

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**

**Adult Basic Skills - Mathematics – Level 4.0 – 5.9 Literacy Completion Point F**

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

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

The student is able to ...

| Standard 19<br>Understand how whole numbers are written & used |  |
|--|--|
| Date: _____ Instructor: _____                                  |  |
| <b>19.1</b>  | Names whole numbers up to 7 digits   |
| <b>19.2</b>  | Understands place values of numbers  |
| <b>19.3</b>  | Understands verbal names, written word names and standard numbers with whole numbers |
| <b>19.4</b>  | Understands the relative size of a whole number                                      |
| <b>19.5</b>  | Changes numbers to written word names  |
| <b>19.6</b>  | Uses expanded notation to show that whole numbers can be written in different ways   |

| Standard 20<br>Add and Subtract whole numbers |  |
|---|--|
| Date: _____ Instructor: _____                 |  |
| <b>20.1</b>                                   | Adds a 1, 2, or 3 digit number to a 3 digit number |
| <b>20.2</b>                                   | Adds three or four 3 digit numbers                 |
| <b>20.3</b>                                   | Adds three or four 4 digit numbers                 |
| <b>20.4</b>                                   | Subtracts 3 digit numbers                          |
| <b>20.5</b>                                   | Subtracts 4 digit numbers                          |
| <b>20.6</b>                                   | Subtracts 5 digit numbers                          |
| <b>20.7</b>                                   | Borrows from numbers containing zeros              |

| Standard 21<br>Multiply whole numbers |  |
|---------------------------------------|--|
| Date: _____ Instructor: _____         |  |
| <b>21.1</b>                           | Two digit numbers by 2 digit number              |
| <b>21.2</b>                           | Three digit numbers by a 1, 2, or 3 digit number |
| <b>21.3</b>                           | Four digit numbers by a 1, 2, or 3 digit number  |
| <b>21.4</b>                           | Five digit numbers by a 1, 2 or 3 digit number   |
| <b>21.5</b>                           | Demonstrates proof method of multiplication      |

| Standard 22<br>Divide whole numbers |  |
|-------------------------------------|--|
| Date: _____ Instructor: _____       |  |
| <b>22.1</b>                         | Three, four, or five digit numbers by a 1 digit number with and without remainders |
| <b>22.2</b>                         | Three, four, or five digit numbers by a 2 digit number with and without remainders |
| <b>22.3</b>                         | By a 3 digit number with and without remainders                                    |
| <b>22.4</b>                         | From fractional notation (728/14)  |
| <b>22.5</b>                         | Proves long division problems  |

| Standard 23<br>Solve problems using fractions |   |
|---|---|
| Date: _____ Instructor: _____                 |   |
| <b>23.1</b>                                   | Understands verbal names, written word names, and standard numbers of commonly used fractions |
| <b>23.2</b>                                   | Understands the relative size of commonly used fractions                                      |
| <b>23.3</b>                                   | Solves word problems that create fractions  |
| <b>23.4</b>                                   | Writes word numbers as fractions  |
| <b>23.5</b>                                   | Understands numerators and denominators   |
| <b>23.6</b>                                   | Identifies proper, improper and mixed fractions   |
| <b>23.7</b>                                   | Converts from mixed to improper fractions   |
| <b>23.8</b>                                   | Converts from improper to mixed fractions   |
| <b>23.9</b>                                   | Reduces common fractions  |
| <b>23.10</b>                                  | Converts fractions to equivalent fractions  |
| <b>23.11</b>                                  | Adds fractions with common denominators   |
| <b>23.12</b>                                  | Subtracts fractions with common denominators  |
| <b>23.13</b>                                  | Multiplies proper fractions   |
| <b>23.14</b>                                  | Multiplies proper fractions by whole numbers  |

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The student is able to ...

