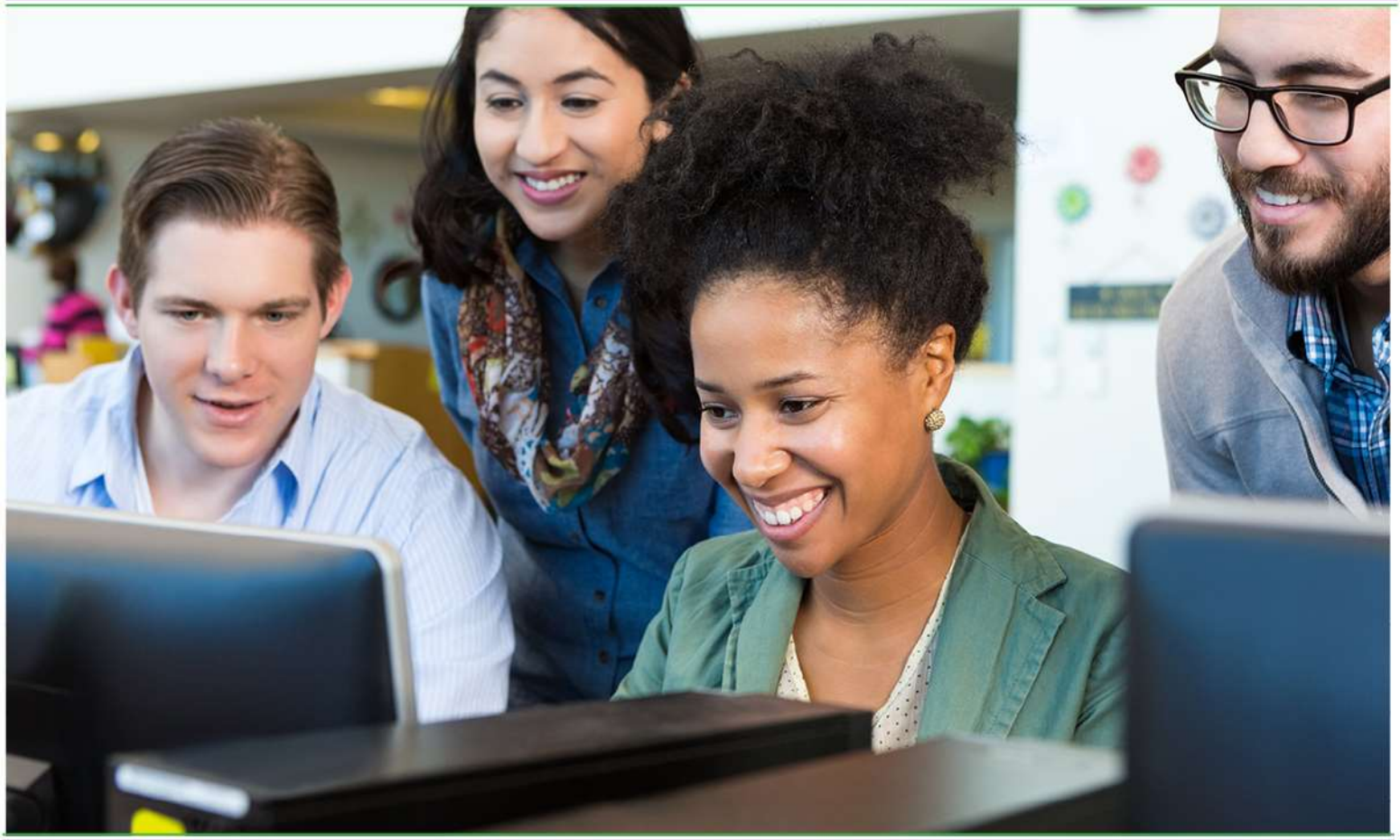

A Guide to the TABE and TASC Concordance

Data Recognition Corporation

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Why Did DRC Create a Concordance for TABE and the TASC Test?

Data Recognition Corporation (DRC) publishes two adult-level assessments—the Tests of Adult Basic Education (TABE®) and the TASC Test Assessing Secondary Completion™. The TABE and TASC tests are sometimes used with the same population of adult students but were developed for different purposes. However, they share the common underpinning of using the College and Career Readiness Standards as a basis for both tests' content and structure. **A concordance table helps the decision-making process by providing a statistical view of how results from these two different, but similar, tests compare.**

TABE is a federally approved suite of assessments used by adult education programs across the country as a tool for measuring educational gains for Workforce Innovation and Opportunity Act (WIOA) reporting and to inform instruction for teachers. Some community college systems around the country have used it as a college placement test. TABE is used by Adult Basic Education (ABE) centers, Community Colleges and Universities, corrections, and employers based on common and individual objectives. The newest version of TABE, TABE 11&12, is aligned with College and Career Readiness Standards for Adult Education, approved by the National Reporting System (NRS), and complies with today's WIOA regulations and the new Perkins V legislation. TABE 11&12 provides a valid and reliable measurement of the skills that adults need to succeed, both on the job and in life.

