

TABE®-nology 2.0

Advancements in Instructional Resources for TABE® 11 & 12

Presenter: Ronald Cruz

BY EDUCATORS FOR EDUCATORS

BY EDUCATORS

Facilitator



Ronald Allan Cruz, M.Ed.

Coordinator



Hillsborough County Public Schools ronaladallan.cruz@sdhc.k12.fl.us



State Trainer/Subject Matter Expert
Florida IPDAE
rcruz@floridaipdae.org
(772) 462-7409



National Trainer, GED® Testing Service



President/Lead Trainer

Bucket Enterprises, Inc. BucketPD.com

rcruz@bucketpd.com



Agenda 1.0

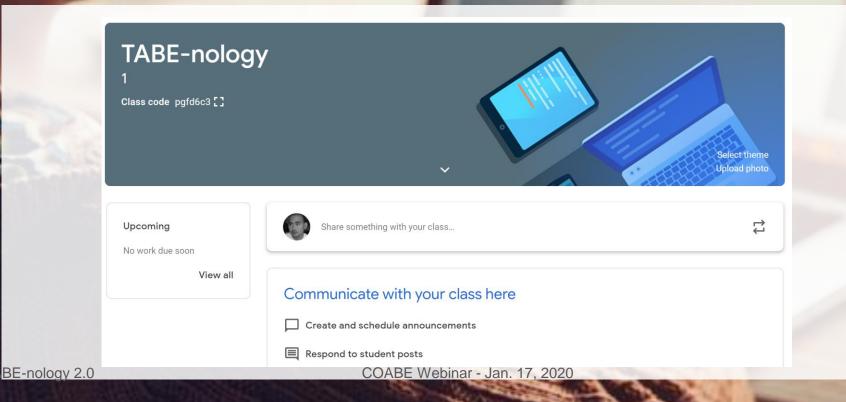
- Housekeeping
- What is TABE®?
- TABE® Online Tools
- Mathematics Practice Sets from Khan Academy
- Rapid Classroom Response Systems
- Interactive Study and Assessment Systems
- Google Classroom Learning Management Systems
- Florida IPDAE Platform



Agenda 2.0

- Housekeeping
- Google Classroom Learning Management Systems
- Walkthrough of Florida IPDAE Website
- Core Instructional Matrices & Overlays
- Individualized Student Plans
- Resource Activities & Dynamic Search
- What's to Come?

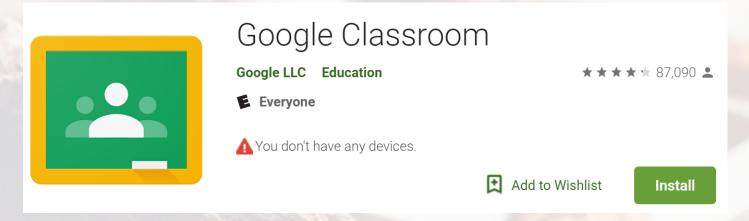




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COABE Webinar - Jan. 17, 2020



