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Basic Skills Content Standards by Test Item - Form 011R

					C/	ASAS	Com	pete	ncies f	for e	ach it	em		
		.3.1	.2.2	1.2	4.6	2.1	5.4	.2.1	.2.1	2.1	1.2	4.1.3	.2.4	2.4
		Task # 5	5 4	1 4 :	2 2	2 2	4 .	4 2	2 2	2 2	1 4	4 3	3 2	2 3
	Content Standards	Item#	2 3	4 5	6 7	8 9	1 0	1 1 1 2	1 1 3 4	1 1 5 6	1 1 7 8	1 2 9 0	2 2 1 2	2 2 3 4
	Beginning literacy / Phonics						П	П					П	П
1	Identify the letters of the English alphabet (upper and lower case)	•	• •	• •	• •	• •	•	• •	• •	• •	• •	•	•	•
2	Recognize that letters make words and words make sentences	•	• •	• •	• •	• •	•	• •	• •	• •	• •	•	•	•
3	Read from left to right, top to bottom, front to back	•	• •	• •	•	• •	•	• •	• •	• •	• •	•	•	•
4	Relate letters to sounds	•	• •	• •	• •	• •	•	• •	• •	• •	• •	•	•	•
.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	•	• •	• •	• •	• •	•	• •	• •	• •	• •	•	1	•
.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	•	• •	• •	•	• •	•	• •	• •	• •	• •	•	•	•
	Vocabulary						П	П					П	
.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)		•				П	• •		• •			П	П
.2	Read basic sight words (e.g., the, is)	•	• •	• •	• •		1-1	• •	• •	• •	• •	•	•	•
.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	• •	• •	• •	• •	•	• •	• •	• •	• •	• •	• •	• •
.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)		•			• •	П	•	•		•	•	•	П
.5	Interpret contractions	•					П	П					П	
.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•				П	П	•		•		• •	•
.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)	•	• •	• •	• •	• •	•	• •	• •	• •	• •	• •	• •	• •
.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)													
	General reading comprehension						П	П					П	П
.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	• •	• •	• •	• •	•	• •	• •	• •	• •	•	•	•
.12	Use supporting illustrations to interpret text	•	• •	•			1	•					П	
.2	Read and understand simple sentences that contain familiar vocabulary	•	• •	• •	• •	• •	•	• •	• •	• •	• •	• •	• •	• •
4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)						П	П				•	•	П
.6	Interpret simple written instructions						П	П					П	1
.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	•	• •	• •	• •	•	• •	• •	• •	•	• •	• •	• •
.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)											•	•	
	Text in format						П							
.1	Read numbers	•	• •	•	• •	• •	•	• •	• •	• •	•		• •	•
.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)				• •	• •	П	П	•	• •	• •	•	1	• •
.2	Read clock times	•					П						•	
3	Read dates			•					•	• •				
4	Read money amounts			•						• •				
5	Read simple handwriting					•					•			
6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)					•					•			
.8	Interpret information in charts and tables (e.g., bus schedules)						П			• •			•	•



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						CASA	S Cor	mpet	encie	for e	each ite	m		
			2.3.1	2.2.2	1.1.6	7.4.6	4.2.1	2.5.4	2.2.1	4.2.1	4.1.2	4.1.3	4.1.6	3.4.1
	Content Standards	Task #	_	_	4 2 5 6			_	_	_	1 4	4 3	3 2	2 3 3
	Content Standards	Item #	1 2	3 4	3 6	′ °	9 1	1 2	3 4	5 6	7 8	9 0	1 2	3 4 5
R4.9	Interpret maps, diagrams, and graphs							•	•					
R5	Reference materials													
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)				•	•								
R6	Reading strategies													
R6.1	Predict the content of a text from title, pictures, type of material		• •	•	• •	• •	• •	• •	• •	• •	• •	•	•	• • •
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information											•	•	•



