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Basic Skills Content Standards by Test Item - Form 081L

Dusic	Skills Content Standards by Test Item - Form 081L																
							CAS	AS (Com	pete	ncies f	or ea	ch ite	em			
	Content Standards		1.2.9, 0.7	1 1	3.6.1, 4.5.1	1.2.8,	1 1	7 1.2.9,	0.2.1	2 2	1.4.7, 2.3 3.6.3, 0.1	5 0.1.2	3 3	3 3 3	3 3 3	0.2.1	2 5 1.8.1, 0.2.1 3 5 6 1.9.2, 4.8.3
L1	Phonology			††		П	0		2 3	4 ;	0 0 7	0 9	0 1	2 3	4 5	0 7	0 9
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)	•						•									
L1.2	Recognize words and sounds when they are modified by adjacent sounds (e.g., final "s": walks [s] vs. plays [z]; final "-ed": walked [t] vs. played [d])	•						•									
L1.3	Distinguish individual words in connected speech	1.				•		•	• •								• •
L1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)	•	٠.	• •		•		•	• •	•		• •	• •	• •			• •
L2	Vocabulary																
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)			††		П							П	١.		•	
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated			\Box		П		П	•	1	• •		•	١.	. •		
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)	•			•	•		•	• •			•	•			٠	
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)	•	٠.	• •	• • •	•	• •	•	•	•	• • •	•	•	•	• •	•	• •
L3	Grammar			П		П							П	П	П		
L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)	•	٠.	• •	• • •	•	• •	•	• •	•	• • •	• •	•	• •	• •	• •	• •
L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest)			П		П				П	•			П	П		
L3.2	Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)	•	•	•	• •	•	•	•	• •	•	• •	• •	•	• •	• •	•	• •
L3.3	Recognize contracted forms	•	•	•		•			•	•	• •	•	•	• •	• •	•	• •
L3.4	Recognize imperative constructions					Ш	•								•		•
L3.5	Recognize negative constructions			Ш		Ц					• •	• •	Ш	•	• •	•	•
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements			Ш	Ш	Ц		•	• •	•	• • •	• •	•	• •	•	•	• •
L3.7	Recognize noun plurals		٠	•		ŀ		•		l '	•	•	•	Ш	Ш	•	
L3.8	Recognize the possessive form of nouns and pronouns	•		Ш	•	Ц	•	•	•	•	•	•	l ·	Ш			• •
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)		٠	1	•	Ш	•	Ш	•	•	•	•	Ш	•	!	• •	• •
L4	General Discourse			Ш		Ц								Ш	Ш		
									•	Ш						•	
L4.1	Comprehend simple learned social exchanges	Щ		Ш	-	ш		ш	_	-	_	_	ш	-		-	_
L4.2	Comprehend simple conversations	•	• •	•	•	•	• •	•	• •	•		•	• •	•	• •	• •	• •
L4.2 L4.3	Comprehend simple conversations Comprehend simply expressed states and feelings	•	• •	•	• •	•	• •	•	• •	•	• •	•		•	•••	• •	• •
L4.2 L4.3 L4.5	Comprehend simple conversations Comprehend simply expressed states and feelings Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)	•	• •	· .	• •	•	• •	•	• •	•	• •	•		•	• •	• •	• •
L4.2 L4.3	Comprehend simple conversations Comprehend simply expressed states and feelings	•	• •	•	•	•	• •	•	• •	•	• •	•		•	•	• •	• •
L4.2 L4.3 L4.5	Comprehend simple conversations Comprehend simply expressed states and feelings Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)	•	• •		• •	•	• •		• •	•	• •	• •		•	••	• •	• •



