

Michigan Department of Labor and Economic Growth

Office of Adult Education

Adult Secondary Education

**Michigan
GED Content Standards – TABE 9 & 10
Crosswalk**

**GED Content Standards correlation to the
Test of Adult Basic Education 9 and 10, Levels A and D**

**Michigan Department of Labor and Economic Growth
Office of Adult Education
Adult Secondary Education (GED) Content Standards
Correlation to TABE Forms 9 and 10**

Technical Assistance Paper

Introduction

The Adult Secondary Education (GED) Curriculum Frameworks provide the State of Michigan with a set of standards to be mastered by students and to be used by facilities delivering General Educational Development (GED) preparation classes. These frameworks provide for consistency, program quality, and integrity in programs. The purpose of this document is to correlate the Michigan Adult Secondary Education Content Standards (GED) in the academic areas of Language Arts, Writing, Language Arts, Reading, and Mathematics to the Test of Adult Basic Education (TABE), Levels A and D, Forms 9 and 10. Provided in this document are the content standards for those academic areas, followed by the correlation of the standards to the Test of Adult Basic Education. Following each correlation is an overview of the general content areas of the TABE and those questions from each form of the test that assess that specific topic.

Using the Correlation with the Test of Adult Basic Education, Forms 9 and 10

To use the correlation, locate the specific benchmark to be assessed by its' number, such as LAW 1.3 (Language Arts, Writing, Strand 1, Benchmark 3), and note whether or not the skill is assessed by the Test of Adult Basic Education. Note that not all benchmarks are directly assessed by this assessment instrument.

The second part of the correlation is a chart of the subskills of the Test of Adult Basic Education and the questions in each subskill area. As many different skills are assessed by a single question, these charts group individual skills into broader categories. The charts were adapted from CTB/McGraw Hill, the publisher of the Test of Adult Basic Education and the State of Florida.

Methods of Use

As you use this document you will find that each correlation chart has a number in the upper right corner that matches the Table of Contents. As stated above, the purpose of this document is to correlate the Michigan Adult Secondary Education Content Standards (GED to the Test of Adult Basic Education (TABE), Levels A and D, Forms 9 and 10. Another purpose of this document is to make this work a useful tool to guide Adult Education practitioners in planning learning activities that support the improvement of skills that are assessed by the Test of Adult Basic Education while at the same time complying with the Michigan GED Curriculum Framework. The examples that follow provide suggestions on the way to do that. These examples assume the teacher has identified missed questions and would like to find the Content Standard and Benchmark that match the specific sub-skill.

Example 1: Writing

Student is given TABE 9, Level A, Survey Test 4, and misses question # 19.

Teacher:

Reference **Table 1c4** (TABE 9 and 10, **Level A**, Language Tests 4, 5, and 6)

Under TABE 9 Survey, locate Q#19, read left to find the sub-skill (Usage-Pronouns)

Reference **Table 1a** (TABE 9 and 10, **Level A** Objectives)

Under Objectives, find (Usage-Pronouns)

Read to the right to find the Content Standard and Benchmark (**A 2.1**)

Reference **Table 1** (Language Arts, Writing Content Standards and Benchmarks)

Find Content Standard/Benchmark (A 2.1) under Strand A

Read the Content Standard (Bolded – 2.0), and the specific Benchmark (2.1)

Example 2: Reading

Student is given TABE 10, Level D, Survey Test 1, and misses question # 13

Teacher:

Reference **Table 2f** (TABE 9 and 10, **Level D**, Reading Test 1 (Sub-skills Test))

Under TABE 10 Survey, locate Q#13, read left to find the sub-skill (Construct Meaning-Supporting Evidence)

Reference **Table 2d** (TABE 9 and 10, **Level D** Objectives)

Under Objectives, find (Construct Meaning-Supporting Evidence)

Read to the right to find the Content Standard and Benchmark (**B 3.1**)

Reference **Table 2** (Language Arts, Reading Content Standards and Benchmarks)

Find Content Standard/Benchmark (**B 3.1**) under Strand B

Read the Content Standard (Bolded – 3.0), and the specific Benchmark (3.1)

Example 3: Mathematics

Student is given TABE 10, Level D, Complete Battery, and misses question # 49

Teacher:

Reference **Table 3dA** (Mathematics Skills – Applied) **and 3dC** (Math Skills – Computation)

Under TABE 10 Complete Battery, locate Q#19 (*Table 3dA*), read left to find the sub-skill (Fractional Parts)

Reference **Table 3b** (TABE 9 and 10, **Level D** Objectives - Matched to Content Standards **Strand A – D**)

Under Objectives, find (Fractional Parts)

Read to the right to find the Content Standard and Benchmark (**MAT 1.1**)

Reference **Table 3** (Mathematics Content Standards and Benchmarks)

Find Content Standard/Benchmark (**MAT 1.1**) under Strand A

Read the Content Standard (Bolded – 1.0), and the specific Benchmark (1.1)

Teaching Resources

Each and every GED instructor has a set of resources that they use. The following resources are only suggestions that may assist in using the TABE-GED Crosswalks to develop targeted learning activities for students. These resources are not meant to be all inclusive, but only a guide for instructors.

1. TABE – “Achieving Success” workbooks
2. Contemporary Books – “Number Power” Series
3. GED subject specific books

**Adult Secondary Education (GED) Content Standards
Correlation to TABE Forms 9 and 10**

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2a. TABE 9 and 10, **Level A** Objectives - Matched to Content Standards **Strand A**
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2b. TABE 9 and 10, Level A Objectives - Matched to Content Standards Strand B

Reading Test
Vocabulary Test
Spelling Test

2c. TABE 9 and 10, Level D Objectives - Matched to Content Standards Strand A

Reading Test
Vocabulary Test
Spelling Test

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Reading Test
Vocabulary Test
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(Sub-skills are matched to test-questions for each of the following tests)

TABE 9 Complete Battery
TABE 9 Survey
TABE 10 Complete Battery
TABE 10 Survey

2f. TABE 9 and 10, Level D, Reading Test 1 (Sub-skills Test)

(Sub-skills are matched to test-questions for each of the following tests)

TABE 9 Complete Battery
TABE 9 Survey
TABE 10 Complete Battery
TABE 10 Survey

3. Mathematics Content Standards and Benchmarks

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3c. TABE 9 and 10, **Level A**, Mathematics Tests 2 and 3 (Sub-skills Test)

3cA Mathematics Skills – Applied

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(Sub-skills are matched to test-questions for each of the following tests)

TABE 9 Complete Battery

TABE 9 Survey

TABE 10 Complete Battery

TABE 10 Survey

3d. TABE 9 and 10, **Level D**, Mathematics Tests 2 and 3 (Sub-skills Test)

3dA Mathematics Skills – Applied

3dC Math Skills – Computation

(Sub-skills are matched to test-questions for each of the following tests)

TABE 9 Complete Battery

TABE 9 Survey

TABE 10 Complete Battery

TABE 10 Survey

Language Arts, Writing Content Standard

The adult learner is able to use written language in order to communicate effectively in a variety of academic and real-life situations.

