

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**

**Adult Basic Skills - Mathematics – Level 2.0 – 3.9 Literacy Completion Point E**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 7</b>	
<b>Understand how whole numbers are used in the real world</b>	
Date: _____ Instructor: _____	
<b>7.1</b>	Knows the names, numbers & words for whole numbers less than 100
<b>7.2</b>	Understands the relative size of whole numbers between 0 & 100
<b>7.3</b>	Uses objects to represent whole numbers, commonly used fractions, or mixed numbers and relates these numbers to real world situations (1/4 pizza, 1/2 sandwich, 1/2 pie)

<b>Standard 8</b>	
<b>Understand number systems</b>	
Date: _____ Instructor: _____	
<b>8.1</b>	Understands and is able to count by 2, 3, 5, 10, 25 and 50
<b>8.2</b>	Understands place value for ones, tens, hundreds, tenths, and hundredths
<b>8.3</b>	Identifies numbers as even or odd

<b>Standard 9</b>	
<b>Solve addition and subtraction problems</b>	
Date: _____ Instructor: _____	
<b>9.1</b>	Understands that addition and subtraction are opposite operations
<b>9.2</b>	Solves real world problems using different addition methods (manipulatives, mental mathematics, paper and pencil)
<b>9.3</b>	Solves real world problems using different subtraction methods (manipulatives, mental mathematics, paper and pencil)

<b>Standard 10</b>	
<b>Solve multiplication and division problems</b>	
Date: _____ Instructor: _____	
<b>10.1</b>	Understands the concept of multiplication
<b>10.2</b>	Identifies multiplication vocabulary and symbol
<b>10.3</b>	Recalls multiplication facts
<b>10.4</b>	Multiplies two digit number by a one digit number; multiplies three one digit numbers
<b>10.5</b>	Understands the concept of division
<b>10.6</b>	Identifies division vocabulary and symbol
<b>10.7</b>	Understands that multiplication & division are opposite operations
<b>10.8</b>	Recalls division facts
<b>10.9</b>	Divides a two digit number by a one digit number with and without remainders

<b>Standard 11</b>	
<b>Use math skills in word problems</b>	
Date: _____ Instructor: _____	
<b>11.1</b>	Recognizes key words in choosing operations to solve problems (add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per)
<b>11.2</b>	Uses appropriate steps to solve problems <ul style="list-style-type: none"> <li>– Determines the question</li> <li>– Identifies the information</li> <li>– Decides on the operation</li> <li>– Works and checks</li> <li>– Makes certain the answer is logical</li> </ul>
<b>11.3</b>	Recognizes that all math has only four operations (addition, subtraction, multiplication, and division)
<b>11.4</b>	Selects the appropriate operation to solve specific problems

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The student is able to ...

<b>Standard 12</b> <b>Use estimation skills</b>	
Date: _____ Instructor: _____	
<b>12.1</b>	Rounds numbers to 10's and 100's
<b>12.2</b>	Uses rounding techniques to estimate the answers to addition or subtraction problems; then calculates the answers

<b>Standard 13</b> <b>Use units of measurement</b>	
Date: _____ Instructor: _____	
<b>13.1</b>	Identifies the larger of two U.S. measurements
<b>13.2</b>	Identifies common units of U.S. measurement for length, capacity, weight, and temperature
<b>13.3</b>	Identifies appropriate tools for measuring length, capacity, weight, and temperature
<b>13.4</b>	Tells time on the half hour, quarter hour, and in minutes

<b>Standard 14</b> <b>Interpret data</b>	
Date: _____ Instructor: _____	
<b>14.1</b>	Reads a simple bar or line graph
<b>14.2</b>	Solves problems by creating graphs or charts
<b>14.3</b>	Understands information from a chart or table
<b>14.4</b>	Understands information from a diagram

<b>Standard 15</b> <b>Understand different types of patterns, relations, and functions</b>	
Date: _____ Instructor: _____	
<b>15.1</b>	Uses more than one method to solve word problems
<b>15.2</b>	Understands different patterns and relationships using patterns and symbols (example: if the function of $x = 3$ , $x + 1 = 4$ )
<b>15.3</b>	Understands symbols for equal, not equal, less than & greater than

<b>15.4</b>	Identifies the next item in a pattern or number sequence
<b>15.5</b>	Identifies the missing item of a pattern or number sequence

<b>Standard 16</b> <b>Describe &amp; identify multi-dimensional shapes</b>	
Date: _____ Instructor: _____	
<b>16.1</b>	Identifies and describes the characteristics of basic two and three dimensional shapes

<b>Standard 17</b> <b>Show ways in which shapes can be combined</b>	
Date: _____ Instructor: _____	
<b>17.1</b>	Understands and uses basic concepts of spatial relationships, symmetry, and reflections
<b>17.2</b>	Uses objects to perform geometric transformations including flips, slides and turns

<b>Standard 18</b> <b>Solve money problems</b>	
Date: _____ Instructor: _____	
<b>18.1</b>	Counts coins and currency
<b>18.2</b>	Determines equal amounts of money up to \$5 using coins and currency
<b>18.3</b>	Makes change from a \$1
<b>18.4</b>	Determines equal amounts of money up to \$20 (coins & currency)
<b>18.5</b>	Solves word problems making change from a \$20
<b>18.6</b>	Solves word problems involving comparison shopping of less than \$10