STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

South Carolina Adult Education Curriculum Framework

Pursuant to Workforce Innovation and Opportunity Act. Pub. L. 113-128, title II, §201, July 22, 2014, 128 Stat. 1608

May 2018

Contents

South Carolina Department of Education
Office of Adult Education
Mike King, State Director

The South Carolina Adult Education Curriculum Framework was developed under the direction of Mike King, State Director of Adult Education. The following Office of Adult Education staff members assisted the Standards Workgroup and Curriculum Design Team with the design and development of this document:

Dominique Dunbar, Education Associate
Career Pathways

Andrena Duren, Education Associate
Assessment

Wendy Griffin, Education Associate
ESL

LaCrystal Jackson, Education Associate
Professional Development

Jennifer Cooper-Keels, Education Associate
Data Coordinator

Harriette Jenerette, Education Associate
Generational Family Literacy

Kammie Reed, Education Associate
Curriculum and Instruction

Janet Thompson, Education Associate
Team Leader

Acknowledgments

Standards Workgroup, 2016-2017

Kristy Austin, Lead Teacher
Rock Hill Adult Education

Fran Bouknight, Director
Palmetto Unified School District

Benita Brunson, Teacher
Lexington/Richland 5 Adult Education

Etta Carter, Director
Horry County Adult Education

Allen Fain, Co-Director
Pickens County Adult Education

Mary Gaston, Director
Pickens County Adult Education

Chris Horvath, Director
Colleton County Adult Education

LaCrystal Jackson, Education Associate
SCDE, Office of Adult Education

Lisa Justice, Director
Clarendon County Adult Education

Joey Ritter, Teacher
Colleton County Adult Education

Sue Strouse, Teacher
Lexington/Richland 5 Adult Education

Anita Wilson, Curriculum Director
Laurens County Adult Education

Kathy Woodson, Lead Training Specialist
Greenville

Curriculum Design Team, 2017-2018

LaKeshia Adams, Teacher
Orangeburg-Calhoun Adult Education

Lindy Blanks, College & Career Navigator
Chester County Adult Education

Máire Dugan, Teacher
Richland 2 Adult Education

Pam Jackson, Teacher
Horry County Adult Education

Shelby Patterson, Teacher
Rock Hill Adult Education

Jarette Pendergrass, Director
Union County Adult Education

Kammie Reed, Education Associate
SCDE, Office of Adult Education

Joey Ritter, Teacher
Colleton County Adult Education

Linda Van Dyke, Teacher
Horry County Adult Education

Introduction

The South Carolina Adult Education Curriculum Framework is the result of a crosswalk between the South Carolina College- and Career-Ready Standards (SCCCRS) and the Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness (CCR) Standards. Like the SCCCRS, the Curriculum Framework is designed to ensure that students are prepared to enter and succeed in postsecondary education and economically viable career opportunities ("South Carolina College- and Career-Ready Standards for English-Language Arts," 6).

In addition to meeting state and federal guidelines for Adult Education, the purpose of the Curriculum Framework is to provide educators with a scaffolding of rigorous academic standards for instruction that are:

- teacher- and student-friendly
- implementation-ready
- relevant to the goals and desired outcomes of the adult learner
- aligned to the state adopted standards, current educational skills and literacy assessments used in South Carolina Adult Education, and the National Reporting System (NRS) Educational Functioning Levels (EFL)

Alignment

The Curriculum Framework focuses on the identified skills that a student needs to obtain a measureable skill gain, career readiness certificate, high school equivalency diploma, and to prepare for postsecondary education. It is intended to be used as a guide for instruction. Individual student needs and goals should be used to determine additional skills a student may need. The Curriculum Framework is directly aligned to and correlated with the following:

I. **The National Reporting System (NRS) Educational Functioning Level (EFL) Descriptors**

The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. Educational Functioning Levels (EFL) are the levels at which students are initially placed based on their ability to perform literacy-related tasks in specific content areas. The Curriculum Framework is organized according to the Educational Functioning Levels (EFL) for Adult Basic Education (ABE):

- Adult Basic Education Level 1, Beginning ABE Literacy, Grade Equivalency 0-1.9
- Adult Basic Education Level 2, Beginning Basic Education, Grade Equivalency 2-3.9
- Adult Basic Education Level 3, Low Intermediate Basic Education, Grade Equivalency 4-5.9
- Adult Basic Education Level 4, High Intermediate Basic Education, Grade Equivalency 6-8.9
- Adult Basic Education Level 5, Low Adult Secondary Education, Grade Equivalency 9-10.9
- Adult Basic Education Level 6, High Adult Secondary Education, Grade Equivalency 11-12.9

II. **Workforce Innovation and Opportunity Act (WIOA), 2014, Title II, Section 223**

The Curriculum Framework is directly aligned with WIOA and uses the standards, current adult skills and literacy assessments used in the State, and the academic standards for postsecondary educational institutions' pre-enrollment assessments to specify what adult learners should know and be able to do in English Language Arts and Mathematics.

III. **Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness (CCR) Standards**

The OCTAE CCR Standards are the foundation for the current adult skills and literacy assessments used in the State and the National Reporting System Educational Functioning Level Descriptors for Adult Basic Education.

IV. **South Carolina College and Career Ready Standards (SCCCRS)**

A crosswalk of the OCTAE CCR Standards and the SCCCRS was developed in 2016 by the Standards Workgroup. Alignment with the rigorous state standards ensures cohesion with South Carolina K-12 educational standards so that Adult Education students are prepared for postsecondary education and training. Additionally, alignment with the SCCCRS allows Adult Education teachers to share and develop resources with their K-12 counterparts.

V. **Test of Adult Basic Education (TABE ®)**

The TABE is the diagnostic and summative assessment used in Adult Education to measure basic skills, identify strengths and weaknesses, determines progress, and and for Reading, Language, and Mathematics. The TABE 11/12 is directly aligned with the OCTAE CCR Standards and NRS EFL Descriptors.