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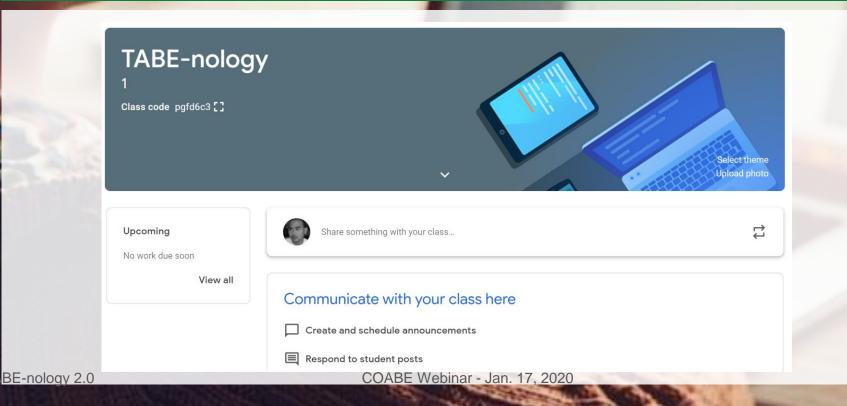
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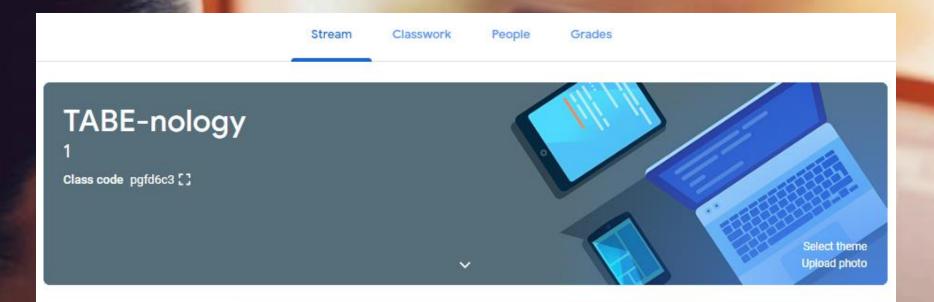




Stream

- Get updates on new and upcoming Resources
- Get alerts on upcoming professional development opportunities related to TABE® 11 & 12

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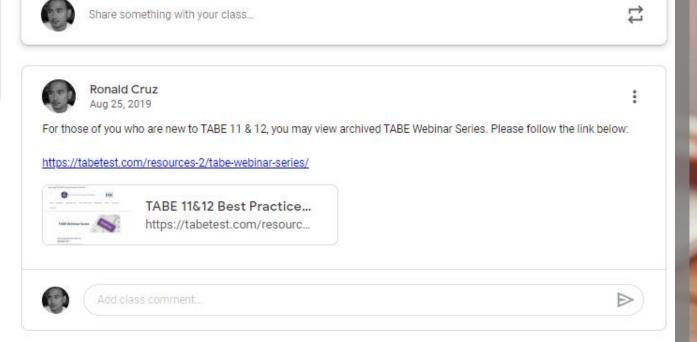


Stream



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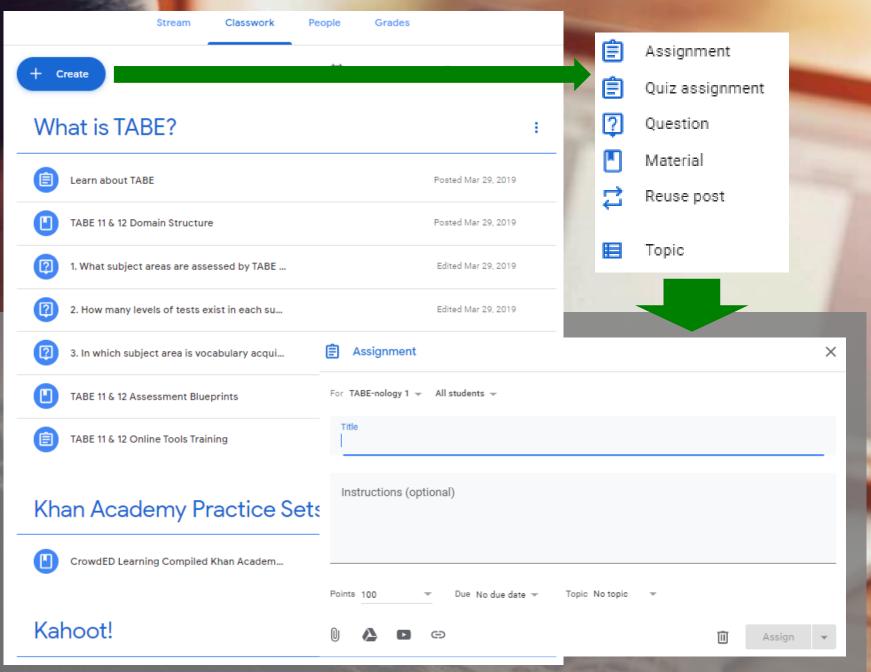




