogram, square, rectangle, trapezoid) by recognizing that all four-sided polygons belong to the quadrilateral category.	Math At Your Own Pace 410, Plane Geometric Figures	**12-E-M-40** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
13-E-M-9-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.3** Grade level: B (2nd-3rd) *Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.*	Compare fractions	Identify which of four number lines has a point correctly plotted at 5/6 by selecting the line divided into six equal intervals with the point at the fifth mark.	Math At Your Own Pace 200, Introducing Fractions	**11-E-M-7** Form 11 Level E Math **Skill:** Compare fractions **Rx:** Basic Math 200, Introducing Fractions
13-E-M-10-P1	Form 13 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.8** Grade level: B (2nd-3rd) *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.*	Solve real-world problems involving perimeters of polygons	Use a given perimeter and side length to determine the missing dimension of a rectangle, then calculate and compare the areas of two rugs (a rectangle and a square) to identify the true statement.	Math At Your Own Pace 405, Perimeters	**12-E-M-14** Form 12 Level E Math **Skill:** Solve problems using scaled bar graph **Rx:** Basic Math 510, Interpreting Graphs
13-E-M-11-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.9** Grade level: B (2nd-3rd) *Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.*	Consistently identify patterns in multiplication facts	Analyze the expression 4 x □ to determine a property that must always be true of the product, recognizing that any multiple of 4 is always an even number regardless of the unknown factor.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-26** Form 11 Level E Math **Skill:** Understand and apply pattern rules **Rx:** Basic Math 450, Data Collection and Analysis (Fr. 43-51, finding missing numbers in a series(pattern))

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13-E-M-12-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.4** Grade level: B (2nd-3rd) *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.*	Compare multi-digit numbers	Identify a three-digit number that satisfies a given inequality (206 > □) by selecting the value from four choices that is less than 206.	Math At Your Own Pace 100, Introducing Whole Numbers	**11-E-M-18** Form 11 Level E Math **Skill:** Compare two- and three digit numbers **Rx:** Advanced Math 100, Positive and Negative Numbers
13-E-M-13-P1	Form 13 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.2** Grade level: B (2nd-3rd) *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.*	Measure and estimate liquid volumes and masses of objects	Read a balance scale diagram to determine the mass of a toy car in grams, then add a given difference to find the mass of a second, heavier toy car.	Basic Math 650, Reading Scales and Gauges Math At Your Own Pace 315, The Metric System of Measurement Math At Your Own Pace 105, Adding Whole Numbers	**12-E-M-18** Form 12 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Math At Your Own Pace 310, Standard System of Measurement + Basic Math 500, Estimation and Reasonable Answers
13-E-M-14-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.1** Grade level: B (2nd-3rd) *Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.*	Interpret products of whole numbers	Identify which of four word problems has an answer that can be expressed as 4 x 3 by matching the expression to a situation involving 4 equal groups of 3.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-10** Form 11 Level E Math **Skill:** Multiply whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
13-E-M-15-P1	Form 13 Level E Math, Part 1/2	**Geometry** **CCRS 3.G.1** Grade level: B (2nd-3rd) *Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.*	Consistently classify shapes in a hierarchy	Identify which three-dimensional shape has 6 equal faces by selecting the cube from a set of four 3D shapes.	Math At Your Own Pace 415, Solid Geometric Figures	**12-E-M-40** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
13-E-M-16-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.3** Grade level: B (2nd-3rd) *Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.*	Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form) with only one non-zero digit	Convert a three-digit number written in expanded word form (9 hundreds + 6 tens + 3 ones) to standard form by combining all three non-zero place values.	Math At Your Own Pace 100, Introducing Whole Numbers	**12-E-M-34** Form 12 Level E Math **Skill:** Skip count **Rx:** Math At Your Own Pace 100, Introducing Whole Numbers
13-E-M-17-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.7** Grade level: B (2nd-3rd) *Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers.*	Multiply and divide within 100	Solve a one-step multiplication word problem by calculating the total volume of lemonade across 4 glasses each containing 9 ounces (4 x 9 = 36).	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-15** Form 11 Level E Math **Skill:** Divide whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
13-E-M-18-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.4** Grade level: B (2nd-3rd) *Determine the unknown whole number in a multiplication or division equation relating three whole numbers.*	Find an unknown number in a multiplication or division equation	Find the missing divisor in a division equation (42 ÷ □ = 6) by determining which number divides 42 to give a quotient of 6.	Math At Your Own Pace 120, Dividing Whole Numbers	**11-E-M-3** Form 11 Level E Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Basic Math 170, Dividing Whole Numbers

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13-E-M-19-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.1** Grade level: B (2nd-3rd) *Use place value understanding to round whole numbers to the nearest 10 or 100.*	Round whole numbers to the nearest 10 or 100	Round a three-digit number (247) to the nearest ten by applying place value rounding rules and selecting the correct result from four answer choices.	Basic Math 120, Rounding Numbers	**11-E-M-14** Form 11 Level E Math **Skill:** Understand place value **Rx:** Basic Math 120, Rounding Numbers
13-E-M-20-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.1** Grade level: B (2nd-3rd) *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.*	Compose unit fractions to find the fraction representing a situation	Identify the correct phrase describing a circle that has been partitioned into 2 equal parts, recognizing that the two parts together are called 'two halves.'	Math At Your Own Pace 400, Introduction of Shapes and Sizes Math At Your Own Pace 200, Introducing Fractions	**11-E-M-40** Form 11 Level E Math **Skill:** Evaluate fractions **Rx:** Basic Math 200, Introducing Fractions
13-E-M-21-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.2** Grade level: B (2nd-3rd) *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*	Find sums and differences within 1000	Interpret a base-ten block diagram representing three addends and calculate their sum, reading the hundreds, tens, and ones blocks in each group to solve the addition problem.	Math At Your Own Pace 105, Adding Whole Numbers	**11-E-M-14** Form 11 Level E Math **Skill:** Understand place value **Rx:** Basic Math 120, Rounding Numbers
13-E-M-22-P1	Form 13 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 2.MD.10** Grade level: B (2nd-3rd) *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.*	Use a picture graph with a single-unit scale to solve problems	Interpret a single-unit picture graph showing book club members' favorite novel types to identify the true statement by comparing category values.	Basic Math 510, Interpreting Graphs	**12-E-M-28** Form 12 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Basic Math 640, Measuring Distance + Basic Math 620, Working with Measurements
13-E-M-23-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.2** Grade level: B (2nd-3rd) *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*	Find sums and differences within 1000	Solve a basic subtraction fact within 20 (17 - 8) by applying mental math strategies to find the difference.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-32** Form 11 Level E Math **Skill:** Add whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers
13-E-M-24-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.2** Grade level: B (2nd-3rd) *Count within 1000; skip-count by 5s, 10s, and 100s.*	Skip count by 5s, 10s, 100s, and by multiples of hundreds	Extend a numerical sequence by identifying and applying a constant skip-counting interval (e.g., by 10s, 100s, or multiples of hundreds).	Math At Your Own Pace 100, Introducing Whole Numbers Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-39** Form 11 Level E Math **Skill:** Skip count **Rx:** Math At Your Own Pace 100, Introducing Whole Numbers
13-E-M-25-P1	Form 13 Level E Math, Part 1/2	**Geometry** **CCRS 3.G.1** Grade level: B (2nd-3rd) *Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.*	Consistently classify shapes in a hierarchy	Identify which shape in a set of four is a quadrilateral by selecting the four-sided polygon (trapezoid) and distinguishing it from a pentagon, hexagon, and three-dimensional cube.	Math At Your Own Pace 410, Plane Geometric Figures	**12-E-M-40** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts

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13-E-M-26-P1	Form 13 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 2.MD.1** Grade level: B (2nd-3rd) *Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.*	Measure the length of an object by selecting and using appropriate tools	Use a centimeter ruler to measure the length of two animals (a fish and a frog) and calculate the difference to determine how much longer the fish is than the frog.	Basic Math 640, Measuring Distance	**11-E-M-20** Form 11 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Basic Math 640, Measuring Distance
13-E-M-27-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 2.OA.1** Grade level: B (2nd-3rd) *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.*	Consistently solve two-step real-world problems using the four arithmetic operations	Solve a two-step word problem using subtraction twice — first subtracting the number of grapes eaten from the starting total, then subtracting the remaining grapes to find how many fell on the floor.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-22** Form 11 Level E Math **Skill:** Add whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers
13-E-M-28-P1	Form 13 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.6** Grade level: B (2nd-3rd) *Understand division as an unknown-factor problem.*	Connect unknown product to missing factor to solve division problems	Connect a division operation to its inverse multiplication fact to find an unknown quotient or factor.	Math At Your Own Pace 115, Multiplying Whole Numbers Math At Your Own Pace 120, Dividing Whole Numbers	**11-E-M-15** Form 11 Level E Math **Skill:** Divide whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
13-E-M-29-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.8** Grade level: B (2nd-3rd) *Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.*	Mentally add or subtract 10 or 100 to/from a given number	Apply mental subtraction to find the number of puzzle pieces in Mitchell's puzzle by subtracting 100 from 750 without vertical calculation.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-8** Form 11 Level E Math **Skill:** Explain properties of operations **Rx:** Math At Your Own Pace 110, Subtracting Whole Numbers
13-E-M-30-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.3** Grade level: B (2nd-3rd) *Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.*	Compare fractions	Evaluate statements about four area models showing different unit fractions (1/4, 1/3, 1/2) to identify the true comparison, recognizing that a shape divided into fewer equal parts has a larger unit fraction shaded.	Math At Your Own Pace 200, Introducing Fractions Basic Math 210, Comparing Fractions	**12-E-M-13** Form 12 Level E Math **Skill:** Compare fractions **Rx:** Basic Math 210, Comparing Fractions
13-E-M-31-P1	Form 13 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.2** Grade level: B (2nd-3rd) *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*	Find sums and differences within 1000	Calculate the difference of a three-digit subtraction expression (546 - 202) without regrouping, applying place value strategies to subtract hundreds, tens, and ones separately.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-32** Form 11 Level E Math **Skill:** Add whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers
13-E-M-32-P1	Form 13 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.1** Grade level: B (2nd-3rd) *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.*	Measure time intervals in minutes to solve word problems	Calculate a final end time by adding two sequential time durations (20 minutes of running and 17 minutes of weightlifting) to a given start time of 6:45 p.m.	Math At Your Own Pace 305, Problems Involving Time	**11-E-M-16** Form 11 Level E Math **Skill:** Understand time **Rx:** Math At Your Own Pace 305, Problems Involving Time

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14-E-M-1-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.3** Grade level: B (2nd-3rd) *Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.*	Multiply single-digit whole numbers by multiples of 10	Interpret and solve a real-world word problem by multiplying a multiple of 10 (e.g., 80) by a single-digit factor.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-5** Form 11 Level E Math **Skill:** Understand place value **Rx:** Math At Your Own Pace 115, Multiplying Whole Numbers
14-E-M-2-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.9** Grade level: B (2nd-3rd) *Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.*	Consistently identify patterns in multiplication facts	Given a ×3 multiplication table with a missing output value, identify the true statement about the missing number by applying knowledge of patterns in multiplication facts (e.g., that 3 times an even number is always even).	Math At Your Own Pace 115, Multiplying Whole Numbers	**12-E-M-16** Form 12 Level E Math **Skill:** Multiply whole numbers **Rx:** Basic Math 160, Multiplying Whole Numbers
14-E-M-3-P1	Form 14 Level E Math, Part 1/2	**Geometry** **CCRS 2.G.1** Grade level: B (2nd-3rd) *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.*	Name a shape given the number of sides	Identify the name of a polygon (hexagon) when given only a verbal description of its number of sides, with no visual image provided.	Math At Your Own Pace 410, Plane Geometric Figures	**12-E-M-40** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
14-E-M-4-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.1 3.OA.2** Grade level: B (2nd-3rd) *Interpret products of whole numbers. Interpret whole-number quotients of whole numbers.*	Consistently use an expression to represent a real-world situation	Identify the correct multiplication expression (12×6) that represents a basic 'equal groups' real-world scenario.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-15** Form 11 Level E Math **Skill:** Divide whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
14-E-M-5-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.1** Grade level: B (2nd-3rd) *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.*	Compose unit fractions to find the fraction representing a situation	Identify the unit fraction (1/8) represented by a single piece of a circle that has been partitioned into 8 equal segments.	Math At Your Own Pace 200, Introducing Fractions	**11-E-M-28** Form 11 Level E Math **Skill:** Compare fractions **Rx:** Math At Your Own Pace 200, Introducing Fractions
14-E-M-6-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 2.MD.2** Grade level: B (2nd-3rd) *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.*	Measure objects in different units (with fractional lengths) and compare these measurements	Determine which conclusion correctly describes the relationship between unit size and measurement count when the same object is measured twice using two different non-standard units (paper towel sheets vs. pasta boxes), recognizing that larger units require fewer iterations to span the same length.	Basic Math 640, Measuring Distance	**11-E-M-20** Form 11 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Basic Math 640, Measuring Distance
14-E-M-7-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 2.OA.1** Grade level: B (2nd-3rd) *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.*	Inconsistently solve two-step real-world problems using the four arithmetic operations	Solve a two-step word problem requiring multiplication to find a total (2 × 36 = 72) followed by subtraction to find a remaining quantity (72 − 56 = 16).	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-22** Form 11 Level E Math **Skill:** Add whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers

