TABE 13&14 Skills Crosswalk
Math

Domain NUMBERS AND OPERATIONS — Level A

TABE Skill Description	Standard	CCR Standard Description
Analyze units to determine an error in reasoning	N.Q.3 N.Q.1	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 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.
Consistently select an appropriate level of accuracy when reading a measurement tool given an image showing the tool	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Inconsistently analyze units to determine an error in reasoning	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.
Inconsistently select an appropriate level of accuracy when reading a measurement tool given an image showing the tool	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Select an appropriate level of accuracy when reading a protractor	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Select an appropriate level of accuracy when reading a ruler	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Select an appropriate level of accuracy when reading time	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Select appropriate units for a modeling situation	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Select appropriate units for scales in a box plot	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.
Select appropriate units for scales in a data display on a coordinate grid	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.
Use properties of exponents to rewrite expressions involving radicals and rational exponents	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Use properties of exponents to rewrite expressions involving square roots and rational exponents	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Domain NUMBERS AND OPERATIONS — Level A

TABE Skill Description	Standard	CCR Standard Description
Use properties of exponents to rewrite expressions involving whole number exponents	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Use unit analysis to determine a correct method to find a solution	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.
Use units as a way to understand problems	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.
Use units on a graph to interpret points on the graph	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.

Domain ALGEBRAIC CONCEPTS — Level A

TABE Skill Description	Standard	CCR Standard Description
Add, subtract, multiply, and divide polynomials of degree 3 or less	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.
Combine functions using arithmetic operations	F.BF.1	Write a function that describes a relationship between two quantities.
Consistently graph equations of linear functions given in various forms	A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Describe the meaning of terms of equations of functions in context	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.
Determine a value in the solution set of an inequality	A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Determine the input for a linear function that results in a given output	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 $y = f(x)$.
Evaluate linear, quadratic, and exponential functions at given values with and without context	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.
Find the zeros of a quadratic function	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)

Domain **ALGEBRAIC CONCEPTS** Level A

TABE Skill Description	Standard	CCR Standard Description
Identify inequalities that represent given real-world situations	A.CED.3 A.CED.1	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. Create equations and inequalities in one variable and use them to solve problems.
Identify key characteristics of graphs of functions (e.g., intercepts, minimum, maximum, etc.)	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.
Identify parts of expressions (e.g., terms, coefficients, variables, etc.)	A.SSE.1	Interpret expressions that represent a quantity in terms of its context. (A.SSE.1a)
Inconsistently graph equations of linear functions given in various forms	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.
Interpret exponential expressions in context	F.IF.8b	Use properties of exponents to interpret expressions for exponential functions.
Interpret exponential expressions without context	F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. (F.LE.1b, F.LE.1c)
Rearrange formulas	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
Rewrite a quadratic expression by factoring	A.SSE.2	Use the structure of an expression to identify ways to rewrite it.
Solve radical equations	A.REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
Understand graphs of equations	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).
Understand the process of solving equations	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.
Use function notation and interpret statements that use function notation in context	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.

Domain GEOMETRY — Level A

TABE Skill Description	Standard	CCR Standard Description
Consistently create and use ratios to find missing side lengths and angle measures of similar figures	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Consistently solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area	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).
Find volumes of cylinders, pyramids, cones, and spheres	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
Inconsistently create and use ratios to find missing side lengths and angle measures of similar figures	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Inconsistently solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area	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).
Know definitions of angle, circle, perpendicular line, parallel line, and line segment	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.
Know definitions of angle, circle, perpendicular line, parallel line, and line segment and recognize them within larger figures	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.

Domain MEASUREMENT, DATA, AND PROBIBILITY — Level A

TABE Skill Description	Standard	CCR Standard Description
Consistently interpret a correlation coefficient	S.ID.9	Distinguish between correlation and causation.
Consistently interpret the slope and intercepts of a linear model in context	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
Distinguish between correlation and causation	S.ID.9	Distinguish between correlation and causation.
Identify and create representations of data sets: box plots	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
Identify and create representations of data sets: dot plots	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
Identify and create representations of data sets: histograms	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
Inconsistently interpret a correlation coefficient	S.ID.9	Distinguish between correlation and causation.

Domain MEASUREMENT, DATA, AND PROBIBILITY — Level A

TABE Skill Description	Standard	CCR Standard Description
Inconsistently interpret the slope and intercepts of a linear model in context	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
Interpret differences in shape, center, and spread of a data set in context	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).
Read information presented in two-way tables to describe associations between variables and to answer questions	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.
Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies	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.
Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies with total provided in the tables	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.

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