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							С	ASAS	Con	npete	ncies	for e	each it	em			
			3.6.1, 0.1.8, 3.6.3 1.2.9, 0.1.2	4.7.3, 0.1.7, 4.6.5, 4.8.1	5.1, 4.	-i ~i	- i	0.1.3, 2.2.3	U	6 H	i mi r	3.6.3, 0.1.2, 2.8.4 0.1.2, 2.1.8	तं तं	0.1.2	0.2.1 4.8.3, 0.1.4, 0.1.7 4.8.4, 1.1.6, 1.2.9, 4.8.3	2, 4.6.1	1.8.1, 0.2.1 1.9.2, 4.8.3 0.1.8, 1.2.9
		Item Type	1 1	1 1	1 1	1 1	1 1	1 2	2 2	2 2 2	2 2 2	2 2	2 3	3 3 :	3 3 3	3 3	3 3 3
	Content Standards	Item#	1 2	3 4	4 5	6 7	8 9	1 1 0 1	1 1 2 3	1 1 1	1 1 5	1 1 7 8	1 2 9 0	2 2 2	2 2 2 3 4 5	2 2 6 7	2 2 3 8 9 0
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)			•	•			•	П	1	П	П		П	•	•	• •
L6	Strategies and Critical Thinking									П		П		П			
L6.1	Identify the topic, main idea, or gist of brief discourse or information		• •	• •	• •	• •	• •	•				П		Π			
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)							•	•	• •	• •	• •	•	П			
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)									П		П	•	• • •		• •	• • •



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		3.6.1	Ш				4.8.3	2.2.2	,	3.6.1	2 2 2	6.7.7	4.8.3	1.3, 1.1.6, 4.2.1 5.5, 0.1.2	2.3.4		, 1.1.6, 1.5.2		
		0.1.2, 3.6.		1.2	1	7.7	1.7,	1.2,	8.3	1.8	1.2	2.4	1.2,	1.6,	1.2,	ì	1.6,	1.2	1.8
		6.3, 0	6.1	6.3, 3 2.1, 0	6.4	2.9, u 1.2	2.9, 0	4.6.1 1.9.9, 0	2.9, 4	6.3, C	1.8,0	1.2,0	2.9, 0 2.8, 0	1.3, 1 6.5, 0	5.9	1.2	4.5, 1	2.8,0	6.4 1.2,0
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	Content Standards Item #	4						9 1	1 1	1 1	1 1	1	1 1	1 2	2 2	2 2 2 3 4	2 2	2 2	2 2 3
L1	Phonology		П				П	0	1	2 3	4 (, 0	9 0	1 2	3 4	3 0	11	9 0
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)	•	•				• (•										
L1.2	Recognize words and sounds when they are modified by adjacent sounds (e.g., final "s": walks [s] vs. plays [z]; final "-ed": walked [t] vs. played [d])	•	•				•		•										
L1.3	Distinguish individual words in connected speech	•	•	• •	• •		•		•				• •						
L1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)	•	•	• •	•		•	• •	•				• •					•	
L2	Vocabulary		П				П					П						\blacksquare	
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)	•	Н		\Box		Н				H	\Box			•			†	
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated		Н	•			Н					,	•		•				
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)	•	•	•		•			•	•	ď	•	•	•		• •		T.	•
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)	-			١.							Н						۱.	
L3	Grammar			+				-		-	-					#	H	#	
L3.1																		+	
L3.10	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)	-		+	1	•	Н	••		+	H	Н	•	• •	-	#	-	#	
L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest) Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)		H																
L3.3	Recognize contracted forms	╫	Н	-				-							#			+	
L3.4	-	+		Ť	H		H	Ť		+	H	Н			+	#	#	+	
L3.5	Recognize imperative constructions Recognize negative constructions			+	Н		Н				Н	+				.	+		++-
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements	Ť	Н	+	\blacksquare		Н	-								#			
L3.7	Recognize noun plurals				Н.							-			-	H	+	-	
L3.8	Recognize the possessive form of nouns and pronouns	+			++											+	Η.	+	
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)		Н	+	١.		Н.			•		-			+	+	+		
L4	General Discourse		Н	+			Н			-	H	Н				+	+		
L4.1	Comprehend simple learned social exchanges		Н	+			Н		,		Н	Н				+	+	+	
L4.2	Comprehend simple conversations	•	Н		•	•	•	•	•										
L4.3	Comprehend simply expressed states and feelings	•	١,	•	\Box		Н				H	\Box				+		+	
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)		H				H			•		H							
L5	Informational Discourse										Ħ	H							
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)		•	•				•											
L6	Strategies and Critical Thinking		H				H					\dagger							
L6.1	Identify the topic, main idea, or gist of brief discourse or information	•	•				•			•		H							
	, , , ,																		



