Basic Skills Content Standards by Test Item - Form 011R

Content Standards		2.3.1	1.1.5	2.2.2	4.1.2	1.1.6	7.4.6	7.4.6	4.2.1	4.2.1	2.5.4	2.5.4	2.2.1	2.2.1	2.3.2	4.2.1	4.2.1	4.1.2	4.1.3	4.1.3	4.1.6	4.1.6	2.2.4	2.2.4	3.4.1	3.4.1
Task #		5	5	4	1	4	2	2	2	4	2	2	2	2	1	4	4	3	3	3	2	2	2	2	3	3
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
R1	**Beginning literacy / Phonics**																									
R1.1	Identify the letters of the English alphabet (upper and lower case)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•			•	•	•
R1.2	Recognize that letters make words and words make sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•			•	•	•
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**																									
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)	•										•	•			•	•									
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)		•					•	•			•	•				•				•					
R2.5	Interpret contractions	•																								
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)			•									•				•				•	•	•			
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**																									
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•			•	•	•
R3.12	Use supporting illustrations to interpret text	•	•	•	•						•	•														
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																								•	•
R3.8	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**																									
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						•								•	•	•									
R4.4	Read money amounts							•							•	•										
R4.5	Read simple handwriting										•	•						•								
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)											•	•										•	•	•	

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Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 011R

	CASAS Competencies for each item

Content Standards	2.3.1	1.1.5	2.2.2	4.1.2	1.1.6	7.4.6	7.4.6	4.2.1	4.2.1	2.5.4	2.5.4	2.2.1	2.2.1	2.3.2	4.2.1	4.2.1	4.1.2	4.1.3	4.1.3	4.1.6	4.1.6	2.2.4	2.2.4	3.4.1	3.4.1
Task #	5	5	4	1	4	2	2	2	4	4	2	2	2	1	4	4	3	3		2	2	2	3	3	
Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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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Basic Skills Content Standards by Test Item - Form 012R

CASAS Competencies for each item

Content Standards		2.3.1	2.2.2	2.2.4	2.5.4	2.1.1	7.4.6	7.4.6	1.8.2	2.5.4	4.2.1	4.2.1	3.3.1	2.3.2	2.5.4	2.2.1	2.2.1	4.1.3	4.1.3	4.1.2	3.4.1	3.4.1	4.3.1	4.3.1	4.3.3	4.3.3
Task #		5	4	4	4	4	2	2	1	4	2	2	3	2	4	2	4	4	4	3	3	4	3	4	3	3
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
R1	**Beginning literacy / Phonics**																									
R1.1	Identify the letters of the English alphabet (upper and lower case)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•			•	•
R1.2	Recognize that letters make words and words make sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•			•	•
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**																									
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)		•							•		•	•					•		•			•			
R2.5	Interpret contractions	•																	•	•						
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•								•	•									•					
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)						•	•			•	•														
R3	**General reading comprehension**																									
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•			•	•
R3.12	Use supporting illustrations to interpret text	•	•	•	•									•												
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)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•
R4	**Text in format**																									
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														•						•					
R4.4	Read money amounts		•																							
R4.5	Read simple handwriting																							•		
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)														•	•										
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)						•	•																		

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 012R

Content Standards		2.3.1	2.2.2	2.2.4	2.5.4	2.1.1	7.4.6	7.4.6	1.8.2	2.5.4	4.2.1	4.2.1	3.3.1	2.3.2	2.5.4	2.2.1	2.2.1	4.1.3	4.1.3	4.1.2	3.4.1	3.4.1	4.3.1	4.3.1	4.3.3	4.3.3
Task #		5	4	4	4	2	2	1	4	2	3	2	4	2	4	4	1	3	3	4	4	3	3			
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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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Basic Skills Content Standards by Test Item - Form 013R

CASAS Competencies for each item

Competencies (by item column): 4.3.1, 4.3.1, 4.1.3, 4.4.3, 4.4.3, 4.4.3, 4.1.2, 4.1.2, 7.4.5, 7.4.5, 2.5.5, 2.5.5, 4.3.1, 4.1.3, 4.1.3, 4.2.3, 4.2.3, 4.3.2, 4.3.2, 4.3.2, 4.3.4, 4.3.4, 4.1.3, 4.1.3, 4.2.4, 4.2.4, 4.2.4, 4.1.2, 4.1.2, 3.4.3, 3.4.3