The TASC test is a national high school equivalency assessment used in 15 states to assess the achievement of examinees on core content areas taught and assessed as part of typical national high school curricula. States use the TASC test to measure proficiency and award a high school equivalency (HSE). The TASC test measures high school equivalency and college and career readiness in five subject areas: Reading, Writing, Mathematics, Science, and Social Studies. The TASC test is aligned with College and Career Readiness standards for adult education, and measures examinees' levels of achievement relative to those of graduating high school seniors as well as problem-solving and critical thinking skills needed for success after high school.

DRC developed concordance tables to help program administrators, instructors, and students understand the relationship between TABE and the TASC test. Specifically, the concordance shows how TABE results for Reading and Mathematics are related to the passing criteria on the TASC test. Hence, the tables provide a directional approach showing the concordance between TABE and the predicted TASC test score along with a 95 percent confidence interval for those predicted scores.

In addition to showing a predicted TASC test score, this concordance study also supports the use of TABE as an alternative pathway to a high school diploma. States across the country have begun adopting new approaches to increase the options available to adults seeking their high school equivalency (HSE). These states recognize that providing more than one path to an HSE means a

shorter journey to post-secondary education and career training and a quicker return to the workforce. By taking advantage of the concordance between TABE and the TASC test, states can reduce the number of assessments a person needs to complete to earn their HSE diploma and enter (or return to) the workforce.

How Were the TABE to TASC Concordance Tables Developed?

Using existing student data for both TABE and the TASC test, examinees were matched between the two testing programs. Students who took one test within 120 days of taking the other test were included in the data sets. Two content areas are consistent or similar between TABE and TASC: Reading and Mathematics. The sample included matched student data from 7,825 Reading and 7,552 Mathematics tests. The average student ages for Reading and Mathematics was 27 and 28.

The concordance tables for Reading and Mathematics are presented below. The concordance shows how TABE results for Reading and Mathematics are related to the passing criteria on the TASC test, with a 95 percent confidence interval for those predicted scores. The green color band indicates scale scores where the Lower Limit is within the passing range for the TASC test. The yellow color band indicates scale scores where the Predicted score is within the passing range for the TASC test; however, the Lower Limit is not within the passing range. The white color band is included for reference only because the Predicted score is not within the passing range. However, the Upper Limit score is within the passing range.

While concordance is not a perfect prediction, and decisions about student performance, placement, certification, and credentialing should not be made solely based on a single test result or concordance, using the confidence intervals in the tables will help the user understand the possible variation in TASC predicted scores.

When using the concordance tables below, only TABE scores obtained using Level D or Level A should be used in guiding instructional decisions, as the content of these two levels is most consistent with the content of the TASC test.

Reading Concordance: TABE to TASC

	TASC Concordance		
TABE Reading Scale Score (Levels D and A)	***Lower Limit***	***Predicted***	***Upper Limit***
520	506	**521**	536
519	506	**521**	536
518	505	**520**	535
517	505	**520**	534
515	503	**518**	533
514	503	**518**	533
513	502	**517**	532
512	501	**516**	531
511	501	**516**	531
510	500	**515**	530
509	499	**514**	529
507	498	**513**	528
506	497	**512**	527
505	497	**512**	527
503	495	**510**	525
501	494	**509**	524
500	494	**509**	523
497	492	**507**	522
496	491	**506**	521
495	490	**505**	520
493	489	**504**	519
491	488	**503**	518
490	487	**502**	517
489	486	**501**	516
487	485	**500**	515
486	484	**499**	514
485	484	**499**	514
482	482	**497**	512
481	481	**496**	511

Green = Lower Limit score is within the passing range for the TASC test

Yellow = Predicted score is within the passing range for the TASC test

White = Upper Limit score is within the passing range for the TASC test

	TASC Concordance		
TABE Reading Scale Score (Levels D and A)	***Lower Limit***	***Predicted***	***Upper Limit***
478	479	**494**	509
477	479	**494**	509
475	477	**492**	507
474	477	**492**	507
473	476	**491**	506
471	475	**490**	505
470	474	**489**	504
469	473	**488**	503
467	472	**487**	502
466	472	**486**	501
465	471	**486**	501
463	470	**485**	500
462	469	**484**	499