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14-E-M-8-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.2** Grade level: B (2nd-3rd) *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*	Find sums and differences within 1000	Perform multi-digit subtraction within 1,000 requiring regrouping across the tens or hundreds place.	Math At Your Own Pace 110, Subtracting Whole Numbers	
14-E-M-9-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.3** Grade level: B (2nd-3rd) *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.*	Use bar graphs with different scales to solve problems involving multiple categories	Interpret a scaled bar graph to extract specific data values and perform a 'how many more' comparison between two categories.	Basic Math 510, Interpreting Graphs	**12-E-M-14** Form 12 Level E Math **Skill:** Solve problems using scaled bar graph **Rx:** Basic Math 510, Interpreting Graphs
14-E-M-10-P1	Form 14 Level E Math, Part 1/2	**Geometry** **CCRS 3.G.1** Grade level: B (2nd-3rd) *Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.*	Consistently classify shapes in a hierarchy	Given a group of different four-sided figures (rectangle, square, rhombus, parallelogram), identify the single categorical name (quadrilateral) that correctly describes all of them.	Math At Your Own Pace 410, Plane Geometric Figures	**11-E-M-19** Form 11 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
14-E-M-11-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.1 3.OA.2** Grade level: B (2nd-3rd) *Interpret products of whole numbers. Interpret whole-number quotients of whole numbers.*	Identify a real-world situation represented by an expression	Translate a formal mathematical expression (5x3) to a verbal scenario involving 'groups of quarters.'	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-15** Form 11 Level E Math **Skill:** Divide whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
14-E-M-12-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.1** Grade level: B (2nd-3rd) *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.*	Find elapsed time when given a start and end time	Calculate the elapsed time in minutes between a given start time (7:35 a.m.) and end time (8:02 a.m.) by computing the time interval across the hour boundary.	Math At Your Own Pace 305, Problems Involving Time	**11-E-M-24** Form 11 Level E Math **Skill:** Evaluate perimeter and area **Rx:** Advanced Math 220, Rectangular Perimeter and Area
14-E-M-13-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.4** Grade level: B (2nd-3rd) *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.*	Compare multi-digit numbers	Compare two three-digit numbers using mathematical symbols (>,<,=) by analyzing the value of the hundreds, tens, and ones digits.	Math At Your Own Pace 100, Introducing Whole Numbers	**11-E-M-18** Form 11 Level E Math **Skill:** Compare two- and three digit numbers **Rx:** Advanced Math 100, Positive and Negative Numbers
14-E-M-14-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.4** Grade level: B (2nd-3rd) *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.*	Create line plots from given data sets	Given a two-column frequency table of strawberry lengths measured to the nearest half inch, identify the line plot that correctly represents the data, including accurate placement and frequency of data points on a half-inch scale.	Basic Math 510, Interpreting Graphs	**12-E-M-14** Form 12 Level E Math **Skill:** Solve problems using scaled bar graph **Rx:** Basic Math 510, Interpreting Graphs

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-M-15-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.1** Grade level: B (2nd-3rd) *Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.*	Represent 100 as groups of 10	Identify which verbal description of a group of equal units correctly equals 100, demonstrating understanding that 100 is composed of 10 groups of ten.	Math At Your Own Pace 100, Introducing Whole Numbers	**11-E-M-23** Form 11 Level E Math **Skill:** Understand expanded form **Rx:** Math At Your Own Pace 100, Introducing Whole Numbers
14-E-M-16-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.6 3.OA.7** Grade level: B (2nd-3rd) *Understand division as an unknown-factor problem. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.*	Consistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem	Solve a division problem by identifying the related multiplication fact (inverse operation) within the same fact family.	Math At Your Own Pace 120, Dividing Whole Numbers	
14-E-M-17-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.1** Grade level: B (2nd-3rd) *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.*	Compose unit fractions to find the fraction representing a situation	Given a circle already divided into thirds with all sections shaded, determine how many thirds of the circle are shaded in, recognizing that a whole can be expressed as a/b where a equals b (3/3 = 1 whole).	Math At Your Own Pace 200, Introducing Fractions	**11-E-M-13** Form 11 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Basic Math 200, Introducing Fractions
14-E-M-18-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 2.MD.3** Grade level: B (2nd-3rd) *Estimate lengths using units of inches, feet, centimeters, and meters.*	Choose an appropriate unit of measure for a given object	Select the most appropriate standard unit of measure for the length of a pen.	Basic Math 500, Estimation and Reasonable Answers	**12-E-M-18** Form 12 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Math At Your Own Pace 310, Standard System of Measurement + Basic Math 500, Estimation and Reasonable Answers
14-E-M-19-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.1** Grade level: B (2nd-3rd) *Use place value understanding to round whole numbers to the nearest 10 or 100.*	Round numbers to nearest tens and hundreds place	Round a given three-digit number (245) to the nearest hundred by identifying which hundred it is closest to.	Basic Math 120, Rounding Numbers	**11-E-M-14** Form 11 Level E Math **Skill:** Understand place value **Rx:** Basic Math 120, Rounding Numbers
14-E-M-20-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.6** Grade level: B (2nd-3rd) *Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).*	Find the area of shape by counting unit squares	Determine the area of an irregular shape by counting the total number of non-overlapping unit squares contained within its boundary.	Advanced Math 220, Rectangular Perimeter and Area	**11-E-M-12** Form 11 Level E Math **Skill:** Determine area **Rx:** Advanced Math 220, Rectangular Perimeter and Area
14-E-M-21-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.G.3 3.G.2** Grade level: B (2nd-3rd) *Partition circles and rectangles into two, three, or four equal shares. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.*	Partition shapes into parts with equal area	Given a labeled hexagon already partitioned into halves by a line segment, identify which additional line segment(s) must be drawn to partition the hexagon into four equal parts (fourths).	Math At Your Own Pace 400, Introduction of Shapes and Sizes	**12-E-M-40** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-M-22-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.7** Grade level: B (2nd-3rd) *Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.*	Relate addition and subtraction within 1000	Given a three-digit subtraction problem (500 − 139), identify the related addition equation (139 + □ = 500) that can be used to find the unknown difference by applying the inverse relationship between addition and subtraction.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-14** Form 11 Level E Math **Skill:** Understand place value **Rx:** Basic Math 120, Rounding Numbers
14-E-M-23-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.1** Grade level: B (2nd-3rd) *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.*	Compose unit fractions to find the fraction representing a situation	Given four visual models of partitioned shapes, identify the shape that is NOT one-fourth shaded by recognizing which model does not show the shaded region as one of four equal parts.	Math At Your Own Pace 200, Introducing Fractions	**12-E-M-7** Form 12 Level E Math **Skill:** Compare fractions **Rx:** Basic Math 210, Comparing Fractions + Advanced Math 100, Positive and Negative Numbers
14-E-M-24-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.1 3.OA.2** Grade level: B (2nd-3rd) *Interpret products of whole numbers. Interpret whole-number quotients of whole numbers.*	Consistently use an expression to represent a real-world situation	Match a word problem describing 'packages' objects to its corresponding multiplication or division equation; given total (dividend) and group size (divisor), find number of groups (quotient).	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-15** Form 11 Level E Math **Skill:** Divide whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
14-E-M-25-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.8** Grade level: B (2nd-3rd) *Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.*	Subtract 10 or 100 from a given number	Apply mental math to subtract 10 from a given three-digit number (407), identifying the result by adjusting only the tens digit.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-8** Form 11 Level E Math **Skill:** Explain properties of operations **Rx:** Math At Your Own Pace 110, Subtracting Whole Numbers
14-E-M-26-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 3.MD.8** Grade level: B (2nd-3rd) *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.*	Find perimeters of polygons	Calculate the total perimeter of a polygon by finding the sum of all side lengths provided in a word problem.	Math At Your Own Pace 405, Perimeters	**12-E-M-23** Form 12 Level E Math **Skill:** Evaluate perimeter and area **Rx:** Advanced Math 220, Rectangular Perimeter and Area
14-E-M-27-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.5** Grade level: B (2nd-3rd) *Apply properties of operations as strategies to multiply and divide.*	Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models)	Given a rectangular array model showing 7 × 8 split into two sections (7×5 and 7×3), identify the equivalent expression that represents the distributive property of multiplication [(7×5) + (7×3)].	Math At Your Own Pace 115, Multiplying Whole Numbers Math At Your Own Pace 120, Dividing Whole Numbers	**11-E-M-6** Form 11 Level E Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Advanced Math 310, Algebraic Properties (Fr. 1-37)
14-E-M-28-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NBT.2** Grade level: B (2nd-3rd) *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*	Find sums and differences within 1000	Fluently subtract a single-digit number (1) from a two-digit number within 20 (19 − 1) using mental math strategies.	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-8** Form 11 Level E Math **Skill:** Explain properties of operations **Rx:** Math At Your Own Pace 110, Subtracting Whole Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-M-29-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 2.NBT.3** Grade level: B (2nd-3rd) *Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.*	Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form) with only one non-zero digit	Given a three-digit number written in words ("three hundred twelve"), identify the correct standard numeral (312) by distinguishing it from incorrectly written alternatives including invalid place value expressions.	Math At Your Own Pace 100, Introducing Whole Numbers	**11-E-M-23** Form 11 Level E Math **Skill:** Understand expanded form **Rx:** Math At Your Own Pace 100, Introducing Whole Numbers
14-E-M-30-P1	Form 14 Level E Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 2.MD.4** Grade level: B (2nd-3rd) *Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.*	Measure to determine difference in lengths	Measure two different objects using a ruler and subtract the smaller value from the larger to determine the difference in length.	Basic Math 640, Measuring Distance	**11-E-M-20** Form 11 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Basic Math 640, Measuring Distance
14-E-M-31-P1	Form 14 Level E Math, Part 1/2	**Numbers and Operations** **CCRS 3.NF.1** Grade level: B (2nd-3rd) *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.*	Compose unit fractions to find the fraction representing a situation	Given a real-world context in which a whole (block of cheese) is divided into 6 equal pieces and 2 are eaten, identify the fraction (2/6) that represents the portion consumed.	Math At Your Own Pace 200, Introducing Fractions Math At Your Own Pace 245, Word Problems with Fractions	**11-E-M-28** Form 11 Level E Math **Skill:** Compare fractions **Rx:** Math At Your Own Pace 200, Introducing Fractions
14-E-M-32-P1	Form 14 Level E Math, Part 1/2	**Algebraic Concepts** **CCRS 3.OA.3** Grade level: B (2nd-3rd) *Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.*	Solve one-step real-world problems using the four arithmetic operations	Solve a one-step multiplication word problem by multiplying the number of trips (8) by the hours per trip (2) to find the total hours driven per month.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-11** Form 11 Level E Math **Skill:** Divide whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Basic Math 170, Dividing Whole Numbers