VI. **General Educational Development (GED®) Test**

The GED® Test is one of the state-approved high school equivalency tests. It is a computer-based test that is aligned with national college- and career-readiness and OCTAE CCR Standards. The test consists of four sub-tests: Reasoning Through Language Arts, Mathematics, Social Studies, and Science. The Reasoning Through Language Arts test encompasses reading, language, and writing. The Curriculum Framework identifies the skills and standards that are assessed on the GED® Test. In Reading and Writing, these standards begin in ABE Level 4. Some Language and Writing standards begin in ABE Level 3. In Mathematics, these standards begin in ABE Level 3.

VII. **Test Assessing Secondary Completion (TASC Test)**

The TASC Test is the second state-approved high school equivalency test. It has both computer-based and paper/pencil administration options and is aligned with national college- and career-readiness and OCTAE Standards. The test consists of five sub-tests: Reading, Writing, Mathematical Reasoning, Social Studies, and Science. The Curriculum Framework identifies the skills and standards that are assessed on the TASC Test. TASC Test-aligned standards for all sub-tests are contained within ABE Levels 5 & 6, though Language and Writing building standards begin in ABE Level 3.

VIII. **Next-Generation ACCUPLACER Test Specifications**

The ACCUPLACER (2015) and Next-Generation ACCUPLACER (updated 2016) are assessments for "measuring student readiness for credit-bearing college courses" (College Board, 2017). Both versions of the test are computer-based and assess students' knowledge in Reading, Writing, and Mathematics and determine students' need for developmental studies in these subjects. The Curriculum Framework identifies the skills that are assessed on the ACCUPLACER and Next-Generation ACCUPLACER tests. Skills and standards begin in ABE Level 4 for Reading, Writing, and Mathematics. Like the GED® and TASC tests, building standards for all three sections of ACCUPLACER begin in ABE Level 3.

IX. Career Readiness Certificate (CRC) Skills

The Curriculum Framework is aligned with the skills assessed in the areas of Reading for Information, Locating Information, and Applied Mathematics. This section will be updated as information is received.

High School Diploma Courses

Credit-bearing High School Diploma (HSD) courses taken via South Carolina Department of Education (SCDE) approved virtual learning programs or on-site at South Carolina Adult Education programs follow the South Carolina College- and Career-Ready Standards (SCCCRS). The SCCCRS can be accessed at the South Carolina Department of Education Standards and Learning page.

Organizational Structure

Each level of the Curriculum Framework begins with the EFL information, grade level equivalency, Tests of Basic Adult Education (TABE) 11/12 scale scores for the level, and a list of Key Terms/Skills. Levels 5 and 6 are combined for ELA and Mathematics. Students' abilities in these levels may differ; however, they will be assessed on the same skills in both levels.

Language for HSED and Postsecondary Preparation

Because the language skills and standards that are assessed on GED®, TASC Test, and ACCUPLACER cross multiple levels and are based on various standard-sets, a separate comprehensive framework for language based on the SCCCRS is included.

GED® Alignment for Mathematics

The Assessment Targets for GED® Mathematical Reasoning include reference codes for standards that are included in ABE Level 3 Mathematics. These standards were not identified in the Curriculum Framework for this level because they are overlap with the OCTAE Standards contained in ABE Level 4 and are included with the upper level standards.

Condensed Mathematics Standards

For the purpose of space and readability, some indicators and examples are not included in the Curriculum Framework document. *See* the complete standards at **Office of Career, Technical, and Adult Education College and Career Readiness Standards.**

Adult Basic Education (ABE) Level 1: English-Language Arts

TABE 11–12 Scale Scores
Grade Level Equivalency 0–1.9

Reading: 300-441
Mathematics: 300-448
Language: 300-457

Key Terms/Skills

Reading

Principles of Reading

- Vowel sounds
- Sounds in single syllable words
- Word families
- Vowel/consonant combinations
- Consonant blends
- Ending blends
- Syllable segmentation

Meaning and Context

- Main idea
- Supporting details
- Making connections

Language, Craft, and Structure

- Context clues
- Text features
- Graphics
- Author's support

Writing

- Informative/explanatory
- Narratives
- Peer editing and revisions
- Digitally publish and produce writing

Language

- Nouns: Common, proper, possessive, singular, plural
- Pronouns: personal, possessive, indefinite
- Verbs: past, present, future
- Adjectives
- Conjunctions
- Articles
- Determiners (this, that, those, etc.)
- Prepositions
- Interrogatives
- Types of sentences

SCCCRS	OCTAE CCR	ABE Level 1: Reading	TABE 11/12 L-Reading
K.RI.2.1 K.RL.2.1 1.RI.2.1 1.RL.2.1	RF.K.2 and 1.2 merge	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	X
K.RI.3.1 K.RL.3.1 1.RI.3.1 1.RL.3.1	RF.K.3 and 1.3 merge	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs. d. Decode regularly spelled one-syllable words. e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. f. Know final -e and common vowel team conventions for representing long vowel sounds. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Decode two-syllable words following basic patterns by breaking the words into syllables. i. Read words with inflectional endings. j. Read common high-frequency words by sight. k. Recognize and read grade-appropriate irregularly spelled words.	X

SCCCRS	OCTAE CCR	ABE Level 1: Reading	TABE 11/12 L-Reading
1.RI.5.1 1.RL.5.1	RL.1.1 RI.1.1	Ask and answer questions about key details in a text.	X
1.RI.1.2	RI.1.2	Identify the main idea/topic and retell key details of a text.	X
N/A	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X
N/A	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X
N/A	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	X
1.RI.8.1	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	X
1.RI.11.2	RI.1.8	Identify the reasons an author gives to support a position.	X

SCCCRS	OCTAE CCR	ABE Level 1: Writing
1.W.2.1	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.3	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.1 1.W.2 1.W.3	W.1.5	With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.2 1.W.3	W.1.6	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SCCCRS	OCTAE CCR	ABE Level 1: Language	TABE 11/12 L-Language
K.L.6.2 1.L.6.2	L.K.1 and 1.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns. e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions. i. Use determiners. j. Use frequently occurring prepositions. k. Understand and use question words (interrogatives). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	X
K.L.4.2 1.L.4.2	L.K.2 and 1.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X

SCCCRS	OCTAE CCR	ABE Level 1: Language	TABE 11/12 L-Language
N/A	L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words and their inflectional forms.	X
1.RI.9.5 1.RL.10.6	L.1.5	With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key. c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	X

