New Readers Press
ProLiteracy's publishing division

Scoreboost for TABE-Level E-Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level E (CCRS B)

Standard	Standard Description	*Scoreboost for TABE-Level E- Math 1 (NRP 7114)*	*Scoreboost for TABE-Level E- Math 2 (NRP 7115)*	*Scoreboost for TABE-Level E- Math 3 (NRP 7116)*
NUMBER AND OPERATIONS IN BASE TEN				
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	Strategy 1, pp. 4-5 Unit 1 Review, pp. 25		
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Strategy 4, pp. 10-11 Unit 1 Review, pp. 25		
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Strategy 2, pp. 6-7 Unit 1 Review, pp. 25		
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.	Strategy 5, pp. 12-15 Strategy 7, pp. 19-22 Unit1 Review, pp. 26-27		
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Strategy 1, pp. 4-5 Unit 1 Review, pp. 25		
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	Strategy 8, pp. 23-24 Unit 1 Review, pp. 27		
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.	Strategy 3, pp. 8-9 Unit 1 Review, pp. 25		
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Strategy 6, pp. 16-18 Unit 1 Review, pp. 26		
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.	Strategy 5, pp. 12-15 Strategy 7, pp. 19-22 Unit 1 Review, pp. 26-27		
NUMBER AND OPERATIONS-FRACTIONS				
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.	Strategy 9, pp. 28-30 Unit 2 Review, pp. 38		
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Strategy 9, pp. 28-30 Unit 2 Review, pp. 38		
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Strategy 10, pp. 31-32 Strategy 11, pp. 33-35 Strategy 12, pp. 36-37 Unit 2 Review, pp. 38-39		
OPERATIONS AND ALGEBRAIC THINKING				
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.		Strategy 7, pp. 22-25 Unit 2 Review, pp. 38	

Scoreboost for TABE-Level E-Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level E (CCRS B)

Standard	Standard Description	*Scoreboost for TABE-Level E- Math 1 (NRP 7114)*	*Scoreboost for TABE-Level E- Math 2 (NRP 7115)*	*Scoreboost for TABE-Level E- Math 3 (NRP 7116)*
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.		Strategy 1, pp. 4-5 Unit 1 Review, pp. 20	
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56/8 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.		Strategy 4, pp. 13-14 Unit 1 Review, pp. 21	
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.		Strategy 8, pp. 26-29 Unit 2 Review, pp. 38	
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		Strategy 5, pp. 15-17 Unit 1 Review, pp. 21	
3.OA.5	Apply properties of operations as strategies to multiply and divide; (Commutative property of multiplication, Associative property of multiplication, Distributive property.)		Strategy 2, pp. 6-9 Strategy 4, pp. 13 Unit 1 Review, pp. 20	
3.OA.6	Understand division as an unknown-factor problem		Strategy 5, pp. 15-17 Unit 1 Review, pp. 21	
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		Strategy 3, pp. 10-12 Strategy 6, pp. 18-19 Unit 1 Review, pp. 20-21	
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.		Strategy 9, pp. 30-33 Unit 2 Review, pp. 38-39	
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		Strategy 10, pp. 34-37 Unit 2 Review, pp. 39	
GEOMETRY				
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.			Strategy 1, pp. 4-5 Unit 1 Review, pp. 10
3.G.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category (rhombuses, rectangles, and squares as examples of quadrilaterals). DraW examples of quadrilaterals that do not belong to any of these subcategories.			Strategy 2, pp. 6-7 Unit 1 Review, pp. 10
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.			Strategy 3, pp. 8-9 Unit 1 Review, pp. 11

Scoreboost for TABE-Level E-Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level E (CCRS B)

Standard	Standard Description	*Scoreboost for TABE-Level E- Math 1 (NRP 7114)*	*Scoreboost for TABE-Level E- Math 2 (NRP 7115)*	*Scoreboost for TABE-Level E- Math 3 (NRP 7116)*
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.			Strategy 3, pp. 8-9 Unit 1 Review, pp. 11
MEASUREMENT AND DATA				
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			Strategy 4, pp. 12-15 Unit 2 Review, pp. 50
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.			Strategy 5, pp. 16 Unit 2 Review, pp. 50
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.			Strategy 8, pp. 24-27 Unit 2 Review, pp. 51
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.			Strategy 5, pp. 17-19 Unit 2 Review, pp. 50
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.			Strategy 13, pp. 46, 48 Unit 2 Review, pp. 51
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.			Strategy 5, pp. 17-19 Unit 2 Review, pp. 50
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.			Strategy 7, pp. 22-23 Unit 2 Review, pp. 50
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.			Strategy 9, pp. 28-29 Unit 2 Review, pp. 51
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.			Strategy 6, pp. 20-21 Unit 2 Review, pp. 50
3.MD.7	Relate area to the operations of multiplication and addition.			Strategy 10, pp. 30-33 Strategy 11, pp. 34-37 Unit 2 Review, pp. 51

