



# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 081L

Content Standards	Item #	Item Type	CASAS Competencies for each 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					
			3.6.1, 01.8, 3.6.3	1.2.9, 01.2	4.7.3, 01.7, 4.6.5, 4.8.1	0.2.4, 01.2, 2.6.1	4.6.1, 4.5.1, 4.6.5	3.6.1, 01.2	0.1.2, 0.2.4	1.2.8, 01.2	1.9.9, 01.2	0.1.3, 2.2.3	1.2.9, 4.8.3	0.2.1	2.3.1, 4.6.5	3.1.2, 3.1.3, 3.5.9	0.1.5, 0.1.7	1.4.7, 2.3.2	3.6.3, 01.2, 2.8.4	0.1.2, 2.1.8	1.9.9, 01.2	1.2.8, 1.1.4	0.1.2	1.4.2	0.2.1	4.8.3, 01.4, 0.1.7	4.8.4, 1.1.6, 1.2.9, 4.8.3	0.2.1	4.8.1, 2.3.2, 4.6.1	1.8.1, 0.2.1	1.9.2, 4.8.3	0.1.8, 1.2.9					
<b>L1 Phonology</b>																																					
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)																																				
<b>L2 Vocabulary</b>																																					
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)																																				
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated																																				
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)																																				
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)																																				
<b>L3 Grammar</b>																																					
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)																																				
L3.10	Comprehend comparative forms of adjectives (e.g., faster, fastest)																																				
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																																				
L3.5	Recognize negative constructions																																				
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)																																				
<b>L4 General Discourse</b>																																					
L4.1	Comprehend simple learned social exchanges																																				
L4.2	Comprehend simple conversations																																				
L4.3	Comprehend simply expressed states and feelings																																				
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)																																				
<b>L5 Informational Discourse</b>																																					
L5.1	Comprehend short emergency warnings and commands (e.g., Stop! Wait!)																																				
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)																																				

**Basic Skills Content Standards by Test Item - Form 081L**

Content Standards		CASAS Competencies for each item																																			
		Item #	Item Type	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				
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)			•		•																															
<b>L6</b>	<b>Strategies and Critical Thinking</b>																																				
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)																									•	•	•	•	•	•	•	•	•	•	•	•



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## Basic Skills Content Standards by Test Item - Form 082L

Content Standards	Item #	Item Type	CASAS Competencies for each item																											
			3	6	6.1	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2
			363,012,361	461	363,361	221,012	464	129,017	012	129,017,483	461	199,012,222	129,483	363,014,361	142,218	418,012	221,012,223	012,024	129,012,483	128,012	413,116,421	465,012	359	021,012,234	012	012	145,116,152	144,153,218	128,012	012
<b>L1 Phonology</b>																														
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)			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L2 Vocabulary</b>																														
L2.1 Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)			•																											
L2.2 Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated							•																							
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)			•	•	•	•	•	•			•	•																		
L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L3 Grammar</b>																														
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)			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L3.10 Comprehend comparative forms of adjectives (e.g., faster, fastest)																														
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																														
L3.5 Recognize negative constructions			•																											
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)																														
<b>L4 General Discourse</b>																														
L4.1 Comprehend simple learned social exchanges			•																											
L4.2 Comprehend simple conversations			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L4.3 Comprehend simply expressed states and feelings			•	•																										
L4.5 Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)																														
<b>L5 Informational Discourse</b>																														
L5.4 Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)			•	•	•	•	•																							
<b>L6 Strategies and Critical Thinking</b>																														
L6.1 Identify the topic, main idea, or gist of brief discourse or information			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



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## Basic Skills Content Standards by Test Item - Form 082L

