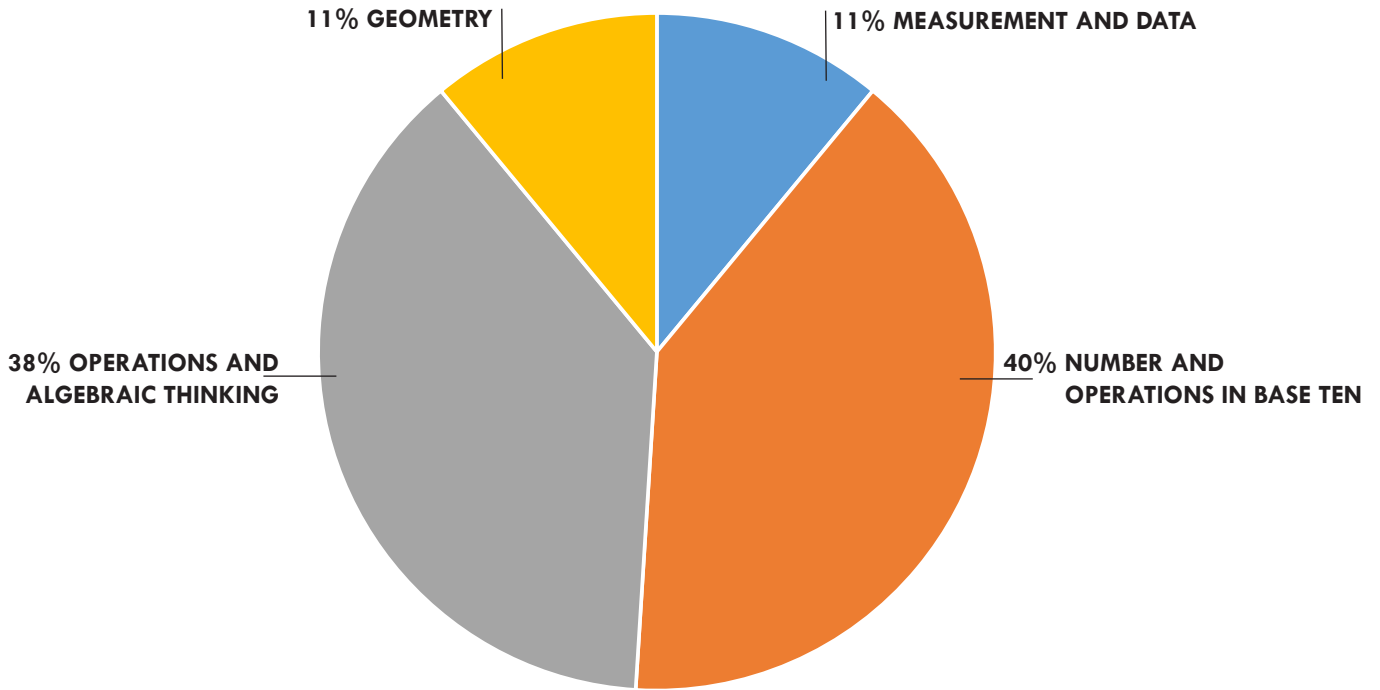




**TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW**



NUMBER AND OPERATIONS IN BASE TEN (40%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	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: (1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c)	A	High
	1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	A	High
	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.	A	Low
	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.	A	Medium
	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.	A	Medium

OPERATIONS AND ALGEBRAIC THINKING (38%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	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.	A	Low
	1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)	A	High
	1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	A	Medium
	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	A	Low
	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	A	Medium
	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .	A	High
	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = [\text{box}] - 3$ , $6 + 6 = [\text{box}]$ .	A	Low

Geometry (11%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	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.	A	Medium
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.K.G., number of sides and vertices/corners) and other attributes (e.K.G., having sides of equal length).	A	Medium	

MEASUREMENT AND DATA (11%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	A	Low
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.	A	High	

## TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW **LEVEL L**