

## Basic Skills Content Standards by Test Item - Form 981L

Content Standards		CASAS Competencies for each item																																												
		Item #	Item Type	0	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													
		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	1	2	3	4	5	6	7	8	9						
<b>L1</b>	<b>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)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.				
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>																																													
L2.1	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)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues																																											.		
<b>L3</b>	<b>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)																.																													
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)																																												.	
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)																.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	



# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 981L

Content Standards		CASAS Competencies for each item																																							
		Item Type	Item #	01.1	01.2	01.8.01.1	01.8.01.2	01.8.02.1	01.8.02.2	01.8.02.3	01.8.02.4	01.8.02.5	01.8.02.6	01.8.02.7	01.8.02.8	01.8.02.9	01.8.02.10	01.8.02.11	01.8.02.12	01.8.02.13	01.8.02.14	01.8.02.15	01.8.02.16	01.8.02.17	01.8.02.18	01.8.02.19	01.8.02.20	01.8.02.21	01.8.02.22	01.8.02.23	01.8.02.24	01.8.02.25	01.8.02.26	01.8.02.27	01.8.02.28	01.8.02.29	01.8.02.30	01.8.02.31	01.8.02.32		
<b>L4</b>	<b>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)																																								
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)																																								
<b>L5</b>	<b>Informational Discourse</b>																																								
L5.1	Comprehend short emergency warnings and commands (e.g., Stop! Wait!)																																								
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.)																																								
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)																																								
L6.7	Determine when clarification is necessary																																								

**Basic Skills Content Standards by Test Item - Form 982L**

Content Standards	Item #	Item Type	CASAS Competencies for each item																																																	
			36.1,01.2	1.2.8,01.7	0.1.2	0.2.4,01.2	1.2.9	0.1.2	4.1.3,01.2,4.1.8	0.2.4,01.2	0.1.2	1.4.1	0.1.5,01.7	4.1.8,0.2.1	2.2.1,01.2,2.2.3	3.1.2,3.1.3	3.6.3,01.2,2.8.4	4.8.4,4.8.3	2.1.8,2.1.7,3.1.3	0.1.2,2.1.8	1.2.7,1.4.1	2.8.3,01.2,2.8.2	0.1.8	1.2.8,4.8.4	4.1.8,2.1.8,4.1.3	1.4.7,1.4.1,4.6.4	0.1.2,0.1.8,0.2.4	1.3.3,01.2	1.4.2	3.6.3,01.2,3.6.1	1.2.1,01.2,1.2.9	0.2.1,01.2,2.3.4	0.1.2	0.1.2,0.1.8	1.4.4,1.5.3,2.1.8	2.5.9,2.8.2	4.8.1,2.3.2,4.6.1	0.1.8,1.2.9	3.5.2,1.2.8,3.6.3													
			1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2									
<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)																																																			
L1.5	Recognize reduced forms of words and phrases (e.g., gonna, gimme; Did you/Didja, twenty/twenny)																																																			
<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)																																																			
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues																																																			
<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																																																			



## Basic Skills Content Standards by Test Item - Form 983L

Content Standards		CASAS Competencies for each item																																								
		Item Type	Item #	1.2.8, 1.2.7, 2.2.1	1.4.2	4.6.1, 4.6.4	0.1.2, 2.1.8	2.2.1, 0.1.7	2.8.6, 2.8.4	4.6.4, 4.4.1	2.3.1, 2.8.6	4.1.8, 2.1.8, 4.1.3	2.8.3, 0.1.2, 2.8.2	4.4.1, 2.1.7, 2.3.1	4.8.3, 0.1.4, 0.1.7	0.2.1, 0.1.2, 2.3.4	1.3.3, 0.1.2, 0.1.6	3.5.9	0.1.2	1.8.1, 0.2.1	1.2.8, 0.1.2	3.6.4	1.7.4, 1.2.9	3.1.2, 0.1.2	4.6.1, 4.6.4, 4.8.1	0.1.4, 0.1.2, 1.2.8	4.6.5, 2.3.1	4.6.1	3.5.9, 3.6.4	0.1.3, 4.1.6, 5.6.1	1.4.4, 0.1.2	3.3.1, 3.6.4	2.5.6, 2.3.1, 2.5.8	3.1.5, 1.1.6, 4.2.5	2.2.3, 0.1.2	4.8.3, 1.3.3, 4.6.4	3.5.2, 3.6.3	0.1.8, 3.6.1, 3.6.3	0.1.2, 2.2.1	4.6.1, 2.3.1	3.2.4, 3.1.5	
<b>L1</b>	<b>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)																																									
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>																																									
L2.1	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)																																									
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues																																									
<b>L3</b>	<b>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)																																									
L3.11	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.)																																									
L3.2	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)																																									