Level (EFL): Adult Secondary Education (GED)

Language Arts, Writing - Strand A: Editing Text	
A 1.0	Recognizes that ideas are expressed in complete, coherent sentences and are organized within paragraphs.
A 1.1	Demonstrates effective organizational skills including the editing and revising of basic documents in order to demonstrate a clear and logical presentation of ideas.
A 1.2	Recognize and correct errors in sentence structure in a document.
A 2.0	Identifies the need for standard English language usage and the conventions of Edited American English (EAE).
A 2.1	Identify and correct language usage errors in a document.
A 2.2	Identify and correct errors in the area of grammar mechanics in a document.
A 3.0	Recognizes errors in real-world documents and selects corrected versions and/or edits and revises for clarity or logic.
A 3.1	Proofread workplace, community, and personal documents, as well as "how-to" and information texts in order to identify and correct errors.
A 3.2	Identify errors and make changes in text by responding to three different item formats: Correction, Revision, and Construction Shift.
Language Arts, Writing - Strand B: The Writing Process	
B 1.0	Composes an essay according to specified guidelines when given a general interest topic.
B 1.1	Gather ideas to present an opinion or explanation drawing on personal observations, knowledge, experiences, and research as needed.
B 1.2	Organize ideas into paragraphs which support one main idea.
B 1.3	Write an essay of three to five paragraphs in length using a three-part structure: an introduction, a body, and a conclusion.
B 1.4	Review and edit a written essay for organization, content, and Edited American English (EAE).
B 1.5	Review a written essay for organization, content and Edited American English (EAE) and revise as needed.
B 1.6	Complete a final draft that exhibits an effective piece of writing.

**Correlation of GED Language Arts, Writing to TABE
TABE 9 and 10, Level A: Language and Language Mechanics**

1a

Language Arts, Writing Content Standard

The adult learner is able to use written language in order to communicate effectively in a variety of academic and real-life situations.

TABE 9 and 10, Level A	Strands and Standards			
Objectives	Strand A: Language Arts, Writing - Editing Text			Strand B: Language Arts, Writing - The Writing Process
	A 1.0: Recognizes that ideas are expressed in complete, coherent sentences and are organized within paragraphs.	A 2.0: Identifies the need for standard English language usage and the conventions of Edited American English (EAE).	A 3.0 Recognizes errors in real-world documents and selects corrected versions and/or edits and revises for clarity or logic.	B 1.0 Composes an essay according to specified guidelines when given a general interest topic.
Language				
Capitalization – First Word of Sentence		A 2.2		
Capitalization – Proper Noun/name/day/month		A 2.2		
Capitalization – Title of Work		A 2.2		
Paragraph Development: Connective/Transitional Devices	A 1.1			
Paragraph Development: Sequence	A 1.1			
Paragraph Development: Supporting Sentences	A 1.1			
Paragraph Development: Topic Sentence	A 1.1			
Paragraph Development: Unrelated Sentence	A 1.1			
Punctuation: Commas		A 2.2		
Sentence Formation: Sentence Clarity	A 1.2			
Sentence Formation: Sentence Combining	A 1.2			

Usage: Adjectives	A 1.2	A 2.1		
Usage: Adverbs		A 2.1		
Usage: Antecedent Agreement		A 2.1		
Usage: Choose Between Adjective/Adverb		A 2.1		
Usage: Pronouns		A 2.1		
Usage: Subject/Verb Agreement		A 2.1		
Usage: Tense		A 2.1		
Usage: Use Negatives		A 2.1		
Writing Conventions: Apostrophes		A 2.2		
Writing Conventions: Letter Parts			A 3.1	
Writing Conventions: Quotation Marks		A 2.2		
Language Mechanics				
Sentences, Phrases, Clauses: Colon		A 2.2		
Sentences, Phrases, Clauses: Commas		A 2.2		
Sentences, Phrases, Clauses: Quotation Marks		A 2.2		
Sentences, Phrases, Clauses: Semicolon		A 2.2		
Writing Conventions: Apostrophe		A 2.2		
Writing Conventions: Business Letter-Parts			A 3.1	
Writing Conventions: Capitalize Title		A 2.2		
Writing Conventions: Proper Adjectives		A 2.2		

**Correlation of GED Language Arts, Writing to TABE
TABE 9 and 10, Level D Language and Language Mechanics**

1b

Language Arts, Writing Content Standard

The adult learner is able to use written language in order to communicate effectively in a variety of academic and real-life situations.

TABE 9 and 10, Level D	Strands and Standards			
Objectives	<i>Strand A: Language Arts, Writing - Editing Text</i>			<i>Strand B: Language Arts, Writing - The Writing Process</i>
	A 1.0: Recognizes that ideas are expressed in complete, coherent sentences and are organized within paragraphs.	A 2.0: Identifies the need for standard English language usage and the conventions of Edited American English (EAE).	A 3.0 Recognizes errors in real-world documents and selects corrected versions and/or edits and revises for clarity or logic.	B 1.0 Composes an essay according to specified guidelines when given a general interest topic.
Language				
Capitalization – Proper Noun/name/day/month		A 2.2		
Capitalization – Title of Work		A 2.2		
Paragraph Development: Connective/Transitional Devices	A 1.1			
Paragraph Development: Sequence	A 1.1			
Paragraph Development: Supporting Sentences	A 1.1			
Paragraph Development: Topic Sentence	A 1.1			
Paragraph Development: Unrelated Sentence	A 1.11			
Punctuation: Commas		A 2.2		
Punctuation: End Marks		A 2.2		
Punctuation: Semicolon		A 2.2		
Sentence Formation: Sentence Clarity	A 1.2			
Sentence Formation: Sentence Combining	A 1.2			
Sentence Formation: Sentence Recognition	A 1.2			
Usage: Adjectives		A 2.1		

Usage: Adverbs		A 2.11		
Usage: Choose Between Adjective/Adverb		A 2.11		
Usage: Easily Confused Verbs		A 2.1		
Usage: Pronouns		A 2.1		
Usage: Subject/Verb Agreement		A 2.1		
Usage: Tense		A 2.1		
Usage: Use Negatives		A 2.1		
Writing Conventions: Apostrophes		A 2.2		
Writing Conventions: Letter Parts			A 3.1	
Writing Conventions: Quotation Marks		A 2.2		
<i>Language Mechanics</i>				
Sentences, Phrases, Clauses: Commas		A 2.2		
Sentences, Phrases, Clauses: Quotation Marks		A 2.2		
Sentences, Phrases, Clauses: Semicolon		A 2.2		
Writing Conventions: Apostrophe		A 2.2		
Writing Conventions: Business Letter-Parts			A 3.1	
Writing Conventions: Capitalize Title		A 2.2		
Writing Conventions: Proper Adjectives		A 2.1		
Writing Conventions: Proper Nouns		A 2.1		

TABE 9 and 10, Level A, Language Tests 4, 5, and 6

1c4

Test 4 Language Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Usage – Verbs	1, 5, 14, 44		4, 5, 6, 55	2
Usage – Pronouns	4, 37, 42, 49, 55	19, 25	12, 40, 49, 50	6
Usage – Subject/Verb Agreement	36			
Usage – Use Negatives	50, 52	20, 22	3	
Usage – Adjectives	11, 12, 51	21	9, 13, 35, 39, 46, 53	18, 23
Usage – Adverbs	11, 43		35, 39, 46, 53	7, 18, 23
Sentence Recognition – Complete/fragment/run-on			42, 44, 54	21
Capitalization – First Word of Sentence	14	5		
Capitalization – Proper Noun/name/day/month	3, 9, 39, 48	1, 3, 18	7, 48	3, 25
Capitalization – Title of Work			11, 14	5, 8
Punctuation – Commas/Compound Sentence	13, 38	4	10	4
Punctuation – Comma/Series			36, 41, 53	19
Punctuation – Comma/Direct Address, Yes, No, Well	7	2	2, 45	22
Punctuation – Comma/Appositive, introductory, parenthetical	15, 41, 53	6, 23	14, 38, 51	1
Writing Conventions – Apostrophe/Contraction/Possessive		7	8	
Writing Conventions – Quotations (First word, comma, end marks)	8, 16, 18		1, 47	24
Writing Conventions – Letter Parts	17, 45, 46, 47	15, 16, 17	32, 33, 34	15, 16, 17
Sentence Formation – Sentence Combining	19, 20, 21, 22, 23, 24, 25, 26	8, 9, 10	16, 17, 18, 19, 20, 21	10
Sentence Formation – Sentence Clarity	6, 10, 40, 54	24	15, 37, 43	9, 20
Paragraph Development – Topic Sentence	28, 29	12	25, 26	
Paragraph Development – Supporting Sentences	33	13	28, 29	13