Adult Basic Education (ABE) Level 2: English-Language Arts

TABE 11–12 Scale Scores
Grade Level Equivalency 2–3.9

Reading: 442-500
Mathematics: 449-495
Language: 458-510

Key Terms/Skills

Reading

Principles of Reading

- Spelling and decoding

Meaning and Context

- Main idea
- Supporting details
- Sequence
- Cause and effect

Language, Craft, and Structure

- Context clues
- Text features in print and digital texts
- Text purpose
- Author's purpose
- Point of view
- Graphic features
- Author's evidence

Writing

- Opinion writing
- Informative/explanatory writing
- Narrative writing
- Editing and revisions
- Digitally produce and publish writing

Language

- Functions of the parts of speech: nouns, pronouns, verbs, adjectives, and adverbs
- Collective nouns
- Possessive nouns
- Irregular nouns and verbs
- Verb tenses
- Subject-verb agreement
- Pronoun-antecedent agreement
- Comparative and superlative
- Coordinating and subordinating conjunctions
- Types of sentences: simple, compound, complex
- Punctuation: Commas, quotation marks, apostrophes
- Spelling patterns and generalizations
- Root words, prefixes, suffixes
- Compound words
- Context clues
- Word relationships and nuances
- Spatial and temporal words and phrases
- Reference materials: glossaries and dictionaries

SCCCRS	OCTAE CCR	ABE Level 2: Reading	TABE 11/12 E-Reading
N/A	RF.2.3 and 3.3 merge	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Decode words with common Latin suffixes. f. Decode multi-syllable words. g. Recognize and read grade-appropriate irregularly spelled words.	X
2.RI.5.1 2.RL.5.1	RI.2.1 RL.2.1	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X
3.RI.6.1	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	X
N/A	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	X
N/A	RI.3.4	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area	X
2.RI.8.2	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts or information in a text.	X
3.RI.8.2	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	X
2.RI.10.1	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	X
3.RI.10.1	RI.3.6	Distinguish their own point of view from that of the author of a text.	X
3.RI.7.1	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)	X
N/A	RI.2.8	Describe how reasons support specific points the author makes in a text.	X

SCCCRS	OCTAE CCR	ABE Level 2: Writing
3.W.1	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
3.W.2	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
2.W.3	W.3.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
3.W.1	W.3.4	Produce writing in which the development and organization are appropriate to task and purpose.
3.W.1 3.W.2 3.W.3	W.3.5	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)
3.W.6	W.3.6	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SCCCRS	OCTAE CCR	ABE Level 2: Language	TABE 11/12 E-Language
2.L.4 3.L.4	L.2.1 and 3.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use abstract nouns (e.g., childhood). g. Form and use regular and irregular verbs. h. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. i. Ensure subject-verb and pronoun-antecedent agreement. j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k. Use coordinating and subordinating conjunctions. l. Produce simple, compound, and complex sentences. m. Produce, expand, and rearrange complete simple and compound sentences.	X
2.L.5 3.L.5	L.2.2 and 3.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings, closings of letters, and addresses. d. Use commas and quotation marks in dialogue. e. Use an apostrophe to form contractions and frequently occurring possessives. f. Form and use possessives. g. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). h. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). i. Use spelling patterns and generalizations in writing words. j. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	X

SCCCRS	OCTAE CCR	ABE Level 2: Language	TABE 11/12 E-Language
2.L.9 2.L.10	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	X
N/A	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	X
2.L.10.5	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).	X
3.RI.9.5 3.RL.10.6	L.3.6	Acquire and use accurately level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	X

Adult Basic Education (ABE) Level 3: English-Language Arts

TABE 11–12 Scale Scores
Grade Level Equivalency 4–5.9

Reading: 501-535
Mathematics: 496-536
Language: 511-546

Key Terms/Skills

Reading

Meaning and Context

- Theme/central idea
- Cite textual evidence
- Sequence
- Cause and effect
- Inferences
- Summarize

Language, Craft, and Structure

- Vocabulary/context clues
- Similes and metaphors
- Text structures
- Compare and contrast across texts
- Graphic features
- Locate information in a variety of texts
- Author's evidence

Writing

- Argumentative writing
- Informative/explanatory writing
- Editing and revisions
- Digitally produce and publish writing

Language

- Function of conjunctions, prepositions, interjections
- Relative pronouns and adverbs
- Verbs: Modal auxiliaries (i.e. helping verbs) and verb tenses
- Conventional order of adjectives
- Prepositional phrases
- Correlative conjunctions
- Sentence fragments and run-on sentences
- Frequently confused words
- Capitalization
- Commas
- Titles: Underlining, quotation marks, italics
- Spelling
- Formal versus informal English
- Editing for meaning, style, and audience
- Context clues
- Greek and Latin affixes and roots
- Reference materials: Dictionary, glossary, thesaurus
- Similes, metaphors, idioms, adages, and proverbs
- Synonyms, antonyms, homographs
- Academic and domain-specific words and phrases
- Transitional words and phrases

SCCCRS	OCTAE CCR	ABE Level 3: Reading	TABE 11/12 M-Reading	CRC
4.RI.5.1 4.RL.5.1	RI.4.1 RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	
5.RI.5.1 5.RL.5.1	RI.5.1 RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X	
4.RI.6.1	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X	X
4.RL.6.1	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	X	
N/A	RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	X	X
N/A	RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	X	X
N/A	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	X	
4.RI.11.1	RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	X	
5.RI.11.1	RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	X	
5.RI.10.1	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X	
5.RL.7.2	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	X	
4.RI.8.2	RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	X	X
5.RI.8.2	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
5.RI.11.2	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	X	
N/A	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		

SCCCRS	OCTAE CCR	ABE Level 3: Writing	TABE 11/12 M-Language
5.W.1 5.W.3	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses d. Provide a concluding statement or section related to the opinion presented.	X
4.W.2	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	X
5.W.2	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
5.W.2	W.5.5	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
4.W.6	W.4.6	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	

