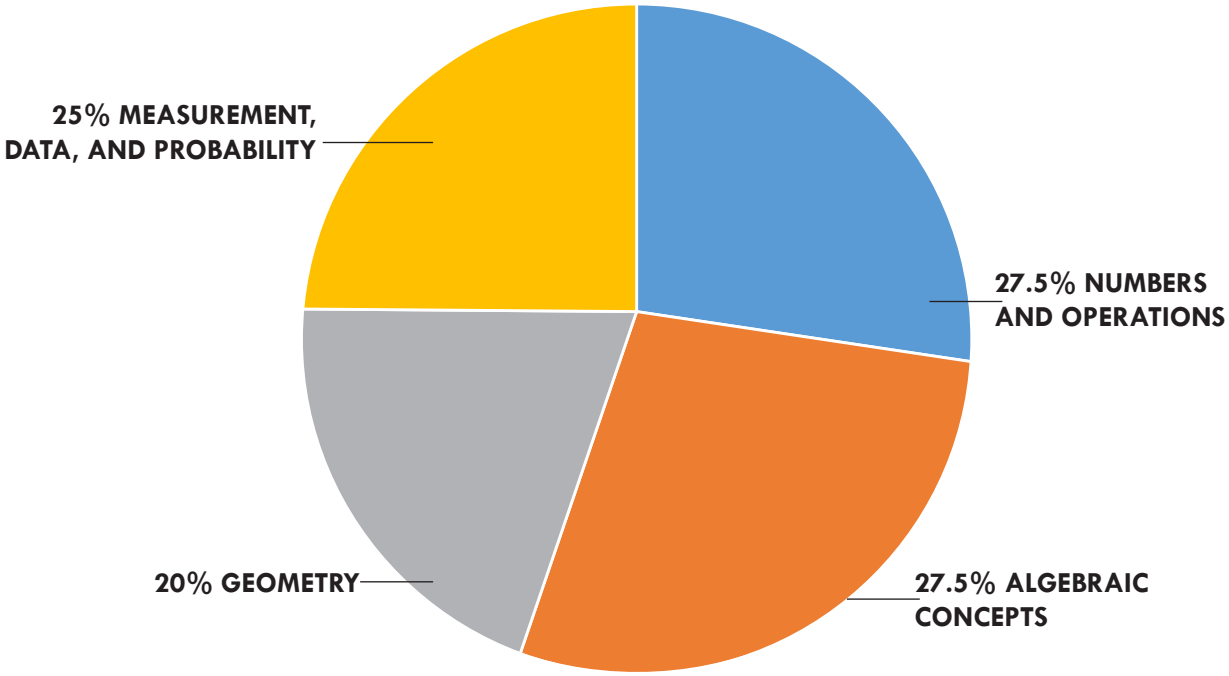
TABE 13&14
MATHEMATICS BLUEPRINT OVERVIEW

LEVEL E



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
GEOMETRY (20%)	2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	B	High
	2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	B	High
	3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	B	High
	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	B	High

MEASUREMENT, DATA, AND PROBABILITY (25%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
2.MD.2	"Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen."	B	Low
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	B	Med
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	B	Med
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	B	Med
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	B	Med
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	B	Med
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	B	Med
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.	B	Med
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	B	Low
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	B	Med
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	B	Med

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
ALGEBRAIC CONCEPTS (27.5%)	2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Med
	2.OA.2	Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers.	B	Med
	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.	B	High
	3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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.	B	Med
	3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Low
	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	B	Low
	3.OA.5	Apply properties of operations as strategies to multiply and divide.	B	Med
	3.OA.6	Understand division as an unknown-factor problem.	B	Med
	3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Know from memory all products of two one-digit numbers.	B	Med
	3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	B	Med
	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	B	High

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
NUMBERS AND OPERATIONS (27.5%)	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. (2.NBT.1a, 2.NBT1b)	B	Med
	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	B	Med
	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	B	Med
	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.	B	Med
	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.	B	High
	2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	B	Med
	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	B	Med
	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.	B	Med
	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 times 80, 5 times 60) using strategies based on place value and properties of operations.	B	Low
	3.NF.1	Understand a fraction 1/ b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	B	Low
	3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2a, 3.NF.2b)	B	Low
	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d)	B	Med