Level E Math, Part 2 of 2 (16 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-M-1-P2	Form 13 Level E Math, Part 2/2	**Geometry** **CCRS 3.G.2** Grade level: B (2nd-3rd) *Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.*	Partition shapes into parts with equal areas	Identify which of four shapes (two triangles and two circles) has been correctly divided into exactly 3 parts with equal areas by evaluating each shape's partitions.	Math At Your Own Pace 200, Introducing Fractions	**12-E-M-17** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Basic Math 200, Introducing Fractions
13-E-M-2-P2	Form 13 Level E Math, Part 2/2	**Algebraic Concepts** **CCRS 2.MD.6** Grade level: B (2nd-3rd) *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.*	Represent sums and differences on a number line	Interpret a number line diagram with an arrow pointing from 71 back to 52 to identify the subtraction equation it represents (71 - □ = 52).	Math At Your Own Pace 110, Subtracting Whole Numbers	**11-E-M-27** Form 11 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Advanced Math 100, Positive and Negative Numbers + Advanced Math 120, Adding and Subtracting Rational Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-M-3-P2	Form 13 Level E Math, Part 2/2	**Algebraic Concepts** **CCRS 3.OA.4** Grade level: B (2nd-3rd) *Determine the unknown whole number in a multiplication or division equation relating three whole numbers.*	Find an unknown number in a multiplication or division equation	Identify the multiplication fact (7 x 9) that can be used as a related fact strategy to solve the division equation 63 ÷ 9, connecting the unknown-factor approach to division.	Math At Your Own Pace 115, Multiplying Whole Numbers Math At Your Own Pace 120, Dividing Whole Numbers	**11-E-M-3** Form 11 Level E Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Basic Math 170, Dividing Whole Numbers
13-E-M-4-P2	Form 13 Level E Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 3.MD.3** Grade level: B (2nd-3rd) *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.*	Use bar graphs with different scales to solve problems involving multiple categories	Analyze a scaled bar graph showing the grade distribution of a high school football team to calculate how many more players are in grade 11 than grade 10 by reading and subtracting the scaled values.	Basic Math 510, Interpreting Graphs	**11-E-M-31** Form 11 Level E Math **Skill:** Solve problems using scaled bar graph **Rx:** Basic Math 510, Interpreting Graphs
13-E-M-5-P2	Form 13 Level E Math, Part 2/2	**Geometry** **CCRS 3.G.1** Grade level: B (2nd-3rd) *Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.*	Consistently classify shapes in a hierarchy	Identify which shape in a set of four is NOT a quadrilateral by recognizing that a right triangle has only 3 sides and therefore does not belong to the four-sided quadrilateral category.	Math At Your Own Pace 410, Plane Geometric Figures	**11-E-M-19** Form 11 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
13-E-M-6-P2	Form 13 Level E Math, Part 2/2	**Numbers and Operations** **CCRS 3.NF.3** Grade level: B (2nd-3rd) *Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.*	Compare fractions	Use a fraction model showing 1/4 to identify an equivalent fraction (2/8) by recognizing that doubling both the numerator and denominator of a unit fraction produces an equivalent value.	Math At Your Own Pace 200, Introducing Fractions Basic Math 210, Comparing Fractions Math At Your Own Pace 205, Reducing Fractions	**11-E-M-28** Form 11 Level E Math **Skill:** Compare fractions **Rx:** Math At Your Own Pace 200, Introducing Fractions
13-E-M-7-P2	Form 13 Level E Math, Part 2/2	**Algebraic Concepts** **CCRS 3.OA.2** Grade level: B (2nd-3rd) *Interpret whole-number quotients of whole numbers.*	Interpret quotients of whole numbers	Interpret a division expression (e.g., 32 / 8) and identify the specific real-world word problem context it represents.	Math At Your Own Pace 120, Dividing Whole Numbers	**11-E-M-10** Form 11 Level E Math **Skill:** Multiply whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers + Advanced Math 150, Variables (Fr. 1-12)
13-E-M-8-P2	Form 13 Level E Math, Part 2/2	**Numbers and Operations** **CCRS 3.NF.3** Grade level: B (2nd-3rd) *Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.*	Compare fractions	Use a number line showing 3/4 to evaluate four comparison statements and identify the true one, applying fraction equivalence reasoning to recognize that 3/4 = 6/8.	Math At Your Own Pace 200, Introducing Fractions Basic Math 210, Comparing Fractions	**12-E-M-7** Form 12 Level E Math **Skill:** Compare fractions **Rx:** Basic Math 210, Comparing Fractions + Advanced Math 100, Positive and Negative Numbers
14-E-M-1-P2	Form 14 Level E Math, Part 2/2	**Algebraic Concepts** **CCRS 3.OA.4** Grade level: B (2nd-3rd) *Determine the unknown whole number in a multiplication or division equation relating three whole numbers.*	Find an unknown number in a multiplication or division equation	Given a division equation with an unknown divisor (72 ÷ n = 9), identify the related division equation (72 ÷ 9 = n) that can be used to find the missing value.	Math At Your Own Pace 120, Dividing Whole Numbers	**11-E-M-3** Form 11 Level E Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Basic Math 170, Dividing Whole Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-M-2-P2	Form 14 Level E Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 3.MD.6** Grade level: B (2nd-3rd) *Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).*	Find the area of shape by counting unit squares	Determine the area of a rectangle by counting the total number of unit squares in a tiled array (4 rows × 6 columns = 24 square units).	Advanced Math 220, Rectangular Perimeter and Area	**11-E-M-12** Form 11 Level E Math **Skill:** Determine area **Rx:** Advanced Math 220, Rectangular Perimeter and Area
14-E-M-3-P2	Form 14 Level E Math, Part 2/2	**Geometry** **CCRS 3.G.1** Grade level: B (2nd-3rd) *Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.*	Consistently classify shapes in a hierarchy	Given a group of four different quadrilaterals (including rectangles, squares, and irregular four-sided figures), identify the categorical name (quadrilateral) that correctly describes all of them, demonstrating understanding of shape hierarchy.	Math At Your Own Pace 410, Plane Geometric Figures	**12-E-M-17** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Basic Math 200, Introducing Fractions
14-E-M-4-P2	Form 14 Level E Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 2.MD.3** Grade level: B (2nd-3rd) *Estimate lengths using units of inches, feet, centimeters, and meters.*	Choose an appropriate unit of measure for a given object	Select the most reasonable estimate for the length of a greeting card by evaluating four options across different units of measure (feet, meters, inches, centimeters) and identifying the one that best matches a realistic card length (15 centimeters).	Basic Math 500, Estimation and Reasonable Answers	**12-E-M-28** Form 12 Level E Math **Skill:** Measure, estimate, express lengths **Rx:** Basic Math 640, Measuring Distance + Basic Math 620, Working with Measurements
14-E-M-5-P2	Form 14 Level E Math, Part 2/2	**Numbers and Operations** **CCRS 2.NBT.2** Grade level: B (2nd-3rd) *Count within 1000; skip-count by 5s, 10s, and 100s.*	Skip count by 5s, 10s, 100s, and by multiples of 10s and 100s	Complete a numerical sequence by identifying the constant skip-counting interval (+5) and selecting the next logical number.	Math At Your Own Pace 100, Introducing Whole Numbers	**11-E-M-39** Form 11 Level E Math **Skill:** Skip count **Rx:** Math At Your Own Pace 100, Introducing Whole Numbers
14-E-M-6-P2	Form 14 Level E Math, Part 2/2	**Numbers and Operations** **CCRS 2.NBT.7** Grade level: B (2nd-3rd) *Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.*	Consistently create and use multiple representations of addition and subtraction of two- and three-digit numbers based on place value (e.g., base ten blocks, area models) and connect these representations to the standard algorithms (especially where regrouping is required)	Given a three-digit subtraction problem (528 − 162), identify the expression that correctly represents solving it by decomposing each number into hundreds, tens, and ones and subtracting each place value separately (500−100 + 60−20 + 8−2).	Math At Your Own Pace 110, Subtracting Whole Numbers	**12-E-M-34** Form 12 Level E Math **Skill:** Skip count **Rx:** Math At Your Own Pace 100, Introducing Whole Numbers
14-E-M-7-P2	Form 14 Level E Math, Part 2/2	**Geometry** **CCRS 2.G.1** Grade level: B (2nd-3rd) *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.*	Identify a shape given a name	Identify a hexagon from a set of four geometric figures presented as images, distinguishing it from visually similar polygons (pentagon, octagon, trapezoid) by recognizing its six sides.	Math At Your Own Pace 410, Plane Geometric Figures	**12-E-M-40** Form 12 Level E Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
14-E-M-8-P2	Form 14 Level E Math, Part 2/2	**Algebraic Concepts** **CCRS 3.OA.8** Grade level: B (2nd-3rd) *Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.*	Inconsistently solve two-step real-world problems using the four arithmetic operations	Solve a two-step word problem by first multiplying to find the total number of cookies (4 × 8 = 32), then subtracting the number placed in the first container (32 − 18 = 14) to find the remaining amount.	Math At Your Own Pace 115, Multiplying Whole Numbers	**11-E-M-22** Form 11 Level E Math **Skill:** Add whole numbers **Rx:** Basic Math 190, Applications Using Whole and Decimal Numbers

Level M · Math (80 items)

Level M Math, Part 1 of 2 (64 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-M-1-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.NBT.2** Grade level: C (4th-5th) *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.*	Compare multi-digit numbers using place value	Given four inequality statements comparing multi-digit numbers written in expanded form, identify the statement that is true using >, <, or =.	Basic Math 100, Introducing Whole Numbers	
13-M-M-2-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.OA.1** Grade level: C (4th-5th) *Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.*	Use expressions and equations to represent multiplicative relationships expressed in words	Identify the multiplication expression (8×6) that represents a 'times as many' relationship in a real-world context.	Basic Math 160, Multiplying Whole and Decimal Numbers Basic Math 190, Applications Using Whole and Decimal Numbers	**12-M-M-11** Form 12 Level M Math **Skill:** Multiply whole numbers **Rx:** Basic Math 140, Multiplying Whole and Decimal Numbers + Basic Math 190, Applications Using Whole and Decimal Numbers
13-M-M-3-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 4.MD.5** Grade level: C (4th-5th) *Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.*	Understand angle measure as the number of one-degree angles an angle turns through	Determine the measure of an angle by identifying that the total degrees equals the number of one-degree rotations.	Advanced Math 205, Protractors	**12-M-M-29** Form 12 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors
13-M-M-4-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.3** Grade level: C (4th-5th) *Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.*	Given a true statement about two-dimensional figures, determine other statements that must be true	Given four statements applying the logic 'all X are Y, therefore all X share Y's properties,' identify the statement that must be true based on subcategory relationships between polygons.	Advanced Math 280, Geometric Reasoning and Proof	**12-M-M-20** Form 12 Level M Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
13-M-M-5-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 5.MD.1** Grade level: C (4th-5th) *Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.*	Consistently solve real-world problems requiring conversion of units within the same system	Convert a measurement in meters to centimeters, then add two lengths to find the total length in centimeters in a two-step word problem.	Basic Math 610, Metric Measurement	**12-M-M-24** Form 12 Level M Math **Skill:** Apply standard measurement **Rx:** Basic Math 610, Metric Measurement
13-M-M-6-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NBT.6** Grade level: C (4th-5th) *Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.*	Divide two-, three-, and four-digit whole numbers by one- and two-digit whole numbers	Perform long division of a five-digit dividend (58,087) by a two-digit divisor (29) to find the whole-number quotient.	Basic Math 170, Dividing Whole Numbers	**11-M-M-31** Form 11 Level M Math **Skill:** Find quotients and remainders **Rx:** Basic Math 170, Dividing Whole Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-M-7-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.2** Grade level: C (4th-5th) *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.*	Identify coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane in a real-world context	Given a real-world map of a yard with two objects at specified coordinates, identify the coordinate plane diagram that correctly plots both locations.	Advanced Math 350, Cartesian Coordinates	**12-M-M-7** Form 12 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
13-M-M-8-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 6.EE.1** Grade level: C (4th-5th) *Write and evaluate numerical expressions involving whole-number exponents.*	Evaluate numerical expressions involving whole-number exponents	Calculate the numerical value of an exponential expression with a whole-number base and exponent (5^3).	Advanced Math 130, Exponents	**11-M-M-3** Form 11 Level M Math **Skill:** Evaluate expressions **Rx:** Advanced Math 150, Variables
13-M-M-9-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 5.OA.2** Grade level: C (4th-5th) *Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.*	Interpret numerical expressions without evaluating them	Match a verbal description of a mathematical relationship to its correct numerical expression without solving it.	Advanced Math 170, Order of Operations	**11-M-M-5** Form 11 Level M Math **Skill:** Evaluate expressions **Rx:** Advanced Math 170, Order of Operations
13-M-M-10-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.NBT.3** Grade level: C (4th-5th) *Use place value understanding to round multi-digit whole numbers to any place.*	Round multi-digit whole numbers to any place value	Given four answer choices, identify the number that rounds to 1,300 when rounded to the nearest hundred.	Basic Math 120, Rounding Numbers	
13-M-M-11-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 5.MD.5** Grade level: C (4th-5th) *Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.*	Find the volume of a rectangular prism when each dimension is shown with unit cubes	Use a unit cube model of a rectangular prism (each cube = 1 cubic centimeter) to determine the total volume of the prism in cubic centimeters.	Advanced Math 240, Volume	**11-M-M-21** Form 11 Level M Math **Skill:** Calculate and interpret volume **Rx:** Advanced Math 240, Volume
13-M-M-12-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.OA.2** Grade level: C (4th-5th) *Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.*	Solve real-world multiplicative comparison problems	Solve a multiplicative comparison word problem ('3 times as many') by identifying the equation that uses multiplication to find the larger quantity ($5 \times 3 = j$).	Basic Math 160, Multiplying Whole and Decimal Numbers Basic Math 190, Applications Using Whole and Decimal Numbers	**12-M-M-16A** Form 12 Level M Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Advanced Math 150, Variables + Advanced Math 450, Solving Word Problems
13-M-M-13-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NF.7** Grade level: C (4th-5th) *Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.*	Solve simple, one-step, real-world problems involving multiplication or division involving a unit fraction	Given the expression $6 \div \frac{1}{2}$, identify the real-world scenario that the expression correctly represents.	Basic Math 250, Dividing Fractions Basic Math 260, Applications Using Fractions	**12-M-M-02A** Form 12 Level M Math **Skill:** Multiply fractions **Rx:** Basic Math 240, Multiplying Fractions + Advanced Math 220, Rectangular Perimeter and Area