Test 4 Language Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Paragraph Development – Sequence	27, 30	11	22, 23	11
Connective/Transition	31, 32		24, 27	12
Paragraph Development – Unrelated Sentence	34, 35	14	30, 31	14

TABE 9 and 10, Level A, Language Tests 4, 5, and 6

1c5

Test 5 Language Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Structural Unit – Homonym/Synonym	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8
Multi-meaning Words	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
Words in Context	13, 14, 15, 16, 17, 18, 19, 20	13, 14, 15, 16, 17, 18, 19, 20	13, 14, 15, 16, 17, 18, 19, 20	13, 14, 15, 16, 17, 18, 19, 20

TABE 9 and 10, Level A, Language Tests 4, 5, and 6

1c6

Test 6 Language Sub-skills	TABE 9 Complete Battery	TABE 9 Survey	TABE 10 Complete Battery	TABE 10 Survey
Writing Conventions – Proper Nouns			10	10
Writing Conventions – Proper Adjectives	19	19		
Capitalization – Beginning Words and Titles	2	2	5, 11	5, 11
Punctuation – End Marks			20	20
Punctuation – Commas/Compound Sentence	13	13	19	19
Punctuation – Comma/Series	1	1	2	2
Punctuation – Comma/Direct Address, Yes, No, Well	3	3	6	6
Punctuation – Comma/Appositive, introductory, parenthetical	8, 11, 12, 16, 17	8, 11, 12, 16, 17	4, 7, 12, 14	4, 7, 12, 14
Writing Conventions – Apostrophe/Contraction/Possessive	4, 6	4, 6	15	15
Writing Conventions – Quotations (First word, comma, end marks)	5, 9, 14,	5, 9, 14	1, 3, 13	1, 3, 13
Punctuation – Semicolons/colons	7, 10, 15	7, 10, 15	8, 9, 18	8, 9, 18
Writing Conventions – Letter Parts	18, 20	18, 20	16, 17	16, 17

TABLE 9 and 10, Level D, Language Tests 4, 5, and 6

Test 4 Language Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Usage – Verbs	10, 18	7	5, 7, 8, 11, 36, 42, 49, 55	3, 20
Usage – Pronouns	9, 16, 46, 53	21	17	8
Usage – Subject/Verb Agreement	8, 20		43	
Usage – Easily Confused Verbs	7		15	
Usage – Use Negatives	11			
Usage – Adjectives	6, 37, 48, 51	2, 25	6, 9, 12, 44	4
Usage – Adverbs	6, 37, 55	2	4, 12, 44, 48	24
Sentence Recognition – Complete/fragment/run-on	47, 54	22	37	
Capitalization – First Word of Sentence			34	
Capitalization – Proper Noun/name/day/month	12, 14, 17	3, 5, 6	10, 53	5
Capitalization – Title of Work	44	19	13, 50	6, 25
Punctuation – End Marks	2, 45, 49	1, 20, 23	1, 33	1
Punctuation – Comma/Series	3		51	
Punctuation – Comma/Direct Address, Yes, No, Well	4		3	2
Punctuation – Comma/Appositive, introductory, parenthetical	5, 21, 22, 38	8, 9	35, 52, 54	22
Writing Conventions – Apostrophe/Contraction/Possessive	15, 40			
Writing Conventions – Quotations (First word, comma, end marks)	1, 13	4	2, 16	
Punctuation – Semicolons/colons	52		14	7
Writing Conventions – Letter Parts	41, 42, 43	16, 17, 18	38, 39, 40, 41, 45	16, 17, 18, 19, 21
Sentence Formation – Sentence Combining	23, 24, 25	10, 11	18, 19, 20, 21	9, 10, 11
Sentence Formation – Sentence Clarity	39, 50	24	47	23
Paragraph Development – Topic Sentence	28, 30	13	22, 24	13
Paragraph Development –	33, 34	15	27, 28, 29	14

Test 4 Language Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Supporting Sentences				
Paragraph Development – Sequence	26, 29, 31	14	23	12
Connective/Transition	27, 32	12	25, 26	
Paragraph Development – Unrelated Sentence	35, 36		30, 31, 32	15

TABE 9 and 10, Level D, Language Tests 4, 5, and 6

1d5

Test 5 Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Structural Unit – Homonym/Synonym	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8
Multi-meaning Word	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
Words in Context	13, 14, 15, 16, 17, 18, 19, 20	13, 14, 15, 16, 17, 18, 19, 20	13, 14, 15, 16, 17, 18, 19, 20	13, 14, 15, 16, 17, 18, 19, 20

TABE 9 and 10, Level D, Language Tests 4, 5, and 6

1d6

Test 6 Sub-skills	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Writing Conventions – Proper Adjectives	12, 18	12, 18	1, 16	1, 16
Writing Conventions – Proper Nouns	7	7	4	4
Writing Conventions – Capitalize Title	2, 11	2, 11	18	18
Punctuation – End Marks			2, 10, 17	2, 10, 17
Punctuation – Commas/Compound Sentence	8	8	13	13
Punctuation – Comma/Series	1	1	15	15
Punctuation – Comma/Direct Address, Yes, No, Well	19	19	7	7
Punctuation – Comma/Appositive, introductory, parenthetical	3, 4, 13	3, 4, 13	14, 19, 20, 46	14, 19, 20
Writing Conventions – Apostrophe/Contraction/Possessive	9, 10	9, 10	6, 12	6, 12
Writing Conventions – Quotations (First word, comma, end marks) (Test 6)	5, 14, 15	5, 14, 15	3, 5	3, 5
Punctuation – Semicolons/colons	6	6		
Writing Conventions – Letter Parts	16, 17, 20	16, 17, 20	8, 9, 11	8, 9, 11

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

Level (EFL): Adult Secondary Education (GED)

Language Arts, Reading Strand A: Reading	
A 1.0	Uses word analysis and decoding strategies to pronounce and understand words in order to derive meaning from literary and real-life material.
A 1.1	Use written patterns of speech to decode unfamiliar words. <ul style="list-style-type: none"> • Recognize recurring spelling patterns of language. • Use basic rules of phonics. • Pronounce new or unfamiliar words.
A 1.2	Use word parts. <ul style="list-style-type: none"> • Closed by a consonant, CVC (vowel is short) • Open ends in a vowel, CV (vowel is long) • Final silent – e (vowel in last syllable is long) • A controlled <i>r</i> changes the sound of any vowel that is followed by the <i>r</i> (vowel is neither short nor long) • Final – <i>le</i> as in <i>bu/gle</i> (vowel sound is long, consonant and <i>le</i> syllable is a schwa or “uh” sound)
A 1.3	Use knowledge of etymology of root words to understand and expand vocabulary.
A 1.4	Recognize the meaning and spelling of prefixes, and suffixes.
A 1.5	Read an extensive list of sight words with automaticity
A 2.0	Reads a variety of connected text with accuracy, speed, and appropriate phrasing.
A 2.1	Read silently at an appropriate speed with understanding approximately 220-250 words per minute.
A 2.2	Read with fluency a variety of texts, literary works, manuals, and documents.
A 2.3	Adjust reading rate based on type of text and purpose for reading.
A 3.0	Has a wide and varied vocabulary that enhances comprehension of literary and real-life material.
A 3.1	Recognize the difference between definitive meaning and implied meaning of words.
A 3.2	Recognize word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations.
A 3.3	Infer the meaning of words from context clues.