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											h iten		
		2.3.1	2.2.4	2.1.1	7.4.6	2.5.4	1.2.1	3.3.1	2.5.4	2.2.1	1.1.3	3.4.1	4.3.1
		Task # 5 4	4 4	4 2	2 1	4	2 2	3 2	4 2	2 2 4	4 4 1	3 3	4 4 3
	Content Standards	Item # 1 2	3 4	5 6	7 8	9	1 1 0 1	1 1 2 3	1 1 4 5	1 1	1 1	2 2	2 2 2 2 3 4
R1	Beginning literacy / Phonics								П	П	П	П	
R1.1	Identify the letters of the English alphabet (upper and lower case)	• •	• •	• •	•	•	• •	• •	• •	•		•	• •
R1.2	Recognize that letters make words and words make sentences	• •	• •	• •	•	•	• •	• •	•	•		1	• •
R1.3	Read from left to right, top to bottom, front to back	•	• •	• •	•	•	• •	• •	• •	•	• •	•	• •
R1.4	Relate letters to sounds	• •	• •	• •	•	•	• •	• •	• •	•		•	• •
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	• •	• •	• •	•	•	• •	• •	•	•		•	• • •
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	• •	• •	• •	•	•	• •	• •	•	•	• •	•	• •
R2	Vocabulary						T	П	П	П	П	П	
R2.2	Read basic sight words (e.g., the, is)	• •	• •	• •	• •	•	• •	• •	• •	•		•	• •
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	• •	• •	• •	• •	•	• •	• •	• •	•			
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)	•			•	•	• •		П	T.	1		
R2.5	Interpret contractions	•							•	•	П	П	
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)	•					• •		П	П	•	П	
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)			•	•	•	•		П	П	П	П	•
R3	General reading comprehension							П	П	П	П	П	
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	• •	• •	• •	• •	•	• •	• •		•		•	
R3.12	Use supporting illustrations to interpret text	• •	• •					•	П	П	П	П	
R3.2	Read and understand simple sentences that contain familiar vocabulary	• •	• •	• •	•	•	• •	• •	• •	•		• •	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)							П	П	П	П	• •	
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)								П	П	П	• •	
₹3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	• •	• •	• •	•	•	• •	• •	• •	• •		• •	
R4	Text in format							П	П	П	П	П	
R4.1	Read numbers	• •	•	• •	•		• •		1	Ħ		•	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)			•	•		• •		П	T.	• •		•
R4.2	Read clock times	•					• •		•	П	•	П	
R4.3	Read dates							•	П	П			
R4.4	Read money amounts		•					П	П	П	П	П	
R4.5	Read simple handwriting							П	П	П		П	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)				1		• •	П	П	П		П	
R4.8	Interpret information in charts and tables (e.g., bus schedules)						• •						
R4.9	Interpret maps, diagrams, and graphs								•	•			
R 5	Reference materials									П			
					_	_	_	_	4	4	4	_	



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					C/	ASAS	Comp	eten	cies fo	or each	h iten	1		
			2.3.1	2.5.4	7.4.6	1.8.2	4.2.1	3.3.1	2.5.4	2.2.1	413	3.4.1	4.3.1	4.3.3
		Task #												
	Content Standards	Item#	1 2 3	3 4 5	6 7	8 9	1 1 0 1	1 1 1	1 1 1 3 4 5	1 1 1	1 1 8 9	2 2	2 2 2 3	2 2 4 5
R6	Reading strategies				П	П	П	П	П	П	П	П	П	
R6.1	Predict the content of a text from title, pictures, type of material		• •	• •	• •	• •	• •			• • •	• •	• •	• •	• •
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information				П		П	П	П		П			



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												for eac					
		1.3.1	1.3.1	4.3	1.7	1.2	7.4.5	5.5	13.1	1.3	1.2.3	4.3.2	1.3.4	1.3.4	11.3	2.4	1.1.2
	Ti-			2 2	2 1	1 :	2 2 1	1	4 4 3	3	3 3 3	3 3 3	3 3	3 4	4 4	2 2 3	3 3 3
	Content Standards It	tem#	2 3	4 5	6 7	8	9 1 1	1 2	1 1 1 3 4 5	1 6	1 1 1	1 2 2 9 0 1	2 2 2 3	2 2 4 5	2 2 6 7	2 2 3 8 9 0	3 3 3 1 2 3
R1	Beginning literacy / Phonics							П		П	П						
R1.1	Identify the letters of the English alphabet (upper and lower case)	•				-	•	П		П							
R1.2	Recognize that letters make words and words make sentences	•	• •			.	•	П		П							
R1.3	Read from left to right, top to bottom, front to back	•	• •		• •		•	П		П							
R1.4	Relate letters to sounds	•	• •			.	•	П									
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	•	• •		• •	•	• • •	•	• • •	•	• •	• • •	• •	• •	• •		
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	•	• •		• •		•	П		П	П	Π					
₹2	Vocabulary							П		П	П						
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)	•			•	П		П		П							
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)					П		П		П							• •
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)		•			П		П				•			•	• •	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		•		•	П		П			• •		• •	• •	• •		• •
R2.2	Read basic sight words (e.g., the, is)	•	• •		• •	•	•	П			П						
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	• •		•	П		П	• •	П		• • •		•	• •	•	
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)		•	• •		П		П		П	П	Π					
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•			П		П			П	П					
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)	•			•	П	•	•	• • •	•	• •	• • •	• •	• •	• •		
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)					П		П		•	• •	•	• •	•		•	
R 3	General reading comprehension					П		П		П	П						
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	• •		• •		•	П		П							
R3.11	Make connections between related information across different sections of a text					П		П		П	•			•			•
R3.12	Use supporting illustrations to interpret text	•	•			П		П		П	П	Π					
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first then; however; it's important that)					П		П			П	П	•				
R3.2	Read and understand simple sentences that contain familiar vocabulary	•	• •		• •	•	• • •	•	• • •	•	• •	• • •	• •	• •	• •		• • •
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)					П		П			• •	Π	• •	• •	• •		•
₹3.6	Interpret simple written instructions					П		П	•		П	П					
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)					П		П		П		•	•	•		•	•
₹3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	• •	•	• •	•	• • •	•	• •	•	• •	• • •	• •	• •	• •	• • •	• •
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)					П			•								•
R4	Text in format					П		П		П	П						
R4.1	Read numbers	•			• •			П		П							
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		•			•	• • •	•	•	•	• •	• • •	• •	• •	• •		• • •
R4.4	Read money amounts					П		П		П							•