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-M-14-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 4.MD.3** Grade level: C (4th-5th) *Apply the area and perimeter formulas for rectangles in real world and mathematical problems.*	Consistently find the missing side length of a rectangle given one side length and the area or perimeter	Calculate a missing dimension of a rectangle by using the provided area and the length of one side.	Advanced Math 220, Rectangular Perimeter and Area	**11-M-M-40** Form 11 Level M Math **Skill:** Determine area **Rx:** Advanced Math 220, Rectangular Perimeter and Area
13-M-M-15-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 6.EE.2** Grade level: C (4th-5th) *Write, read, and evaluate expressions in which letters stand for numbers.*	Use expressions and equations to represent division relationships expressed in words	Translate a simple verbal phrase ('divided by') into a formal expression using a variable to represent the unknown value.	Advanced Math 300, Expressions and Equations Advanced Math 150, Variables	**12-M-M-08A** Form 12 Level M Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 310, Algebraic Properties
13-M-M-16-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.1** Grade level: C (4th-5th) *Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.*	Know the meaning of the x- and y-coordinates	Given a description of movement from the origin (7 units right, 4 units up), identify the x-coordinate of the resulting point on a coordinate grid.	Advanced Math 350, Cartesian Coordinates	**12-M-M-23A** Form 12 Level M Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
13-M-M-17-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NBT.7** Grade level: C (4th-5th) *Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.*	Solve real-world problems using addition, subtraction, multiplication, and division with decimals to the hundredths place	Multiply a decimal in the hundredths place (0.21 inches) by a two-digit whole number (18) to find the total thickness in a real-world context.	Basic Math 160, Multiplying Whole and Decimal Numbers Basic Math 190, Applications Using Whole and Decimal Numbers Basic Math 110, Introducing Decimals	**12-M-M-36** Form 12 Level M Math **Skill:** Understand place value **Rx:** Basic Math 120, Rounding Numbers
13-M-M-18-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.OA.5** Grade level: C (4th-5th) *Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.*	Extend a shape pattern	Identify the repeating rule in a shape pattern (alternating pentagons and arrows) and determine the next three shapes in the sequence.	Basic Math 450, Data Collection and Analysis	**11-M-M-1** Form 11 Level M Math **Skill:** Understand and apply pattern rules **Rx:** Basic Math 450, Data Collection and Analysis (Fr. 43-51, finding missing numbers in a series(pattern))
13-M-M-19-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 5.MD.3** Grade level: C (4th-5th) *Recognize volume as an attribute of solid figures and understand concepts of volume measurement.*	Extend the idea of using unit squares to find areas of rectangles to using unit cubes to find volumes of rectangular prisms	Identify the correct unit of measurement for the volume of a unit cube with side lengths of 1 foot (distinguishing cubic units from linear and square units).	Advanced Math 240, Volume	**12-M-M-13** Form 12 Level M Math **Skill:** Calculate and interpret volume **Rx:** Advanced Math 240, Volume
13-M-M-20-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.NF.1** Grade level: C (4th-5th) *Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models. Use this principle to recognize and generate equivalent fractions.*	Use multiple representations to create equivalent fractions	Identify an equivalent fraction by translating figures of equal size into different fractional parts (translating 1/3 shaded parts to 2/6 shaded parts).	Basic Math 200, Introducing Fractions Math At Your Own Pace 205, Reducing Fractions	**11-M-M-12** Form 11 Level M Math **Skill:** Multiply fractions **Rx:** Basic Math 240, Multiplying Fractions + Basic Math 260, Applications Using Fractions

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13-M-M-21-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 4.MD.6** Grade level: C (4th-5th) *Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.*	Extend the use of measuring tools to include measuring angles with protractors	Determine the exact degree measure of a given angle by correctly aligning and reading a protractor diagram.	Advanced Math 205, Protractors	**11-M-M-18** Form 11 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors
13-M-M-22-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.NBT.1** Grade level: C (4th-5th) *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.*	Compare the values of digits in multi-digit numbers and observing patterns	In the number 1,774, determine how many times greater the value of the digit 7 in the tens place is compared to the digit 7 in the hundreds place.	Basic Math 100, Introducing Whole Numbers	
13-M-M-23-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.1** Grade level: C (4th-5th) *Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.*	Identify coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane without context	Interpret a coordinate plane to identify the point (letter) at a given x,y coordinate.	Advanced Math 350, Cartesian Coordinates	**12-M-M-7** Form 12 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
13-M-M-24-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NF.4** Grade level: C (4th-5th) *Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.*	Solve simple, one-step, real-world problems involving addition or subtraction of fractions with different denominators or multiplication or division involving a unit fraction	Multiply two fractions (½ × 7/8) to find the area of a rectangular piece of tape in a real-world word problem, expressing the answer as a fraction in lowest terms.	Basic Math 240, Multiplying Fractions Basic Math 260, Applications Using Fractions Math At Your Own Pace 205, Reducing Fractions Math At Your Own Pace 210, Finding the Lowest Common Denominator	**11-M-M-14** Form 11 Level M Math **Skill:** Multiply fractions **Rx:** Basic Math 220, Adding Fractions + Basic Math 260, Applications Using Fractions
13-M-M-25-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.3** Grade level: C (4th-5th) *Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.*	Given a true statement about two-dimensional figures, determine other statements that must be true	Apply a two-step subcategory logic chain (all squares are rectangles; all rectangles have equal diagonals) to identify which conclusion about squares must be true.	Advanced Math 280, Geometric Reasoning and Proof	
13-M-M-26-P1	Form 13 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 4.MD.2** Grade level: C (4th-5th) *Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.*	Inconsistently solve real-world problems requiring conversion of units within the same system	Convert a weight in pounds to ounces (20 lbs = 320 oz), then subtract a given quantity (36 oz) to find the remaining amount in a two-step word problem.	Basic Math 600, Customary Measurement Basic Math 190, Applications Using Whole and Decimal Numbers	**11-M-M-40** Form 11 Level M Math **Skill:** Determine area **Rx:** Advanced Math 220, Rectangular Perimeter and Area

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-M-27-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 4.G.1** Grade level: C (4th-5th) *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.*	Recognize types of angles (acute, obtuse, right)	Given ray HJ on a diagram, identify which of the four labeled rays would combine with HJ to form a right angle.	Advanced Math 205, Protractors	**12-M-M-23A** Form 12 Level M Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
13-M-M-28-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 6.RP.2** Grade level: C (4th-5th) *Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship.*	Consistently use a ratio to represent a real-world situation	Calculate the unit rate (points per ticket) by dividing a total quantity (2,750 points) by the number of units (11 tickets) in a real-world context.	Basic Math 540, Comparative Shopping	**12-M-M-35** Form 12 Level M Math **Skill:** Understand ratio relationships **Rx:** Basic Math 540, Comparative Shopping
13-M-M-29-P1	Form 13 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 6.RP.1** Grade level: C (4th-5th) *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.*	Inconsistently use a ratio to represent a real-world situation	Given four real-world scenarios, identify which one most likely represents a 2:1 ratio relationship between two quantities (e.g., bicycle wheels to seats).	Basic Math 410, Ratio and Proportion	**12-M-M-35** Form 12 Level M Math **Skill:** Understand ratio relationships **Rx:** Basic Math 540, Comparative Shopping
13-M-M-30-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.OA.1** Grade level: C (4th-5th) *Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.*	Use expressions and equations to represent multiplicative relationships expressed in words	Interpret the equation 6 × 8 = 12 × 4 as a multiplicative comparison statement and identify the verbal expression that correctly describes the relationship.	Basic Math 160, Multiplying Whole and Decimal Numbers Basic Math 190, Applications Using Whole and Decimal Numbers	**11-M-M-7** Form 11 Level M Math **Skill:** Multiply whole numbers **Rx:** Basic Math 140, Multiplying Whole and Decimal Numbers + Basic Math 190, Applications Using Whole and Decimal Numbers
13-M-M-31-P1	Form 13 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.2** Grade level: C (4th-5th) *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.*	Solve problems using a coordinate plane	Identify the correct list of x,y coordinates plotted in the first quadrant of a coordinate plane.	Advanced Math 350, Cartesian Coordinates	**11-M-M-02A** Form 11 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
13-M-M-32-P1	Form 13 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 6.EE.6** Grade level: C (4th-5th) *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.*	Write and solve multi-step equations involving addition, subtraction, multiplication, division, the distributive property, and exponents (squares and cubes) with rational numbers	Apply the distributive property to the expression 7(m + 1) and solve for the value of m that makes it equal to 35 + 7.	Advanced Math 300, Expressions and Equations	**12-M-M-08A** Form 12 Level M Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 310, Algebraic Properties
14-M-M-1-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.NBT.4** Grade level: C (4th-5th) *Fluently add and subtract multi-digit whole numbers using the standard algorithm.*	Add and subtract multi-digit whole numbers	Perform multi-digit subtraction within 2,000 requiring regrouping across the tens or hundreds place.	Basic Math 150, Subtracting Whole and Decimal Numbers	**11-M-M-33** Form 11 Level M Math **Skill:** Add whole numbers **Rx:** Basic Math 140, Adding Whole and Decimal Numbers

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14-M-M-2-P1	Form 14 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 4.MD.5** Grade level: C (4th-5th) *Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.*	Recognize a one-degree angle as an angle that turns through 1/360 of a circle	Identify a "one-degree angle" as the standard unit of measurement representing 1/360 of a full circle rotation.	Advanced Math 200, Geometric Forms and Concepts	**12-M-M-29** Form 12 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors
14-M-M-3-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.OA.3** Grade level: C (4th-5th) *Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.*	Solve multi-step, real-world problems involving addition, subtraction, multiplication, division, and grouping symbols, including interpreting remainders	Solve a multi-step word problem by subtracting a known quantity from a target total, then dividing the result into equal groups (packs of 8) and interpreting the remainder to determine the minimum number of whole packages needed.	Basic Math 190, Applications Using Whole and Decimal Numbers	**12-M-M-16A** Form 12 Level M Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Advanced Math 150, Variables + Advanced Math 450, Solving Word Problems
14-M-M-4-P1	Form 14 Level M Math, Part 1/2	**Geometry** **CCRS 4.G.1** Grade level: C (4th-5th) *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.*	Recognize types of angles (acute, obtuse, right) in a polygon	Identify a polygon (e.g., triangle or quadrilateral) that contains at least one angle measuring greater than 90 degrees (obtuse angle).	Advanced Math 200, Geometric Forms and Concepts	**11-M-M-08A** Form 11 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
14-M-M-5-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.NF.6** Grade level: C (4th-5th) *Use decimal notation for fractions with denominators 10 or 100.*	Convert a fraction with denominator 10 or 100 to a decimal	Convert a fraction with a denominator of 100 into its equivalent decimal notation (hundredths).	Basic Math 300, Fraction and Decimal Equivalency	**11-M-M-14** Form 11 Level M Math **Skill:** Multiply fractions **Rx:** Basic Math 220, Adding Fractions + Basic Math 260, Applications Using Fractions
14-M-M-6-P1	Form 14 Level M Math, Part 1/2	**Geometry** **CCRS 5.G.1** Grade level: C (4th-5th) *Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.*	Know the meaning of the x- and y-coordinates used to plot points on a coordinate grid	Interpret a described movement from the origin (right and up) to identify the correct x- or y-coordinate value of the resulting point on a coordinate grid.	Advanced Math 350, Cartesian Coordinates	**11-M-M-02B** Form 11 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
14-M-M-7-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.OA.1** Grade level: C (4th-5th) *Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.*	Evaluate multi-step expressions involving addition, subtraction, multiplication, division, and grouping symbols without context	Evaluate a multi-operation numerical expression by correctly applying the order of operations (PEMDAS) to brackets and parentheses.	Advanced Math 170, Order of Operations	**11-M-M-5** Form 11 Level M Math **Skill:** Evaluate expressions **Rx:** Advanced Math 170, Order of Operations
14-M-M-8-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.MD.3** Grade level: C (4th-5th) *Apply the area and perimeter formulas for rectangles in real world and mathematical problems.*	Consistently find the missing side length of a rectangle given one side length and the area or perimeter	Identify the equation to calculate the missing side length (width) of a rectangular room given its total area and its length.	Advanced Math 220, Rectangular Perimeter and Area	**11-M-M-40** Form 11 Level M Math **Skill:** Determine area **Rx:** Advanced Math 220, Rectangular Perimeter and Area