Task #: 4 4 2 2 2 1 1 2 2 1 1 4 3 3 3 3 3 3 3 3 4 4 2 2 3 3 3

Item #: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34

Content Standards

R1 — Beginning literacy / Phonics

Code	Standard
R1.1	Identify the letters of the English alphabet (upper and lower case)
R1.2	Recognize that letters make words and words make sentences
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

Code	Standard
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)
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)
R2.2	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)
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
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

Code	Standard
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
R3.11	Make connections between related information across different sections of a text
R3.12	Use supporting illustrations to interpret text
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)
R3.6	Interpret simple written instructions
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

Code	Standard
R4.1	Read numbers
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
R4.4	Read money amounts

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Basic Skills Content Standards by Test Item - Form 013R

CASAS Competencies for each item

Code	Content Standards	4.3.1	4.3.1	4.1.3	4.4.3	4.4.3	4.4.3	4.1.2	4.1.2	7.4.5	7.4.5	2.5.5	2.5.5	4.3.1	4.3.1	4.1.3	4.1.3	4.2.3	4.2.3	4.3.2	4.3.2	4.3.2	4.3.4	4.3.4	4.3.4	4.1.3	4.1.3	4.2.4	4.2.4	4.2.4	4.1.2	4.1.2	3.4.3	3.4.3	3.4.3
Task #		4	4	4	2	2	2	1	1	2	2	1	1	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	2	2	2	3	3	3	3
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)						•	•			•	•																							
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																																•	•	
R4.9	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)																																	•	•
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)																														•	•			
R5.5	Use a simplified dictionary or glossary											•																							
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word												•																						
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	•																•	•	•			•	•	•	•	•	•	•	•	•	•		•	•
R7	**Reading and thinking skills**																																		
R7.2	Identify the main idea of a multi-paragraph text																		•																
R7.6	Paraphrase information																					•													

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 014R

CASAS Competencies for each item

Competency	Content Standards	3.4.1	4.2.1	4.2.1	4.2.1	4.3.1	4.3.1	4.1.5	4.1.5	4.1.5	4.3.3	4.3.3	4.3.3	4.4.3	3.4.1	3.4.1	3.4.3	7.4.5	7.4.5	7.4.5	4.1.6	4.1.6	2.5.5	2.5.5	4.2.3	4.2.3	4.1.2	4.1.2	4.1.2	4.1.3	4.1.3	4.1.4	4.1.4	4.1.4	4.1.4
Task #		3	2	2	4	4	3	3	3	3	3	4	3	3	3	3	3	3	2	2	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
R1	**Beginning literacy / Phonics**																																		
R1.1	Identify the letters of the English alphabet (upper and lower case)	•		•	•	•	•	•	•																										
R1.2	Recognize that letters make words and words make sentences	•		•	•	•	•	•	•																										
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**																																		
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	•										•	•	•			•	•	•	•	•						•	•	•						
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)			•	•																														
R2.5	Interpret contractions			•					•																										
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**																																		
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•		•	•	•	•	•																											
R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)																																		•
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)										•	•	•				•	•	•		•	•	•												
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•		•	•	•	•	•	•	•		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•
R4	**Text in format**																																		
R4.1	Read numbers	•		•	•	•	•																												
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•		•	•							•	•				•	•			•	•	•	•	•		•	•	•			•	•	•	•
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)			•	•																														

Basic Skills Content Standards by Test Item - Form 014R

CASAS Competencies for each item

Content Standards		Competencies
Task #		3 2 2 4 4 3 3 3 3 3 4 3 3 3 3 2 2 3 3 3 3 3 1 1 1 1 3 3 3 3
Item #		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34

Competency codes (left to right): 3.4.1, 4.2.1, 4.2.1, 4.3.1, 4.3.1, 4.1.5, 4.1.5, 4.1.5, 4.3.3, 4.3.3, 4.3.3, 4.4.3, 3.4.1, 3.4.1, 3.4.3, 7.4.5, 7.4.5, 4.1.6, 4.1.6, 2.5.5, 2.5.5, 4.2.3, 4.2.3, 4.1.2, 4.1.2, 4.1.2, 4.1.2, 4.1.3, 4.1.3, 4.1.4, 4.1.4

		Items marked
R5	**Reference materials**	
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	• • •
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	• / • • / • • • • / • • • • / •
R7	**Reading and thinking skills**	
R7.2	Identify the main idea of a multi-paragraph text	•