| <b>Standard 24</b>                   |   |
|--------------------------------------|---|
| <b>Solve problems using decimals</b> |   |
| Date: _____ Instructor: _____        |   |
| <b>24.1</b>                          | Understands verbal names, written word names, and standard numbers with decimals, including tenths, hundredths, and thousandths |
| <b>24.2</b>                          | Understands the relative size of decimals   |
| <b>24.3</b>                          | Solves word problems that create decimals   |
| <b>24.4</b>                          | Understands that decimals can be represented in other equivalent forms  |
| <b>24.5</b>                          | Converts common fractions to decimals   |
| <b>24.6</b>                          | Converts decimals to common fractions   |
| <b>24.7</b>                          | Adds decimals   |
| <b>24.8</b>                          | Subtracts decimals  |
| <b>24.9</b>                          | Selects appropriate operation to solve specific problems involving decimals   |
| <b>24.10</b>                         | Understands the relationship between money and decimals   |
| <b>24.11</b>                         | Solves word problems involving decimals   |

| <b>Standard 25</b>                                  |  |
|---|--|
| <b>Use estimation to solve problems and compute</b> |  |
| Date: _____ Instructor: _____                       |  |
| <b>25.1</b>   | Uses different estimation strategies to solve word problems; checks reasonableness of calculations                                     |
| <b>25.2</b>   | Solves word problems by estimating measurements such as length, temperature and volume and compares the results to actual measurements |
| <b>25.3</b>   | Rounds a whole number less than one million to any designated place  |
| <b>25.4</b>   | Rounds fractions and mixed numbers to the nearest whole numbers  |
| <b>25.5</b>   | Uses rounding to estimate addition or subtraction measurement problems; then determines the actual result                              |

| <b>Standard 26</b>                            |  |
|---|--|
| <b>Understand theories related to numbers</b> |  |
| Date: _____ Instructor: _____                 |  |
| <b>26.1</b>                                   | Understands and applies basic number theory concepts including primes, composites, factors and multiples                 |
| <b>26.2</b>                                   | Understands communicative and associative properties (for example: $6 \times 2 = 2 \times 6$ ; $1 + 3 + 4 = 4 + 3 + 1$ ) |

| <b>Standard 27</b>                       |  |
|--|--|
| <b>Solve problems using measurements</b> |  |
| Date: _____ Instructor: _____            |  |
| <b>27.1</b>                              | Writes abbreviations for length, weight, and capacity measurements in the U.S. system                |
| <b>27.2</b>                              | Identifies equal measures defined in different units   |
| <b>27.3</b>                              | Measures to the nearest $\frac{1}{4}$ inch on a 12-inch ruler  |
| <b>27.4</b>                              | Solves measurement problems in the U.S. system using addition and subtraction with no conversion     |
| <b>27.5</b>                              | Determines temperature using Fahrenheit or Celsius thermometer                                       |
| <b>27.6</b>                              | Determines capacity by measuring in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters |
| <b>27.7</b>                              | Recognizes, uses, measures, and interprets linear dimensions and geometric shapes                    |
| <b>27.8</b>                              | Uses and interprets measurement instruments such as rulers, scales, gauges, and dials                |
| <b>27.9</b>                              | Interprets diagrams, illustrations, and scale drawings   |
| <b>27.10</b>                             | Interprets spatial relationships (for example: above, below, nearer, farther)                        |
| <b>27.11</b>                             | Interprets recipes   |
| <b>27.12</b>                             | Converts equivalent measurements (example: cups to quarts)   |
| <b>27.13</b>                             | Identifies product containers  |
| <b>27.14</b>                             | Interprets weight and volume   |
| <b>27.15</b>                             | Interprets temperature   |

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The student is able to ...

| Standard 28<br>Solve problems using geometry |   |
|--|---|
| Date: _____ Instructor: _____                |   |
| <b>28.1</b>                                  | Understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity  |
| <b>28.2</b>                                  | Predicts, illustrates and verifies which figures could result from a flip, slide, or turn of a given figure   |
| <b>28.3</b>                                  | Draws and/or models two- and three-dimensional shapes (such as cube, sphere, cone, cylinder, rectangular solid) from a verbal description   |
| <b>28.4</b>                                  | Uses geometric formulas to solve problems involving perimeter and area of squares, triangles, cubes, and rectangular solids   |
| <b>28.5</b>                                  | Solves word problems using different geometric formulas for two and three dimensional shapes  |
| <b>28.6</b>                                  | Describes, classifies, compares and sorts geometric figures (including squares, rectangles, triangles, circles, cubes and rectangular solids) according to the number of faces, edges, bases, and corners |