SCCCRS	OCTAE CCR	ABE Level 3: Language	TABE 11/12 M-Language
4.L.4 5.L.4	L.4.1 and 5.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Recognize and correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., either/or, neither/nor). k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l. Correctly use frequently confused words (e.g., to, too, two; there, their).	X
4.L.5 5.L.5	L.4.2 and 5.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell grade-appropriate words correctly, consulting references as needed.	X

SCCCRS	OCTAE CCR	ABE Level 3: Language	TABE 11/12 M-Language
N/A	L.4.3 and 5.3 merge	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	X
4.RI.9 5.RL.10	L.4.4 and 5.4 merge	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	X
N/A	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	X
N/A	L.4.6 and 5.6 merge	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: a. Signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). b. Are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). c. Signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	X

Adult Basic Education (ABE) Level 4: English-Language Arts

TABE 11–12 Scale Scores
Grade level equivalency 6–8.9

Reading: 536-575
Mathematics: 537-595
Language: 547-583

Key Terms/Skills

Reading

Meaning and Context

- Theme/central idea
- Supporting details
- Cite textual evidence
- Sequence
- Cause and effect
- Inferences
- Connections among and between text elements
- Summarize

Language, Craft, and Structure

- Author's perspective and counter arguments
- Text structure and author's point of view
- Figurative language
- Connotative/denotative meaning
- Tone
- Text development, part to whole meaning
- Text structures, meaning
- Integrate print and graphic info
- Argument, claim, reasoning, evidence

Writing

- Argumentative writing
- Informative/explanatory writing
- Editing and revisions
- Digitally produce and publish writing

Language

- Pronouns: Subjective, objective, possessive, intensive
- Pronoun/antecedent agreement
- Gerunds, participles, infinitives
- Verbs: passive and active
- Function of phrases and clauses
- Misplaced & dangling modifiers
- Commas, parentheses, ellipses, dashes
- Spelling
- Variety of sentence structures
- Precise and concise vocabulary
- Context clues
- Reference materials: Dictionary, glossary, thesaurus
- Academic and domain-specific vocabulary

SCCCRS	OCTAE CCR	ABE Level 4: Reading	TABE 11/12 D-Reading	CRC	GED	ACCUPLACER
7.RI.5.1 7.RL.5.1	RI.7.1 RL.7.1 RH.6-8.1 RST.6-8.1	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Cite specific textual evidence to support analysis of primary and secondary sources. b. Cite specific textual evidence to support analysis of science and technical texts.	X	X	X	X
6.RL.6.1	RI.6.2 RL.6.2 RST.6-8.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. a. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	X	X	X	X
N/A	RI.8.3 RH.6-8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. a. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	X	X	X	
N/A	RST. 6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	X	X		
6.RL.9.1 6.RI.8.1	RI.6.4 RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	X	X	X	X
6.RL.12.1	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	X	X	X	X
7.RL.12.1 8.RI.11.1	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	X	X	X	X

SCCCRS	OCTAE CCR	ABE Level 4: Reading	TABE 11/12 D-Reading	CRC	GED	ACCUPLACER
8.RI.10.1	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	X	X	X	X
N/A	RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	X	X	X	X
6.RI.7.1	RI.6.7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.	X	X		
N/A	RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	X	X		
8.RI.11.2	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	X	X		X
N/A	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		X		X

SCCCRS	OCTAE CCR	ABE Level 4: Writing	TABE 11/12 D-Language	GED
7-W.1	W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	X	X
7-W.2	W.6-8.2 WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	X	

SCCCRS	OCTAE CCR	ABE Level 4: Writing	TABE 11/12 D-Language	GED
6-8.L.10	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X	X
N/A	L.8.6	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	
ALL	W.6-8.4 WHST. 6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X
ALL	W.6-8.5 WHST. 6- 8.5	With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
7.W.6	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		X

SCCCRS	OCTAE CCR	ABE Level 4: Language	TABE 11/12 D-Language	GED	ACCUPLACER
6-8.L.4	L.6.1 through 8.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. f. Explain the function of verbals in general and their function in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	X	X	X
6-8.L.5	L.6.2 through 8.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives. c. Use an ellipsis to indicate an omission. d. Spell correctly.	X	X	X

SCCCRS	OCTAE CCR	ABE Level 4: Language	TABE 11/12 D-Language	GED	ACCUPLACER
N/A	L.6.3 and 7.3 merge	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	X	X	X
6-8.L.10	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. e. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. f. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). g. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. h. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X	X	X
N/A	L.8.6	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X		

Adult Secondary Education (ASE) Level 5

TABE 11–12 Scale Scores
Grade Level Equivalency 9–10.9

Reading:	576-616
Mathematics:	596-656
Language:	584-630

Adult Secondary Education (ASE) Level 6

TABE 11–12 Scale Scores
Grade Level Equivalency 11–12.9

Reading:	617-800
Mathematics:	657-800
Language:	631-800

Key Terms/Skills

Reading

Meaning and Context

- Cite textual evidence
- Inferences
- Analyze theme
- Summarize
- Integrate information from multiple texts
- Connections among and between text elements
- Process and multistep analysis
- Sequence

Language, Craft, and Structure

- Author's perspective
- Counter arguments
- Text elements and author's point of view
- Figurative language
- Connotative/denotative meaning
- Tone
- Text development, part to whole meaning
- Text structures, meaning
- Integrated print and graphic info
- Argument, claim, reasoning, evidence

Writing

- Argumentative writing
- Informative/explanatory writing
- Planning, editing, and revisions

Language

- Parallel structure
- Phrases and clauses to convey specific meanings
- Colons & semi-colons
- Spelling
- Context clues
- Reference materials: dictionary, glossary, thesaurus
- Academic and domain-specific vocabulary