Content Standards		CASAS Competencies for each item																																				
		Item #	Item Type	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					
L6.2	Listen for simple specific details of brief discourse (e.g., What time will the train leave?)	1	1	3.6.3, 0.1.2, 3.6.1																																		
L6.3	Make inferences from simple statements or conversation	2	1	4.6.1																																		
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)	3	1	3.6.3, 3.6.1																																		
		4	1	2.2.1, 0.1.2																																		
		5	1	4.6.4																																		
		6	1	1.2.9, 0.1.7																																		
		7	1	0.1.2																																		
		8	1	1.2.9, 0.1.7, 4.8.3																																		
		9	1	4.6.1																																		
		0	1	1.9.9, 0.1.2, 2.2.2																																		
		1	1	1.2.9, 4.8.3																																		
		2	2	3.6.3, 0.1.4, 3.6.1																																		
		3	1	1.4.2, 2.1.8																																		
		4	2	4.1.8, 0.1.2																																		
		5	2	2.2.1, 0.1.2, 2.2.3																																		
		6	2	0.1.2, 0.2.4																																		
		7	2	1.2.9, 0.1.2, 4.8.3																																		
		8	1	1.2.8, 0.1.2																																		
		9	2	4.1.3, 1.1.6, 4.2.1																																		
		0	2	4.6.5, 0.1.2																																		
		1	3	3.5.9																																		
		2	3	0.2.1, 0.1.2, 2.3.4																																		
		3	3	0.1.2																																		
		4	2	0.1.2																																		
		5	3	1.4.5, 1.1.6, 1.5.2																																		
		6	3	1.4.4, 1.5.3, 2.1.8																																		
		7	3	1.2.8, 0.1.2																																		
		8	2	0.1.2																																		
		9	3	3.6.4																																		
		0	3	0.1.2, 0.1.8																																		



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## Basic Skills Content Standards by Test Item - Form 083L

Content Standards		CASAS Competencies for each item																					
		Item #	Item Type	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
<b>L1</b>	<b>Phonology</b>																						
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.)																						
<b>L2</b>	<b>Vocabulary</b>																						
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)																						
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																						
<b>L3</b>	<b>Grammar</b>																						
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																						
L3.5	Recognize negative constructions																						
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)																						
<b>L4</b>	<b>General Discourse</b>																						
L4.2	Comprehend simple conversations																						
L4.3	Comprehend simply expressed states and feelings																						
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)																						
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)																						
<b>L5</b>	<b>Informational Discourse</b>																						
L5.2	Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)																						
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)																						
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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## Basic Skills Content Standards by Test Item - Form 083L

Content Standards		CASAS Competencies for each item																																					
		Item #	Item Type	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						
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)				•																																		
<b>L6</b>	<b>Strategies and Critical Thinking</b>																																						
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)																																						

**Basic Skills Content Standards by Test Item - Form 084L**

Content Standards	CASAS Competencies for each item																
	Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6
	Item Type	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
<b>L1 Phonology</b>																	
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.)																	
<b>L2 Vocabulary</b>																	
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)																	
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																	
<b>L3 Grammar</b>																	
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.)																	
L3.13 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																	
L3.5 Recognize negative constructions																	
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)																	
<b>L4 General Discourse</b>																	
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)																	
<b>L5 Informational Discourse</b>																	
L5.2 Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)																	





## Basic Skills Content Standards by Test Item - Form 085L

Content Standards		CASAS Competencies for each item															
		Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5
<b>L1</b>	<b>Phonology</b>																
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.)																
<b>L2</b>	<b>Vocabulary</b>																
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)																
<b>L3</b>	<b>Grammar</b>																
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)																
<b>L4</b>	<b>General Discourse</b>																
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)																
L4.6	Comprehend extended conversations																
L4.8	Recognize fillers and place holders in speech (e.g., Um, You know, Like)																
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)																
<b>L5</b>	<b>Informational Discourse</b>																
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...)																
<b>L6</b>	<b>Strategies and Critical Thinking</b>																
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																
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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## Basic Skills Content Standards by Test Item - Form 086L

Content Standards		CASAS Competencies for each item																
		Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	
<b>L1</b>	<b>Phonology</b>																	
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.)																	
<b>L2</b>	<b>Vocabulary</b>																	
L2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)																	
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues																	
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)																	
<b>L3</b>	<b>Grammar</b>																	
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)																	
<b>L4</b>	<b>General Discourse</b>																	
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)																	
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)																	
L4.6	Comprehend extended conversations																	
<b>L5</b>	<b>Informational Discourse</b>																	
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...)																	
<b>L6</b>	<b>Strategies and Critical Thinking</b>																	
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)																	



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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

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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