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									CAS	AS Co	omp	eten	ncies	for e	ach it	em					
		4.3.1	4.3.1	4.4.3	4.4.3	4.1.2	4.1.2	7.4.5	2.5.5	4.3.1	4.1.3	4.1.3	4.2.3	4.3.2	4.3.4	4.3.4	4.1.3	4.1.3	4.2.4	4.1.2	3.4.3
	Task																	4 2	2 3	3 3	3 3
	Content Standards Item	# 1	2 3	3 4	5 6	1	8 9	0 1	1 2	1 1 3 4	5	1 1 6 7	8 9	0	2 2 1 2	3 4	5 6	7 8	9 0	1 2	3 4
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)					•	•		• •					Ш							
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																			• •	
R4.9	Interpret maps, diagrams, and graphs			1.	• •			П	П				П	П	П						
R5	Reference materials								П				П		П	П					
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																				• •
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)			П				П	П					П	П			•	•		
R5.5	Use a simplified dictionary or glossary						•							П							
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word							•						П							
R6	Reading strategies								П						П						
R6.1	Predict the content of a text from title, pictures, type of material	•	•	•	• •	•	• •	•	•	• •	•	• •	• •	•	• •	• •	• •	• •	• •	• •	• •
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	•										•	•		•	•	•	•	• •	•	• •
R7	Reading and thinking skills																				
R7.2	Identify the main idea of a multi-paragraph text			П									•	П							
R7.6	Paraphrase information														•						



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		3.4	4.2	4.3	4.3	4.1	4.3	4.3	3.4	3.4	3.4	7.4.	4.1	2.5.	4.2	4.1	4.1	4.1
	Contant Standards											2 2						
R1	Beginning literacy / Phonics	n #			-		0	1 2	3 4	1 5 6	6 7 8	1 2 9 0	1 2 :	3 4 5	6 7	8 9	0 1	2 3
R1.1	Identify the letters of the English alphabet (upper and lower case)								\blacksquare					++		H		
R1.2	Recognize that letters make words and words make sentences	ı,	-	-	_				\blacksquare				+	++		H		
R1.3	Read from left to right, top to bottom, front to back	-	-	-	_				\blacksquare					++		H		
R1.4	Relate letters to sounds		ш	-	_				++					++		H		H
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		-	-														
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	-	-	-	_													
			Н	+++	-	-			+				+	++		H		
R2	Vocabulary		Н											4				
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	-	Н	+	+			•			•			44	111	• •		
R2.2	Read basic sight words (e.g., the, is)	•	Н	•	_	• •								-		Ш		
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	H.	•	•			•								Ш		
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)	_	Ш	1	+									44	-	Ш		
R2.5	Interpret contractions	_	Ш	1	+	•							-	44	Н.	Ш		
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)	•	<u></u>	•	• •	• •	•	• •	•	1	• • •	• •	• •	44	• •	• •	• •	• •
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)	٠	Ш	Ш	4				•				Ш	44		•		Ш
R3	General reading comprehension		Ш	Ш											Ш	Ш		
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	<u></u>	•	• •	•												
R3.10	Follow pronoun references within a text (e.g., Ms. Smith she; This is important.)			Ш											Ш			
R3.11	Make connections between related information across different sections of a text															•		
R3.12	Use supporting illustrations to interpret text	•							•	•				• •				
R3.15	Interpret idioms and collocations from context	•																
R3.2	Read and understand simple sentences that contain familiar vocabulary	•	•	• •	• •	•	•	• •	•	•	• • •	• •	• •	• • •	• •	•	• •	• •
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)							•		•	• • •	• •			• •	•		
R3.6	Interpret simple written instructions	•		• •	•													
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)			П		• •	•	• •	•	1	• • •	• •		П	П			
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	•	• •	• •	•	•	• •	•	•	• • •	• •	• •	• • •	• •	•	• •	• •
R4	Text in format			П										П				
R4.1	Read numbers	•	•	•	• •													
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•	-	•		• •	•	• •	•	1	• • •	• •	• •	•	• •	• •	• •	• •
R4.3	Read dates																•	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																• •	• •
R4.8	Interpret information in charts and tables (e.g., bus schedules)		Π,															