Scoreboost for TABE-Level E-Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level E (CCRS B)

Standard	Standard Description	*Scoreboost for TABE-Level E- Math 1 (NRP 7114)*	*Scoreboost for TABE-Level E- Math 2 (NRP 7115)*	*Scoreboost for TABE-Level E- Math 3 (NRP 7116)*
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.			Strategy 12, pp. 38-43 Unit 2 Review, pp. 51
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.			Strategy 13, pp. 44-49 Unit 2 Review, pp. 51

New Readers Press
ProLiteracy's publishing division

Scoreboost for TABE-Level M- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level M (CCRS C)

Standard	Standard Description	*Scoreboost for TABE-Level M- Math 1 (NRP 7119)*	*Scoreboost for TABE-Level M- Math 2 (NRP 7120)*	*Scoreboost for TABE-Level M- Math 3 (NRP 7121)*
NUMBER AND OPERATIONS IN BASE TEN				
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Strategy 1, pp. 4-6 Unit 1 Review, pp. 20		
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	Strategy 1, pp. 4-6 Unit 1 Review, pp. 20		
5.NBT.3	Read, write, and compare decimals to thousandths.	Strategy 6, pp. 22-24 Strategy 7, pp. 25-27 Unit 2 Review, pp. 40		
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Strategy 2, pp. 7-10 Unit 1 Review, pp. 20		
5.NBT.4	Use place value understanding to round decimals to any place.	Strategy 8, pp. 28-29 Unit 2 Review, pp. 40		
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Strategy 3, pp. 11-13 Unit 1 Review, pp. 20		
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	Strategy 3, pp. 11-13 Unit 1 Review, pp. 20		
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Strategy 5, pp. 17-19 Unit 1 Review, pp. 21		
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/orr the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Strategy 9, pp. 30-33 Strategy 10, pp. 34-36 Strategy 11, pp. 37-39 Unit 2 Review, pp. 40-41		
NUMBER AND OPERATIONS-FRACTIONS				
4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Strategy 12, pp. 42-43 Unit 3 Review, pp. 65		
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Strategy 14, pp. 48-51 Unit 3 Review, pp. 65		

Scoreboost for TABE-Level M- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level M (CCRS C)

Standard	Standard Description	*Scoreboost for TABE-Level M- Math 1 (NRP 7119)*	*Scoreboost for TABE-Level M- Math 2 (NRP 7120)*	*Scoreboost for TABE-Level M- Math 3 (NRP 7121)*
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	Strategy 13, pp. 44-47 Unit 3 Review, pp. 65		
5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a /b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	Strategy 17, pp. 58-59 Unit 3 Review, pp. 66		
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Strategy 15, pp. 52-54 Unit 3 Review, pp. 65		
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Strategy 15, pp. 53-54 Unit 3 Review, pp. 65		
5.NF.5	Interpret multiplication as scaling (resizing).	Strategy 15, pp. 53-54 Unit 3 Review, pp. 65		
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.	Strategy 16, pp. 55-57 Unit 3 Review, pp. 65		
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.	Strategy 7, pp. 25-27 Unit 2 Review, pp. 40		
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Strategy 18, pp. 60-61 Unit 3 Review, pp. 66		
OPERATIONS AND ALGEBRAIC THINKING				
4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations			Strategy 2, pp. 7-10 Unit 1 Review, pp. 22
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.			Strategy 1, pp. 4-6 Unit 1 Review, pp. 22
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.			Strategy 2, pp. 7-10 Unit 1 Review, pp. 22
4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.			Strategy 3, pp. 11-14 Unit 1 Review, pp. 22-23

Scoreboost for TABE-Level M- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level M (CCRS C)