Basic Skills Content Standards by Test Item - Form 015R

CASAS Competencies for each item

Competency	Task #	Item #
4.1.3	4	1
4.1.3	4	2
4.1.2	3	3
4.1.2	3	4
4.1.2	3	5
1.9.4	2	6
1.9.4	2	7
4.2.3	3	8
4.2.3	3	9
4.1.8	2	10
4.1.8	2	11
4.1.8	2	12
4.4.4	2	13
4.4.4	3	14
4.1.5	3	15
4.1.5	3	16
4.1.4	3	17
4.1.4	3	18
3.4.3	1	19
3.4.3	1	20
4.1.2	2	21
4.1.2	2	22
3.1.1	2	23
3.1.1	2	24
2.5.5	2	25
2.5.5	3	26
2.5.5	3	27
4.1.3	1	28
4.1.3	1	29
4.1.2	3	30
4.2.1	3	31
4.2.1	4	32
4.4.3	4	33
4.4.3	1	34
4.1.8	3	35
4.1.8	3	36

Content Standards

R1 — Beginning literacy / Phonics

ID	Standard
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms

R2 — Vocabulary

ID	Standard
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

ID	Standard
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

ID	Standard
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)
R4.9	Interpret maps, diagrams, and graphs

R5 — Reference materials

ID	Standard
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

ID	Standard
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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Basic Skills Content Standards by Test Item - Form 015R

		CASAS Competencies for each item
Content Standards	Task # / Item #	4.1.3(4,1) 4.1.3(4,2) 4.1.2(3,3) 4.1.2(3,4) 1.9.4(2,5) 1.9.4(2,6) 4.2.3(3,7) 4.2.3(3,8) 4.1.8(2,9) 4.1.8(2,10) 4.1.8(2,11) 4.4.4(2,12) 4.4.4(3,13) 4.1.5(3,14) 4.1.4(3,15) 4.1.4(3,16) 3.4.3(3,17) 3.4.3(1,18) 4.1.2(1,19) 3.1.1(2,20) 3.1.1(2,21) 2.5.5(2,22) 2.5.5(2,23) 4.1.3(3,24) 4.1.3(3,25) 4.1.2(1,26) 4.2.1(1,27) 4.2.1(3,28) 4.4.3(3,29) 4.4.3(4,30) 4.1.8(1,31) 4.1.8(3,32) ...
R7 **Reading and thinking skills**		
R7.8 Make inferences and draw conclusions from simple text		(•) at item 13

Basic Skills Content Standards by Test Item - Form 016R

CASAS Competencies for each item

	Content Standards	4.3.3 (T4 I1)	4.3.3 (T4 I2)	4.1.3 (T3 I3)	4.1.3 (T3 I4)	4.1.2 (T3 I5)	4.1.2 (T3 I6)	3.4.3 (T3 I7)	3.4.3 (T3 I8)	4.1.2 (T3 I9)	4.1.2 (T2 I10)	4.2.4 (T3 I11)	4.2.4 (T3 I12)	4.1.5 (T2 I13)	4.1.5 (T1 I14)	4.4.4 (T1 I15)	4.4.4 (T1 I16)	5.4.1 (T3 I17)	5.4.1 (T3 I18)	4.2.3 (T4 I19)	4.2.3 (T4 I20)	4.4.3 (T3 I21)	4.4.3 (T3 I22)	4.1.4 (T3 I23)	4.1.4 (T2 I24)	4.2.4 (T2 I25)	4.2.4 (T3 I26)	3.1.1 (T3 I27)	3.1.1 (T1 I28)	4.2.1 (T1 I29)	4.2.1 (T2 I30)	4.4.3 (T2 I31)	4.4.3 (T2 I32)	1.9.4 (T2 I33)	3.2.3 (T2 I34)	3.2.3 (T2 I35)	3.2.3 (T2 I36)	4.4.2 (T2 I37)	4.4.2 (T2 I38)
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)	•			•			•		•																													
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	•	•			•	•	•						•	•	•	•	•	•						•	•	•	•					•	•	•				
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)														•	•	•																						
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**																																						
R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)				•	•	•	•																		•													
R3.11	Make connections between related information across different sections of a text									•																													
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save $10 on your next purchase.)									•																													
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**																																						
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•	•	•	•		•	•	•	•	•				•	•			•	•			•		•		•							•	•	•		•	•
R4.4	Read money amounts							•							•	•	•																						
R4.5	Read simple handwriting																																	•					
R4.8	Interpret information in charts and tables (e.g., bus schedules)																	•	•	•	•	•							•	•				•	•	•	•	•	•
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	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•	•	•			•	•		•	•						•		•	•	•	•