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		Т							CAS	SAS	Com	pete	encie	s for	each	item					
		3.4.1	4.2.1	4.3.1	4.3.1	4.1.5	4.1.5	uj uj	w w	i 4	न न	m	wi rvi	7.4.5	(O)	2.5.5	4.2.3	4.2.3	4.1.2	4.1.2	4.1.3
	Task #	_	_	_	_	_	_	_	3 4	3	3 3	3	3 2	2 2	3 3	3 3	3 3	3 1	1 1	1 3	3 3 3
	Content Standards Item #	# 1	2 3	3 4	5 6	6 7	8 9	9 1 0	1 1 1 2	3	1 1 4 5	1 6	1 1 7 8	1 2 9 0	2 2	2 2 2	2 2 4 5	2 2 6 7	2 2 8 9	3 3 0 1	3 3 3 2 2 3 4
R5	Reference materials							П				П									
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																	• •			
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word											П			•	•					
R6	Reading strategies							П				П									
R6.1	Predict the content of a text from title, pictures, type of material	•	•	•	•	• •	•	•	• •	•	•	•	• •	• •	•	•	• •	• •	• •	• •	• • •
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	•							•	•		•	•	•				•	• •		•
R7	Reading and thinking skills											П									
R7.2	Identify the main idea of a multi-paragraph text		П				П	П				П							•		



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Basic	Skills Content Standards by Test Item - Form 015R																		
								C.	ASAS C	Compe	tenci	es for	each	item					
		2	11.3	1.1.2	9.4	1.2.3	11.8	1.1.8	1.4.4	11.4	3.4.3	1.1.2	3.1.1	5.5	2.5.5	1.1.3	1.2.1	1.4.3	1.4.3
		Task#	4 3	3 3	2 2	3 3	2 2	2 2	2 3 3	3 3 3	3 3 3	3 1 1	2 2	2 2	2 3	3 1	1 3 3	4 4	1 3 3
	Content Standards	Item#	2 3	4 5	6 7	8 9	1 1 0 1	1 1 2 3	1 1 1 4 5 6	1 1 1 6 7 8	1 1 2	2 2 1 2 2	2 2 3 4	2 2 5 6	2 2 7 8	2 3 9 0	3 3 3 1 2 3	3 3 4 5	3 3 3 6 7 8
R1	Beginning literacy / Phonics																		
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	-	• •	• •	• •	• •	• •	• •	• • •	• • •	• •		• •	•	•	•			
R2	Vocabulary																		
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)					• •					•								
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)					• •													
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		•			• •		•			• •		• •		•	•	• •	• •	• •
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)				• •														
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)	•	•																
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)	•	• •	• •	• •	• •	• •	• •	• • •	• •	•	• • •	• •	•	•	•			
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)					•		•	• • •	•						•			
R3	General reading comprehension					П													
R3.10	Follow pronoun references within a text (e.g., Ms. Smith she; This is important.)		•	• •															
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first then; however; it's important that)									•	•								
R3.2	Read and understand simple sentences that contain familiar vocabulary		• •	• •	• •	• •	• •	• •	• • •	• •			• •	•	•	•			
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)	•	• •	• •		• •	• •	• •	• • •	• • •	• •	•	• •		•	•	• •	• •	• •
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)								•	• • •		•							
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	• •	•	• •	• •	• •	• •	• • •	• •	• •	• • •	• •	•	•	•			
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)			•															•
R4	Text in format					П													
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•	• •	• •	• •	• •	• •	• •	• • •	• • •	• •		• •	• •	••	• •	• • •	• •	• • •
R4.5	Read simple handwriting							•	•										
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)											• •							
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)							•	•										
R4.8	Interpret information in charts and tables (e.g., bus schedules)					П	• •	• •	•			• •	•						
R4.9	Interpret maps, diagrams, and graphs				•														
R5	Reference materials																		
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)						• •	•						• •	•				
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)						• •	•											• •
R6	Reading strategies																		
R6.1	Predict the content of a text from title, pictures, type of material					• •			• • •	• •				•	•	•			
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material of specialized information	or				•	• •	•		•	•	•	•				• •	• •	• •