A 4.0	Uses a variety of comprehension strategies to derive meaning from literary and real-life material.
A 4.1	Activate background knowledge and personal experiences in order to derive meaning from text.
A 4.2	Preview to understand a text's structure and anticipate content by identifying the title, headings and subheadings, and bold or italicized words as a strategy for increasing comprehension.
A 4.3	Differentiate between elements of fiction and nonfiction. <ul style="list-style-type: none"> Recognize that fiction and nonfiction include the basic elements of setting, plot, and characters. Recognize the different types of nonfiction and that each has a specific purpose, such as essays, critical reviews, biographies, autobiographies, editorials, and workplace and community documents.
A 4.4	Identify the structure of a nonfiction text, including whether it is: <ul style="list-style-type: none"> Fact versus opinion Argument and persuasion Comparison and contrast Sequence Problem/Solution
A 4.5	Distinguish between the different types of fiction including: <ul style="list-style-type: none"> Prose Poetry Drama
A 4.6	Utilize the elements of setting, plot, point-of-view, characterization, figurative language, and theme in order to analyze and interpret works of fiction. <ul style="list-style-type: none"> Recognize how descriptive language reveals an author's viewpoint. Understand historical time periods and the influence of those time periods on literary interpretations.
A 4.7	Utilize the elements of poetry to analyze and interpret meaning, including: <ul style="list-style-type: none"> Rhythm, rhyme, figurative language, symbols, and imagery.
A 4.8	Utilize the elements of drama to analyze and interpret meaning from a play, including: <ul style="list-style-type: none"> Acts and scenes Plot, character, motivation, theme, stage directions, and dialogue
A 4.9	Selectively employ effective strategies for comprehension, including: questioning, scanning, analyzing, evaluating, summarizing, grouping, and mapping.
A 4.10	Distinguish between the main idea and supporting details of a text. <ul style="list-style-type: none"> Identify reasons, facts, examples, and descriptions included as supporting details.
Language Arts, Reading Strand B: Critical Thinking Skills	
B 1.0	Uses reading skills to <i>comprehend</i> literary and nonfiction texts.
B 1.1	Extract basic meaning and draw conclusions about literary and nonfiction texts. <ul style="list-style-type: none"> Summarize, paraphrase, and restate information. Recognize supporting details.

	<ul style="list-style-type: none"> Identify the intent and implication of the text. Identify the thesis or point-of-view of a selection.
B 1.2	Ask questions to activate prior knowledge, make predictions, clarify meaning, and locate specific information within a text.
B 1.3	Extract meaningful information from charts, graphs, tables, and other graphic representations.
B 1.4	Demonstrate comprehension by responding to the text analytically, critically, and through the use of appropriate examples from the text.
B 2.0	Uses reading skills to <i>apply</i> concepts and principles from literary and nonfiction texts in a new context
B 2.1	Apply appropriate strategies to read and understand complex or unfamiliar texts.
B 2.2	Transfer concepts and principles from a passage to a new context.
B 2.3	Take the concept or knowledge gained from one text and use it to answer questions about another.
B 2.4	Determine the appropriateness of data to substantiate hypotheses, conclusions, or generalizations.
B 3.0	Uses reading skills to <i>analyze</i> literary and nonfiction texts.
B 3.1	Make inferences and draw conclusions based on details from a single passage. <ul style="list-style-type: none"> Use supporting details. Distinguish between supporting statements and conclusions. Recognize unstated assumptions. Follow a logical line of reasoning and identify illogical and unreasonable arguments. Check for reasonableness of facts.
B 3.2	Distinguish among facts, supported inferences, and opinions. <ul style="list-style-type: none"> Determine the accuracy and reliability of facts and recognize when facts are substantiated with proof.
B 3.3	Identify cause and effect relationships. <ul style="list-style-type: none"> Understand consequences and cause and effect relationships presented in the text.
B 3.4	Compare and contrast the motivations and reactions of literary characters from different eras and cultures, observing how they confront similar situations or conflicts and identify patterns of human experiences.
B 3.5	Identify elements of style and structure by concept and identify the author's use of different techniques to set the tone and purpose of text. <ul style="list-style-type: none"> Understand how an author's choice of words, style, and structure appeals to the senses, suggests a mood, and sets a tone. Recognize how values and beliefs affect the perspective of the author. Understand how the author's use of bias, persuasive strategies, and emotions are used to draw a desired response from the readers. Interpret figurative language in the context of the text.
B 3.6	Break a passage into logical parts and think about how the parts fit together.
B 3.7	Identify elements of an author's style, such as word usage, use of characterization, and use of detail and tone.

B 4.0	Uses reading skills to <i>synthesize</i> multiple inferences drawn from literary and nonfiction texts.
B 4.1	Draw conclusions based on information from two or more different sources and combine that information to create a new idea or understanding.
B 4.2	Draw multiple inferences from an entire text.
B 4.3	Integrate information from outside a given text with information within the text to reach a new understanding.
B 4.4	Interpret the overall tone, point of view, or purpose of a text.
B 4.5	Make connections among parts of a text.

**Correlation of GED Language Arts, Reading to TABE
TABE 9 and 10, Level A: Reading, Vocabulary, and Spelling Tests**

2a

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level A	Strands and Standards			
Objectives	<i>Strand A: Language Arts, Reading</i>			
	LAR 1.0: Uses word analysis and decoding strategies to pronounce and understand words in order to derive meaning from literary and real-life material.	LAR 2.0: Reads a variety of connected text with accuracy, speed, and appropriate phrasing.	LAR 3.0 Has a wide and varied vocabulary that enhances comprehension of literary and real-life material.	LAR 4.0 Uses a variety of comprehension strategies to derive meaning from literary and real-life material.
<i>Reading Test</i>				
Construct Meaning: Cause/Effect				A 4.4
Construct Meaning: Character Aspects				A 4.6
Construct Meaning: Compare/Contrast				A 4.4
Construct Meaning: Main Idea and Passage				A 4.10

Meaning				
Construct Meaning: Summary/Paraphrase				A 4.2
Construct Meaning: Supporting Evidence				
Evaluate/Extend Meaning: Author Purpose				A 4.7
Evaluate/Extend Meaning: Effect/Intention				
Evaluate/Extend Meaning: Fact/Opinion				A 4.4
Evaluate/Extend Meaning: Generalizations				
Evaluate/Extend Meaning: Genre				A 4.5
Evaluate/Extend Meaning: Predict Outcomes				
Evaluate/Extend Meaning: Style Techniques				
Interpret Graphic Information: Reference Sources				
Recall Information: Phrase and Sentence Meaning Sequence				
Recall Information: Stated Concepts				
Words in Context: Appropriate Word			A 3.3	
Words in Context: Opposite Meaning			A 3.2	
Words in Context: Same Meaning			A 3.2	
Vocabulary Test				
Multi-meaning Words			A 3.1 A 3.3	
Word Meaning: Synonym			A 3.2	
Words in Context			A 3.3	
Spelling Test				
Consonant: Double Letter				
Consonant: Silent Letter				
Consonant: Variant Spelling				
Structural Unit: Homonym				
Structural Unit: Inflectional Ending (Plural)				
Structural Unit: Root	A 1.3			
Structural Unit: Similar Word Part				
Structural Unit: Suffix	A 1.4			
Vowel: Long Vowel				
Vowel: R-Controlled				
Vowel: Schwa				
Vowel: Short Vowel				