Standard	Standard Description	*Scoreboost for TABE-Level M- Math 1 (NRP 7119)*	*Scoreboost for TABE-Level M- Math 2 (NRP 7120)*	*Scoreboost for TABE-Level M- Math 3 (NRP 7121)*
4.OA.4	Find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 - 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 - 100 is prime or composite.			Strategy 4, pp. 15-18 Unit 1 Review, pp. 23
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.			Strategy 5, pp. 19-21 Unit 1 Review, pp. 23
EXPRESSIONS AND EQUATIONS				
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.			Strategy 6, pp. 24-27 Unit 2 Review, pp. 51
6.EE.3	Apply the properties of operations to generate equivalent expressions.			Strategy 8, pp. 31-33 Unit 2 Review, pp. 51
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).			Strategy 8, pp. 31-33 Unit 2 Review, pp. 51
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.			Strategy 9, pp. 34-36 Unit 2 Review, pp. 51
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number or any number in a specified set.			Strategy 7, pp. 28-30 Unit 2 Review, pp. 51
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.			Strategy 10, pp. 37-40 Unit 2 Review, pp. 52
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.			Strategy 11, pp. 41-43 Unit 2 Review, pp. 52
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.			Strategy 12, pp. 44-46 Strategy 13, pp. 47-50 Unit 2 Review, pp. 52

Scoreboost for TABE-Level M- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level M (CCRS C)

Standard	Standard Description	*Scoreboost for TABE-Level M- Math 1 (NRP 7119)*	*Scoreboost for TABE-Level M- Math 2 (NRP 7120)*	*Scoreboost for TABE-Level M- Math 3 (NRP 7121)*
GEOMETRY				
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		Strategy 8, pp. 28-31 Unit 2 Review, pp. 44	
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond..		Strategy 11, pp. 40-43 Unit 2 Review, pp. 45	
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.		Strategy 9, pp. 32-35 Unit 2 Review, pp. 44	
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Strategy 10, pp. 36-39 Unit 2 Review, pp. 44-45	
MEASUREMENT AND DATA				
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.		Strategy 1, pp. 4-7 Unit 1 Review, pp. 26	
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.		Strategy 2, pp. 8-10 Unit 1 Review, pp. 26	
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.		Strategy 3, pp. 11, 13 Unit 1 Review, pp. 26	
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.		Strategy 5, pp.17-18 Unit 1 Review, pp. 26	
5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		Strategy 3, pp. 12-13 Strategy 4, pp. 14-16 Unit 1 Review, pp. 26-27	
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		Strategy 5, pp. 17-19 Unit 1 Review, pp. 26	

Scoreboost for TABE-Level M- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level M (CCRS C)

Standard	Standard Description	*Scoreboost for TABE-Level M- Math 1 (NRP 7119)*	*Scoreboost for TABE-Level M- Math 2 (NRP 7120)*	*Scoreboost for TABE-Level M- Math 3 (NRP 7121)*
4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems		Strategy 6, pp. 20-22 Unit 1 Review, pp. 27	
STATISTICS AND PROBABILITY				
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.			Strategy 14, pp. 53 Unit 3 Review, pp. 64
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.			Strategy 14, pp. 53-56 Strategy 15, pp. 57-59 Strategy 16, pp. 60-63 Unit 3 Review, pp. 64-65
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.			Strategy 14, pp. 53-56 Strategy 15, pp. 57-59 Strategy 16, pp. 60-63 Unit 3 Review, pp. 64-65
RATIOS AND PROPORTIONAL RELATIONSHIPS				
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship.		Strategy 7, pp. 23-25 Unit 1 Review, pp. 27	
THE NUMBER SYSTEM				
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.	Strategy 19, pp. 62-64 Unit 3 Review, pp. 66		
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	Strategy 5, pp. 17-19 Unit 1 Review, pp. 21		
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1 - 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Strategy 4, pp. 14-16 Unit 1 Review, pp. 21		

New Readers Press
ProLiteracy's publishing division

Scoreboost for TABE-Level D- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level D (CCRS D)