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Reading	TABE 11/12 A-Reading	CRC	GED	TASC Test	ACCUPLACER
E2.RI.5.1 E2.RL.5.1	RI.9-10.1 RL.9-10.1 RH.9-10.1 RST.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. b. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	X	X	X	X	X
E2.RI.6.1 E2.RL.6.1	RI.9-10.2 RL.9-10.2 RST.11-12.2	Determine theme or central idea of a text and analyze in detail development over the course of the text, including how it emerges, is shaped, and is refined by using specific details; provide an objective summary of the text. a. Determine the central idea or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simple but accurate terms.	X	X	X	X	X
E4.RL.8.1	RI.11-12.3 RH.9-10.3 RST.9-10.3	Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events are introduced, connected, developed, and interact within a particular context. a. Analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them. b. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	X	X	X	X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Reading	TABE 11/12 A-Reading	CRC	GED	TASC Test	ACCUPLACER
E2.RI.8.1	RI.9-10.4 RL.9-10.4 RST.9-10.4	Determine the figurative, connotative, or technical meaning of words and phrases; Analyze cumulative impact of specific words and phrases on tone and meaning. a. Determine the meaning of symbols, key terms, and other domain-specific words and phrases used in a specific scientific or technical context.	X	X	X	X	X
E2.RI.11.1	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	X	X	X	X	X
E4.RI.12.1	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			X		
E2.RI.10.1	RI.9-10.6 RL.9-10.6	Determine author's point of view in a text; analyze how author's point of view shapes content, meaning, and style; analyze how an author uses rhetoric to advance point of view; cite evidence from the text: a. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	X		X	X	X
N/A	RH.9-10.6	Compare point of view of two or more authors for how they treat the same or similar topics, including which details they use to emphasize their respective accounts.	X				
N/A	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		X	X	X	
N/A	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	X		X	X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Reading	TABE 11/12 A-Reading	CRC	GED	TASC Test	ACCUPLACER
N/A	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning.				X	
N/A	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	X		X	X	X
N/A	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.			X	X	
N/A	RST.9-10.9 RH.9-10.9	Compare and contrast findings presented in a text to those from other sources noting when the findings support or contradict previous explanations or accounts. a. Compare and contrast treatments of the same topic in several primary and secondary sources.			X		

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Writing	TABE 11/12 A-Reading	GED	TASC Test	ACCUPLACER
E2.W.1	W.9-10.1 WHST. 9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	X	X	X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Writing	TABE 11/12 A-Reading	GED	TASC Test	ACCUPLACER
E2.W.2	W.9-10.2 WHST. 9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	X		X	X
All Writing Strands	W.9-10.4 WHST. 11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X	X
All Writing Strands	W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		X	X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Language	TABE 11/12 A-Language
W.4.1	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	X
W.5.1	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	X
N/A	L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X
N/A	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X

See also Language for HSED and Postsecondary Preparation for specific language skills alignment

SCCCRS	Language for HSED and Postsecondary Preparation	GED	TASC Test	ACCUPLACER
4.L.4.1.i	Correctly use frequently confused words, including homonyms and contractions (e.g., there/their/they're; to/too/two; accept/except; allusion/illusion).	X		X
3.L.4.1.e	Ensure subject-verb and pronoun-antecedent agreement.	X	X	X
6.L.4.1 a, b, c, d	Ensure that subjective, objective, and possessive pronouns are in the proper case; use intensive pronouns; recognize and use appropriate continuity and shifts in pronoun number and person; recognize and correct pronouns with unclear or ambiguous antecedents.	X	X	X
7.L.4.1c	Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	X	X	X
7.L.4.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		X	X
7.L.4.1a	Explain the function of phrases and clauses in general and their function in specific sentences (Identify an explanation of the function of the phrase/clause within a given sentence, such as subject of the verb, object of the verb, noun modifier, verb modifier).		X	
E2.4.1a	Ensure parallelism and proper subordination and coordination.	X	X	X
E2.4.1b	Identify and use gerunds, infinitives, and participles.		X	
E2.4.1c	Identify active and passive verbs.		X	X
E2.4.1d	Explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages.		X	X
E2.4.1e	Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative, and adverbial clauses to convey specific meanings and add variety and interest to writing		X	
W.1	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	X	X	X
W.2	Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.	X	X	X
3.L.5.2a	Use apostrophes to form singular and plural possessives.	X		X
4.L.5.2a	Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	X		X
4.L.4h	Use correct capitalization (proper nouns, titles, and beginnings of sentences).	X		
L.5.1	Use correct punctuation (comma, semi-colon, colon, hyphen).	X	X	X

Adult Basic Education (ABE) Level 1: Mathematics

TABE 11–12 Scale Scores
Grade Level Equivalency 0–1.9

Reading: 300-441
Mathematics: 300-448
Language: 300-457

Key Terms/Skills

Number Sense and Base Ten

- Tens, ones, bundles
- More than, less than, or equal to
- Add within 100
- 10 more, 10 less
- Subtract multiples of 10

Algebraic Thinking and Operations

- Addition and subtraction through 20
- Addends whose sum is less than or equal to 20
- Properties of addition through 20
- Unknown addend
- Counting
- Equivalent quantities
- Missing number

Geometry

- 2-D and 3-D shapes

Measurement and Data Analysis

- Length of an object
- Collect, organize, and represent data
- Draw conclusions from data

SCCCRS	OCTAE CCR	ABE Level 1: Mathematics	TABE 11/12 L-Math
N/A	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	X
K.NS.8	1.NBT.3	Compare two written numerals up to 10 using *more than, less than or equal to*.	X
1.NSBT.4	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	X
1.NSBT.5	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	X
1.NSBT.6	1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.	X
1.ATO.1 1.ATO.2	1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	X
1.ATO.3	1.OA.3	Apply properties of operations as strategies to add and subtract.	X
1.ATO.4	1.OA.4	Understand subtraction as an unknown addend problem.	X
1.ATO.5	1.OA.5	Relate counting to addition and subtraction.	X
1.ATO.6	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten.	X
1.ATO.7	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	X
1.ATO.8	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	X

SCCCRS	OCTAE CCR	ABE Level 1: Mathematics	TABE 11/12 L-Math
K.G.2 K.G.4	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).	X
1.G.2	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	X
1.MDA.2	1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	X
1.MDA.4 1.MDA.5	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	X

Adult Basic Education (ABE) Level 2: Mathematics

TABE 11–12 Scale Scores
Grade Level Equivalency 2–3.9

Reading: 442-500
Mathematics: 449-495
Language: 458-510

Key Terms/Skills

Number Sense and Base Ten

- Place value through 99
- Count within 100
- Read, write, and represent numbers through 999
- Compare numbers with words and symbols
- Add up to four-digit numbers
- Add and subtract through 999
- Round to nearest 10 or 100
- Add and subtract through 1000
- Multiply one-digit whole numbers