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Basic	Skills Content Standards by Test Item - Form 015R																					
										CASA	S Coi	npete	encie	es for	each	item						
			4.1.3	4.1.2	4.1.2	1.9.4	4.2.3	4.1.8	4.1.8	4.4.4	4.1.5	4.1.4	3.4.3	4.1.2	3.1.1	2.5.5	2.5.5	4.1.3	4.1.2	4.2.1	4.4.3	4.1.8
		Task #	4 4	3 3	3	2 2	3 3	2 2	2 2	2 2	3 3	3 3	3 3	1 1	2 2	2 2	2 3	3 1	1 3	3 4	4 1	3 3
	Content Standards	Item #	1 2	3 4	5	3 7	8 9	1 1 0 1	1 2	1 1	1 1 5 6	1 1 7 8	1 2 9 0	2 2 1 2	2 2 3 4	2 2 5 6	2 2 7 8	2 3 9 0	3 3	3 3 4	3 3 5 6	3 3 7 8
R7	Reading and thinking skills								П	П	П											
R7.8	Make inferences and draw conclusions from simple text				П			П	•		П											



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			4.3.	4.1.	4.1	3.4.	3.4.	4.1.	4.2.	4.1	4.	5.4.	4.2	4.2.	4.4.	4.1.	3.1.	3.1.	4.2.	1.9.4	3.2.3
											_										2 2 2 2
	Content Standards	Item#	1 2	3 4	5	6 7															3 3 3 3 5 6 7 8
R1	Beginning literacy / Phonics										Ш									Ш	
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•	•	•	• •	•	•	•	• •	Ш	• •	•	•	•	•	•		•		
R2	Vocabulary										П									П	
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)		•	•			•	•			П		П	П						П	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		• •			•	•	•			П	• •	• •	• •	•		•	• •	•	1	
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)							П		П	П	• •	• 11	П						П	
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		• •	• •	•	• •	• •	•	•	• •	П	• •	•	•	•	•	•		•	П	
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)									• •	П	•	•	•						П	
R3	General reading comprehension										П									П	
R3.10	Follow pronoun references within a text (e.g., Ms. Smith she; This is important.)			٠.	•	•					П		П	П	•					П	
R3.11	Make connections between related information across different sections of a text						•				П		П	П						П	
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)							•	П	П	П		П	П						П	
R3.2	Read and understand simple sentences that contain familiar vocabulary		•	• •	•	• •	• •	•	•	• •	П	• •	•		•	•	• •		•	•	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)		•	•	•	• •	•			• •	•	• •	•	• •	• •	• •	• •	• •	•		• • •
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)					•	•		•	•	Ш										
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)		•	•		• •	•	•	• •	• •	Ш	•		•	•	•	•		•	Ш	
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)			•	•			•			Ш		•		•			•		Ш	
R4	Text in format										Ш									П	
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		• •			•	• •	٠.	• •		•	• •	•	• •	• •	• •	• •	• •	• •		
R4.4	Read money amounts						•	П			П	• •	• 11	П						П	
R4.5	Read simple handwriting										П								•		
R4.8	Interpret information in charts and tables (e.g., bus schedules)									•	•	• •					•	•	•	•	
R5	Reference materials										П									П	
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)							•	•		П		П	П						П	
R6	Reading strategies										П										
R6.1	Predict the content of a text from title, pictures, type of material		• •	• •	•	• •	• •	• •	• •		П	• •	•	•	•	•	•		•		
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material specialized information	or	• •	•		•	• •	•		•	-	• • •	•	•	•	١٠	•	• •	•		•••
			_	_	_			_	_	_	_	_			-	_			_		