| Standard 29<br>Solve problems using algebra |  |
|---|--|
| Date: _____ Instructor: _____               |  |
| <b>29.1</b>                                 | Constructs a rectangular coordinate system that shows positive and negative x and y values to 7                      |
| <b>29.2</b>                                 | Describes a variety of patterns and relationships through models (such as: manipulatives, tables, graphs, and rules) |
| <b>29.3</b>                                 | Translates a problem from words into a number symbol sentence (for example: six plus one equals seven to $6+1=7$ )   |
| <b>29.4</b>                                 | Recognizes simple algebraic formulas (for example: $1+3=x$ )   |
| <b>29.5</b>                                 | Recognizes simple consumer formulas (for example: units times price = cost)  |

| Standard 30<br>Interpret data from graphs, charts, and maps |  |
|---|--|
| Date: _____ Instructor: _____                               |  |
| <b>30.1</b>   | Solves problems by generating, collecting, organizing, displaying & analyzing data using bar, circle, line or pictographs & charts |
| <b>30.2</b>   | Interprets data in charts, tables, plots, graphs, and maps   |
| <b>30.3</b>   | Understands and finds averages (means)   |
| <b>30.4</b>   | Locates a point on a highway map   |

| Standard 31<br>Calculate differences to solve problems encountered in daily living |   |
|--|---|
| Date: _____ Instructor: _____  |   |
| <b>31.1</b>  | Reported differences (example: minutes spent working on two jobs)         |
| <b>31.2</b>  | The difference between two hourly wages                                   |
| <b>31.3</b>  | The net cost of groceries after deducting the value of coupons            |
| <b>31.4</b>  | Differences between figures from a summarizing table                      |
| <b>31.5</b>  | The difference in earnings using hourly and daily wage rates              |
| <b>31.6</b>  | The difference between length of business hours on week days and weekends |
| <b>31.7</b>  | The savings between two specific subscription rates                       |
| <b>31.8</b>  | The amount of increase using figures from a bar graph                     |
| <b>31.9</b>  | Daily earnings based on hourly rate and number of hours worked            |
| <b>31.10</b>   | Increases using hourly and daily wage rates                               |
| <b>31.11</b>   | Totals the amount of fines for several driving violations                 |

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The student is able to ...

| Standard 32<br>Apply math operations to information contained in printed material |  |
|---|--|
| Date: _____ Instructor: _____   |  |
| <b>32.1</b>   | Uses an order form to determine the total cost of a purchase   |
| <b>32.2</b>   | Determines the total for an order after calculating the cost of two items plus sales tax (using a tax table)   |
| <b>32.3</b>   | Determines the total cost of multiple items ordered from a menu, including one item having multiple quantities |
| <b>32.4</b>   | Calculates net value (deducting coupon value from total purchase)  |
| <b>32.5</b>   | Uses an advertisement to determines the total cost of several items in different quantities                    |
| <b>32.6</b>   | Calculates the savings between two specific subscription rates   |

| Standard 33<br>Demonstrate consumer math skills |  |
|---|--|
| Date: _____ Instructor: _____                   |  |
| <b>33.1</b>                                     | Identifies needs and wants   |
| <b>33.2</b>                                     | Develops a personal budget for a set income  |
| <b>33.3</b>                                     | Interprets bills   |
| <b>33.4</b>                                     | Plans for major purchases (for example: car, refrigerator)   |
| <b>33.5</b>                                     | Interprets information or directions to locate consumer goods (for example: newspaper ads, yellow pages)                       |
| <b>33.6</b>                                     | Identifies and uses different methods to purchase goods and services, including catalogs, order forms, and related information |
| <b>33.7</b>                                     | Interprets advertisements, labels, charts, letters, articles, price tags, or other information in selecting goods and services |
| <b>33.8</b>                                     | Writes checks or money orders to purchase goods and services   |
| <b>33.9</b>                                     | Interprets bank statements and computer-generated receipts   |
| <b>33.10</b>                                    | Completes a deposit and withdrawal form  |