Classwork

- Learn more about how to use resources from this presentation
- Download this presentation and other resources
- Participate in Transfer of Learning Activities

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Classwork



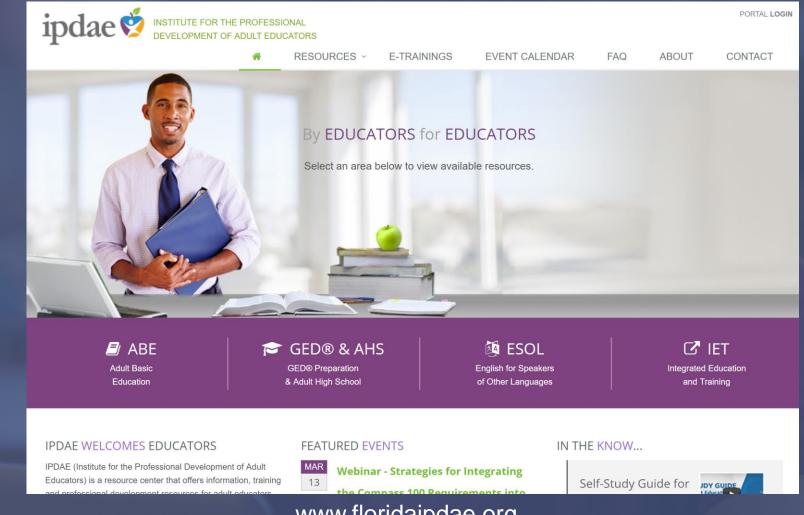
People

- Connect with others
- Collaborate with others while using resources
- Engage in problem-solving activities and build upon ideas while using resources

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Resources from Florida **IPDAE**



www.floridaipdae.org



Lesson Plans & Teacher Toolkits



Module: Writing

Lesson Title: Using Evidence to Support Point of View or Opinions

Objectives and Standards

Students will:

- · Recognize the importance of supporting opinions with evidence
- . Use a What Why How strategy to express an opinion with evidence
- . Understand that effective writing must include evidence that support an opinion or point of view

| Florida Adult Basic Education Reading Standards | Level Expectation |
|---|--|
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ICCR WR.ARF. 1) | NRS Level 3 — Write opinion pieces on topics or test supporting a point of view with reasons and information |

Materials

- . Handout A: What-Why-How Chart
- . Handout 8: What-Why-How Chart for Reading Complex Text
- . Sample nonfiction text in the area of social studies or science

Instructional Plan

Dverview

Most Adult Basic Education students have difficulty in writing irrespective of whether they are writing an argument or an opinion piece. These students often give opinions and reasons for what they think, but fail to go to the next step which is to provide evidence that explains how they know their reasoning is correct.

This lesson is designed to provide students with a strategy that they can use to develop effective opinion pieces based on given topics or on texts that they have read.