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							CASA	S Con	pete	ncies fo	or each	item				
			3.6.3, 0.1.2, 3.6.1 4.6.1	3.6.3, 3.6.1	4.6.4 1.2.9, 0.1.7	0.1.2 1.2.9, 0.1.7, 4.8.3	1.2, 2.	ـ انـ اه	_ انـ ان	2.4	1.2.8, 0.1.2 4.1.3, 1.1.6, 4.2.1 4.6.5, 0.1.2	نداان	0.1.2	1.4.5, 1.1.6, 1.5.2	1.2.8, 0.1.2 0.1.2	0.1.2, 0.1.8
		Item Type	1 1	1 1	1 1	1 1	1 1 2	2 2	2 2	2 2	2 2 3	3 3	3 3	3 3	3 3 3	3
	Content Standards	Item #	1 2	3 4	5 6	7 8	9 1 1	1 1 2 3	1 1 1	1 1 6 7	1 1 2 8 9 0	2 2	2 2 3 4	2 2 5 6	2 2 2 7 8 9	3
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)				П		-	•	•	• •	• •				П	П
L6.3	Make inferences from simple statements or conversation							П	П	•					П	П
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)							П			•		• •	• •	• • •	•



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Basic	Skills Content Standards by Test Item - Form 083L														
						CASA	AS Co	mpe	tencie	s for ea	ch ite	m			
	Item Type	4.8.4, 4.8.3	o 4.7.2, 4.6.5, 4.8.1, 4.9.4 o 3.1.2, 2.1.8, 3.1.3, 3.5.9	1.2.8,	1.2.7	2.3.3	3.1.2	4.8.4	2.2.1	1.2	4.3.2	3.5.9	2.5.6	3.5.9	3.2.4
	Content Standards tem Type									1 1 1 7 8 9					
L1	Phonology			11		0	1 2	3 4	5 6	7 8 9	0 1	2 3 4	5 6	/ 8	9 0
L1.5	Recognize reduced forms of words and phrases (e.g., gonna, gimme; Did you/Didja, twenty/twenny)			•										Ħ	
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change I don't believe it! from an expression of skepticism to an exclamation of surprise.)					ŀ		• •		•	•				
L2	Vocabulary			П	П										
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)						٠	•	• •	•	•			•	
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)	• •	• •	• •	• •	•	• •	•		• •	•	• •		• •	• •
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues					•									
L3	Grammar														
L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest)										•				
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)			•						•					
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)							•							
L3.3	Recognize contracted forms		• •	•		•	•	• •	• •	• • •	•	•	•	•	• •
L3.4	Recognize imperative constructions	•		• •	•			٠	•		•			•	
L3.5	Recognize negative constructions	Ш	•	Ш	Ш	•				•		ļ,	•	<u> </u>	•
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements	• •	• •	• • •	• •	• •	• •	•	• •	• •	•	• • •	• •	•	• •
L3.7	Recognize noun plurals	• •	• •	• • •	•	•	•		$\bot\!\!\!\!\bot\!\!\!\!\!\bot$	• •	•		•	•	
L3.8	Recognize the possessive form of nouns and pronouns	•	• •	Ш,	• •	•	•	•	•	• •	•	• •	<u>, </u>	•	• •
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)	• •	• •	• •	•	• •	•	٠	•	••	• •	• • •	•	₩.	• •
L4	General Discourse	Ш		Ш	Ш	Ш					Ш			Щ	
L4.2	Comprehend simple conversations	•		•	•	• •	• •	• •	• •	• • •	•	•	•	╽.	• •
L4.3	Comprehend simply expressed states and feelings	Ш		Ш	Ш	Ш			44	<u></u>	•		4	₩.	
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)	•	•	1	•	•							•		
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)					•								-	
L5	Informational Discourse													4	
L5.2	Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)											1	4	4	
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)	•		1	•								•	•	
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)				•					•	•				