Standard	Standard Description	*Scoreboost for TABE-Level D-Math 1* (NRP 7124)	*Scoreboost for TABE-Level D-Math 2* (NRP 7125)	*Scoreboost for TABE-Level D-Math 3* (NRP 7126)	*Scoreboost for TABE-Level D-Math 4* (NRP 7127)
GEOMETRY					
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.			Strategy 1, pp. 4-7 Unit 1 Review, pp. 20-21	
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.			Strategy 2, pp. 8-11 Unit 1 Review, pp. 20	
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.			Strategy 5, pp. 22-26 Unit 2 Review, pp. 42	
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.			Strategy 3, pp. 12-15 Unit 1 Review, pp. 20-21	
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.			Strategy 4, pp. 16-19 Unit 1 Review, pp. 20-21	
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.			Strategy 5, pp. 22-26 Strategy 6, pp. 27-30 Strategy 7, pp. 31-33 Unit 2 Review, pp. 42	
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.			Strategy 8, pp. 34-37 Unit 2 Review, pp. 43	
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.			Strategy 9, pp. 38-41 Unit 2 Review, pp. 43	
EXPRESSIONS AND EQUATIONS					

Scoreboost for TABE-Level D- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level D (CCRS D)

Standard	Standard Description	*Scoreboost for TABE-Level D-Math 1* (NRP 7124)	*Scoreboost for TABE-Level D-Math 2* (NRP 7125)	*Scoreboost for TABE-Level D-Math 3* (NRP 7126)	*Scoreboost for TABE-Level D-Math 4* (NRP 7127)
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.		Strategy 12, pp. 53-56 Unit 2 Review, pp. 71		
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.		Strategy 8, pp. 39-40 Unit 2 Review, pp. 71		
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.		Strategy 13, pp. 57-58 Unit 2 Review, pp. 71		
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.		Strategy 9, pp. 41-44 Unit 2 Review, pp. 71		
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.		Strategy 14, pp. 59-60 Unit 2 Review, pp. 71		
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.		Strategy 10, pp. 45-48 Strategy 11, pp. 49-52 Unit 2 Review, pp. 71		
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 example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.		Strategy 15, pp. 61-64 Unit 2 Review, pp. 71		
8.EE.8	Analyze and solve pairs of simultaneous linear equations.		Strategy16 , pp. 65-70 Unit 2 Review, pp. 72		

Scoreboost for TABE-Level D- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level D (CCRS D)

Standard	Standard Description	*Scoreboost for TABE-Level D-Math 1* (NRP 7124)	*Scoreboost for TABE-Level D-Math 2* (NRP 7125)	*Scoreboost for TABE-Level D-Math 3* (NRP 7126)	*Scoreboost for TABE-Level D-Math 4* (NRP 7127)
RATIOS AND PROPORTIONAL RELATIONSHIPS					
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.		Strategy 3, pp. 14-17 Unit 1 Review, pp. 36-37		
7.RP.2	Recognize and represent proportional relationships between quantities.		Strategy 1, pp. 4-8 Strategy 2, pp. 9-13 Strategy 4, pp. 18-19 Unit 1 Review, pp. 35-36		
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.		Strategy 1, pp. 4-8 Strategy 2, pp. 9-13 Strategy 3, pp. 14-17 Strategy 5, pp. 20-22 Strategy 6, pp. 23-28 Unit 1 Review, pp. 35-38		
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.		Strategy 7, pp. 29-34 Unit 1 Review, pp. 38		
STATISTICS AND PROBABILITY					
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.				Strategy 4, pp.18-21 Unit 1 Review, pp. 34
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown 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.				Strategy 3, pp.13-17 Unit 1 Review, pp. 33

Scoreboost for TABE-Level D- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level D (CCRS D)

Standard	Standard Description	*Scoreboost for TABE-Level D-Math 1* (NRP 7124)	*Scoreboost for TABE-Level D-Math 2* (NRP 7125)	*Scoreboost for TABE-Level D-Math 3* (NRP 7126)	*Scoreboost for TABE-Level D-Math 4* (NRP 7127)
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.				Strategy 5, pp.22-25 Unit 1 Review, pp. 34
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.				Strategy 6, pp.26-28 Unit 1 Review, pp. 34
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				Strategy 2, pp. 8-12 Unit 1 Review, pp. 33
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?				Strategy 7, pp.29-32 Unit 1 Review, pp. 34
6.SP.5	Summarize numerical data sets in relation to their context, such as by: (Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.)				Strategy 1, pp.4-7 Unit 1 Review, pp.33
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.				Strategy 8, pp.35-36 Unit 2 Review, pp.48-49
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.				Strategy 9, pp.37-41 Unit 2 Review, pp.49

Scoreboost for TABE-Level D- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level D (CCRS D)