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							CASA	AS Co	ompe	tenci	es for e	each i	tem			
		,	6.4	6.4	2.1	3.2	3.2	5.9	6.4	6.4	5.7	5.6	5.6	4.3	4.4 7.3 7.3	6.2
	T ₁	ask#	3 3	3 3 3	3 3 :						2 2			3 3	3 3	2 3 3 3
	Content Standards It	tem#	1 2	3 4 5	5 6	7 8	9 1	1 1 1 2	1 1	1 1	1 1 7 8	1 2	2 2	2 2 3 4	2 2 2	2 2 2 3
R2	Vocabulary		П		П											
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)		•	• (• •					1					П	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		П	1	• •	• •	•			1	• •	• •	• •	• •	• • •	•
R3	General reading comprehension		П		П										П	
R3.11	Make connections between related information across different sections of a text		•	• •	Π.	•				•					П	1
R3.12	Use supporting illustrations to interpret text		•	П	П							• •		•	• •	
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)											•	• •	•	•	
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first then; however; it's important that)					•								•	П	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)	•	• •	• •	• •	•		• •	•	•				•	• •	
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)					•	• •			•	• •	• •	• •	•	•	•
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)	•	•	•	• •	•				•	• •		• •	• •	• •	
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)			•	•				•	•			• •		1	•
R4	Text in format		Ш		Ш					П					Ш	
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		•	1	• •	• •	• •					• •	• •		•	• • • •
R4.8	Interpret information in charts and tables (e.g., bus schedules)									•	• •					•
R4.9	Interpret maps, diagrams, and graphs		П		П			• •								
R5	Reference materials		П		П										П	
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)				П	•	• •								1	•
R6	Reading strategies		П		П					П					П	
R6.1	Predict the content of a text from title, pictures, type of material		•		П								• •	•	П	
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information		•		•	• •	• •			•	• •	•	• •	• •	•	
R7	Reading and thinking skills		П		П										П	
R7.11	Identify the writer, audience, and purpose of a text														,	
R7.2	Identify the main idea of a multi-paragraph text				\sqcap				•							
R7.6	Paraphrase information										•					
R7.7	Summarize a text								•							
R7.9	Make inferences and draw conclusions from complex text			•	•	•			•	•					•	



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Dasic	Skills Content Standards by Test Item - Form Olok																
								CAS	AS Co	mpe	tenc	es fo	r each	item			
			4.3	6.4	6.4	2.1	3.2	3.2	6.4	6.4	5.7	5.6	5.6	4.3	4.3	6.2	4.3.2
		Task #															
	Content Standards	Item#						9 1	1 1	1 1	1 1	1 1	1 1 2	2 2 2	2 2 2	2 2 2	2 2 2 7 8 9
R2	Vocabulary			П		П	П		1 2	0 4				1 2	J 4 .		
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)			•	•	•	П			•	П	П					Π
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)				•	•	• •	•	•	•	•	• •	•	• •	•	П	•
R3	General reading comprehension			П			П									П	
R3.11	Make connections between related information across different sections of a text		•	•	•				• •	• •							
R3.12	Use supporting illustrations to interpret text		•			П						•	•			П	
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)					П					П		•			П	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)		• •	•	• •	•	•		• •	• •	• •	•	•	• •	• •	П	П
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)						•	• •				•	•		1	• • •	•
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)		•		•	•	•			•	•	•		• •	• •		
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)				•				• •	• •				•			•
R4	Text in format						П										
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		•		•	•	• •	• •			П	•	• • •	• •	ŀ	• • •	
R4.8	Interpret information in charts and tables (e.g., bus schedules)					П					•					П	•
R5	Reference materials																П
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)					П	•	• •								П	•
R6	Reading strategies																
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information		•		•	•	•	• •			•	•	•	• •	• •	П	• •
R7	Reading and thinking skills																
R7.11	Identify the writer, audience, and purpose of a text					П											•
R7.2	Identify the main idea of a multi-paragraph text								•	•							
R7.6	Paraphrase information										•		•				
R7.7	Summarize a text								•	•							
R7.9	Make inferences and draw conclusions from complex text				•				•	•				•	• •		