**Correlation of GED Language Arts, Reading to TABE
TABE 9 and 10, Level A: Reading, Vocabulary, and Spelling Tests**

2b

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level A	Strands and Standards			
Objectives	<i>Strand B: Language Arts, Reading Critical Thinking Skills</i>			
	LAR 1.0: Uses reading skills to comprehend literary and nonfiction texts.	LAR 2.0: Uses reading skills to apply concepts and principles from literary and nonfiction texts in a new context.	LAR 3.0 Uses reading skills to analyze and nonfiction texts.	LAR 4.0 Uses reading skills to synthesize multiple inferences drawn from literary and nonfiction texts.
Reading Test				
Construct Meaning: Cause/Effect			LAR 3.3	
Construct Meaning: Character Aspects			LAR 3.4 LAR 3.7	
Construct Meaning: Compare/Contrast				
Construct Meaning: Main Idea and Passage Meaning	LAR 1.1			
Construct Meaning: Summary/Paraphrase	LAR 1.1			
Construct Meaning: Supporting Evidence			LAR 3.1	
Evaluate/Extend Meaning: Author Purpose			LAR 3.5	
Evaluate/Extend Meaning: Effect/Intention			LAR 3.3	LAR 4.2
Evaluate/Extend Meaning: Fact/Opinion				
Evaluate/Extend Meaning: Generalizations		LAR 2.4		
Evaluate/Extend Meaning: Genre				
Evaluate/Extend Meaning: Predict Outcomes	LAR 1.2			
Evaluate/Extend Meaning: Style Techniques				
Interpret Graphic Information: Reference Sources	LAR 1.3			
Recall Information: Phrase and Sentence				

Meaning Sequence				
Recall Information: Stated Concepts	LAR 1.1			
Words in Context: Appropriate Word				
Words in Context: Opposite Meaning				
Words in Context: Same Meaning				
Vocabulary Test				
Multi-meaning Words				
Word Meaning: Synonym				
Words in Context				
Spelling Test				
Consonant: Double Letter				
Consonant: Silent Letter				
Consonant: Variant Spelling				
Structural Unit: Homonym				
Structural Unit: Inflectional Ending (Plural)				
Structural Unit: Root				
Structural Unit: Similar Word Part				
Structural Unit: Suffix				
Vowel: Long Vowel				
Vowel: R-Controlled				
Vowel: Schwa				
Vowel: Short Vowel				

**Correlation of GED Language Arts, Reading to TABE
TABE 9 and 10, Level D: Reading, Vocabulary, and Spelling Tests**

2c

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level D	Strands and Standards			
Objectives	<i>Strand A: Language Arts, Reading</i>			
	LAR 1.0: Uses word analysis and decoding strategies to pronounce and understand words in order to derive meaning from literary and real-life material.	LAR 2.0: Reads a variety of connected text with accuracy, speed, and appropriate phrasing.	LAR 3.0 Has a wide and varied vocabulary that enhances comprehension of literary and real-life material.	LAR 4.0 Uses a variety of comprehension strategies to derive meaning from literary and real-life material.
Reading Test				
Construct Meaning: Cause/Effect				A 4.4
Construct Meaning: Character Aspects				A 4.6
Construct Meaning: Compare/Contrast				A 4.4
Construct Meaning: Conclusion				
Construct Meaning: Main Idea and Passage Meaning				A 4.10
Construct Meaning: Summary/Paraphrase				A 4.2
Construct Meaning: Supporting Evidence				
Evaluate/Extend Meaning: Author Purpose				A 4.7
Evaluate/Extend Meaning: Effect/Intention				
Evaluate/Extend Meaning: Fact/Opinion				A 4.4
Evaluate/Extend Meaning: Generalizations				
Evaluate/Extend Meaning: Genre				A 4.5
Evaluate/Extend Meaning: Predict Outcomes				
Evaluate/Extend Meaning: Style Techniques				
Interpret Graphic Information: Consumer Materials				

Interpret Graphic Information: Reference Sources				
Recall Information: Details				
Recall Information: Phrase and Sentence Meaning Sequence				
Recall Information: Stated Concepts				
Words in Context: Opposite Meaning			A 3.2	
Words in Context: Same Meaning			A 3.2	
Vocabulary Test				
Multi-meaning Words			A 3.1 A 3.3	
Word Meaning: Synonym			A 3.2	
Words in Context			A 3.3	
Spelling Test				
Consonant: Double Letter				
Consonant: Silent Letter				
Consonant: Variant Spelling				
Structural Unit: Homonym				
Structural Unit: Inflectional Ending (Plural)				
Structural Unit: Root	A 1.3			
Structural Unit: Similar Word Part				
Structural Unit: Suffix	A 1.4			
Vowel: Long Vowel				
Vowel: R-Controlled				
Vowel: Schwa				
Vowel: Short Vowel				

**Correlation of GED Language Arts, Reading to TABE
TABE 9 and 10, Level D: Reading, Vocabulary, and Spelling Tests**

2d

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level D	Strands and Standards			
Objectives	<i>Strand B: Language Arts, Reading Critical Thinking Skills</i>			
	LAR 1.0: Uses reading skills to comprehend literary and nonfiction texts.	LAR 2.0: Uses reading skills to apply concepts and principles from literary and nonfiction texts in a new context.	LAR 3.0 Uses reading skills to analyze and nonfiction texts.	LAR 4.0 Uses reading skills to synthesize multiple inferences drawn from literary and nonfiction texts.
Reading Test				
Construct Meaning: Cause/Effect			B 3.3	
Construct Meaning: Character Aspects			B 3.4 B 3.7	
Construct Meaning: Compare/Contrast				
Construct Meaning: Conclusion	B 1.1			
Construct Meaning: Main Idea and Passage Meaning	B 1.1			
Construct Meaning: Summary/Paraphrase	B 1.1			
Construct Meaning: Supporting Evidence			B 3.1	
Evaluate/Extend Meaning: Author Purpose			B 3.5	
Evaluate/Extend Meaning: Effect/Intention			B 3.3	B 4.2
Evaluate/Extend Meaning: Fact/Opinion				
Evaluate/Extend Meaning: Generalizations		B 2.4		
Evaluate/Extend Meaning: Genre				
Evaluate/Extend Meaning: Predict Outcomes	B 1.2			
Evaluate/Extend Meaning: Style Techniques			B 3.5	
Interpret Graphic Information: Consumer Materials	B 1.3			

Interpret Graphic Information: Reference Sources	B 1.3			
Recall Information: Details	B 1.1			
Recall Information: Phrase and Sentence Meaning Sequence	B 1.1			
Recall Information: Stated Concepts	B 1.1			
Words in Context: Opposite Meaning				
Words in Context: Same Meaning				
Vocabulary Test				
Multi-meaning Words				
Word Meaning: Synonym				
Words in Context				
Spelling Test				
Consonant: Double Letter				
Consonant: Silent Letter				
Consonant: Variant Spelling				
Structural Unit: Homonym				
Structural Unit: Inflectional Ending (Plural)				
Structural Unit: Root				
Structural Unit: Similar Word Part				
Structural Unit: Suffix				
Vowel: Long Vowel				
Vowel: R-Controlled				
Vowel: Schwa				
Vowel: Short Vowel				

**Correlation of GED Language Arts, Reading to TABE
TABE 9 and 10, Level D: Reading, Vocabulary, and Spelling Tests**

2e

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level A, Reading Test 1

Reading Skills Test 1				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Interpret Graphic Information: Reference sources	8, 9, 10, 12	5, 6, 7, 9	1, 2, 3, 33	1, 2, 3, 19
Words in Context: Same/Opposite Meaning; Appropriate Word; Roots/Affixes	1, 11, 46, 47	1, 8, 22, 23	8, 16, 24, 32	7, 10, 14, 18
Recall Information: Sequence	17		12, 37, 47, 48	9, 23
Recall Information: Details			13, 17, 22	11
Recall Information: Stated Concepts	13, 14, 24, 26, 37, 38, 43	13, 14, 19, 20	6, 18, 21, 39, 40	5
Construct Meaning: Main Idea	20, 21, 42	10, 11	4, 41, 45	4, 22
Construct Meaning: Cause and Effect	32, 36, 45		7	6
Construct Meaning: Character Aspects	5, 27, 31	3, 15	26, 28, 31, 46	17
Construct Meaning: Summary/Paraphrase	7, 49	25	9, 14, 43	
Construct Meaning: Conclusions	29		15, 20, 27, 38	12, 15
Construct Meaning: Compare/Contrast	22, 23, 30	12, 17	50	25
Construct Meaning: Supporting Evidence	2, 18, 44	2	42	
Evaluate/Extend Meaning: Fact and Opinion	33, 40, 50	21		
Evaluate/Extend Meaning: Author Purpose	28, 35, 48	16, 18, 24		

