



TABE 13/14 Skills Crosswalk

Mathematics



Domain NUMBERS AND OPERATIONS

Level E

TABE Skill Description	Standard	CCR Standard Description
Compare fractions	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)
Compare multi-digit numbers	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.
Compose unit fractions to find the fraction representing a situation	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 $1/b$.
Consistently create and use multiple representations of addition and subtraction of two- and three-digit numbers based on place value (e.g., base ten blocks, area models) and connect these representations to the standard algorithms (especially where regrouping is required)	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.
Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form) with only one non-zero digit	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Find sums and differences within 1000	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.
Find sums and differences within 1000 without regrouping	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.
Generate equivalent fractions	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)
Inconsistently create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form)	2.NBT.1 2.NBT.3	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.NBT.1b) Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Locate fractions on a number line	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)

TABE Skill Description	Standard	CCR Standard Description
Multiply single-digit whole numbers by multiples of 10	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.
Relate addition and subtraction within 1000	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.
Represent 100 as groups of 10	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.1 a, 2.NBT.1 b)
Round numbers to nearest tens	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
Round numbers to nearest tens and hundreds place	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
Skip count by 5s, 10s, 100s, and by multiples of 10s and 100s	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
Subtract 10 or 100 from a given number	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.

Domain **ALGEBRAIC CONCEPTS**

TABE Skill Description	Standard	CCR Standard Description
Consistently identify patterns in multiplication facts	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
Consistently solve multiplication and division problems using math fact strategies	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.
Consistently solve two-step real-world problems using the four arithmetic operations	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.
Consistently use an expression to represent a real-world situation	3.OA.1 3.OA.2	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. 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.

TABE Skill Description	Standard	CCR Standard Description
Consistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem	3.OA.6 3.OA.7	Understand division as an unknown-factor problem. 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.
Find an unknown number in a multiplication or division equation	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
Find sums and differences within 20	2.OA.2	Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers.
Identify a real-world situation represented by an expression	3.OA.1 3.OA.2	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. 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.
Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models)	3.OA.5	Apply properties of operations as strategies to multiply and divide.
Inconsistently identify patterns in multiplication facts	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
Inconsistently solve multiplication and division problems using math fact strategies	3.OA.5	Apply properties of operations as strategies to multiply and divide.
Inconsistently solve two-step real-world problems using the four arithmetic operations	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.
Inconsistently use an expression to represent a real-world situation	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.
Inconsistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem	3.OA.6	Understand division as an unknown-factor problem.
Solve one-step real-world problems using the four arithmetic operations	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.
Use an expression to represent a real-world situation	3.OA.1 3.OA.2	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. 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.

TABE Skill Description	Standard	CCR Standard Description
Consistently classify shapes in a hierarchy	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.
Identify a shape given a name	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.
Identify and create non-examples of shapes	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.
Identify features of given shapes with words and pictures	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.
Identify the unit fraction represented by one part of a shape partitioned into equal sections given an image	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
Identify the unit fraction represented by one part of a shape partitioned into equal sections without an image	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.
Inconsistently classify shapes in a hierarchy	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.
Name a shape given the number of sides	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.
Partition a circle or rectangle into equal sections	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.

TABE Skill Description	Standard	CCR Standard Description
Partition shapes into parts with equal area	2.G.3 3.G.2	<p>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.</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>

Domain **MEASUREMENT, DATA, AND PROBABILITY**

TABE Skill Description	Standard	CCR Standard Description
Choose an appropriate unit of measure for a given object	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
Create bar graphs from given data sets and explain simple characteristics (e.g., category totals)	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.
Create bar graphs with single unit scale from given data sets and explain simple characteristics (e.g., category totals)	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.
Create line plots from given data sets	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.
Estimate the length of an object before measuring the object	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
Extend arithmetic operations to real-world problems involving volumes and masses of objects	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.
Find an end time given a start time and an elapsed time	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.
Find elapsed time when given a start and end time	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.

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Find perimeters of polygons	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.
Find the area of shape by counting unit squares	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
Identify relationships between the areas and perimeters of different squares and rectangles.	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.
Measure objects in different units (with fractional lengths) and compare these measurements	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.
Measure to determine difference in lengths	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.
Represent sums and differences on a number line	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.
Use a picture graph with a single-unit scale to solve problems	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.
Use bar graphs with different scales to solve problems involving multiple categories	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.

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