Number Sense and Operations - Fractions

- Unit fractions
- Fractions on a number line
- Fraction equivalence

Algebraic Operations and Thinking

- One- and two-step real-world problems using addition and subtraction
- Multiply whole numbers
- Relationship among quotient, dividend, and divisor
- Equal groups, arrays, number lines
- Variables in multiplication and division problems
- Properties of multiplication
- Products and dividends through 100
- Arithmetic patterns

Geometry

- 2-D shapes
- Angles and faces
- Partition
- Equal shares
- Types of quadrilaterals

Measurement and Data Analysis

- Standard units of length
- Customary and metric units of measurement
- Compare measurements
- Represent whole numbers on a number line
- Data collection, organization, and representation with multiple categories
- Time and time intervals
- Liquid volume/capacity
- Measuring length to generate data
- Area and perimeter

SCCCRS	OCTAE CCR	ABE Level 2: Mathematics	TABE 11/12 E-Math
2.NSBT.1	2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	X
2.NSBT.2	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	X
2.NSBT.3	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	X
2.NSBT.4	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	X
2.NSBT.6	2.NBT.6	Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	X
2.NSBT.7	2.NBT.7	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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	X
2.NSBT.8	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	X
2.NSBT.1	3.NBT.2	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.	X
2.NSBT.2	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.	X
3.NSF.1	3.NF.1	Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*.	X
N/A	3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	X
3.NSF.2	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	X
2.ATO.1	2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	X
3.ATO.1	3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	X

SCCCRS	OCTAE CCR	ABE Level 2: Mathematics	TABE 11/12 E-Math
3.ATO.2	3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	X
3.ATO.3	3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	X
3.ATO.4	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	X
3.ATO.5	3.OA.5	Apply properties of operations as strategies to multiply and divide.	X
3.ATO.6	3.OA.6	Understand division as a missing factor problem.	X
3.ATO.7	3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers.	X
3.ATO.8	3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	X
3.ATO.9	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	X
2.G.1	2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes	X
2.G.3	2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	X
3.G.1	3.G.1	Understand that shapes in different categories may share attributes and the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	X
3.G.2	3.G.1	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	X
2.MDA.2	2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	X
2.MDA.3	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	X

SCCCRS	OCTAE CCR	ABE Level 2: Mathematics	TABE 11/12 E-Math
2.MDA.4	2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	X
2.MDA.5	2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2… and represent whole-number sums and differences through 99 on a number line diagram.	X
3.MDA.1	3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	X
3.MDA.2	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	X
3.MDA.3	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	X
3.MDA.4	3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	X
3.MDA.5	3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	X
3.MDA.1	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	X
N/A	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).	X
3.MDA.2	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	X

SCCCRS	OCTAE CCR	ABE Level 2: Mathematics	TABE 11/12 E-Math
N/A	3.MD.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	X
3.MDA.6	3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	X

Adult Basic Education (ABE) Level 3: Mathematics

TABE 11–12 Scale Scores
Grade Level Equivalency 4–5.9

Reading: 501-535
Mathematics: 496-536
Language: 511-546

Key Terms/Skills

Number Sense and Base Ten
- Place value and rounding
- Add, subtract, multiply, and divide whole numbers
- Read and write decimals in standard form and expanded form
- Add, subtract, multiply, and divide decimals

The Number System
- Greatest common factor and least common multiple
- Visual fraction models

Ratios and Proportional Relationships
- Ratio
- Proportion
- Unit rate

Data Analysis and Statistics
- Measure of variation
- Dot plots, histograms, and box plots

Number Sense and Operations-Fractions
- Equivalent fractions
- Unit fractions
- Add and subtract fractions with like and unlike denominators
- Multiply whole numbers by fractions and whole numbers
- Divide fractions by whole numbers
- Convert fractions to decimals/decimals to fractions
- Compare decimals

Algebraic Operations and Thinking
- Multiplicative comparisons
- Variables in real-world problems using the four operations
- Factors
- Sequence and patterns
- Order of operations

Geometry
- Points, lines, line segments, angles
- Parallel and perpendicular lines
- Number lines and coordinate plane
- 2-D and 3-D figures

Measurement and Data Analysis
- Measures of angles
- Metric system and conversions
- Volume

Expressions, Equations, and Equalities
- Exponents
- Equivalent expressions
- Inequalities
- Write equations
- Independent and dependent variables in mathematical graphs

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
4.NSBT.1	4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	X	X
4.NSBT.3	4.NBT.2	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.		X
4.NSBT.4	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	X	X
4.NSBT.5	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	X	X
4.NSBT.6	4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	X	X
5.NSBT.1	4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	X	X
5.NSBT.2	5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		X
4.NSBT.1	5.NBT.2	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.		X
5.NSBT.3	5.NBT.3	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	X	X
5.NSBT.4	5.NBT.4	Use place value understanding to round decimals to any place.	X	X
5.NSBT.5	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	X	X
5.NSBT.6	5.NBT.6	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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		X

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
5.NSBT.7	5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	X	X
N/A	6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.		X
6.NS.2	6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	X	X
6.NS.3	6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		X
6.NS.4	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	X	
4.NSF.1	4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	X	X
4.NSF.2	4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		X

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
4.NSF.3	4.NF.3	Understand a fraction *a/b* with a > 1 as a sum of fractions 1/*b*. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	X	X
4.NSF.4	4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction *a/b* as a multiple of *1/b*. b. Understand a multiple of *a/b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	X	X
4.NSF.5 4.NSF.6	4.NF.6	Use decimal notation for fractions with denominators 10 or 100.		X
4.NSF.7	4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	X	X
5.NSF.1	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		X
5.NSF.2	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	X	X
5.NSF.3	5.NF.3	Interpret a fraction as division of the numerator by the denominator (*a/b = a ÷ b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	X	X