Reading Skills Test 1				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Evaluate/Extend Meaning: Predict Outcome	4, 16		23	13
Evaluate/Extend Meaning: Style and Technique	3		11, 29, 49	8, 24
Evaluate/Extend Meaning: Genre	34		44	
Evaluate/Extend Meaning: Generalization	6, 39, 41	4	30	16
Evaluate/Extend Meaning: Effect and Intention	15, 19, 25		25	
Evaluate/Extend Meaning: Apply Passage Elements			5, 10, 19, 34, 35, 36	20, 21

**Correlation of GED Language Arts, Reading to TABE
TABE 9 and 10, Level D: Reading, Vocabulary, and Spelling Tests**

2f

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level D, Reading Test 1

Reading Skills Test 1				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Interpret Graphic Information: Reference sources, Consumer materials	19, 26, 27, 28	11, 12, 13, 14	1, 2, 4, 22, 27	1, 2, 3, 10
Words in Context: Same/Opposite Meaning; Appropriate Word;	9, 12, 30, 40	2, 5, 16, 19	18, 19, 28, 37	7, 8, 14, 20

Reading Skills Test 1				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Roots/Affixes				
Recall Information: Sequence	1, 6, 29, 36	15	10, 11, 20, 34, 49	9, 18
Recall Information: Details	7, 13, 16, 31, 35, 49	8, 17, 24	3, 6, 15, 16, 21, 23, 24, 41	4, 11, 12
Recall Information: Stated Concepts	17, 23, 47	9	5, 17	
Construct Meaning: Main Idea	11	4	40, 42	
Construct Meaning: Cause and Effect	22, 46			
Construct Meaning: Character Aspects	32		35, 38	
Construct Meaning: Summary/Paraphrase	10, 34, 43, 48	3, 22	32, 43	17
Construct Meaning: Conclusions	37, 39, 44	23	7, 26, 44	
Construct Meaning: Compare/Contrast	14, 18	6, 10	30, 48	15, 24
Construct Meaning: Supporting Evidence	8, 24, 42, 50	21, 25	12, 25	13
Evaluate/Extend Meaning: Fact and Opinion	4, 15, 41	7, 20	31	16
Evaluate/Extend Meaning: Author Purpose	5	1	8, 46	5, 22
Evaluate/Extend Meaning: Predict Outcome	2			
Evaluate/Extend Meaning: Generalization	33, 38	18	33, 47	23
Evaluate/Extend Meaning: Effect and Intention	20, 45		36, 50	19, 25
Evaluate/Extend Meaning: Style and Technique	3, 21		13	
Evaluate/Extend Meaning: Genre	25		9, 14, 39, 45	6, 21
Evaluate/Extend Meaning: Apply Passage Elements			29	

Mathematics Content Standard

The adult learner is able to use and apply mathematical concepts and principles in a variety of academic and real-life situations.

Level (EFL): Adult Secondary Education (GED)

Strand A: Number Operations and Number Sense

MAT 1.0 Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable.

MAT 1.1	Represent and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific) in real-life and mathematical problem situations.
MAT 1.2	Represent, analyze, and apply whole numbers, decimals, fractions, percents, ratios, proportions, exponents, roots, and scientific notation in a wide variety of situations.
MAT 1.3	Recognize equivalencies and order relations for whole numbers, fractions, decimals, integers, and rational numbers.
MAT 1.4	Select the appropriate operations to solve problems. <ul style="list-style-type: none"> • Understand and use basic and advanced mathematical terms • Comprehend what a problem is asking, e.g. When should I subtract?
MAT 1.5	Relate basic arithmetic operations to one another.
MAT 1.6	Calculate with mental math, pencil and paper, and a scientific calculator using whole numbers, fractions, decimals, and integers.
MAT 1.7	Use estimation to solve problems and assess the reasonableness of an answer.
MAT 1.8	Use a variety of strategies to solve academic and real-life problems.
MAT 1.9	Use a scientific calculator to compute answers to a variety of academic and real-life problems.

Strand B: Measurement and Geometry

MAT 2.0 Develops and applies measurement and geometry to solve a variety of real-life problems and to determine if the results are reasonable

MAT 2.1	Model and solve problems using the concepts of perpendicularity, parallelism, congruence, and similarity of geometric figures.
MAT 2.2	Use spatial visualization skills to describe and analyze geometric figures and translation/rotations of geometric figures.
MAT 2.3	Use the Pythagorean Theorem to model and solve problems.
MAT 2.4	Find, use, and interpret the slope of a line, the y-intercept of a line, and the intersection of two lines, using the slope intercept equation.
MAT 2.5	Use coordinates to design and describe geometric figures.
MAT 2.6	Identify and select appropriate units of metric and customary measures.
MAT 2.7	Convert and estimate units of metric and customary measure (all conversions within systems).

MAT 2.8	Solve and estimate solutions to problems involving length, perimeter, area, surface area, volume, angle measurement, capacity weight, and mass.
MAT 2.9	Use uniform rates (e.g., miles per hour, bushels per acre) in problem situations.
MAT 2.10	Read and interpret scales, meters, and gauges.
MAT 2.11	Predict the impact of changes in linear dimension on the perimeter, area, and volume of figures.
Strand C: Data Analysis, Statistics, and Probability	
MAT 3.0 Develops and applies data analysis, statistics, and probability to solve a variety of real-life problems and to determine if the results are reasonable.	
MAT 3.1	Construct, interpret, and draw inferences from tables, charts, and graphs.
MAT 3.2	Make inferences and convincing arguments that are based on data analysis.
MAT 3.3	Evaluate positions or viewpoints that are based on data analysis, including distinguishing between correlation and causation.
MAT 3.4	Represent data graphically in ways that make sense and are appropriate to the context.
MAT 3.5	Apply measures of central tendency (mean, median, and mode) and analyze the effect of changes in data on these measures.
MAT 3.6	Use an informal line of best fit to predict from data.
MAT 3.7	Apply and recognize sampling and bias in statistical claims.
MAT 3.8	Make predictions that are based on experimental or theoretical probabilities, including listing possible outcomes.
MAT 3.9	Compare and contrast different sets of data on the basis of measures of central tendency and dispersion.
Strand D: Algebra, Functions, and Patterns	
4.0 Develops and applies algebra, functions, and patterns to solve a variety of real-life problems and to determine if the results are reasonable.	
MAT 4.1	Analyze and represent situations involving variable quantities with tables, graphs, verbal descriptions, and equations.
MAT 4.2	Recognize that a variety of problem situations may be modeled by the same function or type of function (e.g., $y = mx + b$, $y = ax^2$, $y = ax$, $y = 1/x$).
MAT 4.3	Convert between different representations, such as tables, graphs, verbal descriptions, and equation.
MAT 4.4	Create and use algebraic expressions and equations to model situations and solve problems.
MAT 4.5	Evaluate formulas.
MAT 4.6	Solve equations, involving first degree, quadratic, power, and system of linear equations.
MAT 4.7	Recognize and use direct and indirect variation.
MAT 4.8	Analyze tables and graphs to identify and generalize patterns and relationships.
MAT 4.9	Analyze and use functional relationships to explain how a change in one quantity results in change in the other quantity, including linear, quadratic, and exponential functions.