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14-M-M-9-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NBT.5** Grade level: C (4th-5th) *Fluently multiply multi-digit whole numbers using the standard algorithm.*	Multiply two-, three-, and four-digit whole numbers by one- and two-digit whole numbers	Multiply a three-digit whole number (250) by a two-digit whole number (17) to find a total quantity in a real-world context (cases of baseball cards).	Basic Math 160, Multiplying Whole and Decimal Numbers	**12-M-M-10** Form 12 Level M Math **Skill:** Multiply whole numbers **Rx:** Basic Math 140, Multiplying Whole and Decimal Numbers
14-M-M-10-P1	Form 14 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 6.RP.1** Grade level: C (4th-5th) *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.*	Inconsistently use a ratio to represent a real-world situation	Select the real-world scenario from four options that correctly represents a given ratio (5 cats to 1 dog at an animal shelter).	Basic Math 410, Ratio and Proportion	**12-M-M-35** Form 12 Level M Math **Skill:** Understand ratio relationships **Rx:** Basic Math 540, Comparative Shopping
14-M-M-11-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.MD.2 6.SP.4** Grade level: C (4th-5th) *Make a line plot to display a data set of measurements in fractions of a unit. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.*	Create line plots from given data sets and explain simple characteristics	Identify the line plot that correctly displays a given frequency data set with fractional values, matching the number of data points at each measurement interval (in quarter-inch increments from 1/4 to 2 inches).	Basic Math 450, Data Collection and Analysis	
14-M-M-12-P1	Form 14 Level M Math, Part 1/2	**Geometry** **CCRS 4.OA.5** Grade level: C (4th-5th) *Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.*	Generate a number pattern given a starting number and rule	Given a starting number (1) and a stated rule (multiply by 2), identify the correct number sequence from four options.	Basic Math 450, Data Collection and Analysis	**11-M-M-1** Form 11 Level M Math **Skill:** Understand and apply pattern rules **Rx:** Basic Math 450, Data Collection and Analysis (Fr. 43-51, finding missing numbers in a series(pattern))
14-M-M-13-P1	Form 14 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 5.NBT.7** Grade level: C (4th-5th) *Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.*	Solve real-world problems using addition, subtraction, multiplication, and division with money in dollars and cents	Calculate the total cost of a multi-item grocery purchase by multiplying unit prices by quantities for two item types, then adding all individual costs including a single-unit item, working with dollar-and-cent decimal values.	Basic Math 160, Multiplying Whole and Decimal Numbers Basic Math 190, Applications Using Whole and Decimal Numbers Basic Math 550, Cash Purchases	**12-M-M-10** Form 12 Level M Math **Skill:** Multiply whole numbers **Rx:** Basic Math 140, Multiplying Whole and Decimal Numbers
14-M-M-14-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.G.1** Grade level: C (4th-5th) *Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.*	Identify coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane without context	Identify which of 4 points/letters on a coordinate plane in the first quadrant is represented by a specific x,y coordinate.	Advanced Math 350, Cartesian Coordinates	**11-M-M-02A** Form 11 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
14-M-M-15-P1	Form 14 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 4.MD.7** Grade level: C (4th-5th) *Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.*	Find an unknown angle in a diagram of adjacent angles	Identify the equation that finds the measure of a missing adjacent angle, given the total angle measure (135 degrees) and one known component angle (50 degrees).	Advanced Math 205, Protractors	**12-M-M-29** Form 12 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-M-16-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 5.NBT.2** Grade level: C (4th-5th) *Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.*	Multiply by powers of 10 expressed using exponents	Perform mental multiplication of a decimal by 10^2 by shifting the decimal point two places to the right.	Basic Math 160, Multiplying Whole and Decimal Numbers	**12-M-M-10** Form 12 Level M Math **Skill:** Multiply whole numbers **Rx:** Basic Math 140, Multiplying Whole and Decimal Numbers
14-M-M-17-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.OA.2** Grade level: C (4th-5th) *Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.*	Solve real-world multiplicative comparison problems	Solve a multiplicative comparison word problem by dividing a known quantity ($64) by the comparison factor (4 times as much) to find the smaller original amount.	Basic Math 190, Applications Using Whole and Decimal Numbers	**12-M-M-16A** Form 12 Level M Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Advanced Math 150, Variables + Advanced Math 450, Solving Word Problems
14-M-M-18-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 4.MD.2** Grade level: C (4th-5th) *Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.*	Make change	Calculate change from a $10.00 bill after a single decimal purchase ($8.72), then identify which combination of coins and bills correctly represents that change amount.	Basic Math 530, Determining Change	**12-M-M-29** Form 12 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors
14-M-M-19-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NF.3** Grade level: C (4th-5th) *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.*	Express the division of two whole numbers as a fraction in a real-world context	Represent a real-world equal-sharing scenario (3 apples shared among 8 people) as a proper fraction by writing the dividend as the numerator and the divisor as the denominator (3/8).	Basic Math 200, Introducing Fractions Math At Your Own Pace 245, Word Problems with Fractions	**12-M-M-17** Form 12 Level M Math **Skill:** Divide fractions **Rx:** Basic Math 250, Dividing Fractions
14-M-M-20-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 5.G.2** Grade level: C (4th-5th) *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.*	Solve problems using a coordinate plane (quadrant I only)	Use a coordinate grid map (first quadrant) to identify a point that satisfies two simultaneous conditions: proximity to one given location (park at (1,2)) and distance from another (store at (3,4)).	Advanced Math 350, Cartesian Coordinates	**12-M-M-7** Form 12 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
14-M-M-21-P1	Form 14 Level M Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 5.OA.2** Grade level: C (4th-5th) *Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.*	Interpret numerical expressions without evaluating them	Match a verbal description (five times the difference of sixteen and twelve) to its correct numerical expression with parentheses, selecting from four options without evaluating the expression.	Advanced Math 300, Expressions and Equations	**11-M-M-5** Form 11 Level M Math **Skill:** Evaluate expressions **Rx:** Advanced Math 170, Order of Operations

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-M-22-P1	Form 14 Level M Math, Part 1/2	**Geometry** **CCRS 6.NS.2** Grade level: C (4th-5th) *Fluently divide multi-digit numbers using the standard algorithm.*	Divide two-, three-, and four-digit whole numbers by one- and two-digit whole numbers	Divide a four-digit whole number (1,644) by a single-digit divisor (4) with no remainder to solve a real-world equal-groups problem (miles per day).	Basic Math 170, Dividing Whole Numbers	**12-M-M-4** Form 12 Level M Math **Skill:** Divide whole numbers **Rx:** Basic Math 170, Dividing Whole Numbers
14-M-M-23-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 5.MD.3** Grade level: C (4th-5th) *Recognize volume as an attribute of solid figures and understand concepts of volume measurement.*	Extend the idea of using unit squares to find areas of rectangles to using unit cubes to find volumes of rectangular prisms	Determine the volume of a rectangular prism by recognizing that it equals the number of one-cubic-foot unit cubes needed to fill it without gaps (27 cubic feet).	Advanced Math 240, Volume	**11-M-M-21** Form 11 Level M Math **Skill:** Calculate and interpret volume **Rx:** Advanced Math 240, Volume
14-M-M-24-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 4.G.1** Grade level: C (4th-5th) *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.*	Recognize types of angles (acute, obtuse, right)	Examine a diagram of four rays extending from a common point and identify which of the resulting angles is obtuse, distinguishing it from the acute, right, and other angles in the figure.	Advanced Math 205, Protractors	**11-M-M-19** Form 11 Level M Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
14-M-M-25-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 6.EE.1** Grade level: C (4th-5th) *Write and evaluate numerical expressions involving whole-number exponents.*	Evaluate numerical expressions involving whole-number exponents	Identify the exponential expression (y^2) that is equivalent to the repeated multiplication of a variable by itself (y x y), recognizing the connection between repeated multiplication and exponent notation.	Advanced Math 130, Exponents	**12-M-M-26** Form 12 Level M Math **Skill:** Understand Exponents **Rx:** Advanced Math 130, Exponents
14-M-M-26-P1	Form 14 Level M Math, Part 1/2	**Geometry** **CCRS 4.OA.1** Grade level: C (4th-5th) *Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.*	Use expressions and equations to represent multiplicative relationships expressed in words	Select the equation that correctly represents a multiplicative comparison relationship expressed in words (a new mower is 3 times faster than one taking 75 minutes), using division to find the unknown time.	Basic Math 190, Applications Using Whole and Decimal Numbers	**12-M-M-16A** Form 12 Level M Math **Skill:** Apply properties of operations: multiplication and division **Rx:** Advanced Math 150, Variables + Advanced Math 450, Solving Word Problems
14-M-M-27-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.MD.2** Grade level: C (4th-5th) *Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.*	Perform calculations with data presented in line plots	Interpret a fractional line plot to identify the maximum and minimum data values, then calculate the difference (range) between the heaviest and lightest values shown.	Basic Math 450, Data Collection and Analysis	**12-M-M-21** Form 12 Level M Math **Skill:** Understand line plots **Rx:** Basic Math 450, Data Collection and Analysis
14-M-M-28-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 5.NBT.2** Grade level: C (4th-5th) *Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.*	Express a given base ten number as a single digit multiplied by a power of 10	Identify which expression in the form (single digit x power of 10) is equivalent to a given whole number (500,000) by selecting the correct exponent from four options.	Basic Math 160, Multiplying Whole and Decimal Numbers	**12-M-M-10** Form 12 Level M Math **Skill:** Multiply whole numbers **Rx:** Basic Math 140, Multiplying Whole and Decimal Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-M-29-P1	Form 14 Level M Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.3** Grade level: C (4th-5th) *Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.*	Divide multi-digit decimals	Perform division where the dividend or divisor contain decimal values (divide a three-digit decimal value by a single-digit whole divisor).	Basic Math 180, Dividing Decimal Numbers	**12-M-M-3** Form 12 Level M Math **Skill:** Divide fractions **Rx:** Basic Math 250, Dividing Fractions + Basic Math 260, Applications Using Fractions
14-M-M-30-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 5.G.1** Grade level: C (4th-5th) *Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.*	Know the process for plotting points with whole number coordinates in the first quadrant of the coordinate plane	Identify the correct step-by-step description of how to plot a given coordinate pair (1, 4) on a coordinate grid, selecting from four verbal descriptions of movement from the origin.	Advanced Math 350, Cartesian Coordinates	**11-M-M-02A** Form 11 Level M Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates
14-M-M-31-P1	Form 14 Level M Math, Part 1/2	**Geometry** **CCRS 4.MD.6** Grade level: C (4th-5th) *Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.*	Extend the use of measuring tools to include measuring angles with protractors	Read a protractor scale to identify the exact degree measure of an illustrated angle.	Advanced Math 205, Protractors	**12-M-M-27** Form 12 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors
14-M-M-32-P1	Form 14 Level M Math, Part 1/2	**Algebraic Concepts** **CCRS 5.NF.6** Grade level: C (4th-5th) *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.*	Solve problems using multiplication of fractions with different denominators	Solve a real-world word problem by multiplying a proper fraction (2/3 cup) by a mixed number (2 and 1/2), requiring conversion of the mixed number to an improper fraction before multiplying.	Basic Math 240, Multiplying Fractions Basic Math 260, Applications Using Fractions Math At Your Own Pace 210, Finding the Lowest Common Denominator Math At Your Own Pace 215, Changing Improper Fractions to Mixed Numbers	**11-M-M-14** Form 11 Level M Math **Skill:** Multiply fractions **Rx:** Basic Math 220, Adding Fractions + Basic Math 260, Applications Using Fractions

Level M Math, Part 2 of 2 (16 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-M-1-P2	Form 13 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.EE.6** Grade level: C (4th-5th) *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.*	Consistently write and solve expressions and equations to represent verbal descriptions (e.g., the product of twice a number, n, and 6) and real-world situations	Identify the equation that correctly uses a variable (c) to represent the cost per ticket when 7 tickets cost $196 total (7 × c = $196).	Advanced Math 300, Expressions and Equations Advanced Math 150, Variables	**11-M-M-3** Form 11 Level M Math **Skill:** Evaluate expressions **Rx:** Advanced Math 150, Variables

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-M-2-P2	Form 13 Level M Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.SP.4** Grade level: C (4th-5th) *Display numerical data in plots on a number line, including dot plots, histograms, and box plots.*	Create line plots from given data sets and explain simple characteristics	Interpret frequency data on a line plot (match survey data in a two-column table to the correct dot plot).	Basic Math 450, Data Collection and Analysis	**12-M-M-27** Form 12 Level M Math **Skill:** Identify and measure angles **Rx:** Advanced Math 205, Protractors
13-M-M-3-P2	Form 13 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.EE.5** Grade level: C (4th-5th) *Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.*	Solve multi-step equations involving addition, subtraction, multiplication, and division of rational numbers	Determine which value of n (from a given set of choices) satisfies the multi-step equation 7 + ⅓(n + 3) = 10 by substitution or algebraic reasoning.	Advanced Math 300, Expressions and Equations	**11-M-M-15** Form 11 Level M Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 160, Order of Operations + Advanced Math 170, Operations with Variables
13-M-M-4-P2	Form 13 Level M Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.SP.2** Grade level: C (4th-5th) *Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.*	Describe data sets using measures of center and measures of variation	Given a random sample of 100 survey responses about concerts attended, identify which statistical statement about the data set must be true (e.g., that it can be described using the mean as a measure of center).	Math At Your Own Pace 300, Finding Averages Basic Math 450, Data Collection and Analysis	**12-M-M-32** Form 12 Level M Math **Skill:** Interpret data plots **Rx:** Basic Math 510, Interpreting Graphs
13-M-M-5-P2	Form 13 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.EE.6** Grade level: C (4th-5th) *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.*	Consistently write and solve expressions and equations to represent verbal descriptions (e.g., the product of twice a number, n, and 6) and real-world situations	Given an hourly rate ($20/hour) and a variable commission (0.25 of total sales t), write the expression that represents total earnings for 4 hours by combining the constant term (80) and the variable term (0.25t).	Advanced Math 300, Expressions and Equations	**12-M-M-08A** Form 12 Level M Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 310, Algebraic Properties
13-M-M-6-P2	Form 13 Level M Math, Part 2/2	**Geometry** **CCRS 6.G.3** Grade level: C (4th-5th) *Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.*	Identify a polygon on a coordinate plane given the coordinates of the vertices	Given three coordinate pairs for a triangle's vertices (including negative x-coordinates), identify the graph that correctly plots all three points in the coordinate plane.	Advanced Math 350, Cartesian Coordinates	
13-M-M-7-P2	Form 13 Level M Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.SP.4** Grade level: C (4th-5th) *Display numerical data in plots on a number line, including dot plots, histograms, and box plots.*	Count data points in a line plot to answer questions	Determine the count of specific data points from a dot plot (e.g., counting daily temperatures that are '86 degrees or greater').	Basic Math 450, Data Collection and Analysis	**12-M-M-12** Form 12 Level M Math **Skill:** Recognize statistical questions **Rx:** Advanced Math 503, Descriptive Statistics
13-M-M-8-P2	Form 13 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.EE.6** Grade level: C (4th-5th) *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.*	Consistently write and solve expressions and equations to represent verbal descriptions (e.g., the product of twice a number, n, and 6) and real-world situations	Identify the algebraic expression that represents total hours worked over two days, combining a known constant (18 hours on Monday) with a variable term (2h for two workers' unknown Tuesday hours).	Advanced Math 300, Expressions and Equations Advanced Math 150, Variables	**12-M-M-08A** Form 12 Level M Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 310, Algebraic Properties