Mathematics Concordance: TABE to TASC

	TASC Concordance		
TABE Math Scale Score (Levels D and A)	***Lower Limit***	***Predicted***	***Upper Limit***
553	506	**527**	548
552	506	**527**	548
551	505	**526**	547
550	504	**525**	546
548	502	**524**	545
547	502	**523**	544
546	501	**522**	543
544	499	**520**	542
543	499	**520**	541
542	498	**519**	540
541	497	**518**	539
540	496	**517**	538
538	495	**516**	537
537	494	**515**	536
536	493	**514**	535
535	493	**514**	535
532	490	**511**	532
531	489	**510**	532
530	489	**510**	531
529	488	**509**	530
527	486	**507**	528
526	486	**507**	528
525	485	**506**	527
524	484	**505**	526
523	483	**504**	525
521	482	**503**	524
520	481	**502**	523
519	480	**501**	522
518	479	**501**	522
516	478	**499**	520
514	476	**497**	519
513	476	**497**	518
512	475	**496**	517
511	474	**495**	516

Green = Lower Limit score is within the passing range for the TASC test

Yellow = Predicted score is within the passing range for the TASC test

White = Upper Limit score is within the passing range for the TASC test

	TASC Concordance		
TABE Math Scale Score (Levels D and A)	***Lower Limit***	***Predicted***	***Upper Limit***
509	473	**494**	515
508	472	**493**	514
507	471	**492**	513
505	469	**491**	512
504	469	**490**	511
503	468	**489**	510
502	467	**488**	509
501	466	**487**	509
500	466	**487**	508
499	465	**486**	507
498	464	**485**	506
497	463	**484**	505
496	463	**484**	505
495	462	**483**	504
494	461	**482**	503
491	459	**480**	501
490	458	**479**	500
489	457	**478**	499

Content Considerations and Test Blueprints

The content of TABE and the TASC test are similar in that both testing programs were designed and developed with the College and Career Readiness (CCR) Standards as the basis for the content contained in the tests. However, the TASC test was explicitly designed to target high school equivalency using the CCR Standards, and thus the content and rigor of the test are aimed squarely at High School Equivalency.

The TABE test was designed to cover a broader range of content across multiple grade levels. As such, the TABE test is divided into levels E, M, D, and A with levels D and A targeted to junior and senior high school levels. Also, the scale score for TABE is such that scale scores overlap with the levels above and below any given level. The scale score was constructed in such a way as to facilitate the use in providing NRS levels for adults covering basic educational attainment.

The test blueprints for TABE Reading and Mathematics (Levels D and A) are provided in the following pages, followed by the TASC test blueprints for Reading and Mathematics.

TABE Reading Level A Blueprint

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
KEY IDEAS AND DETAILS (47%)	9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E	Low
	9-10.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	E	Medium
	9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E	High
	9-10.RST.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	E	Low
	9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	Medium
	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	High
	11-12. RST.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	E	Low
	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	E	Medium
	9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	E	Medium
	9-10.RST.3	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.	E	Medium

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
CRAFT AND STRUCTURE (42%)	9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Low
	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	High
	9-10.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	E	Medium
	9-10.RI.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).	E	High
	11-12.RI.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.	E	Medium
	9-10.RL.6	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.	E	Low
	11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	E	Low
	9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	E	High
	9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	E	Low

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)	9-10.RI.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.	E	High

TABE Reading Level D Blueprint

KEY IDEAS AND DETAILS (47%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	Medium
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	High
6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	D	Low
6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	D	High
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	D	Medium
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	D	High
6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	D	Low
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	D	High
6-8.RH.3	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).	D	Low
6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	D	Low

CRAFT AND STRUCTURE (38%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
	6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	D	Low
	7.RI.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.	D	High
	8.RI.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.	D	High
	6-8.RH.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).	D	Low

INTEGRATION OF KNOWLEDGE AND IDEAS (15%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	D	Low
	6-8.RST.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).	D	Low
	8.RI.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.	D	High

TABE Mathematics Level A Blueprint

	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETERY (15%)	G.CO: Congruence	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.	E	Low
	G.SRT: Similarity, Right Triangles, and Trigonometry	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
	G.GMD: Geometric Measurement and Dimension	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
	G.MG: Modeling with Geometry	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).	E	Medium

	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
NUMBERS AND QUANTITY (13%)	N.RN: The Real Number System	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	E	Medium
	N.Q: Quantities	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.	E	High
		N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	E	Low