**Correlation of GED Mathematics to TABE
TABE 9 and 10, Level A: Applied Mathematics and Math Computation**

3a

Mathematics Content Standard
The adult learner is able to use and apply mathematical concepts and principles in a variety of academic and real-life situations.

TABE 9 and 10, Level A	Strands and Standards			
Objectives	<i>Strand A: Number Operation and Number Sense</i>	<i>Strand B: Measurement and Geometry</i>	<i>Strand C: Data Analysis, Statistics, and Probability</i>	<i>Strand D: Algebra, Functions, and Patterns</i>
	MAT 1.0 Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable.	MAT 2.0 Develops and applies measurement and geometry to solve a variety of real-life problems and to determine if the results are reasonable.	MAT 3.0 Develops and applies data analysis, statistics, and probability to solve a variety of real-life problems and to determine if the results are reasonable.	MAT 4.0 Develops and applies algebra, functions, and patterns to solve a variety of real-life problems and to determine if the results are reasonable.
<i>Applied Mathematics</i>				
Computation in Context: Fractions	MAT 1.1 MAT 1.2 MAT 1.3			
Computation in Context: Percents	MAT 1.1 MAT 1.2 MAT 1.3			
Data Analysis: Appropriate Data Display			MAT 3.1	
Data Analysis: Bar, Line, Circle Graph			MAT 3.1	
Data Analysis: Conclusions from Data			MAT 3.1 MAT 3.2	
Data Analysis: Table, Chart, Diagram			MAT 3.1	
Estimation	MAT 1.7			
Estimation: Rounding	MAT 1.7			
Geometry and Spatial Sense: Coordinate Geometry		MAT 2.5		

Geometry and Spatial Sense: Parts of a Circle		MAT 2.2		
Geometry and Spatial Sense: Point, Ray, Line, Plane		MAT 2.2		
Geometry and Spatial Sense: Transformations		MAT 2.2		
Measurement: Area		MAT 2.8		
Measurement: Circumference		MAT 2.8		
Measurement: Length, Distance		MAT 2.8		
Measurement: Perimeter		MAT 2.8		
Measurement: Rate		MAT 2.9 MAT 2.10		
Measurement: Volume		MAT 2.8		
Number and Number Operations: Equivalent Forms	MAT 1.1 MAT 1.3			
Number and Number Operations: Exponents, Scientific Notation	MAT 1.2			
Number and Number Operations: Factors, Multiples, Divisibility	MAT 1.1			
Number and Number Operations: Percent	MAT 1.1 MAT 1.2 MAT 1.3			
Number and Number Operations: Ratio, Proportion	MAT 1.2			
Patterns, Functions, Algebra: Geometric Pattern				MAT 4.8
Patterns, Functions, Algebra: Inequality	MT 1.5			MAT 4.9
Patterns, Functions, Algebra: Linear Equation	MAT 1.5	MAT 2.4		MAT 4.6
Patterns, Functions, Algebra: Number Pattern				MAT 4.9
Patterns, Functions, Algebra: Variable, Expression, Equations				MAT 4.4
Problem Solving and Reasoning: Evaluate Solution	MAT 1.4			MAT 4.4
Problem Solving and Reasoning: Model Problem Situation, Solve	MAT 1.4			MAT 4.4
Problem Solving and Reasoning: Solve Problem	MAT 1.8			MAT 4.4
Statistics and Probability: Probability			MAT 3.8	
Statistics and Probability: Sampling			MAT 3.8	
Statistics and Probability: Statistics			MAT 3.5 MAT 3.8	

Math Computation				
Algebraic Operations: Computation with Exponents	MAT 1.2			
Algebraic Operations: Computation with Roots and Squares	MAT 1.2			
Algebraic Operations: Simplify Expression				MAT 4.6
Algebraic Operations: Solve Equations				MAT 4.6
Decimals: Addition	MAT 1.6			
Decimals: Division	MAT 1.6			
Decimals: Multiplication	MAT 1.6			
Decimals: Subtraction	MAT 1.6			
Fractions: Addition	MAT 1.6			
Fractions: Division	MAT 1.6			
Fractions: Multiplication	MAT 1.6			
Fractions: Subtraction	MAT 1.6			
Integers: Addition	MAT 1.6			
Integers: Division	MAT 1.6			
Integers: Multiplication	MAT 1.6			
Integers: Subtraction	MAT 1.6			
Order of Operations				
Percents	MAT 1.2			

**Correlation of GED Mathematics to TABE
TABE 9 and 10, Level D: Applied Mathematics and Math Computation**

3b

Mathematics Content Standard

The adult learner is able to use and apply mathematical concepts and principles in a variety of academic and real-life situations.

TABE 9 and 10, Level D	Strands and Standards			
Objectives	<i>Strand A: Number Operation and Number Sense</i>	<i>Strand B: Measurement and Geometry</i>	<i>Strand C: Data Analysis, Statistics, and Probability</i>	<i>Strand D: Algebra, Functions, and Patterns</i>
	MAT 1.0 Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable.	MAT 2.0 Develops and applies measurement and geometry to solve a variety of real-life problems and to determine if the results are reasonable.	MAT 3.0 Develops and applies data analysis, statistics, and probability to solve a variety of real-life problems and to determine if the results are reasonable.	MAT 4.0 Develops and applies algebra, functions, and patterns to solve a variety of real-life problems and to determine if the results are reasonable.
<i>Applied Mathematics</i>				
Computation in Context: Decimals	MAT 1.1 MAT 1.2 MAT 1.3			
Computation in Context: Fractions	MAT 1.1 MAT 1.2 MAT 1.3			
Computation in Context: Whole Numbers	MAT 1.1 MAT 1.2 MAT 1.3			
Data Analysis: Appropriate Data Display	MAT 1.2		MAT 3.4	
Data Analysis: Conclusions from Data			MAT 3.5 MAT 2.10	MAT 4.8
Data Analysis: Bar, Line, Circle Graph			MAT 3.5 MAT 2.10	MAT 4.8

Data Analysis: Table, Chart, Diagram			MAT 3.5	MAT 4.8
Estimation	MAT 1.7			
Estimation: Rounding	MAT 1.7			
Geometry and Spatial Sense: Coordinate Geometry		MAT 2.5		MAT 4.5
Geometry and Spatial Sense: Parts of a Circle				MAT 4.5
Geometry and Spatial Sense: Plane Figure		MAT 2.1		MAT 4.5
Geometry and Spatial Sense: Point, Ray, Line, Plane				MAT 4.5
Geometry and Spatial Sense: Transformations		MAT 2.2		
Measurement: Triangles				MAT 4.5
Measurement: Appropriate Unit		MAT 2.6		
Measurement: Area		MAT 2.8		
Measurement: Convert Measurement Units		MAT 2.7		
Measurement: Perimeter		MAT 2.8		
Measurement: Time		MAT 2.9		
Number and Number Operations: Equivalent Forms	MAT 1.3			
Number and Number Operations: Fractional Parts	MAT 1.1			
Number and Number Operations: Number Line	MAT 1.1			
Number and Number Operations: Operation Properties	MAT 1.1			
Number and Number Operations: Percent	MAT 1.1 MAT 1.2 MAT 1.3			
Number and Number Operations: Place Value	MAT 1.1			
Number and Number Operations: Ratio, Proportion	MAT 1.2			
Number and Number Operations: Read, Recognize Numbers	MAT 1.1			
Patterns, Functions, Algebra: Function				MAT 4.2 MAT 4.8
Patterns, Functions, Algebra: Inequality	MAT 1.5			
Patterns, Functions, Algebra: Linear Equation				MAT 4.9
Patterns, Functions, Algebra: Variable, Expression, Equations				MAT 4.1 MAT 4.6
Problem Solving and Reasoning: Evaluate Solution	MAT 1.5			