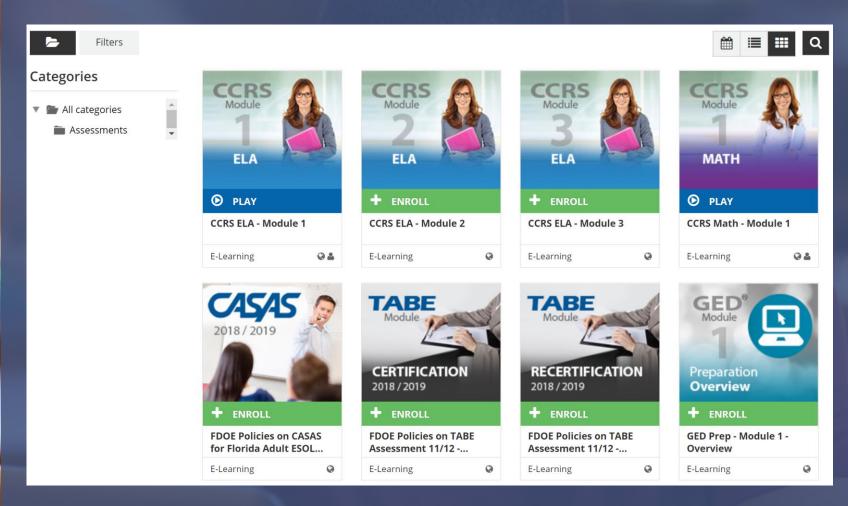
Process

Prior to the lesson, you may wish to draw a What-Why-How chart on the board, identify a few topics with which students would be familiar to open the lesson, such as:

- · My favorite grocery store
- · My favorite movie or television show
- · My favorite place to shop for clothes



e-Training Modules



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ABOUT

Properties of Right Triangles - Design a Pool Slide

Properties of Right Triangles - Design a Pool Slide. For this particular activity, students would need to have some prior knowledge about properties of right triangles. It is ideal to use this activity as a review lesson, an assessment piece or introduction to real-world problem solving.

RESOURCES ~

Ronald Cruz

Related Documents:

Handout (PDF)



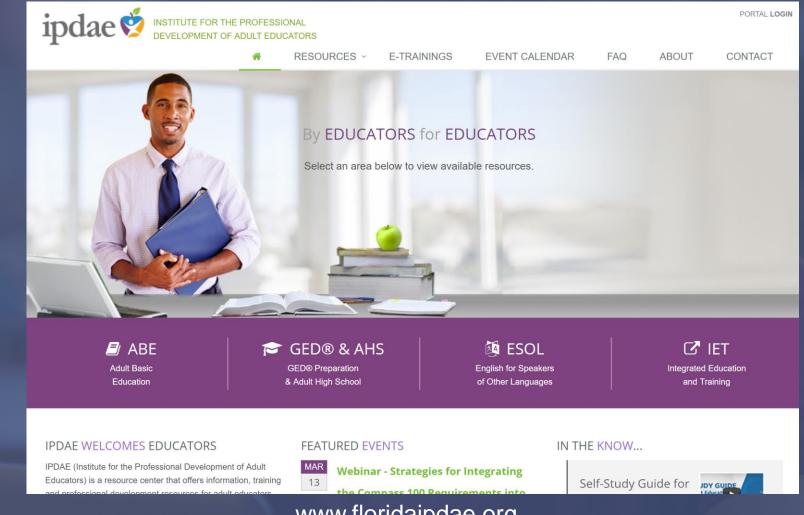
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E-TRAININGS

EVENT CALENDAR



Navigating through the Florida IPDAE Website



www.floridaipdae.org





What are IPDAE's Instructional Matrices?

An Instructional Matrix is a simplified mapping of the College and Career Readiness Standards for Adult Education according to subject area domains and NRS Level. It highlights the critical topics, skills and concepts that need to be covered at each level of ABE and ASE. Each matrix cell is color coded and arranged based on content cluster/unit.

