

Instructions for Tutors

These benchmarks directly correspond to the activity manuals on the corresponding web page where you found these benchmarks. These benchmarks not only provide our students with abilities needed to navigate the modern world but also crucial skills to have in preparation for the GED. Never hesitate to ask for additional help from Literacy Mid-South staff.

Using These Benchmarks to Ensure Progress

Each sub-listing below the proceeding standards has a correlating activity in the activity manuals. We recommend you start slightly below your student's learning level to ensure their ability. If you do not know your student's reading/math level, please contact staff to receive information about their most recent TABE assessment scores.

Which Activities and Benchmarks Should I Use for My Student(s)?

- Students who are interested in receiving their GED should use *all three* Math, Language Arts, and Reading benchmarks and activity sheets simultaneously.
- ESL tutors are encouraged to use Language Arts activities and benchmarks. Reading can be used as supplemental material as needed.
- Tutors of students most interested in math should use the Math activities and benchmarks.
- Tutors of students only interested in reading should use the Reading activities and benchmarks. Language Arts can be used as supplemental material as needed.

Mastery Level

We ask that you report the mastery level of the student at each benchmark. Ideally, you will not move onto the next benchmark until you feel the student has a 100% mastery of the content of each standard below. When the student has displayed reasonable understanding of the subject matter, put a 100% in the box and be sure to calculate the number of hours spent on each subject. We urge you not to just use the activity manuals alone to display mastery of the subject. Use additional materials available online and in the libraries to help the student master each standard. Laubach and Challenger books are also available upon request.

Reporting These Benchmarks

We ask that you submit a progress report about your student *each month* to Literacy Mid-South through our online Tutor Lounge. (<http://literacymidsouthtutor.weebly.com/>). Let us know what standard your student is on and any challenges you may have encountered along the way. Also, be sure to report your hours while you are there.

Next Steps After Completion

Keep these benchmarks as your guide to helping your student progress. When you have finished all the benchmarks below, send in this checklist to Literacy Mid-South staff and notify them that your student is ready for a TABE assessment. Literacy Mid-South will contact you to schedule a time for a T.A.B.E. assessment. This assessment will ensure that your student has adequately progressed. Once your student has shown growth on the TABE, you may move to the next activities manual.

Mathematics

Level 2.0-3.9

Beginning Basic Education

Student	Tutor	Date Enrolled	
Standard 1: Show awareness of the ways numbers are represented and used in the real world	Hours of Instruction	Mastery Level %	Date & Initials
07.01 Associate whole numbers less than 100 to their respective spoken names, written names, and numerals.			
07.02 Understand the relative size of whole numbers between 0 and 100.			
07.03 Use objects to represent whole numbers, commonly-used fractions, or mixed numbers and relate these numbers to real-world solutions, e.g. $\frac{1}{4}$ pizza, $\frac{1}{2}$ sandwich			

Standard 2: Understand number systems	Hours of Instruction	Mastery Level %	Date & Initials
08.01 Understand and apply the concepts of counting by 2s, 3s, 5s, 10s, 25s, and 50s.			
08.02 Understand place value for hundreds, tens, ones, tenths, and hundredths			
08.03 Classify a number as even or odd.			

Standard 3: Compute addition and subtraction problems	Hours of Instruction	Mastery Level %	Date & Initials
09.01 Understand and explain the inverse (opposite) relationship between addition and			
09.02 Add whole numbers to solve real-world problems using appropriate methods of computing; such as manipulatives, mental mathematics, and paper and pencil.			
09.03 Subtract whole numbers to solve real-world problems using appropriate methods of computing; such as manipulatives, mental mathematics, and paper and pencil.			

Standard 4: Compute multiplication and division problems	Hours of Instruction	Mastery Level %	Date & Initials
10.01 Understand and explain the effect of multiplication on whole numbers.			
10.02 Identify multiplication terminology and symbols.			
10.04 Multiply a 2-digit number by a 1-digit number without regrouping, and multiply three 1-digit numbers			
10.05 Understand and explain the effect of division on whole numbers.			
10.06 Identify division terminology and symbols.			
10.07 Understand the inverse relationship between multiplication and division.			
10.08 Recall division facts using memory or a table.			
10.09 Divide a 2-digit number by a 1-digit number where the quotient is a whole number (no remainder)			

Standard 5: Apply math skills in word problem applications	Hours of Instruction	Mastery Level %	Date & Initials
11.01 Recognize clue words for choosing operations to be used to solve real-world problems e.g. add, plus, total, sum, subtract, difference, left remaining, multiply, times, several, divide, each, and per			
11.02 Explain the reasoning steps in solving real-world problems by: <ul style="list-style-type: none"> determining the question identifying the information given deciding the operation working and checking making certain the answer is logical 			
11.03 Recognize that all math has only four operations: addition, subtraction, multiplication, and division			
11.04 Select the appropriate operation to solve specific problems involving addition, subtraction, multiplication, and division			

Standard 6: Demonstrate estimation skills	Hours of Instruction	Mastery Level %	Date & Initials
12.01 Round numbers to 10s and 100s			
12.02 Use rounding techniques to estimate the solution to a real-world addition or subtraction problem; then determine the actual result through computation			

Standard 7: Use units of measurement	Hours of Instruction	Mastery Level %	Date & Initials
13.01 Identify the larger of two measures			
13.02 Identify common units of measurements for length, capacity, weight, and temperature			
13.03 Identify, select, and use appropriate tools from the system for measuring length, capacity, weight, and temperature			
13.04 Tell time on the half-hour, quarter-hour, and in minutes			

Standard 8: Recognize a wide variety of patterns, relations, and functions	Hours of Instruction	Mastery Level %	Date & Initials
14.01 Recognize symbols and concepts of equal and unequal, and less than and greater than			
14.02 Identify the next item in a patter or number of a number sequence			
14.03 Identify the missing item of a pattern or number of a number sequence			

Standard 9: Describe and identify three dimensional shapes	Hours of Instruction	Mastery Level %	Date & Initials
15.01 Identify and describe the characteristics of basic 3-dimensional shapes			

Standard 10: Solve money problems	Hours of Instruction	Mastery Level %	Date & Initials
16.01 Count coins and currency			
16.02 Determine equivalent amounts of up to give dollars using coins and paper currency			
16.03 Determine change from a one-dollar bill			
16.04 Determine equivalent amounts of up to ten dollars using coins and paper currency			
16.05 Solve real-world problems involving change after purchases with a 10-dollar bill.			
16.06 Solve real-world problems involving comparison shopping for purchases of less than 10 dollars.			

STOP! Please contact Literacy Mid-South for a student assessment before continuing!