Standard	Standard Description	*Scoreboost for TABE-Level D-Math 1* (NRP 7124)	*Scoreboost for TABE-Level D-Math 2* (NRP 7125)	*Scoreboost for TABE-Level D-Math 3* (NRP 7126)	*Scoreboost for TABE-Level D-Math 4* (NRP 7127)
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.				Strategy 10, pp.42-47 Unit 2 Review, pp.48-49
THE NUMBER SYSTEM					
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.	Strategy 1, pp.4-7 Unit 1 Review, pp.18			
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.	Strategy 1, pp.4-7 Strategy 4, pp.14-17 Unit 1 Review, pp.18-19			
6.NS.7	Understand ordering and absolute value of rational numbers.	Strategy 2, pp.8-9 Strategy 3, pp.10-13 Unit 1 Review, pp.18			
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.	Strategy 7, pp.28-31 Unit 2 Review, pp.46			
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.	Strategy 5, pp.20-23 Strategy 6, pp.24-27 Unit 2 Review, pp.46-47			
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Strategy 8, pp.32-35 Strategy 9, pp.36-39 Strategy 10, pp.40-43 Unit 2 Review, pp.46-47			
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.	Strategy 11, pp.44-45 Unit 2 Review, pp.46			

Scoreboost for TABE-Level D- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level D (CCRS D)

Standard	Standard Description	*Scoreboost for TABE-Level D-Math 1* (NRP 7124)	*Scoreboost for TABE-Level D-Math 2* (NRP 7125)	*Scoreboost for TABE-Level D-Math 3* (NRP 7126)	*Scoreboost for TABE-Level D-Math 4* (NRP 7127)
FUNCTIONS					
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.	Strategy 12, pp.48-51 Unit 3 Review, pp.60			
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.	Strategy 13, pp.52-55 Unit 3 Review, pp.60-61			
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.	Strategy 14, pp.56-59 Unit 3 Review, pp.61			

New Readers Press
ProLiteracy's publishing division

Scoreboost for TABE-Level A- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level A (CCRS E)

Domain/ Standard	Standard Description	*Scoreboost for TABE-Level A- Math 1* (NRP 7130)	*Scoreboost for TABE-Level A- Math 2* (NRP 7131)	*Scoreboost for TABE-Level A- Math 3* (NRP 7132)
GEOMETRY				
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.	Strategy 6, pp. 24-25 Unit 3 Review, pp. 22		
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.	Strategy 7, pp. 26-28 Strategy 8, pp. 29-31 Unit 3 Review, pp. 22-23		
G.GMD: Geometric Measurement and Dimension **G.GMD.3**	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Strategy 9, pp. 34-37 Unit 4 Review, pp. 42		
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).	Strategy 10, pp. 38-41 Unit 4 Review, pp. 43		
NUMBERS AND QUANTITY				
N.RN: The Real Number System **N.RN.2**	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Strategy 1, pp. 4-5 Strategy 2, pp. 6-7 Strategy 3, pp. 8-11 Unit 1 Review, pp. 12-13		
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.	Strategy 4, pp. 14-17 Strategy 5, pp. 18-21 Unit 2 Review, pp. 22-23		
N.Q: Quantities **N.Q.3**	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Strategy 4, pp. 14-17 Unit 2 Review, pp. 22		
ALGEBRA				
A.SSE: Seeing Structure in Expressions **A.SSE.1a**	Interpret parts of an expression, such as terms, factors, and coefficients.		Strategy 1, pp. 4-6 Unit 1 Review, pp. 14	
A.SSE: Seeing Structure in Expressions **A.SSE.2**	Use the structure of an expression to identify ways to rewrite it. For example, 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).		Strategy 2, pp. 7-10 Unit 1 Review, pp. 14-15	

Scoreboost for TABE-Level A- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level A (CCRS E)