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							CA	SAS (Comp	etenc	cies fo	r each	item				
			2.1.8. 2.1.7.3.1.	4.7.2, 4.6.5, 4.8.1, 4.9.4	1.2.8, 4.8.4	4.6.1, 4.6.4 1.2.7, 1.4.1			3.1.2, 0.1.2 0.1.4, 2.3.2		2.3.3, 0.1.2	3.6.3, 0.1.8 4 3 2 3 4 2	0.1.8, 5.6.1	3.5.9, 2.3.2, 3.6.4 4.8.3, 1.3.3, 4.6.4	2.5.6, 2.3.1, 2.5. 1.3.5, 1.1.6, 4.8.	3.5.9, 1.2.1 0.1.8, 3.6.1, 3.6.3	3.2.4, 3.1.5 1.5.2, 1.2.2, 1.5.3
		Item Type															
	Content Standards	ltem#	1 2	3 4	5 (6 7	9 1	1 1	1 1 2 3	1 1 4 5	1 1 6 7	1 1 2 8 9 0	2 2	2 2 3 4	2 2 5 6	2 2 7 8	2 3 9 0
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)		•		1	•				•					П		
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)			•										•			
L6	Strategies and Critical Thinking														П		
L6.1	Identify the topic, main idea, or gist of brief discourse or information			•		•	•	•					• •		• •	•	•
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)		•		•	•	•										
L6.3	Make inferences from simple statements or conversation			•	•		•							•	•	•	•
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)							•	•	•	• •	• • •					



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							CASA	AS Co	mpet	encies	for e	each it	tem			
	Content Standards	em Type		5 5 0.1.8	5 5 1.4.0 1.0	0 1.4.7	5 5 4.1.8	2.5.9	2 4.6.4 4.3.2	ω 1.7.4 ω 3.5.2	3 3 3	ε 4.6.1	4 4 4	1.3.3, 3.1.5, 3.5.2,	4 3.5.4	2.4.7, 4.8.4 2.4.7, 4.6.1, 4.6.5, 4.8.1 3.4.6.1, 4.6.5, 4.8.1 3.4.6.1, 4.6.5, 4.8.1 3.4.6.1, 4.6.5, 4.8.1
L1	Phonology	item#					0	1 2	3 4	5 6	7 8	9 0	1 2 3	3 4 5	6 7	8 9 0
L1.5	Recognize reduced forms of words and phrases (e.g., gonna, gimme; Did you/Didja, twenty/twenny)										+	+	+	++		
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change I don't believe it from an expression of skepticism to an exclamation of surprise.)	it!			•				•				٠		٠	
L2	Vocabulary										П	П				
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations simple descriptions, directions)	5,		•	•									П	•	
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment	nt)	• •	• •	•	• •	• •	•	• •	• •	• •	• •	• •	• • •	•	• • •
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues									• •	•			•	•	
L3	Grammar										Ш					
L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest)								•		•					
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, anyway, that being said, etc.)	, well,					•				•				•	
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)						•					•				•
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)										•					
L3.3	Recognize contracted forms			• •		•	• •	• •	• •	• •	• •	• •	• •	•	•	• •
L3.4	Recognize imperative constructions		Ш				Ш		•	Ш	Ш	Ш	Ш	44		• •
L3.5	Recognize negative constructions		Ш			•		•		•	• •	•		•	•	
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements		• •	• •	• •	• •	• •	• •	•	•	• •	·	• •	• • •	• •	• • •
L3.7	Recognize noun plurals		•		•	•	•	• •	•	•	•	•	•	•	•	• •
L3.8	Recognize the possessive form of nouns and pronouns			• •	•	•	• •	• •		•	•	•	• •	•	•	• •
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences	s)	• •	• •	•	• •	• •	• •	• •	• •	• •	• •	• •	• • •	• •	• • •
L4	General Discourse										Ш					
L4.2	Comprehend simple conversations		• •	• •	•			•	• •	• •	• •	• •	•	• • •	•	• •
L4.3	Comprehend simply expressed states and feelings											•			•	
L4.4	Comprehend abbreviated forms of speech (e.g., Want some?)						•		•							
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)				•	•	•						•		•	
L5	Informational Discourse															
L5.2	Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)						•									