College and Career Readiness Standards for Adult Education

Susan Pimentel





The ABE & ASE Core Matrices

| | G | ED M | lathe | mati | cal Re | easor | ning F | PLD N | /latrix | K | |
|--------------------------------|--|---|---|---|---|--|---|---|---|--|---|
| Domain | Level 1 Below Passing Limited/Inconsistent | | | Passing (HS | rel 2 Equivalency) actory | | | Level 3 College Ready Strong | Level 4 College Ready + Credit Outstanding | | |
| 1. Rational Numbers | Apply number properties involving mall tiples and fluctors. Compute unit rates. Solve real-world p mb lems using rational numbers. | | Apply number properties invaliding mill pleas and factors. Compute unit rates. Solve neal-world problems using rational numbers. Order fractions and decimals, including on a number line. Simplify numerical expressions with rational exp owners. | rational numbers. Solve arithmetic and neel-world problems involving ratios and proportions: Identify absolute value of a rational number as its distance fromto on the number line. Compute numerical expressions with square roots of positive, | on the number line. Compute numerical expressions with cubes and cube roots of positive, rational | the magnitude of a size change, and convert between actual drawlines and scale drawlines. | Determine when a numerical expression is sundefined. Solve arith metals and real-world proportions. Identify absolute value of a rational number as its distance from 0 on the number line. Sarp lifty numerical exercises with actional exponencies. | Determine the distance between two rational nu orbers on the number line Compute numerical expressions with square and square notes of post twe, | | | |
| 2. Measurement | Compare the area and perimeter of triangles and nectangles. | Determine at de lengths of transples when transples and not contain the when area or peri meter. | Compute the area and positioners of transpless and not tingles. Determine side lengths of triangless and lengths of triangless and given area or perimeter. Compute volume and surface area of nectangliar prisms. Determine side lengths and helight of right prisms when given volume or surface area. | Compare the area and perimeter of polygons. Us at the Pythagonen theorem to determine unknown a side lengths in a right triangle. Compute volume and surface area of right prism. Determine side lengths and height of rectangle or prisms when given solume or surface area. | polygons when given area or perimeter. Compute volume and surface area of right pyramids and cones. Compute volume and surface area of composite rigures. Determine side lengths, radius, diameter, and height of right | Compute the area and pair meter of composite figures. Between the radiustand districted of driefs when given area or circumference. Compute volume and surface area of opiniones of opiniones. Compute volume and surface area of spheres. Compute volume and surface area of spheres. Compute volume and surface area of spheres. Determine radius, dismeter, when given volume or surface area. Determine radius and dismeter of spheres when given volume or surface area. | Use the Pythagorean theorem to determine unknown side lengths in a right triangle lengths in a right triangle. Compute valume and surface area of composite figures. | Compute volume and safare area of quinters. Determine ratios, discrete, and height of cylinders, when given volume or surface area. | | Compute vid ume and surface area of composite figure. | 1 |
| | Represent, display, and interpret categorical data in tables and scatter plots. | Represent, di splay, and interpret categori cal data in dinde and bar graphs. | Calculate the median, mode, and weighted average, and calculate a missing data value, given the average and all the missing data values but one | Represent display, and interpret categori cal data in dot plots, hi stograms, and box plots. | Use counting techniques to solve problems and determine combinations and permutations. | | Use counting techniques to solve problems and determine combinations and permutations. | Determine the probability of simple and compound events. | | Use counting techniques to sake problems and determine combinations and permutations | Determine the probability of simple and compound events |
| 3. Expression and Equations | Evaluate linear eopres stors. Evaluate polynomial epressions. Sol us real-world p tib lens. Involving Il near equations. | Write I linear expressions to represent context. Write rational expressions to represent context. Solve algebraic and real-world problems i molifying systems of equations. | Witte linear expressions to represent context. Compute with linear expressions. Solve Il near equations in one variable. | Write quadratic equations to represent context. Factor polynomial expressions. Solve quadratic equations in one variable. | | Write rational eop es sions to represent context Braiksate rational eopressions. | Factor polynomial expressions. | Compute with polynomials. Solve quadratic equations in one variable. | Compute with rational expressions. | Solve quadratic equations in one variable | |
| | | | Solve real-world problems I ruol ving linear equations | Solve linear inequalities in one variable. | I dentifyor graph the solution to a one variable linear I nequality on a number line | Solve real-world pibblems involving inequalities | Write linear inequalities to represent contest. | Solve li near i nequalities in one variable | Solve real-world problems involving inequalities | Write linear inequalities to represent contest. | |
| 4. Graphs and | Represent or identify a function in a table or graph as having exactly one output for each input | Interpret unit date as the slope in a proport onal relationship. | Represent or identify a function in a table or graph as traving coartily one output for each input. Determine the slope of a line from a graph, equation, or table. | Interpret unit rate as the slope in a proporti onal relationship. | equations | Uke dope to I dentifyparall ei and perpendi cular lines and to solve geometric problems. | Algebraic problem solving with graphs and functions. Determine the slope of a line from a graph, equation, or tible. | Graph two-variable linear equations | Like slope to identify parallel an diperpendicular lines and to solve geometric problems. | Graph two-variable linear equations | Use slope to identify;saraliel and perpendicular lines and to solve geometric problems. |
| Functions | Locate and plot points in the coordinate plane. Braiksate linear and quadratic tanctions. | Sletch graphs and interpret key features of graphs and tables in terms of quantities. Compare two different proportional relationships, represented in different ways. | Withe the equation of a line with a given slope through a given point | Evaluate I near and quadratic functions. | Write the equation of a line passing through two gives distinct points. Compane to a different linear or quadratic functions, each represented in different ways. | Compare two different proport anal relations hips, such regres ented in different | Write the equation of a line with agiven dope through a given point. Compare two different linear or quadratic functions, each represented in different ways. | | | Compare two different linear or quadratic functions, each nepresented in different ways. |] |