	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
ALGEBRA (28%)	A.SSE: Seeing Structure in Expressions	A.SSE.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	E	Low
		A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For ex- ample, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).	E	Low
		A.SSE.3a	Factor a quadratic expression to reveal the zeroes of the function it defines.	E	Low
	A.APR: Arithmetic with Polynomials and Rational Expressions	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.	E	Medium
	A.CED: Creating Equations	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	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.	E	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. For example,represent inequalities describing nutritional and cost constraints on combinations of different foods.	E	Medium
	A.REI: Reasoning with Equations and Inequalities	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.	E	Low
		A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	E	Low
		A.REI.4	Solve quadratic equations in one variable.	E	Low
		A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	E	Medium
		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).	E	High

	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
FUNCTIONS (28%)	F.IF: Interpreting Functions	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).	E	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.	E	Medium
		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. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem.	E	Medium
		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.	E	Medium
		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.	E	High
		F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay.	E	Low
		F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	E	Low
	F.BF: Building Functions	F.BF.1	Write a function that describes a relationship between two quantities.	E	Low
	F.LE: Linear, Quadratic, and Exponential Models	F.LE.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	E	Low
		F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.	E	Low

STATISTICS AND PROBABILITY (16%)	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	S.ID: Interpreting Categorical and Quantitative Data	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	E	Medium
		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).	E	Medium
		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.	E	Medium
		S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	E	Medium
		S.ID.9	Distinguish between correlation and causation.	E	Low

TABE Mathematics Level D Blueprint

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETERY (15%)	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.	D	Low
	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.	D	Medium
	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.	D	Low
	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.	D	Low
	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.	D	Low
	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.	D	Low
	8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	D	Low
	8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	D	Low

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
EXPRESSIONS AND EQUATIONS (18%)	8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 x 3^-5 = 3^-3 = 1*-/3^3 = 1/27.	D	Low
	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. For example, a + 0.05a = 1.05a means that increase by 5% is the same as multiply by 1.05.	D	Low
	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 sqrt(2) is irrational.	D	Medium
	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. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $250. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	D	Low
	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. For example, estimate the population of the United States as 3 x 10^8 and the population of the world as 7 x 10^9, and determine that the world population is more than 20 times larger.	D	Low
	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. (7.EE.4a, 7.EE.4.b)	D	High
	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. For ex- ample, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	D	Low
	8.EE.8	Analyze and solve pairs of simultaneous linear equations. (8.EE.8.a, 8.EE.8.b, 8.EE.8.c)	D	Low

RATIOS AND PROPORTIONAL RELATIONSHIPS (10%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	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. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/ 1/4 miles per hour, equivalently 2 miles per hour.	D	Low
	7.RP.2	Recognize and represent proportional relationships between quantities. (7.RP.2.a, 7.RP.2.b, 7.RP.2.c, 7.RP.2.d)	D	High
	6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6.RP.3a, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d)	D	Medium
	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	D	Low

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
STATISTICS AND PROBABILITY (22%)	8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate pat- terns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	D	Low
	7.SP.2	Use data from a random sample to draw inferences about a population with an un- known characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	D	Low
	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.	D	Low
	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. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	D	Low
	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. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book	D	Medium
	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. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	D	Low
	6.SP.5	Summarize numerical data sets in relation to their context, such as by: (6.RP.5.d)	D	Low
	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.	D	Medium
	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. (7.SP.7.a, 7.SP.7.b)	D	Low
	7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7.SP.8.a, 7.SP.8.b)	D	Medium

THE NUMBER SYSTEM (21%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	D	Medium
	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. (6.NS.6.a, 6.NS.6.b, 6.NS.6.c)	D	Medium
	6.NS.7	Understand ordering and absolute value of rational numbers. (6.NS.7.a, 6.NS.7.b, 6.NS.7.c, 6.NS.7.d)	D	Medium
	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.	D	Low
	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. (7.NS.1.a, 7.NS.1.b, 7.NS.1.c, 7.NS.1.d)	D	High
	7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.2.a, 7.NS.2.b, 73.NS.2.c, 7.NS.2.d)	D	Medium
	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 (e.g., pi^2). For example, by truncating the decimal expansion of sqrt(2), show that sqrt(2) is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	D	Low

	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
FUNCTIONS (11%)	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. For example, the function A= s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	D	Low
	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.	D	Medium
	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.	D	High

TASC Reading Blueprint

	SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
READING INFORMATIONAL TEXTS	Key Ideas and Details	1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.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.	E	High
		2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	High
			RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	E	High
		3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	E	High
			RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	E	High