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							(CASA	S Com	npet	encies	for	each	item					
		1.3	4.3	1.2	3.4	3.4	4 4 4	4.3	1.7	1.7	4.4.4	6.2	5.5	5.5	6.2	3.3	6.2	5.7	4.2
	Task#	4 4	2	2 2	2 1	1 1	1 3 3	2	2 1 1	1 1	2 2	1 1	1 1	1 3	3 3	3 4 4	3 3	2 2	3 3
	Content Standards ttem#	1 2	3	4 5	6 7	8 9	9 1 1	1 2	1 1 1 3 4 5	1 1	1 1 7 8	1 2 9 0	2 2 1 2	2 2	2 2	2 2 3 7 8	2 3 9 0	3 3	3 3 4
R1	Beginning literacy / Phonics	П				П		П				Г						П	
R1.1	Identify the letters of the English alphabet (upper and lower case)	• •	•	• •	•	П		·										П	
R1.2	Recognize that letters make words and words make sentences	• •	•	• •	•	П		·											
R1.3	Read from left to right, top to bottom, front to back	•	•	• •	•	П	• •	П											
R1.4	Relate letters to sounds	• •	•	• •	•	П	• •	П											
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	• •	•	• •	• •	•	• • •	•	• • •	•	• •	• •	• •	•		• •	•	•	• •
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	•	•	• •	•		•	$\cdot \square$											
R2	Vocabulary							П											
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)		•	•				П											• •
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	П	•	•		П		П										\prod	
R2.2	Read basic sight words (e.g., the, is)	• •	•	• •	•	П	• •	П											
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	• •	•	•		П	• •	П											
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)	1	•	•	•	П		П											
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)	•				П		1	•		П	Г						П	
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)							П				•							
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)	•	•	• •	• •	•	• • •	•	• • •	•	• •	• •	• •	• •	• •	• •	• •	•	• •
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)			•	•		•		•	•	• •					•	• •		
R3	General reading comprehension					П		П											
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	• •	•	• •	•	П		·											
R3.11	Make connections between related information across different sections of a text					П		П			•								
R3.12	Use supporting illustrations to interpret text					П		П											• •
R3.2	Read and understand simple sentences that contain familiar vocabulary	• •	•	• •	• •	•		•	• • •	•	• •	• •	• •				• •		• •
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)	• •		•	• •	•	• • •	•	• • •	•			• •						
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)	П				П		П			•			1		• •	• •	• •	
R3.6	Interpret simple written instructions						•												
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)							П										•	• •
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	•	•	• •	•	• •	•	• • •	•	• •	• •	• •	•	• •	• •	•	•	•
R4	Text in format	ш				Ш		Н											
R4.1	Read numbers	•	•	• •															
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•	•	• •	• •	•	• •	•	• • •	•	• •	• •	• •	•	• •	• •	• •	•	• •
R4.2	Read clock times	•				•			•	•									
R4.3	Read dates			•		•		•	• • •	•			•						
R4.5	Read simple handwriting	П				П		П				T							



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								С	ASA	S Con	ipete	encie	s for	each	item					
		413	4.1.3	4.4.3	4.1.2	4.3.4	4.3.4	3.4.1	4.4.3	2.1.7	2.1.7	4.4.4	4.6.2	2.5.5	2.5.5	4.6.2	4.3.3	4.6.2	4.5.7	3.4.2
		k# 4	4 :	2 2	2 2	1	1 1	3 3	2 2	2 1 1	1 1 :	2 2	1 1	1 1	1 3	3 3	4 4	3 3	2 2	3 3
	Content Standards Iter	1 # 1	2	3 4	5 6	7	8 9	1 1 0 1	1 1 2 3	1 1 1 3 4 5	6 6	1 1 7 8	1 2 9 0	2 2	2 2 3 4	2 2 5 6	2 2 7 8	2 3	3 3 1 2	3 3 4
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)		П			П			П	•	• •			• •	•					
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)		П									•								
R4.8	Interpret information in charts and tables (e.g., bus schedules)		П									•							• •	
R4.9	Interpret maps, diagrams, and graphs		П	• •		П			•	•										
R6	Reading strategies					П			П		П									
R6.1	Predict the content of a text from title, pictures, type of material	•	•	• •		•	• •	• •	•	• •	•	• •	• •	• •	• •	• •	• •	• •	• •	• •
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information		П									ŀ			•	•	• •			• •
R7	Reading and thinking skills								П		П	Г								
R7.2	Identify the main idea of a multi-paragraph text																	•		