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
5.NSF.4	5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	X	X
5.NSF.5	5.NF.5	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	X	X
5.NSF.6	5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	X	X
5.NSF.7 5.NSF.8	5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. b. Interpret division of a whole number by a unit fraction, and compute such quotients. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem	X	X
6.RP.1	6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.		X
6.RP.2	6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	X	X
4.ATO.1	4.OA.1	Interpret a multiplication equation as a comparison (e.g. interpret 35 = 5x7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.	X	X
4.ATO.2	4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	X	X

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
4.ATO.3	4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	X	X
4.ATO.4	4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	X	
4.ATO.5	4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	X	X
5.ATO.1	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	X	X
5.ATO.2	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.		X
6.EEI.1	6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.		X
6.EEI.2	6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	X	X
6.EEI.3	6.EE.3	Apply the properties of operations to generate equivalent expressions.	X	X
6.EEI.4	6.EE.4	Identify when two expressions are equivalent.	X	X
6.EEI.5	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	X	
6.EEI.6	6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	X	X

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
6.EEI.7	6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.	X	
6.EEI.8	6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	X	
6.EEI.9	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	X	
4.G.1	4.G.1	Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.	X	
5.G.1	5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	X	
5.G.2	5.G.2	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		
5.G.3 5.G.4	5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	X	
4.MDA.2	4.MD.2	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. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		X
4.MDA.3	4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.		X

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
4.MDA.5	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of n degrees.	X	
4.MDA.6	4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	X	X
4.MDA.7	4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	X	
5.MDA.1	5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	X	X
5.MDA.2	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.	X	
5.MDA.3	5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.		X
N/A	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	X	

SCCCRS	OCTAE CCR	ABE Level 3: Mathematics	TABE 11/12 M-Math	CRC
N/A	5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	X	X
6.DS.1	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	X	
6.DS.2	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	X	
6.DS.3	6.SP.3	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.		X
6.DS.4	6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	X	

Adult Basic Education (ABE) Level 4: Mathematics

TABE 11–12 Scale Scores
Grade level equivalency 6–8.9

Reading: 536-575
Mathematics: 537-595
Language: 547-583

Key Terms/Skills

The Number System

- Integers
- Rational and irrational numbers
- Absolute value

Ratios and Proportional Relationships

- Ratio, rate, unit rate
- Proportions and proportional reasoning
- Simplify algebraic expressions
- Equivalent expressions
- Order of operations

Expressions, Equations, and Equalities

- Linear equations
- Inequalities
- Distributive property
- Laws of exponents
- Square and cube roots
- Scientific notation
- Coordinate plane: slope as unit rate, y-intercept
- Systems of linear equations

Functions

- Functions: input/output
- Nonlinear functions
- Graph linear and nonlinear functions

Geometry and Measurement

- Scale and scale factors
- Supplementary and complementary angles
- Volume
- Surface area
- Circles: diameter, radius, circumference
- Transformations: rotations, reflections, translations
- Pythagorean Theorem

Data Analysis, Statistics, and Probability

- Measure of variation
- Random sampling
- Mean, median, and mode
- Simple and compound probability
- Scatterplots and line of best fit
- Bivariate categorical data

SCCCRS	OCTAE CCR	ABE Level 4: Mathematics	TABE 11/12 D-Math	CRC	GED	TASC Test	ACCUPLACER
6.NS.4	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.			X		
6.NS.5	6.NS.5	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.	X	X			X
6. NS.6	6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	X	X	X		X
6.NS.7	6.NS.7	Understand ordering and absolute value of rational numbers.	X	X	X		X
6.NS.8	6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	X				X
7.NS.1	7.NS.1	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.	X	X	X		X
7.NS.2	7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	X	X	X		X
7.NS.3	7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.		X	X		X
8.NS.2	8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	X				X

SCCCRS	OCTAE CCR	ABE Level 4: Mathematics	TABE 11/12 D-Math	CRC	GED	TASC Test	ACCUPLACER
6.RP.3	6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems.	X	X	X		X
7.RP.1	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	X	X	X		X
7.RP.2	7.RP.2	Recognize and represent proportional relationships between quantities.	X	X	X		X
7.RP.3	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems.	X	X	X		X
7.EEI.1	7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.			X		X
7.EEI.2	7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	X				X
7.EEI.3	7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	X	X	X		X
7.EEI.4	7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	X	X	X		X
8.EEI.1	8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	X	X	X		X

SCCCRS	OCTAE CCR	ABE Level 4: Mathematics	TABE 11/12 D-Math	CRC	GED	TASC Test	ACCUPLACER
8.EEI.2	8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	X		X		
8.EEI.3	8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	X				
8.EEI.4	8.EE.4	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. Interpret scientific notation that has been generated by technology.			X		
8.EEI.5	8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	X	X	X		X
8.EEI.7	8.EE.7	Solve linear equations in one variable.			X		X
8.EEI.8	8.EE.8	Analyze and solve pairs of simultaneous linear equations.	X		X		X
8.F.1	8.F.1	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.			X		X
8.F.2	8.F.2 *(CCR)*	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).			X		X
8.F.3	8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	X		X		X

SCCCRS	OCTAE CCR	ABE Level 4: Mathematics	TABE 11/12 D-Math	CRC	GED	TASC Test	ACCUPLACER
8.F.4	8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	X		X		X
8.F.5	8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	X		X		X
7.GM.1	7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	X	X	X		
7.GM.4	7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	X	X	X		X
7.GM.5	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	X				
7.GM.6	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	X	X	X	X	X
8.GM.2	8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	X				X

SCCCRS	OCTAE CCR	ABE Level 4: Mathematics	TABE 11/12 D-Math	CRC	GED	TASC Test	ACCUPLACER
8.GM.4	8.G.4	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.	X				X
8.GM.7	8.G.7	Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.	X		X	X	X
8.GM.8	8.G.8	Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.	X				X
8.GM.9	8.G.9 *(CCR)*	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.			X		X
7.DSP.1	7.SP.1	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. Understand that random sampling tends to produce representative samples and support valid inferences.				X	
7.DSP.2	7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples of the same size to gauge the variation in estimates or predictions.	X		X		X
7.DSP.4	7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	X				X
6.DS.5	6.SP.5	Summarize numerical data sets in relation to their context.	X				X