READING INFORMATIONAL TEXTS (*CONTINUED*)	SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
	Craft and Structure	4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	Medium
			RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	E	Medium
		5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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).	E	Medium
			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.	E	Medium
		6: Assess how point of view or purpose shapes the content and style of a text.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	E	Medium
			RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	E	Medium

READING INFORMATIONAL TEXTS *CONTINUED*

SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
Integration of Knowledge and Ideas	7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.	E	Low
	8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.	E	Low
		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 (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).	E	Low
	9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	E	Low
		RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	E	Low

READING INFORMATIONAL TEXTS (*CONTINUED*)	SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
	Vocabulary Acquisition and Use	4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	RI-LA.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	E	Medium
		5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RI-LA.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E	Low

	SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
READING LITERATURE	Key Ideas and Details	1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.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.	E	Medium
			RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicit as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Not Included	Medium
		2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	Medium
			RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Not Included	Medium
		3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	E	Medium
			RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	E	Medium

READING LITERATURE (*CONTINUED*)	SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
	Craft and Structure	4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Medium
			RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	E	Medium
		5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	E	Low
			RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	E	Low
		6: Assess how point of view or purpose shapes the content and style of a text.	RL.9-10.6	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.	E	Low
			RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	E	Low

	SUB-DOMAIN/ CORE IDEA	ANCHOR STANDARD	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
READING LITERATURE (*CONTINUED*)	Integration of Knowledge and Ideas	9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Not included	Low
	Vocabulary Acquisition and Use	4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	RL-LA.11- 12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	E	Medium
		5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RL-LA.11- 12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E	Low

TASC Mathematics Blueprint

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
ALGEBRA	Creating Equations	A-CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	High
		A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	E	High
		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. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	E	High
		A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.	E	Low
	Arithmetic with Polynomials and Rational Expressions	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.	E	High
		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.	NOT INLCUDED	High

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
ALGEBRA (*CONTINUED*)	Reasoning with Equations and Inequalities	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.	E	High
		A-REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	E	Low
		A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	E	High
		A-REI.4,4a,4b	Solve quadratic equations in one variable. 4a. Use the method of completing the square to transforms 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. 4b. 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.	E	High
		A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	E	Low
		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 $x^2 + y^2 = 3$.	E	Medium
		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).	E	High
		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.	NOT INLCUDED	High
	Seeing Structure in Expressions	A-SSE.1,1a,1b	Interpret expressions that represent a quantity in terms of its context.	E	High
		A-SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	E	Low
		A-SSE.3,3a,3b,3c	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	E	High

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
GEOMETRY	Congruence	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.	E	Medium
		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.	NOT INLCUDED	Low
	Geometric Measurement with Dimension	G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
	Modeling with Geometry	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).	NOT INLCUDED	Low
		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).	E	High
		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.	D	Low
	Similarity, Right Triangles, and Trigonometry	G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
		8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	D	Medium

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
FUNCTIONS	Building Functions	F-BF.1,1a,1b	Write a function that describes a relationship between two quantities.	E	Low
		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.	NOT INLCUDED	Low
	Interpreting Functions	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)*.	E	High
		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.	E	High
		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. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	E	High
		F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function *h(n)* gives the number of person- hours it takes to assemble *n* engines in a factory, then the positive integers would be an appropriate domain for the function.	E	High
		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.	E	High
		F-IF.7,7a,7b,7c,7d,7e	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	E	High
		F-IF.8,8a,8b	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	E	High

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
FUNCTIONS (*CONTINUED*)	Interpreting Functions *(continued)*	F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	E	High
	Linear, Quadratic, and Exponential Models	F-LE.1,1a,1b,1c	Distinguish between situations that can be modeled with linear functions and with exponential functions.	E	High
		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).	NOT INLCUDED	High
		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.	NOT INLCUDED	High
		F-LE.5	Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.	E	High

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
NUMBER AND QUANTITY	Quantities	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.	E	Medium
		N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	E	Medium
	The Real Number System	N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	E	High
		N-RN.3	Explain why the sum or product of 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.	NOT INLCUDED	Low

	SUB-DOMAIN/ CORE IDEA	STANDARD/ PERFORMANCE EXPECTATION	STANDARD DESCRIPTION	AE-CCR LEVEL	TASC EMPHASIS FOR FORMS
STATISTICS AND PROBABILITY	Conditional Probability and Rules of Probability	7.SP.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e. g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	D	Low
		7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	D	Low
		7.SP.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	D	Low
	Making Inferences and Justifying Conclusions	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.	D	Medium
	Interpreting Categorical and Quantitative Data	S-ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	E	Medium
		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).	E	Medium
		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.	E	Medium
		S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	E	Medium
		S-ID.9	Distinguish between correlation and causation.	E	Medium