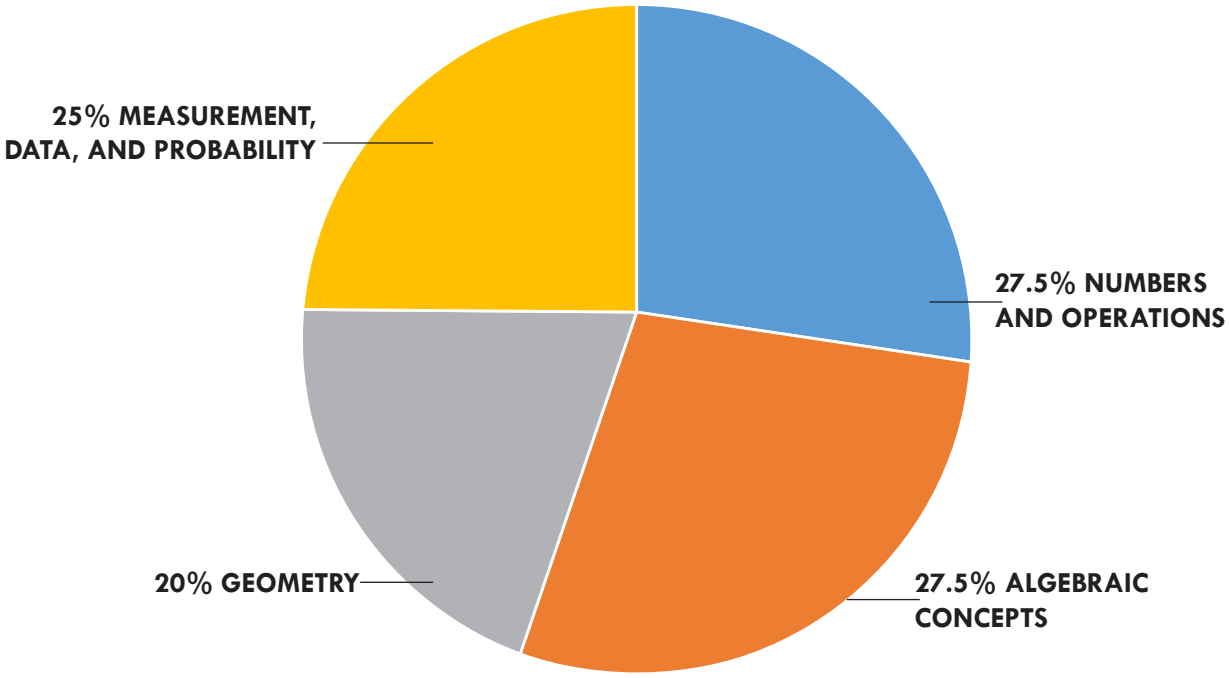
TABE 13&14
MATHEMATICS BLUEPRINT OVERVIEW

LEVEL A



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
GEOMETRY (20%)	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.	A	Med
	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	A	High
	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	A	Med
	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).	A	Med

MEASUREMENT, DATA, AND PROBABILITY (25%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	A	Med
	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).	A	Med
	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.	A	High
	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A	High
	S.ID.9	Distinguish between correlation and causation.	A	Med

NUMBERS AND OPERATIONS (27.5%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
	NQ.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	A	High
	NQ.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	A	High
	NQ.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	A	High

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
ALGEBRAIC CONCEPTS (27.5%)	A.SSE.1	Interpret expressions that represent a quantity in terms of its context. (A.SSE.1a)	A	Low
	A.SSE.2	Use the structure of an expression to identify ways to rewrite it.	A	Low
	A.SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (A.SSE.3a)	A	Low
	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.	A	Med
	A.CED.1	Create equations and inequalities in one variable and use them to solve problems.	A	Low
	A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	A	Low
	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.	A	Low
	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	A	Low
	A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	A	Low
	A.REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	A	Low
	A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	A	Low
	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	A	Low
	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).	A	Low
	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.	A	Med
	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.	A	Med
	F.IF.8b	Use properties of exponents to interpret expressions for exponential functions.	A	Low
	F.BF.1	Write a function that describes a relationship between two quantities.	A	Low
	F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. (F.LE.1b, F.LE.1c)	A	Low
	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.	A	Low

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