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							CASAS	Con	npete	ncies	for eac	h item				
			1.2.8, 1.2.7, 2.2.1 2.4.3, 0.1.2		4.1.8, 2.1.8, 4.1.3 0.1.2, 2.2.1		4.1.8, 4.4.2, 4.6.5 4.4.1, 2.1.7, 2.3.1 4.6.5, 2.3.1	2.5.9, 2.8.2	4.6.4, 4.6.1, 4.6.5 4.3.2, 0.1.3, 4.6.5	1.7.4, 1.2.9 3.5.2, 1.2.8, 3.6.3 4.6.5, 2.3.2, 4.6.4	4.0.3, 2.3.2, 7.3.2 3.3.1, 3.1.3, 3.3.2 4.6.1, 4.6.5	3.1.2, 1.4.1, 4.8.3 3.1.2, 2.1.8, 3.6.3	0.1.3, 4.1.6, 5.6.1 1.3.3, 4.8.3 3.1.5, 1.1.6, 4.2.5	3.5.4, 2.3.1, 2.3.2, 3.1.2	2.6.1 2.4.7, 4.8.4 4.7.3.4.6.1.4.6.5.4.8.1	
	Contant Chandonds	m Type Item #									3 3 3 1 1 1		4 4 4 2 2 2	2 2	4 4 4 2 2 2	4 2 3
		item#				++	0 1	2 3	3 4	5 6 7	8 9	0 1 :	2 3 4	5 6	7 8 9	0
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)					•		Ш	Ш							•
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)					Ш		1	• •	•	•					
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)					Ш		Ш		•				•	•	
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)												•			
L6	Strategies and Critical Thinking					П			П	П	П					П
L6.1	Identify the topic, main idea, or gist of brief discourse or information			•	•	П	•	П	П	П	П		•		•	П
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)		• •	•	•	• •	•		П							
L6.3	Make inferences from simple statements or conversation									• •						
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)						•	•	•	• • •	• •	•				
L6.7	Determine when clarification is necessary					П		Π.	$\cdot \Box$							



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Basic Skills Content Standards by Test Item - Form 085L