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-M-1-P2	Form 14 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.SP.3** Grade level: C (4th-5th) *Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.*	Recognize measures of center and variability	Distinguish between statistical measures of center (mean/median) and measures of variation (range/deviation).	Math At Your Own Pace 300, Finding Averages Basic Math 450, Data Collection and Analysis	**12-M-M-12** Form 12 Level M Math **Skill:** Recognize statistical questions **Rx:** Advanced Math 503, Descriptive Statistics
14-M-M-2-P2	Form 14 Level M Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.EE.9** Grade level: C (4th-5th) *Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.*	Represent a real-world situation on a graph (quadrant I only)	Select the graph that correctly represents a real-world linear relationship with a constant rate ($25 per tree sold) and a non-zero starting value ($75 donation), identifying the graph with the correct slope and y-intercept.	Advanced Math 350, Cartesian Coordinates	**12-M-M-33** Form 12 Level M Math **Skill:** Evaluate equations and inequalities **Rx:** Basic Math 570, Salaries, Wages, and Commission + Advanced Math 150, Variables
14-M-M-3-P2	Form 14 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.G.3** Grade level: C (4th-5th) *Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.*	Identify a polygon on a coordinate plane given the coordinates of the vertices	Determine the coordinates of a missing vertex (C) of a right triangle on a coordinate plane, given two known vertices (A at (3,2) and B at (7,2)) and the triangle's height (4 units).	Advanced Math 350, Cartesian Coordinates	**12-M-M-20** Form 12 Level M Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
14-M-M-4-P2	Form 14 Level M Math, Part 2/2	**Geometry** **CCRS 6.EE.5** Grade level: C (4th-5th) *Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.*	Identify a value that makes a multi-step inequality true	Determine which numerical value from a set of options satisfies a multi-step algebraic inequality.	Advanced Math 340, Solving Inequalities	**11-M-M-11** Form 11 Level M Math **Skill:** Evaluate equations and inequalities **Rx:** Basic Math 170, Dividing Whole Numbers + Advanced Math 150, Variables
14-M-M-5-P2	Form 14 Level M Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.SP.1** Grade level: C (4th-5th) *Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.*	Recognize statistical questions	Identify questions that anticipate a range of answers (statistical) versus questions with a single fixed answer.	Basic Math 450, Data Collection and Analysis	**12-M-M-12** Form 12 Level M Math **Skill:** Recognize statistical questions **Rx:** Advanced Math 503, Descriptive Statistics
14-M-M-6-P2	Form 14 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.EE.8** Grade level: C (4th-5th) *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.*	Use an inequality to represent a real-world situation	Select both the correct inequality symbol (> or <) to represent a verbal price comparison (customer price exceeds store price) and a valid numerical example that satisfies that inequality.	Advanced Math 340, Solving Inequalities	**11-M-M-11** Form 11 Level M Math **Skill:** Evaluate equations and inequalities **Rx:** Basic Math 170, Dividing Whole Numbers + Advanced Math 150, Variables

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-M-7-P2	Form 14 Level M Math, Part 2/2	**Geometry** **CCRS 6.G.1** Grade level: C (4th-5th) *Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.*	Find areas by composing or decomposing a shape	Find the area of a missing triangular section (x) within a rectangle by using the known areas of the other component triangles and the total rectangle area derived from the figure.	Advanced Math 220, Rectangular Perimeter and Area	**12-M-M-20** Form 12 Level M Math **Skill:** Know geometric shapes, figures, and attributes **Rx:** Advanced Math 200, Geometric Forms and Concepts
14-M-M-8-P2	Form 14 Level M Math, Part 2/2	**Algebraic Concepts** **CCRS 6.EE.9** Grade level: C (4th-5th) *Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.*	Write and solve expressions and equations to represent real-world situations given in a table	Identify the linear equation (y = mx) that defines the relationship between two variables in a data table.	Advanced Math 300, Expressions and Equations	**12-M-M-33** Form 12 Level M Math **Skill:** Evaluate equations and inequalities **Rx:** Basic Math 570, Salaries, Wages, and Commission + Advanced Math 150, Variables

Level D · Math (79 items)

Level D Math, Part 1 of 2 (64 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-1-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 6.SP.5** Grade level: D (6th-8th) *Summarize numerical data sets in relation to their context, such as by reporting the number of observations; describing the nature of the attribute under investigation; giving quantitative measures of center and variability; relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.*	Describe a data set being measured in a context	Given a list of numerical data values (times in minutes for 9 employees to complete a task), identify the attribute being measured — i.e., which real-world characteristic each number in the data set represents.	Advanced Math 503, Descriptive Statistics	**11-D-M-24** Form 11 Level D Math **Skill:** Use measures of center and center variability **Rx:** Basic Math 440, Statistics + Advanced Math 503, Descriptive Statistics
13-D-M-2-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.2** Grade level: D (6th-8th) *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.*	Explore the effects of simple transformations on common plane figures	Given two congruent rectangles plotted on a coordinate grid, identify the correct translation (direction and number of units) that maps one shape onto the other, and recognize that a translation preserves congruence.	Advanced Math 210, Geometric Characteristics	**11-D-M-7** Form 11 Level D Math **Skill:** Understand transformations between figures **Rx:** Advanced Math 210, Geometric Characteristics + Advanced Math 350, Cartesian Coordinates
13-D-M-3-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 7.RP.1** Grade level: D (6th-8th) *Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.*	Compute unit rates using ratios of fractions	Given a proportional table of distance (miles) and time (hours), calculate the unit rate in miles per hour by dividing any distance value by its corresponding time value.	Basic Math 410, Ratio and Proportion	**12-D-M-19** Form 12 Level D Math **Skill:** Evaluate proportional relationships **Rx:** Basic Math 410, Ratio and Proportion + Basic Math 450, Data Collection and Analysis + Basic Math 510, Interpreting Graphs
13-D-M-4-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.5** Grade level: D (6th-8th) *Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.*	Identify simple characteristics of different intervals of graphs of functions	Analyze a real-world line graph to determine whether the relationship over a specified interval is increasing or decreasing, and whether it is linear or nonlinear.	Advanced Math 373, Functions and Relations Advanced Math 370, Graphs of Linear Equations	**12-D-M-14** Form 12 Level D Math **Skill:** Evaluate functions and functional relationships **Rx:** Advanced Math 360, Properties of Lines and Segments + Advanced Math 370, Graphs of Linear Equations + Advanced Math 380, Determining the Equation of a Line
13-D-M-5-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 8.SP.2** Grade level: D (6th-8th) *Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.*	Draw lines of best fit to model linear relationships	Given a scatter plot of data points, identify the graph that correctly displays a "line of best fit" that accurately models the trend of the data.	Advanced Math 503, Descriptive Statistics	**12-D-M-11** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 503, Descriptive Statistics

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-6-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 7.EE.4** Grade level: D (6th-8th) *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.*	Write linear equations to represent real-world situations	Given a real-world scenario with a starting quantity and a constant rate of change, identify the linear equation that correctly models the total, matching the initial value and rate to the correct variables in the equation.	Advanced Math 330, Solving Two-Step Equations	**11-D-M-4** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems
13-D-M-7-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.4** Grade level: D (6th-8th) *Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.*	Use the formulas for the area and circumference of circles to solve problems	Apply the circumference formula ($C = 2\pi r$) to calculate the circumference of a circle given its radius in a real-world context.	Advanced Math 230, Nonrectangular Perimeter and Area	**11-D-M-23** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Reading 451, Maps: Unit 1 + Basic Math 600, Customary Measurement
13-D-M-8-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.7** Grade level: D (6th-8th) *Understand ordering and absolute value of rational numbers.*	Compare negative numbers	Interpret a given inequality involving a positive and a negative number by connecting the relative position of each value on a number line to the correct greater-than or less-than relationship.	Advanced Math 100, Positive and Negative Numbers	**11-D-M-2** Form 11 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 100, Positive and Negative Numbers
13-D-M-9-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.7** Grade level: D (6th-8th) *Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.*	Find the probability of a simple event	Given a frequency table, calculate the probability of a randomly selected item belonging to a specific category, and express the result as an approximate ratio (e.g., about 1 out of every 3).	Basic Math 420, Probability I	**11-D-M-35A** Form 11 Level D Math **Skill:** Evaluate proportional relationships **Rx:** Basic Math 200, Introducing Fractions + Basic Math 410, Ratio and Proportion
13-D-M-10-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.EE.8** Grade level: D (6th-8th) *Analyze and solve pairs of simultaneous linear equations.*	Solve problems leading to two linear equations in two variables	Given a real-world situation that produces two simultaneous conditions, set up and solve a system of two linear equations in two variables to find the unknown value.	Advanced Math 390, Systems of Equations	**12-D-M-15** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 360, Properties of Lines and Segments + Advanced Math 370, Graphs of Linear Equations + Advanced Math 380, Determining the Equation of a Line
13-D-M-11-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.1** Grade level: D (6th-8th) *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.*	Solve problems involving finding area from scale drawings	Given a scale drawing with labeled dimensions and a scale factor, convert both dimensions to actual measurements and calculate the actual area of the figure.	Advanced Math 260, Scale Drawings	**11-D-M-23** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Reading 451, Maps: Unit 1 + Basic Math 600, Customary Measurement
13-D-M-12-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.4** Grade level: D (6th-8th) *Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.*	Use measures of center and variability of given data sets to draw inferences	Compare two data sets by calculating and comparing their means (or other measures of center) to draw a comparative inference about which group has the higher typical value.	Advanced Math 503, Descriptive Statistics	**12-D-M-23** Form 12 Level D Math **Skill:** Understand probability of chance **Rx:** Basic Math 420, Probability I + Basic Math 520, Interpreting Tables and Charts

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-13-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.7** Grade level: D (6th-8th) *Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.*	Use the Pythagorean theorem to find missing side lengths of right triangles	Apply the Pythagorean theorem ($a^2 + b^2 = c^2$) to find the length of the hypotenuse of a right triangle shown in a real-world diagram, given both legs.	Advanced Math 271, Right Triangles	**11-D-M-27** Form 11 Level D Math **Skill:** Apply Pythagorean theorem **Rx:** Advanced Math 371, Right Triangles
13-D-M-14-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.3** Grade level: D (6th-8th) *Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.*	Identify simple characteristics of graphs of functions	Examine a set of graphs and identify which one represents a linear function, recognizing that a linear function produces a straight line with a constant rate of change.	Advanced Math 373, Functions and Relations	**11-D-M-1** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 333, Variation + Advanced Math 373, Functions and Relations
13-D-M-15-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.1** Grade level: D (6th-8th) *Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.*	Identify sample as representative or not representative of a population	Evaluate multiple sampling methods and identify which one is most likely to produce a representative sample of a target population, based on whether it introduces bias.	Basic Math 440, Statistics	**11-D-M-12** Form 11 Level D Math **Skill:** Develop a uniform or non-uniform probability model **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
13-D-M-16-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.EE.5** Grade level: D (6th-8th) *Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.*	Consistently compare the unit rates of two proportional relationships represented in different ways	Compare two proportional relationships represented in different forms (a table and a graph) to determine which has the greater unit rate, then calculate that rate.	Advanced Math 333, Variation Basic Math 410, Ratio and Proportion	**11-D-M-35A** Form 11 Level D Math **Skill:** Evaluate proportional relationships **Rx:** Basic Math 200, Introducing Fractions + Basic Math 410, Ratio and Proportion
13-D-M-17-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.7** Grade level: D (6th-8th) *Understand ordering and absolute value of rational numbers.*	Find the value of the absolute value of a number	Evaluate the absolute value of a negative number in a real-world context, recognizing that absolute value represents distance from zero and is always non-negative.	Advanced Math 100, Positive and Negative Numbers	
13-D-M-18-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 8.SP.4** Grade level: D (6th-8th) *Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.*	Create and use information presented in two-way tables	Interpret a two-way frequency table with two categorical variables to evaluate which statement about the data's relative frequencies or totals is accurate.	Advanced Math 503, Descriptive Statistics	**12-D-M-11** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 503, Descriptive Statistics
13-D-M-19-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 7.EE.4** Grade level: D (6th-8th) *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.*	Solve real-world problems leading to equations of the form px+q=r	Solve a multi-step linear equation requiring distribution and inverse operations to isolate the variable.	Advanced Math 310, Algebraic Properties Advanced Math 330, Solving Two-Step Equations	**11-D-M-4** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-20-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.5** Grade level: D (6th-8th) *Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.*	Use facts about supplementary, complementary, vertical, and adjacent angles	Use the property that angles on a straight line sum to 180° and the given relationships between angle measures to write and solve an equation for the unknown angle.	Advanced Math 270, Angles and Special Triangles	**11-D-M-13** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 270, Angles and Special Triangles
13-D-M-21-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.7** Grade level: D (6th-8th) *Understand ordering and absolute value of rational numbers.*	Compare negative numbers	Compare two negative rational numbers in a real-world elevation context, correctly identifying which value is less and connecting the numerical inequality to its physical meaning (farther below sea level).	Advanced Math 100, Positive and Negative Numbers	**11-D-M-2** Form 11 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 100, Positive and Negative Numbers
13-D-M-22-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.2** Grade level: D (6th-8th) *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.*	Use data to draw inferences	Use a known sample ratio to predict the maximum expected count of a specific outcome in a larger population by scaling the sample rate proportionally.	Basic Math 410, Ratio and Proportion Basic Math 440, Statistics	**11-D-M-32** Form 11 Level D Math **Skill:** Draw inferences from random sample data **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II + Basic Math 450, Data Collection and Analysis
13-D-M-23-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.6** Grade level: D (6th-8th) *Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.*	Solve real-world problems involving finding volume of objects	Calculate the total volume of a composite 3D figure by decomposing it into two rectangular prisms, finding the volume of each, and adding the results.	Advanced Math 240, Volume	**11-D-M-13** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 270, Angles and Special Triangles
13-D-M-24-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.8** Grade level: D (6th-8th) *Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.*	Find distance between points on a coordinate plane	Given multiple labeled points on a coordinate grid, identify the pair that share a common x- or y-coordinate and calculate the distance between them using absolute value of the difference.	Advanced Math 360, Properties of Lines and Segments	**11-D-M-22** Form 11 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 100, Positive and Negative Numbers + Advanced Math 120, Adding and Subtracting Rational Numbers + Basic Math 580, Distance, Rate, and Time Problems
13-D-M-25-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 8.SP.1** Grade level: D (6th-8th) *Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.*	Describe patterns of association between two quantities	Examine a scatter plot and identify the type of association between the two variables — positive linear, negative linear, nonlinear, or no association — based on the direction and pattern of the data points.	Advanced Math 503, Descriptive Statistics	**12-D-M-11** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 503, Descriptive Statistics