Problem Solving and Reasoning: Identify Missing/Extra Information	MAT 1.5			
Problem Solving and Reasoning: Solve Problem	MAT 1.4 MAT 1.8			MAT 4.4
Statistics and Probability: Probability			MAT 3.8	
Statistics and Probability: Sampling			MAT 3.8	
Statistics and Probability: Statistics			MAT 3.5 MAT 3.8	
Math Computation				
Decimals: Addition	MAT 1.6			
Decimals: Division	MAT 1.6			
Decimals: Multiplication	MAT 1.6			
Decimals: Subtraction	MAT 1.6			
Divide Whole Numbers: No Remainder: By 1 Digit	MAT 1.6			
Divide Whole Numbers: By 1 Digit	MAT 1.6			
Fractions: Addition	MAT 1.6			
Fractions: Division	MAT 1.6			
Fractions: Multiplication	MAT 1.6			
Fractions: Subtraction	MAT 1.6			
Integers: Addition	MAT 1.6			
Integers: Division	MAT 1.6			
Integers: Multiplication	MAT 1.6			
Integers: Subtraction	MAT 1.6			
Multiply Whole Numbers: Regrouping by 1 Digit	MAT 1.6			
Multiply Whole Numbers: Regrouping by 2+ Digits	MAT 1.6			
Percents	MAT 1.2			

**Correlation of GED Mathematics to TABE
TABE 9 and 10, Level D: Applied Mathematics and Math Computation**

3cA

Mathematics Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level A, Mathematics Tests 2 and 3

Mathematics Skills - Applied				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Factors, Multiples, Divisibility	3		11	
Rounding/Estimation/Expanded Notation	2, 9, 11, 26		2, 4, 30, 41	1, 17
Word Problems	14, 16, 22, 29		5, 7, 38, 45	20, 23
Equivalent Forms	42		48	
Percents	44		9, 43	3, 22
Ratio and Proportion	41, 43		44	
Interpreting Graphs/Charts	6, 17, 18, 28, 33, 34, 35		3, 6, 10, 18, 19, 20, 21, 28	4, 9, 10, 15
Probability/Statistics	4, 15, 21, 25		29, 34, 39, 49	16, 25
Measurement			27, 37	19
Measurement – Length	30		24	11
Measurement – Perimeter	36			
Measurement – Area	38		15, 22, 36	18
Measurement – Volume/Capacity	23			
Measurement - Circumference	46			
Measurement - Rate	1			
Pre-Algebra – Number Sentence/Missing Element	12, 13, 19, 24, 48, 49		1, 16, 35, 42, 46, 47	7, 21, 24
Pre-Algebra – Inequality	20, 47		17, 50	8
Exponents/Scientific Notation	50		40	2
Problem Solving and Reasoning	5, 7, 8, 10, 27		8, 31, 32, 33	13, 14
Geometry - Plane/Solid Figures			14	6
Geometry - Angles/Triangles/Lines	32, 45		12, 13, 23, 26	5, 12
Geometry – Parts of Circles	31, 37, 40			
Geometry – Pythagorean Theorem			25	
Geometry - Transformations	39			

Math Skills - Computation				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Decimals – Addition	3, 7	4	1, 6	1
Decimals – Subtraction	1, 22	1	13, 23	9
Decimals – Multiplication	15, 20	10	17, 26	17
Decimals – Division	14, 30	8	15, 31	11
Fractions – Addition	8, 24	14	7, 20	14
Fractions – Subtraction	5, 18	3	5, 18	5
Fractions – Multiplication	26, 37	17	34, 37	23
Fractions – Division	25, 34	19	33, 38	25
Percents	6, 17, 31, 35, 38	12, 20, 22, 24	9, 25, 28, 32, 35	16, 18, 21, 24
Integers (Positive and Negative)	2, 10, 12, 16, 19, 21, 23, 27, 29	6, 11, 13, 15, 16	2, 4, 8, 10, 12, 14, 16, 24, 39	2, 4, 6, 7, 16
Order of Operations	13, 28, 33, 36, 40	9, 18, 21, 23	19, 21, 27, 36, 40	10, 12, 20, 22
Algebraic Operations	4, 9, 11, 32, 39	2, 5, 7, 25	3, 11, 22, 29, 30	3, 8, 13, 19

**Correlation of GED Mathematics to TABE
TABE 9 and 10, Level D: Applied Mathematics and Math Computation**

3dA

Mathematics Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

TABE 9 and 10, Level D, Mathematics Tests 2 and 3

Mathematic Skills - Applied				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Operation Properties	7	4	44	21
Factors, Multiples, Divisibility			47	22
Rounding/Estimation/Expanded Notation	5, 14, 15, 38, 50	3, 18, 25	5, 9, 15, 16, 46	2, 5, 8
Recognize Numbers	4			
Ordering/Place Value	6		19, 31	
Word Problems	19, 24, 28, 43	22	7, 10, 24, 36, 48	7, 23
Fractional Parts	39	19	49	24
Equivalent Forms	9	5	17	
Percents	2	2		
Ratio and Proportion	16		37	
Interpreting Graphs/Charts (Data Analysis)	18, 20, 21, 26, 27, 35, 36	10, 11, 15, 16	3, 4, 6, 13, 25, 39	3, 4, 6
Probability/Statistics	17, 25, 37, 44	17, 23	21, 22, 41, 50	19, 25
Measurement	12, 30	7	23	
Measurement – Time	11, 29	6	18	
Measurement – Perimeter	41	20	14	
Measurement – Area	40		28	12
Measurement – Angle			34	17
Measurement - Rate			32	15
Number Lines	1		1	1
Pre-Algebra – Number Sentence/Missing Element	13, 32, 45, 46, 47	8, 13	2, 20, 26, 40, 42	14, 20
Pre-Algebra – Inequality	22	9	33	16
Problem Solving and Reasoning	23, 31, 42, 49	12, 21	8, 11, 12, 43	9, 10
Geometry - Plane/Solid Figures	33	14	27, 35	11, 18
Geometry - Angles/Triangles/Lines	8, 10	1	38	
Geometry – Parts of Circles	3			

Mathematic Skills - Applied				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Coordinate Geometry	48	24		
Geometry - Transformations	34			
Geometry – Visualization and Spatial Reasoning			30	
Geometry – Parallel and Perpendicular			29	13
Geometry - Symmetry			45	

3dC

Mathematic Skills - Computation				
Subskill	TABE 9 Complete Battery (Question Numbers)	TABE 9 Survey (Question Numbers)	TABE 10 Complete Battery (Question Numbers)	TABE 10 Survey (Question Numbers)
Whole Numbers – Multiplication	3, 5, 7, 11	1, 3, 5, 10	2, 4, 6, 20, 22	1, 2, 4, 14
Whole Numbers – Division	4, 6, 8, 16, 22	2, 4, 11, 17	7, 17, 19, 23, 27	5, 13, 15, 18
Decimals – Addition	1, 12	7	1, 15	12
Decimals – Subtraction	14, 26	9	3, 13	10
Decimals – Multiplication	9, 13	8	8, 26	19
Decimals – Division	2, 20	15	11, 14	8
Fractions – Addition	28, 31	20	21, 31	21
Fractions – Subtraction	10, 24	6	5, 24	3
Fractions – Multiplication	17, 34	12	16, 29	11
Fractions – Division	21, 33	16	33, 38	22
Percents	23, 30, 32, 38, 40	19, 21, 23, 25	28, 30, 35, 37, 40	17, 20, 23, 25
Integers (Positive and Negative)	18, 19, 25, 27, 29, 35, 36, 37, 39	13, 14, 18, 22, 24	9, 10, 12, 18, 25, 32, 34, 36, 39	6, 7, 9, 16, 24