Dasic .	SKIIIS Content Standards by Test Item - Form U85L																
							CASA	AS Co	ompe	eten	cies fo	or each	item				
		6.1, 1.2.9, 4.6.4	3.2, 3.6.3, 3.6.4	3.1, 1.2.3, 1.6.5 3.2, 4.6.1	8.6 4.4, 4.4.5, 4.8.2	2.1, 4.4.3, 4.6.5	1.8, 1.2.8	7.3, 4.6.1, 4.6.5	1.8, 1.4.7, 4.6.4 7.3, 4.1.6, 4.8.1	1.7, 0.1.2	1.1, 0.1.2 1.7, 2.8.9	1.4.3, 0.1.2, 1.4.5 5.1.4, 0.1.2	3.1, 2.1.8, 3.6.3, 3.6.4 8.3, 0.1.2, 0.1.8, 4.8.4	5.8, 5.6.1, 5.7.1 6.4, 3.1.3, 3.6.3	3.1, 0.1.2, 2.2.3	8.4, 1.8.5, 1.9.5 6.4, 3.5.9	4.5, 4.5.1, 4.6.5 1.8, 3.5.9
	Item Type	4.	2 2 4 4	2 2 H 4	5 5 2 4	2 3	i o m	3	3 3	O 0	i ini ni	3 3	w 4.	7 m	7 4 4	-i mi n 1 4 4	4 0
	Content Standards tem#											1 2 9 0					3 3
L1	Phonology	П					0 1	2	3 4	5 6	7 8	9 0	1 2	3 4	5 6	7 8 9	0 1
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change I don't believe it! from an expression of skepticism to an exclamation of surprise.)			•	•		•		•				•		•		•
L2	Vocabulary	П						П					Г		П		
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics	•	•	• •	•	•	•	•	•	•	•		•	• •	• •	•	
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)	П	•	•		•		П		1	, •	•	•	•	•	• •	
L3	Grammar	П						П							П		
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)	•	•	•	•						•	•					
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)		•	• •	•	•	•			•		•	•			•	
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)												•				
L4	General Discourse							П					Г		П		
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)						•	П					•		П	•	
L4.6	Comprehend extended conversations		•														
L4.8	Recognize fillers and place holders in speech (e.g., Um, You know, Like)			•	•		•							•	П		
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)							Ш					•				•
L5	Informational Discourse	П						Ш							П		
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)	•						•		•					•		•
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)		•	•													
L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you? You may want to)					•		•	•	•	,		•		•		
L6	Strategies and Critical Thinking	П						П					Г		П		
L6.1	Identify the topic, main idea, or gist of brief discourse or information				•								•	•	•	• •	• •
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)	•	•	•	•	•								•			
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)					•	• •	•	• •	•	• • •	• •					
L6.8	Identify the main idea or topic of extended discourse		•					Ш									
L6.9	Listen for complex detail or several details in extended discourse (e.g., What are the reasons for the company's new policy?)			•													



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CSI

Basic Skills Content Standards by Test Item - Form 086L

	Skills Content Standards by Test Item - Form UBBL															
						(CASA	S Con	npete	encie	for e	ach it	em			
		4.7.3	1.2.1	2.1.7	4.6.4, 4.6.5, 4.8.4 2.2.4, 0.1.8, 2.3.1 2.15, 2.7.7	2.3.3	4.7.3 3.6.3	1.5.1	0.1.4	4.6.1	1.7.5	5.6.1, 0.1.8	5.1.1	3.5.9, 3.5.2, 2.2.1, 1.9.1	4.6.1, 2. 3.6.2, 3.	4.7.3, 4.6.1, 3.3.4, 3.6.4 0.1.8, 1.4.1
	Contant Standards	2	2 2	2 2	2 2 2	2 3	3 3	3 3	3 3	3 3	3 3	3 4	4 4	4 4	4 4	
	Content Standards Item#	1 .	2 3	4 5	6 7 8	9	0 1	2 3	4 5	6 7	8 9	0 1	2 3	4 5	6 7	8 9 0 f
L1 L1.7	Phonology Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change I don't believe it! from an expression of skepticism to an exclamation of surprise.)				•							•				•
L2	Vocabulary										H	+	\vdash			
L2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)									•	H	H	•			
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues					•					H	H	H			
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics	•	•	• •		•		• •	• •		• •	• •		•	• •	• • •
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)	1	• •								П	П	П			
L3	Grammar										П					
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)	•		• •							•				•	•
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)	•	•	•	•	•			•	•						•
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)			•							•	П				
L4	General Discourse	П									П	П	П			
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)				•	•					П	П	П			
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)			•							•	•				
L4.6	Comprehend extended conversations			•												
L5	Informational Discourse															
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)		•	•			•							•		•
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)	•														
L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you? You may want to)			•					•	•						
L6	Strategies and Critical Thinking															
L6.1	Identify the topic, main idea, or gist of brief discourse or information		•		•							•	•	• •		
L6.10	Make inferences and predictions and draw conclusions from lengthy or complex information				•											
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)	•	•		•								•		• •	•
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)					•	• •	•	• •	•		•	П			



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Basic Skills Content Standards by Form

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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 ____

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