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												petencies for each item 4 4 1 1 2 1 3 1 4 1 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1									
			3.1.3	4.2.1	4.2.4	4.2.4	1.8.2	4.3.2	4.4.3	4.4.3	4.5.5	4.5.5	4.1.2	4.1.4	4.1.5	4.4.3	4.8.1	4.8.1	4.1.2	4.5.6	4.8.3
			2 2	1 1	3 3	3 3	1 2	2 3 3	2 2	2 2 :	3 3	2 1	1 3	3 3 ;	3 3 2	2	3 3 3	3 3 3	3 3	3 3 3	3 3 3 3
	Content Standards	Item #	1 2	3 4	5 6	5 7	8 9	1 1 1 0 1 2	3 4	1 1 4 5 (1 1 6 7	1 1 8 9	0	2 2 3	2 2 2 3 4 5	6	2 2 2 7 8 9	2 3 3 9 0 1	2	3 3	3 3 3 3 5 6 7 8
R1	Beginning literacy / Phonics												Ш	Ш	Ш	Ш		Ш	Ш	Ш	
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		• •	•	•	•	• •	• •	•	• •	• •	• •	•	•	• •	Ш	•	•	•	Ш	
R2	Vocabulary												Ш							Ш	
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)			•			•				• •	•	Ш		•						
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)					•							H	•						Ш	
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)										•		Ш								•
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)			•	•			• •	l l	•	• •		ll'	•	•	•		4	•	•	• • •
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		• •		•	•			1	•	•	•	Ш	Ш		Ш	•	Ш	Ш	Ш	
R2.5	Interpret contractions									•			Ш	Ш		Ш		Ш	Ш	Ш	
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)						•					•	Ш	Ш	Ш	Ш		Ш	Ш	Ш	
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)			•	•								Ш	Ш		Ш		Ш	Ш	Ш	
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		• •	• •	•	•	• •	• •	•	• •		•	•		• •			•	•	Ш	
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)				•			•	•	•		•	Ш	Ш		Ш		•	Ш	Ш	
R3	General reading comprehension												Ш							Ш	
R3.10	Follow pronoun references within a text (e.g., Ms. Smith she; This is important.)									•			П				•			П	
R3.11	Make connections between related information across different sections of a text							•					П								
R3.12	Use supporting illustrations to interpret text												Ш			Ш				•	•
R3.2	Read and understand simple sentences that contain familiar vocabulary		• •		•	•		•	•	•			Ш			Ш				Ш	
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)		• •										Ш							Ш	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)			•	• •	•		• •	•	• •	• •	•	l l	• •	• •	•	• •	• •	•	•	• • •
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)									1	• •	•	Ш	Ш		Ш		Ш	1	•	• • •
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)		• •	•	•	•	• •		•	•	• •	• •	•	•	• •	Ш	•	•	•	Ш	
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)							• •		•	•		Ц	Ш	•	Ш	Ш	Ш	Ш	Ш	
R4	Text in format												Н	Ш					Ш	Ш	
R4.3	Read dates			•	•							•	П	П				•		П	
R4.4	Read money amounts			•	•		•				• •	•	П							П	
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)						•					•	•								
R4.8	Interpret information in charts and tables (e.g., bus schedules)								•	•			Ш			Ш					
R4.9	Interpret maps, diagrams, and graphs						•	•			• •	•	Ш		•	•	• •	•		Ш	
R5	Reference materials												Н	Ш						П	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)		•										П					•		П	
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)								1	•			П							П	
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)		•						П					П		П				П	



Basic Skills Content Standards by Form

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CSI

Basic Skills Content Standards by Test Item - Form 116R

				CASAS Competencies for each item 1																				
			3.1.3	4.2.1	4.2.4	4.2.4	1.8.2	2.2.5	4.3.2	4.4.3	4.4.3	4.5.5	4.5.5	4.1.2	4.1.4	4.1.5	4.4.3	4.8.1	4.8.1	4.1.2	4.1.2	4.5.6	4.8.3	4.8.3
	Content Standards	Item #	1 2	3 4	5 6	5 7	8 9	1 1 0 1	1 1 2 3	1 1 3 4	1 1 5 6	7	1 1 8 9	2 2	2 2 1	2 2 3 4	2 2 5 6	2 2 7 8	2 9	3 3 0 1	3 3 2 3	3 3 4 5	3 3 6 7	3 8
R6	Reading strategies																						П	Г
R6.1	Predict the content of a text from title, pictures, type of material				• •	•			П	•	•	•	•					•						Γ
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar materia specialized information	l or		•			•	•	•		•	•	•	•	•		•				•	• •	•	•
R7	Reading and thinking skills																							Г
R7.7	Summarize a text								П															

Reading/Math Task Legend

Task 1 - Forms

Task 2 - Charts, maps, consumer billings, matrices, graphs, tables

Task 3 - Articles, paragraphs, sentences, directions, manuals

Task 4 - Signs, price tags, advertisements, product labels

Task 5 - Measurement scales, diagrams

Listening Item Type Legend

Type 1 - Picture Prompt

Type 2 - Comprehension question

Type 3 - Predict next line of dialogue

Type 4 - Identify true statement based on prompt

Cuitania

Base container is: Agency (C) 10382 - (CLOSED) Boston OWD: Hull Lifesaving Museum

Interrogation mode is: 'Data from sub-sites'

Include Prepared By: Yes Include Print Time: Yes Include Criteria Info: Yes Report Sort Order: Form

Page Sort Order: Content Standard

Report Style Option: Red Warn if too many pages: Yes Page Orientation: Landscape