Adult Basic Education

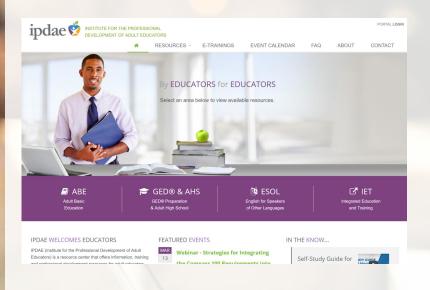
Just updated on Google Classroom!!!



Where can I get a copy of the Instructional Matrices?

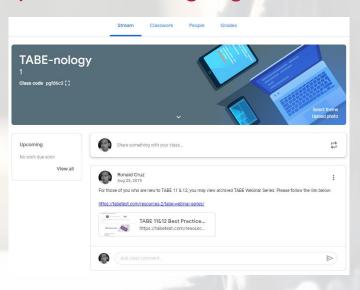
1. Florida IPDAE Website

www.floridaipdae.org



2. Google Classroom

http://classroom.google.com/



COABE ConferenceTABE-nology 2.0 Session



Poster-size matrices will be given away after the session!!!



TABE® **Overlays**

Adult Basic Education Mathematics Curriculum Matrix NRS Level 1 NRS Level 2 NRS Level 3 Domain L Number and Operations: Base Ter 2. Operations and Algebraic Thinking

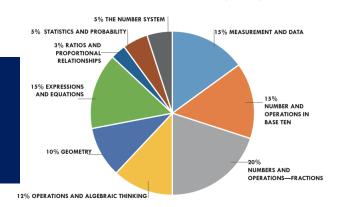
Light Shade = Low Emphasis Medium Shade = Medium Emphasis Dark Shade = High Emphasis

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| 7. The Number System | Recently Dadie Unbild Egist . Placetly Julië, 14th sead. Print Hord conduct Communications. Members. Michigane Mich | äppip Dide to Generale Fig Fort endom |
| 8. Ratios and Proportional Relationships | The value of decisional (s). The harm is the Capacitic cold by adults whether the Capacitic cold by adults | |
| 9. Statistics and Probability | The control of the production of the control of the | Chipley Sam on ultiumle Histogram, |
| 10. Functions | | |



TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW

LEVEL M



| STANDARD | STANDARD DESCRIPTION | AE-CCR LEVEL | TABE 11/12 EMPHASIS LEVEL |
|----------|--|-----------------|---------------------------------|
| 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. | С | Medium |
| 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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. | С | Low |
| 5.MD.4 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | | Low |
| 4.MD.5 | Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (5.MD.5.b) | С | Low |
| 5.MD.5 | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5.MD.5.a, 5.MD.5.b, 5.MD.5.c) | С | Medium |
| 4.MD.6 | Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | С | Medium |
| 4.MD.7 | Recognize angle measure as additive. When an angle is decomposed into non-over- lapping 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, e.g., by using an equation with a symbol for the unknown angle measure. | С | Medium |

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TABE® and Other Overlays

| | ABE Mathematics TABE Overlay | | | | | | | | | | | | | | | | | |
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Adult Basic Education

Just added in Google Classroom.