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-26-P1	Form 13 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.4** Grade level: D (6th-8th) *Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph.*	Identify the rate of change of a linear function	Identify the rate of change (slope) of a linear function described in a real-world context, distinguishing it from the initial value (y-intercept) in the verbal description.	Advanced Math 380, Determining the Equation of a Line Advanced Math 370, Graphs of Linear Equations	**12-D-M-14** Form 12 Level D Math **Skill:** Evaluate functions and functional relationships **Rx:** Advanced Math 360, Properties of Lines and Segments + Advanced Math 370, Graphs of Linear Equations + Advanced Math 380, Determining the Equation of a Line
13-D-M-27-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.1** Grade level: D (6th-8th) *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.*	Solve problems involving finding length from scale drawings	Apply a given scale factor to convert a single measurement from a scale drawing into its actual real-world length.	Advanced Math 260, Scale Drawings	
13-D-M-28-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.5** Grade level: D (6th-8th) *Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood.*	Interpret probabilities as unlikely or likely	Given a qualitative description of how likely an event is, identify the numerical probability value (between 0 and 1) that best corresponds to that description, recognizing that values near 0 indicate unlikely events.	Basic Math 420, Probability I	
13-D-M-29-P1	Form 13 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.4** Grade level: D (6th-8th) *Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.*	Use a series of simple transformations (90 or 180 degree rotations, reflections, translations, and dilations) to show congruence or similarity	Given two similar figures on a coordinate plane, identify the correct sequence of transformations — including a dilation and a rigid motion (reflection or rotation) — that maps one figure onto the other to justify their similarity.	Advanced Math 210, Geometric Characteristics Advanced Math 272, Congruent and Similar Triangles	
13-D-M-30-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.RP.3** Grade level: D (6th-8th) *Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.*	Find a percent of a total	Apply two different percent increases to the length and width of a rectangle, calculate the new area, and find the difference between the new and original areas.	Basic Math 400, Base, Percent, and Percentage	**12-D-M-33** Form 12 Level D Math **Skill:** Evaluate functions and functional relationships **Rx:** Basic Math 580, Distance, Rate, and Time Problems + Basic Math 520, Interpreting Tables and Charts
13-D-M-31-P1	Form 13 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.5** Grade level: D (6th-8th) *Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.*	Consistently represent real-world situations with rational numbers	Given a real-world scenario that uses signed numbers to represent opposite changes, identify the correct positive or negative integer that represents a decrease, consistent with the established sign convention.	Advanced Math 100, Positive and Negative Numbers	**11-D-M-37** Form 11 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 100, Positive and Negative Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-32-P1	Form 13 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 6.SP.5** Grade level: D (6th-8th) *Summarize numerical data sets in relation to their context, such as by reporting the number of observations; describing the nature of the attribute under investigation; giving quantitative measures of center and variability; relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.*	Find a measure of center and variability of a given data set	Given an ordered data set, calculate measures of center and variability (mean, median, interquartile range) and identify which statement about those measures is correct.	Basic Math 440, Statistics Advanced Math 503, Descriptive Statistics	**11-D-M-24** Form 11 Level D Math **Skill:** Use measures of center and center variability **Rx:** Basic Math 440, Statistics + Advanced Math 503, Descriptive Statistics
14-D-M-1-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.7** Grade level: D (6th-8th) *Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.*	Find the probability of a simple event	Given a total set (48 cards) and a specific subset (14 blue cards), calculate the theoretical probability of a single random event expressed as a simplified fraction.	Basic Math 420, Probability I Basic Math 430, Probability II	**12-D-M-32** Form 12 Level D Math **Skill:** Understand probability of compound events **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
14-D-M-2-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.5** Grade level: D (6th-8th) *Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.*	Identify simple characteristics of different intervals of graphs of functions, with and without context	Analyze a line graph of distance over time to determine if the relationship is linear/nonlinear and increasing/decreasing over a specific 10-minute interval.	Advanced Math 373, Functions and Relations Advanced Math 370, Graphs of Linear Equations	**12-D-M-14** Form 12 Level D Math **Skill:** Evaluate functions and functional relationships **Rx:** Advanced Math 360, Properties of Lines and Segments + Advanced Math 370, Graphs of Linear Equations + Advanced Math 380, Determining the Equation of a Line
14-D-M-3-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.7** Grade level: D (6th-8th) *Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.*	Use the Pythagorean theorem to find missing side lengths of right triangles without a graphic	Apply a2+b2=c2 to find the missing leg of a right triangle when given the shortest side (7 in) and the longest side (16 in), rounding the final result to the nearest tenth.	Advanced Math 271, Right Triangles	**11-D-M-27** Form 11 Level D Math **Skill:** Apply Pythagorean theorem **Rx:** Advanced Math 371, Right Triangles
14-D-M-4-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.RP.2** Grade level: D (6th-8th) *Recognize and represent proportional relationships between quantities.*	Write an equation to represent a proportional relationship	Translate a text-based description of a proportional relationship (total cost C based on n phones at rate p) into a correct algebraic equation.	Basic Math 410, Ratio and Proportion Advanced Math 333, Variation Basic Math 550, Cash Purchases	**12-D-M-19** Form 12 Level D Math **Skill:** Evaluate proportional relationships **Rx:** Basic Math 410, Ratio and Proportion + Basic Math 450, Data Collection and Analysis + Basic Math 510, Interpreting Graphs
14-D-M-5-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.5** Grade level: D (6th-8th) *Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.*	Use facts about supplementary, complementary, vertical, and adjacent angles to solve problems	Identify that two angles forming a right angle are complementary (90°) and use an algebraic relationship ("6° less than") to solve for the measure of one specific angle.	Advanced Math 270, Angles and Special Triangles	**11-D-M-23** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Reading 451, Maps: Unit 1 + Basic Math 600, Customary Measurement

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14-D-M-6-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.EE.7** Grade level: D (6th-8th) *Solve linear equations in one variable.*	Consistently write or solve expressions and equations involving the distributive property and combining like terms	Distribute a fraction coefficient (2/5) across a binomial and solve the resulting two-step linear equation for x.	Advanced Math 310, Algebraic Properties Advanced Math 330, Solving Two-Step Equations Advanced Math 150, Variables	**11-D-M-4** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems
14-D-M-7-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 8.SP.1** Grade level: D (6th-8th) *Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.*	Describe patterns in a data set (e.g. outliers or clustering)	Inspect a scatter plot of bivariate data to identify a specific data point (3, 10) as an "outlier" that sits significantly apart from the general trend.	Advanced Math 503, Descriptive Statistics	**12-D-M-11** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 503, Descriptive Statistics
14-D-M-8-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.2** Grade level: D (6th-8th) *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.*	Explore the effects of simple transformations on common plane figures	Identify the sequence of rigid motions (specifically rotation and translation) required to prove the congruence of two pentagons that have different orientations.	Advanced Math 210, Geometric Characteristics	**11-D-M-7** Form 11 Level D Math **Skill:** Understand transformations between figures **Rx:** Advanced Math 210, Geometric Characteristics + Advanced Math 350, Cartesian Coordinates
14-D-M-9-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.5** Grade level: D (6th-8th) *Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood.*	Interpret probabilities as unlikely or likely	Evaluate a numerical probability (0.82) to determine the qualitative likelihood of an event, recognizing that values near 1 are classified as "likely".	Basic Math 420, Probability I	**11-D-M-14** Form 11 Level D Math **Skill:** Understand probability of chance **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
14-D-M-10-P1	Form 14 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.6** Grade level: D (6th-8th) *Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.*	Plot pairs of values on a coordinate grid	Given a coordinate grid showing four labeled unit squares (P, Q, R, and S), identify which square contains the point (3.5, −1.5) by reasoning about its position in the third quadrant.	Advanced Math 100, Positive and Negative Numbers	**11-D-M-6** Form 11 Level D Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 210, Geometric Characteristics + Advanced Math 350, Cartesian Coordinates
14-D-M-11-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 7.EE.3** Grade level: D (6th-8th) *Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.*	Solve multi-step real-world problems with rational numbers	Convert the wall width from feet (8¾ ft) to inches, subtract the painting width (45 in), and divide the difference by 2 to find the distance from the wall edge to the nearest edge of the centered painting	Basic Math 620, Working With Measurements	**11-D-M-4** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-M-12-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.6** Grade level: D (6th-8th) *Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.*	Consistently use basic probability models to simulate events and generate random data (e.g., using spinners, rolling dice, flipping coins, etc.)	Use the visual area of a spinner (1/4 of the circle) to predict the approximate, rather than exact, frequency of landing on a specific region over 600 trials.	Basic Math 420, Probability I Basic Math 430, Probability II	**12-D-M-32** Form 12 Level D Math **Skill:** Understand probability of compound events **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
14-D-M-13-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.1** Grade level: D (6th-8th) *Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.*	Identify and create examples and non-examples of functions	Use the "Vertical Line Test" on four different coordinate graphs to identify which relation represents a mathematical function where each input has exactly one output.	Advanced Math 373, Functions and Relations	**11-D-M-19** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 370, Graphs of Linear Equations
14-D-M-14-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.1** Grade level: D (6th-8th) *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.*	Solve problems involving finding length from scale drawings	Use a known width ratio (3 in : 18 ft) to establish a scale factor and calculate the actual real-world length of a room based on its drawing dimensions.	Advanced Math 260, Scale Drawings	**11-D-M-27** Form 11 Level D Math **Skill:** Apply Pythagorean theorem **Rx:** Advanced Math 371, Right Triangles
14-D-M-15-P1	Form 14 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.5** Grade level: D (6th-8th) *Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.*	Consistently represent real-world situations with rational numbers	Assign the value of 0 to a financial transaction described as having "no change," distinguishing it from positive gains or negative losses.	Advanced Math 100, Positive and Negative Numbers	**12-D-M-3** Form 12 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 100, Positive and Negative Numbers
14-D-M-16-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 7.EE.4** Grade level: D (6th-8th) *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.*	Solve real-world problems leading to equations of the form px+q=r	Solve a multi-step word problem by calculating a subtotal (3 tables × 8 people) and subtracting it from a grand total (36) to find a missing value.	Advanced Math 320, Solving One-Step Equations Advanced Math 330, Solving Two-Step Equations Basic Math 550, Cash Purchases	**11-D-M-40** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Basic Math 550, Cash Purchases
14-D-M-17-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.4** Grade level: D (6th-8th) *Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph.*	Identify the rate of change of a linear function represented by a description	Identify the "slope" (m) in a given linear equation (y=6.8x+66) and interpret it as the unit rate of temperature increase per minute.	Advanced Math 360, Properties of Lines and Segments Advanced Math 380, Determining the Equation of a Line	**12-D-M-14** Form 12 Level D Math **Skill:** Evaluate functions and functional relationships **Rx:** Advanced Math 360, Properties of Lines and Segments + Advanced Math 370, Graphs of Linear Equations + Advanced Math 380, Determining the Equation of a Line

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-M-18-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.5** Grade level: D (6th-8th) *Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.*	Use facts about supplementary, complementary, vertical, and adjacent angles to find an unknown angle around a triangle	Use the relationship between interior and exterior angles (summing to 180° each) to identify the correct algebraic expression for the sum of a triangle's interior angles (180°).	Advanced Math 270, Angles and Special Triangles	**11-D-M-13** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 270, Angles and Special Triangles
14-D-M-19-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.1** Grade level: D (6th-8th) *Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.*	Identify sample as representative or not representative of a population	Critically evaluate a survey's validity by identifying that sampling only auto repair shop employees creates bias when trying to determine a state-wide car preference.	Basic Math 440, Statistics	**11-D-M-12** Form 11 Level D Math **Skill:** Develop a uniform or non-uniform probability model **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
14-D-M-20-P1	Form 14 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 7.RP.1** Grade level: D (6th-8th) *Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.*	Compute unit rates using ratios of fractions	Calculate a whole unit quantity (the full recipe) by dividing a given fractional amount (2/3) by the fraction of the recipe it represents (1/2).	Basic Math 410, Ratio and Proportion	
14-D-M-21-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.4** Grade level: D (6th-8th) *Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.*	Use the formulas for the area and circumference of circles to solve problems	Apply the circumference formula ($C=2\pi r$) to find the distance around a circular clock given its radius of 8 inches.	Advanced Math 230, Nonrectangular Perimeter and Area	**11-D-M-23** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Reading 451, Maps: Unit 1 + Basic Math 600, Customary Measurement
14-D-M-22-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.6** Grade level: D (6th-8th) *Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.*	Consistently use basic probability models to simulate events and generate random data (e.g., using spinners, rolling dice, flipping coins, etc.)	Calculate the "expected value" of a specific outcome (rolling a 4) by multiplying the total trials (240) by the theoretical probability (1/6).	Basic Math 420, Probability I Basic Math 430, Probability II	**12-D-M-32** Form 12 Level D Math **Skill:** Understand probability of compound events **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
14-D-M-23-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.EE.5** Grade level: D (6th-8th) *Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.*	Consistently compare the unit rates of two proportional relationships represented in different ways	Compare a unit rate derived from a data table (Small Portraits) against a unit rate (slope) derived from a coordinate graph (Large Portraits).	Advanced Math 333, Variation Advanced Math 360, Properties of Lines and Segments	**11-D-M-3** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 390, Systems of Equations
14-D-M-24-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.4** Grade level: D (6th-8th) *Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.*	Use measures of center and variability of given data sets, represented in multiple ways, to draw comparative inferences	Given two side-by-side box plots of bus waiting times, identify the difference between the interquartile ranges (IQRs) as the measure that best justifies a given conclusion about relative variability between the two data sets.	Basic Math 440, Statistics Advanced Math 503, Descriptive Statistics	**12-D-M-23** Form 12 Level D Math **Skill:** Understand probability of chance **Rx:** Basic Math 420, Probability I + Basic Math 520, Interpreting Tables and Charts