SCCCRS	OCTAE CCR	ABE Level 4: Mathematics	TABE 11/12 D-Math	CRC	GED	TASC Test	ACCUPLACER
7.DSP.5	7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	X				X
7.DSP.7	7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	X	X	X	X	X
7.DSP.8	7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	X		X	X	X
8.DSP.1	8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	X		X	X	X
8.DSP.2	8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	X				
8.DSP.3	8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	X				
8.DSP.4	8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	X				

Adult Secondary Education (ASE) Level 5

TABE 11–12 Scale Scores
Grade Level Equivalency 9–10.9

Reading: 576-616
Mathematics: 596-656
Language: 584-630

Adult Secondary Education (ASE) Level 6

TABE 11–12 Scale Scores
Grade Level Equivalency 11–12.9

Reading: 617-800
Mathematics: 657-800
Language: 631-800

Key Terms/Skills

Real Number System
- Radical forms
- Rational exponents

Quantities
- Appropriate units and quantities

Structure and Expression
- Coefficients
- Factors
- Expressions
- Structure and equivalence: Binomials, trinomials, polynomials

Arithmetic with Polynomials and Rational Expressions
- Add, subtract, and multiply polynomials
- Rewrite simple polynomial expressions

Creating Equations
- One-variable linear equations and inequalities

Reasoning with Equations and Inequalities
- Rational and radical equations
- Quadratic equations
- Zero and infinite solutions
- Graph linear inequalities

Interpreting Functions
- Ordered pairs
- Domain
- Range
- Input/output
- Rate of change
- Interval
- Intercepts
- Maximum/minimum
- Symmetry
- End behavior

Building Functions
- Linear and exponential functions
- Unit and percent rate
- Growth and decay

Geometry
- Angles
- Perpendicular and parallel lines
- Line segments and rays
- Translations, rotations, reflections
- Congruence
- Surface Area
- Volume

Statistics and Probability
- Data sets
- Outliers
- Frequency
- Slope
- Intercept
- Correlation and causation

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
NRNS.1 NRNS.2	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	X		X	X	X
NRNS.3	N.RN.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.				X	
NQ.1	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	X	X	X	X	X
NQ.3	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.	X	X		X	X
ASE.1	A.SSE.1	Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity.	X		X	X	
ASE.2	A.SSE.2	Use the structure of an expression to identify ways to rewrite it.	X		X	X	X
ASE.3	A.SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions.	X		X	X	X
ASE.3	A.SSE.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.			X		

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
APR.1	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	X		X	X	X
AAPR.3	A.APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.				X	
APR.1	A.APR.6	Rewrite simple rational expressions in different forms.			X	X	X
ACE.1	A.CED.1	Create equations and inequalities in one variable and use them to solve problems.	X		X	X	X
ACE.2	A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	X		X	X	X
N/A	A.CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non- viable options in a modeling context.	X			X	X
ACE.4	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.				X	X
AREI.1	A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	X			X	X
AREI.2	A.REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.				X	X
AREI.3	A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	X		X	X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
AREI.4	A.REI.4	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2$ = q that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for x^2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.	X		X	X	X
AREI.6	A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	X		X	X	X
AREI.7	A.REI.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.				X	
AREI.10	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	X			X	X
AREI.12	A.REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.				X	
FBF.1	F.BF.1	Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations.	X			X	X
FBF.2	F.BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.				X	

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
FIF.1	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of *f* corresponding to the input x. The graph of f is the graph of the equation *y = f(x).*	X		X	X	X
FIF.2	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	X		X	X	X
FIF.4	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	X		X	X	X
FIF.2	F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.			X	X	X
FIF.6	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	X			X	X
FIF.8	F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions.	X			X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
FIF.7	F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima. a. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. b. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. c. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. d. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	X		X	X	X
FIF.9	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	X		X	X	X
FLQE.1	F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	X			X	
FLQE.2	F.LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).				X	

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
FLQE.3	F.LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.				X	
FLQE.5	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.	X			X	
GCO.1	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	X	X	X	X	X
GCO.6	G.CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.				X	
GCO.7	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	X			X	
GGMD.	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.			X	X	
GM.1	G.MG.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).				X	
GM.2	G.MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	X		X	X	X
SPID.1	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	X	X	X	X	X
SPID.3	S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	X	X	X	X	X
SPID.5	S.ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	X	X		X	X

SCCCRS	OCTAE CCR	ABE Levels 5 & 6: Mathematics	TABE 11/12 A-Math	CRC	GED	TASC Test	ACCUPLACER
SPID.7	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	X		X	X	X
N/A	S.ID.9	Distinguish between correlation and causation.	X		X	X	
SPMD.2	S.MD.2	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.			X		
SPCR.8	S.CP.9	Use permutations and combinations to compute probabilities of compound events and solve problems.			X		
SPCR.1	S.CP.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").			X		
SPCR.2	S.CP.2	Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.			X		
GGPE.5	G.GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).			X		

References

Assessment Guide For Educators. (2016, June). Retrieved January 2018, from GED Testing Service: https://www.gedtestingservice.com/uploads/files/0bed28f57a06d15bf9ae5c2e37675a1d.pdf

College and Career Readiness Standards for Adult Education. (2013). Retrieved January 2018, from LINCS: https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Next-Generation ACCUPLACER. (2018). Retrieved 2018, from College Board: https://accuplacer.collegeboard.org/educator/next-generation

South Carolina College- and Career-Ready Standardards for English-Language Arts. (2015). Retrieved January 2018, from South Carolina Department of Education: https://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf

South Carolina College- and Career-Ready Standards for Mathematics. (2015). Retrieved January 2018, from South Carolina Department of Education: https://ed.sc.gov/instruction/standards-learning/mathematics/standards/scccr-standards-for-mathematics-final-print-on-one-side

TABE 11/12 Blueprints. (2017). Retrieved January 2018, from Data Recognition Corporation: http://tabetest.com/resources-2/testing-information/blue-prints/

TASC Test Resources. (2016). Retrieved January 2018, from Test Assessing Secondary Completion.

Technical Assistance Guide for Performance Accountability. (2018). Retrieved from National Reporting System for Adult Education: https://www.nrsweb.org/sites/default/files/NRS-TA-January-2018-508.pdf