Other Overlays

| | CTE Overlay (Carpentry) | | | | | | | | | | | | | | | | | |
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Adult Basic Education

Still in Development







Individualized
Student Plans



Tracking Student Progress: Individualized Student Plans (ISP)

Individualized Student Plans are tools to track student mastery and target critical skills towards achieving measurable gains in standardized tests (i.e. TABE® 11& 12). It may also be used to drive discussions about individual student performance. Mathematics ISP's are downloadable from the Google Classroom.



INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN ABE Mathematics: TABE Level E

STUDENT NAME: I.D.:

| | | _ | |
|-----------------------------------|--------------|-----------------|-------------------------------|
| CURRENT TESTING INFO | RMATION: | POST-TESTIN | G INFORMATION: |
| Test Date: Current Test Level: | | | TABE Level: E CCR Level: B |
| Current Test Form: | | | CONTESTED D |
| Scale Score: | | | |
| NRS Level: | | | |
| | | | |
| | LOW EMPHASIS | MEDIUM EMPHASIS | HIGH EMPHASIS |

DOMAIN: Number & Operations in Base Ten SCORED PROFICIENCY:

Non-Proficiency

Partial Proficiency

☐ Proficiency

MASTERY DATE:

| NRS | Domain: | Standard Description: | Mastery Date: |
|-----|------------------|---|---------------|
| 2 | UNDERSTAND PLACE | Understand that the three digits of a three-digit number represent amounts of | |
| | VALUE. | hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. | |
| | | Understand that 100 can be thought of as a bundle of ten tens — called a "hundred." | |
| | | Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, | |
| | | two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | |
| | | Count within 1000; skip-count by 5s, 10s, and 100s. | |
| | | Read and write numbers to 1000 using base-ten numerals, number names, and | |
| | | expanded form. | |
| | | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones | |
| | | digits, using >, =, and < symbols to record the results of comparisons. | |









Resource Activities



Targeting Critical Skills: Resource Activities

Resource activities are simple content development and reinforcement packets designed to target individual skills or content. It is composed of three sections: the content, practice and resources or references (includes an answer key).



Activity Resource

Highlights:

- Derived from TABE 11&12 Test and Blueprints
- Test Level
- Emphasis Level
- Domain Percentage
- Standard Group
- Checklist Format
- Live Document
- Promotes Student Buy-In

Supported by the Florida Department of Edu



Additional Resource Activities added to Google Classroom periodically!

Content Area:

Domain:

Standard:

practice:

1. Wilson is 3 tin

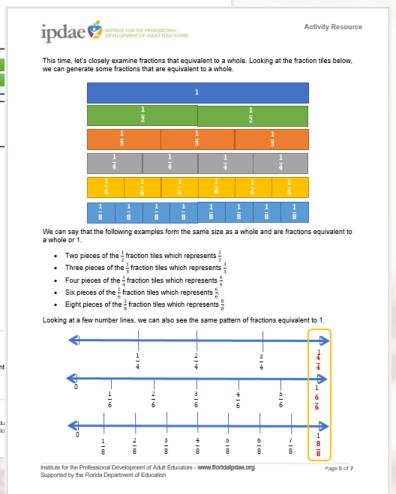
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Activity Resource

Activity Resource

Highlights:

- Alignment to CCRS
- Alignment to Standardized Assessment
- Research Base
- Content Development
- Visual/Graphic Element
- Hands-On Approach
- Vocabulary Emphasis
- Reflective Prompts
- Developed by Florida Practitioners
- Simple yet versatile
- FREE and Reproducible







Dynamic Categorical Search



Matrix Type: ABE Mathematics

Domain: 3. Measurement & Data

NRS Level: NRS Level 1

Search Results:

Results of information and resources are listed for download.

| Standards | Resources |
|---|----------------------------|
| Organize, Represent, and Interpret 3 Categories of Data | Resource Activity Download |
| Indirectly Measure Lengths through Iteration | Resource Activity Download |

Adult Basic Education

Live Now!