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14-D-M-25-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.F.1** Grade level: D (6th-8th) *Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.*	Identify points included in the graph of a function	Given a table of input/output pairs, identify which specific (x,y) coordinate would correctly appear on the visual graph of that function.	Advanced Math 373, Functions and Relations	**12-D-M-14** Form 12 Level D Math **Skill:** Evaluate functions and functional relationships **Rx:** Advanced Math 360, Properties of Lines and Segments + Advanced Math 370, Graphs of Linear Equations + Advanced Math 380, Determining the Equation of a Line
14-D-M-26-P1	Form 14 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.8** Grade level: D (6th-8th) *Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.*	Find distance between points on a coordinate plane with a common coordinate without a given coordinate grid	Determine the distance between two points (−1, 4) and (5, 4) by calculating the absolute difference in their x-coordinates along a shared horizontal line.	Advanced Math 360, Properties of Lines and Segments	**12-D-M-35** Form 12 Level D Math **Skill:** Know coordinate values and grid quadrants **Rx:** Advanced Math 350, Cartesian Coordinates + Advanced Math 220, Rectangular Perimeter and Area
14-D-M-27-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 8.SP.3** Grade level: D (6th-8th) *Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.*	Use the equation of a linear model to make an estimate	Evaluate a linear growth model (y=0.15x+4.25) by substituting a specific time value (x=6) and solving for the estimated resulting diameter.	Advanced Math 373, Functions and Relations Advanced Math 380, Determining the Equation of a Line	**11-D-M-18** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems + Advanced Math 360, Determining the Equation of a Line
14-D-M-28-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 8.G.4** Grade level: D (6th-8th) *Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.*	Use a series of simple transformations (90 or 180 degree rotations, reflections, translations, and dilations) to show congruence or similarity	On a coordinate plane, identify the sequence of a reflection followed by a dilation as the transformation series that maps smaller pentagon A onto larger pentagon B to justify their similarity.	Advanced Math 210, Geometric Characteristics Advanced Math 260, Scale Drawings	**11-D-M-7** Form 11 Level D Math **Skill:** Understand transformations between figures **Rx:** Advanced Math 210, Geometric Characteristics + Advanced Math 350, Cartesian Coordinates
14-D-M-29-P1	Form 14 Level D Math, Part 1/2	**Algebraic Concepts** **CCRS 8.EE.8** Grade level: D (6th-8th) *Analyze and solve pairs of simultaneous linear equations.*	Graph systems of linear equations and find the point of intersection to approximate the solution	Identify the specific coordinate point (D) where two graphed lines intersect as the unique solution that satisfies both linear equations simultaneously.	Advanced Math 370, Graphs of Linear Equations Advanced Math 390, Systems of Equations	**12-D-M-5** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 370, Graphs of Linear Equations
14-D-M-30-P1	Form 14 Level D Math, Part 1/2	**Geometry** **CCRS 7.G.5** Grade level: D (6th-8th) *Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.*	Use facts about supplementary, complementary, vertical, and adjacent angles to solve problems	Apply the principle that vertical angles are equal to set up and solve an algebraic equation [(8x+20)=(10x−5)] for the variable x.	Advanced Math 270, Angles and Special Triangles	**11-D-M-13** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 270, Angles and Special Triangles

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14-D-M-31-P1	Form 14 Level D Math, Part 1/2	**Measurement, Data, and Probability** **CCRS 7.SP.7** Grade level: D (6th-8th) *Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.*	Find the probability of a simple event	Calculate the "disjunctive" probability of a spinner landing on one of three specific equal parts (1, 2, or 5) out of a total of six parts.	Basic Math 420, Probability I	**12-D-M-32** Form 12 Level D Math **Skill:** Understand probability of compound events **Rx:** Basic Math 420, Probability I + Basic Math 430, Probability II
14-D-M-32-P1	Form 14 Level D Math, Part 1/2	**Numbers and Operations** **CCRS 6.NS.6** Grade level: D (6th-8th) *Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.*	Identify and represent the absolute values and opposites of numbers on a number line	Locate the specific point on a number line that represents the "opposite" (additive inverse) of the value 321.	Advanced Math 100, Positive and Negative Numbers	**12-D-M-3** Form 12 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 100, Positive and Negative Numbers

Level D Math, Part 2 of 2 (15 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-1-P2	Form 13 Level D Math, Part 2/2	**Numbers and Operations** **CCRS 8.NS.2** Grade level: D (6th-8th) *Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.*	Identify and represent approximations of irrational numbers	Approximate the value of an irrational square root by identifying the two consecutive integers it falls between, using knowledge of perfect squares.	Advanced Math 140, Roots	**11-D-M-16** Form 11 Level D Math **Skill:** Evaluate rational and irrational numbers **Rx:** Advanced Math 100, Positive and Negative Numbers + Advanced Math 140, Roots
13-D-M-2-P2	Form 13 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 7.EE.1** Grade level: D (6th-8th) *Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.*	Factor linear expressions with rational coefficients	Factor a two-term linear expression with rational coefficients by identifying the greatest common factor and rewriting the expression in factored form.	Advanced Math 420, Factoring Polynomials Advanced Math 150, Variables	**11-D-M-4** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems
13-D-M-3-P2	Form 13 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 8.EE.4** Grade level: D (6th-8th) *Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.*	Express very large and very small numbers in scientific notation	Convert a large number written in standard form to scientific notation by determining the correct value of the exponent of 10.	Advanced Math 130, Exponents	
13-D-M-4-P2	Form 13 Level D Math, Part 2/2	**Numbers and Operations** **CCRS 7.NS.2** Grade level: D (6th-8th) *Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.*	Solve problems, with and without context, involving operations with positive and negative integers	Determine the sign of a product involving multiple positive and negative factors by applying the rules for multiplying signed numbers, and identify which expression yields a negative result.	Advanced Math 110, Multiplying and Dividing Rational Numbers	**11-D-M-5** Form 11 Level D Math **Skill:** Understand positive and negative numbers **Rx:** Advanced Math 110, Adding and Subtracting Rational Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-M-5-P2	Form 13 Level D Math, Part 2/2	**Numbers and Operations** **CCRS 6.RP.3** Grade level: D (6th-8th) *Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.*	Find a percent of a total	Calculate a percent of a total quantity in a real-world context by multiplying the total by the decimal equivalent of the given percent.	Basic Math 400, Base, Percent, and Percentage	
13-D-M-6-P2	Form 13 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 8.EE.2** Grade level: D (6th-8th) *Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that the square root of 2 is irrational.*	Use square root symbols to express solutions to simple equations with squares	Solve a simple equation of the form $x^2 = p$ by identifying the positive square root of the right-hand side as the solution, expressed using radical notation.	Advanced Math 140, Roots Advanced Math 330, Solving Two-Step Equations	**11-D-M-36** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 150, Variables + Advanced Math 170, Order of Operations + Advanced Math 300, Expressions and Equations + Advanced Math 330, Solving Two-Step Equations
13-D-M-7-P2	Form 13 Level D Math, Part 2/2	**Numbers and Operations** **CCRS 7.NS.1** Grade level: D (6th-8th) *Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.*	Identify situations in which opposites combine to make 0	Identify the real-world scenario in which two quantities are additive inverses — equal in magnitude but opposite in sign — so that their sum equals zero.	Advanced Math 120, Adding and Subtracting Rational Numbers	
14-D-M-1-P2	Form 14 Level D Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.RP.3** Grade level: D (6th-8th) *Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.*	Solve problems by finding and applying unit rates	Calculate a unit rate (minutes per mile) from a given running pace (6 miles in 48 minutes) and apply it to a new distance (10 miles) to find the total time required.	Basic Math 410, Ratio and Proportion Basic Math 580, Distance, Rate, and Time Problems	**12-D-M-24** Form 12 Level D Math **Skill:** Evaluate proportional relationships **Rx:** Basic Math 570, Salaries, Wages, and Commission
14-D-M-2-P2	Form 14 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 8.EE.1** Grade level: D (6th-8th) *Know and apply the properties of integer exponents to generate equivalent numerical expressions.*	Apply the properties of integer exponents	Apply the Product of Powers rule to simplify $(17^{-4})(17^3)$ by adding the exponents of the common base to produce an equivalent expression.	Advanced Math 130, Exponents	**11-D-M-11** Form 11 Level D Math **Skill:** Evaluate equations and inequalities **Rx:** Advanced Math 150, Variables + Advanced Math 300, Expressions and Equations + Advanced Math 230, Rectangular Perimeter and Area + Advanced Math 450, Solving Word Problems
14-D-M-3-P2	Form 14 Level D Math, Part 2/2	**Numbers and Operations** **CCRS 7.NS.1** Grade level: D (6th-8th) *Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.*	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers	Subtract mixed numbers (4¾ − 1½) by converting to a common denominator and finding the length of the remaining portion of a chain.	Basic Math 230, Subtracting Fractions Advanced Math 120, Adding and Subtracting Rational Numbers Math At Your Own Pace 210, Finding the Lowest Common Denominator Math At Your Own Pace 215, Changing Improper Fractions to Mixed Numbers	**11-D-M-30** Form 11 Level D Math **Skill:** Evaluate rational and irrational numbers **Rx:** Advanced Math 110, Multiplying and Dividing Rational Numbers

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-M-4-P2	Form 14 Level D Math, Part 2/2	**Numbers and Operations** **CCRS 8.NS.2** Grade level: D (6th-8th) *Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.*	Identify and represent approximations of irrational numbers on a number line	Approximate the location of √11 on a number line by identifying the two consecutive perfect squares it falls between (9 and 16) and determining that its value is closer to 3 than to 4.	Advanced Math 100, Positive and Negative Numbers Advanced Math 140, Roots	**11-D-M-16** Form 11 Level D Math **Skill:** Evaluate rational and irrational numbers **Rx:** Advanced Math 100, Positive and Negative Numbers + Advanced Math 140, Roots
14-D-M-5-P2	Form 14 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 7.EE.3** Grade level: D (6th-8th) *Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.*	Solve multi-step real-world problems with rational numbers	Calculate total weekly earnings by multiplying 16 hours at $18/hr and 24 hours at $20/hr separately, then summing the two products.	Basic Math 570, Salaries, Wages, and Commission	**11-D-M-4** Form 11 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Basic Math 580, Distance, Rate, and Time Problems
14-D-M-6-P2	Form 14 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 8.EE.2** Grade level: D (6th-8th) *Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that the square root of 2 is irrational.*	Use square root symbols to express solutions to simple equations with squares	Solve a basic quadratic equation (x2=64) by identifying the positive integer that, when squared, equals the target value.	Advanced Math 140, Roots Advanced Math 320, Solving One-Step Equations	**11-D-M-36** Form 11 Level D Math **Skill:** Apply properties of operations: addition, subtraction, multiplication, division **Rx:** Advanced Math 150, Variables + Advanced Math 170, Order of Operations + Advanced Math 300, Expressions and Equations + Advanced Math 330, Solving Two-Step Equations
14-D-M-7-P2	Form 14 Level D Math, Part 2/2	**Algebraic Concepts** **CCRS 7.EE.2** Grade level: D (6th-8th) *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.*	Rewrite an expression in a different form to show a relationship between quantities	Identify the algebraic expression [(1−0.04)s] that correctly represents a percentage decrease (4%) from an original variable quantity.	Advanced Math 310, Algebraic Properties	**12-D-M-21** Form 12 Level D Math **Skill:** Interpret linear and quadratic equations, expressions, and functions **Rx:** Advanced Math 150, Variables + Advanced Math 300, Expressions and Equations + Advanced Math 230, Rectangular Perimeter and Area + Advanced Math 450, Solving Word Problems
14-D-M-8-P2	Form 14 Level D Math, Part 2/2	**Measurement, Data, and Probability** **CCRS 6.RP.3** Grade level: D (6th-8th) *Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.*	Use ratios to convert measurement units	Complete a dimensional analysis string by selecting the correct conversion factor (60 seconds / 1 minute) to convert time from hours down to seconds.	Basic Math 620, Working With Measurements	**12-D-M-40** Form 12 Level D Math **Skill:** Evaluate proportional relationships **Rx:** Basic Math 580, Distance, Rate, and Time Problems + Basic Math 520, Interpreting Tables and Charts