Domain/ Standard	Standard Description	*Scoreboost for TABE-Level A- Math 1* (NRP 7130)	*Scoreboost for TABE-Level A- Math 2* (NRP 7131)	*Scoreboost for TABE-Level A- Math 3* (NRP 7132)
A.SSE: Seeing Structure in Expressions **A.SSE.3a**	Factor a quadratic expression to reveal the zeroes of the function it defines.		Strategy 3, pp. 11-13 Unit 1 Review, pp. 15	
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.		Strategy 4, pp. 16-17 Strategy 5, pp. 18-21 Unit 2 Review, pp. 22-23	
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.		Strategy 6, pp. 24-29 Strategy 7, pp. 30-36 Strategy 11, pp. 52-55 Unit 3 Review, pp. 56-57	
A.CED: Creating Equations **A.CED.2**	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		Strategy 8, pp. 36-41 Unit 3 Review, pp. 56	
A.CED: Creating Equations **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		Strategy 6, pp. 24, 27 Strategy 7, pp. 30-33, 35 Strategy 8, pp. 37-40 Strategy 9, pp. 42-47 Strategy 10, pp. 48-51 Unit 3 Review, pp. 56-57	
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.		Strategy 6, pp. 25-28 Strategy 7, pp. 31-33 Unit 3 Review, pp. 56	
A.REI: Reasoning with Equations and Inequalities **A.REI.3**	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		Strategy 6, pp. 26-29 Strategy 7, pp. 30-36 Unit 3 Review, pp. 56	
A.REI: Reasoning with Equations and Inequalities **A.REI.4**	Solve quadratic equations in one variable.		Strategy 11, pp. 52-55 Unit 3 Review, pp. 57	
A.REI: Reasoning with Equations and Inequalities **A.REI.6**	Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables.		Strategy 9, pp. 42-47 Strategy 10, pp. 48-51 Unit 3 Review, pp. 57	
A.REI: Reasoning with Equations and Inequalities **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).		Strategy 8, pp. 36-41 Strategy 9, pp. 42, 44-47 Strategy 10, pp. 48-51 Unit 3 Review, pp. 56-57	

Scoreboost for TABE-Level A- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level A (CCRS E)

Domain/ Standard	Standard Description	*Scoreboost for TABE-Level A- Math 1* (NRP 7130)	*Scoreboost for TABE-Level A- Math 2* (NRP 7131)	*Scoreboost for TABE-Level A- Math 3* (NRP 7132)
FUNCTIONS				
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).			Strategy 1, pp. 4-5 Unit 1 Review, pp. 24
F.IF: Interpreting Functions **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.			Strategy 2, pp. 6-7 Unit 1 Review, pp. 24
F.IF: Interpreting Functions **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.			Strategy 3, pp. 8-11 Unit 1 Review, pp. 24
F.IF: Interpreting Functions **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.			Strategy 4, pp. 12-13 Unit 1 Review, pp. 24
F.IF: Interpreting Functions **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.			Strategy 5, pp. 14-16 Unit 1 Review, pp. 25
F.IF: Interpreting Functions **F.IF.8b**	Use properties of exponents to interpret expressions for exponential functions.			Strategy 6, pp. 17-19 Unit 1 Review, pp. 25
F.IF: Interpreting Functions **F.IF.9**	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).			Strategy 7, pp. 20-23 Unit 1 Review, pp. 25
F.BF: Building Functions **F.BF.1**	Write a function that describes a relationship between two quantities.			Strategy 8, pp. 26-28 Strategy 9, pp. 29-31 Strategy 10, pp. 32-33 Unit 2 Review, pp. 34-35
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.			Strategy 11, pp. 36-41 Unit 3 Review, pp. 42-43
F.LE: Linear, Quadratic, and Exponential Models **F.LE.5**	Interpret the parameters in a linear or exponential function in terms of a context.			Strategy 11, pp. 37-41 Unit 3 Review, pp. 42-43

New Readers Press
ProLiteracy's publishing division

Scoreboost for TABE-Level A- Mathematics
correlated to TABE 11/12 Mathematics Blueprints- Level A (CCRS E)

Domain/ Standard	Standard Description	*Scoreboost for TABE-Level A- Math 1* (NRP 7130)	*Scoreboost for TABE-Level A- Math 2* (NRP 7131)	*Scoreboost for TABE-Level A- Math 3* (NRP 7132)
STATISTICS AND PROBABILITY				
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).			Strategy 12, pp. 44-49 Unit 4 Review, pp. 58-59
S.ID: Interpreting Categorical and Quantitative Data **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).			Strategy 12, pp. 44-49 Unit 4 Review, pp. 58-59
S.ID: Interpreting Categorical and Quantitative Data **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.			Strategy 13, pp. 50-53 Unit 4 Review, pp. 59
S.ID: Interpreting Categorical and Quantitative Data **S.ID.7**	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.			Strategy 14, pp. 54-57 Unit 4 Review, pp. 60
S.ID: Interpreting Categorical and Quantitative Data **S.ID.9**	Distinguish between correlation and causation.			Strategy 14, pp. 54-57 Unit 4 Review, pp. 60