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 017R

CASAS Competencies for each item

Content Standards		4.4.3	4.6.4	4.6.4	4.6.4	4.2.1	4.2.1	4.2.1	4.3.2	4.3.2	2.5.9	2.5.9	4.6.4	4.6.4	4.6.4	4.5.7	4.5.7	4.5.6	4.5.6	4.5.6	4.5.6	4.4.3	4.4.3	4.4.3	4.3.2	4.6.2	4.6.2	4.6.2	4.6.2	4.6.2	4.6.2
Task #		3	3	3	3	3	3	3	2	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3	3	3	3	3	3	2	3
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R2	**Vocabulary**																														
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)	•		•		•	•							•																	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)					•	•	•	•	•							•	•	•	•	•	•	•	•	•	•	•				
R3	**General reading comprehension**																														
R3.11	Make connections between related information across different sections of a text		•	•	•		•						•	•	•																•
R3.12	Use supporting illustrations to interpret text	•																•	•			•			•	•	•				
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…)						•																								
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)					•	•							•	•	•	•					•	•							•	
R4	**Text in format**																														
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•				•	•	•	•	•	•							•	•	•	•				•			•	•	•	
R4.8	Interpret information in charts and tables (e.g., bus schedules)																	•	•	•					•						
R4.9	Interpret maps, diagrams, and graphs										•	•																			
R5	**Reference materials**																														
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 or specialized information	•				•	•	•	•	•	•						•	•	•			•	•	•	•	•	•				
R7	**Reading and thinking skills**																														
R7.11	Identify the writer, audience, and purpose of a text																												•		
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					•		•	•								•	•												•	

Prepared by: CASAS Dawn Montgomery

Basic Skills Content Standards by Test Item - Form 018R

CASAS Competencies for each item

Content Standards		4.4.3	4.6.4	4.6.4	4.6.4	4.2.1	4.2.1	4.2.1	4.3.2	4.3.2	4.3.2	4.6.4	4.6.4	4.5.7	4.5.7	4.5.7	4.5.6	4.5.6	4.5.6	4.5.6	4.4.3	4.4.3	4.4.3	4.6.2	4.6.2	4.6.2	4.3.2	4.3.2	2.5.9	2.5.9
Task #		3	3	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2
Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R2	**Vocabulary**																														
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)		•		•	•									•																
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)					•	•	•	•	•					•		•	•	•	•	•				•	•	•			•	
R3	**General reading comprehension**																														
R3.11	Make connections between related information across different sections of a text		•	•	•								•	•	•	•															
R3.12	Use supporting illustrations to interpret text	•																•	•												
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save $10 on your next purchase.)																		•												
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)				•							•	•	•	•								•					•			
R4	**Text in format**																														
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•				•	•	•	•	•	•						•	•	•	•					•	•		•	•		
R4.8	Interpret information in charts and tables (e.g., bus schedules)														•														•		
R5	**Reference materials**																														
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)					•	•	•																					•		
R6	**Reading strategies**																														
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**																														
R7.11	Identify the writer, audience, and purpose of a text																												•		
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				•									•	•									•	•	•					

Basic Skills Content Standards by Test Item - Form 114R

Code	Content Standards	CASAS Competencies for each item
	CASAS Competencies codes	4.1.3, 4.1.3, 4.4.3, 4.4.3, 4.1.2, 4.1.2, 4.3.4, 4.3.4, 4.3.4, 3.4.1, 3.4.1, 4.4.3, 4.4.3, 2.1.7, 2.1.7, 2.1.7, 4.4.4, 4.4.4, 4.6.2, 4.6.2, 2.5.5, 2.5.5, 4.6.2, 4.6.2, 4.6.2, 4.3.3, 4.3.3, 4.6.2, 4.5.7, 4.5.7, 3.4.2, 3.4.2
	Task #	4 4 2 2 2 2 1 1 3 3 3 2 2 1 1 1 2 1 1 1 3 3 3 4 4 3 3 2 2 3 3
	Item #	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34
R1	**Beginning literacy / Phonics**	
R1.1	Identify the letters of the English alphabet (upper and lower case)	• • • • • • • •
R1.2	Recognize that letters make words and words make sentences	• • • • • • • •
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**	
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)	• • • •
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	• •
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)	• • • •
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**	
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	• • • • • • •
R3.11	Make connections between related information across different sections of a text	•
R3.12	Use supporting illustrations to interpret text	• •
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)	• • • • • • • •
R3.6	Interpret simple written instructions	• •
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)	• • • • • • • • • • • • • • •
R4	**Text in format**	
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	• • •