What's to Come?



Math-box 1.0: Problem Solving, Fractions and Vocabulary

Sunday, April 5th 8:30am-11:30am, Dover B

- Featuring effective techniques in teaching problem solving with fractions. Free manipulative kit to all attendees!

Using Algebra Tiles in ABE and GED® Classrooms

Monday, April 6th 11:45am-1:00pm, Colbalt B-2

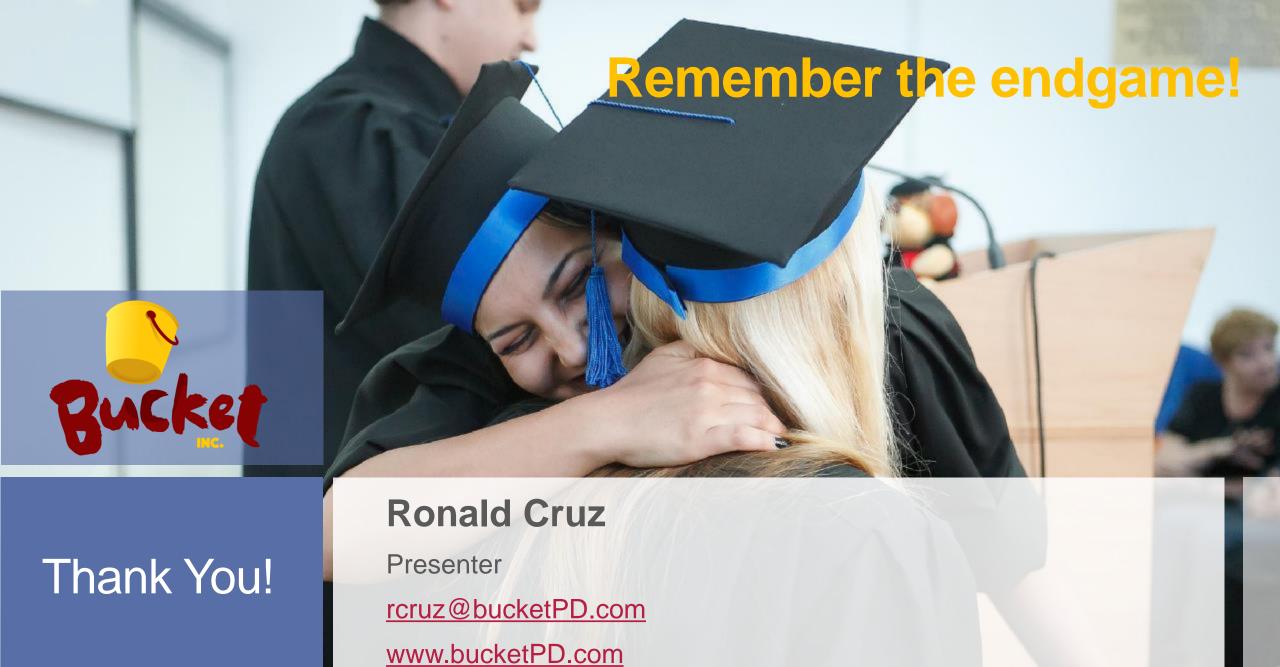
- Featuring creative ways to teach expressions and equations using Algebra Tiles. Participants take home their own Algebra Tile Kit!

TABE®-nology 2.0

Monday, April 6th 2:00pm-3:15pm, Waterview D

 Featuring a unified implementation plan for the use of Instructional Matrix Resource Suite. Poster will be given away at the end of the session.





TABE-nology 2.0