Prepared by: CASAS Dawn Montgomery

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 114R

CASAS Competencies for each item

		Competency	4.1.3	4.1.3	4.4.3	4.4.3	4.1.2	4.1.2	4.3.4	4.3.4	4.3.4	3.4.1	4.4.3	4.4.3	2.1.7	2.1.7	2.1.7	4.4.4	4.4.4	4.6.2	4.6.2	2.5.5	2.5.5	2.5.5	4.6.2	4.6.2	4.6.2	4.3.3	4.3.3	4.6.2	4.5.7	4.5.7	3.4.2	3.4.2
	Content Standards	**Task #**	4	4	2	2	2	1	1	1	3	3	2	1	1	1	2	2	1	1	1	1	3	3	3	4	4	3	3	2	2	3	3	
		Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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)																	•														•	•	
R4.9	Interpret maps, diagrams, and graphs				•	•				•	•																							
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																	•									•	•	•	•			•	•
R7	**Reading and thinking skills**																														•			
R7.2	Identify the main idea of a multi-paragraph text																														•			

Basic Skills Content Standards by Test Item - Form 116R

CASAS Competencies for each item

Content Standards		3.1.3 / 2 / 1	3.1.3 / 2 / 2	4.2.1 / 1 / 3	4.2.1 / 1 / 4	4.2.4 / 3 / 5	4.2.4 / 3 / 6	4.2.4 / 3 / 7	1.8.2 / 1 / 8	2.2.5 / 2 / 9	2.2.5 / 3 / 10	4.3.2 / 3 / 11	4.4.3 / 2 / 12	4.4.3 / 2 / 13	4.4.3 / 2 / 14	4.5.5 / 3 / 15	4.5.5 / 2 / 16	4.5.5 / 1 / 17	4.1.2 / 1 / 18	4.1.4 / 3 / 19	4.1.4 / 3 / 20	4.1.4 / 2 / 21	4.1.5 / 2 / 22	4.4.3 / 3 / 23	4.4.3 / 3 / 24	4.8.1 / 2 / 25	4.8.1 / 2 / 26	4.8.1 / 3 / 27	4.1.2 / 3 / 28	4.1.2 / 3 / 29	4.5.6 / 3 / 30	4.5.6 / 3 / 31	4.5.6 / 3 / 32	4.8.3 / 3 / 33	4.8.3 / 3 / 34	4.8.3 / 3 / 35	Item 36	Item 37	Item 38

R1 Beginning literacy / Phonics

| R1.5 | Relate letters to a range of possible pronunciations, including recognizing common homonyms |

R2 Vocabulary

R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)
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)
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
R2.5	Interpret contractions
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

R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
R3.11	Make connections between related information across different sections of a text
R3.12	Use supporting illustrations to interpret text
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)
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

R4.3	Read dates
R4.4	Read money amounts
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
R4.8	Interpret information in charts and tables (e.g., bus schedules)
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)
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

Prepared by: CASAS Dawn Montgomery

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 116R

		CASAS Competencies for each item																																	
		3.1.3	3.1.3	4.2.1	4.2.1	4.2.4	4.2.4	4.2.4	1.8.2	2.2.5	2.2.5	4.3.2	4.3.2	4.4.3	4.4.3	4.4.3	4.5.5	4.5.5	4.5.5	4.1.2	4.1.2	4.1.4	4.1.4	4.1.5	4.4.3	4.4.3	4.8.1	4.8.1	4.1.2	4.1.2	4.5.6	4.5.6	4.5.6	4.8.3	4.8.3	4.8.3
Content Standards	Task #	2	2	1	1	3	3	3	1	2	3	3	2	2	3	3	2	1	1	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
	Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
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		•	•			•			•	•	•	•	•	•	•	•	•			•	•			•	•			•	•	•	•	•			
R7 Reading and thinking skills																																				
R7.7	Summarize a text					•																														

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

—— Criteria ——