### Basic Skills Content Standards by Test Item - Form 983L

Content Standards	CASAS Competencies for each item																																																											
	Item Type	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	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9									
			1.2.8, 1.2.7, 2.2.1	1.4.2	4.6.1, 4.6.4	0.1.2, 2.1.8	2.2.1, 0.1.7	2.8.6, 2.8.4	4.6.4, 4.4.1	2.3.1, 2.8.6	4.1.8, 2.1.8, 4.1.3	2.8.3, 0.1.2, 2.8.2	4.4.1, 2.1.7, 2.3.1	4.8.3, 0.1.4, 0.1.7	0.2.1, 0.1.2, 2.3.4	1.3.3, 0.1.2, 0.1.6	3.5.9	0.1.2	1.8.1, 0.2.1	1.2.8, 0.1.2	3.6.4	1.7.4, 1.2.9	3.1.2, 0.1.2	4.6.1, 4.6.4, 4.8.1	0.1.4, 0.1.2, 1.2.8	4.6.5, 2.3.1	4.6.1	3.5.9, 3.6.4	0.1.3, 4.1.6, 5.6.1	1.4.4, 0.1.2	3.3.1, 3.6.4	2.5.6, 2.3.1, 2.5.8	3.1.5, 1.1.6, 4.2.5	2.2.3, 0.1.2	4.8.3, 1.3.3, 4.6.4	3.5.2, 3.6.3	0.1.8, 3.6.1, 3.6.3	0.1.2, 2.2.1	4.6.1, 2.3.1	3.2.4, 3.1.5																				
<b>L4 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)						•				•	•		•																																															
<b>L5 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.)													•							•			•																																					
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 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																																																												
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### Basic Skills Content Standards by Test Item - Form 984L

Content Standards	Item #	Item Type	CASAS Competencies for each item																																													
			4.1.8.01.2	1.2.8.01.2	1.9.6.2.1.8	4.6.1.4.6.4	2.8.3.0.1.2.2.8.2	2.1.8.0.1.2.0.1.4	1.3.1	2.3.1.2.8.6	1.9.6.2.1.8.2.3.4	0.1.7.0.1.2	2.3.3.0.1.4	0.1.2	1.2.9.1.3.3	0.1.2	1.8.1.0.2.1	4.6.4.4.6.1.4.6.5	1.2.8.0.1.2	4.3.2.0.1.3.4.6.5	4.1.5.2.3.4.4.1.8	1.2.8.4.8.3.4.8.4	4.6.1.4.4.6	3.3.1.3.1.3.3.3.2	4.6.1.4.6.5	4.6.5.2.3.2.4.6.4	3.6.3.0.1.8	3.5.9.3.6.3	0.1.3.4.1.6.5.6.1	1.6.3.2.1.4	0.1.8.0.1.2	5.1.1	3.5.9.1.2.1	0.1.8.5.6.1	3.5.4.3.6.4.3.6.5	4.6.1.4.4.1	3.1.6.4.2.5	4.1.3.2.1.8	4.4.2.4.4.1									
			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	1	2	3	4	5	6	7	8								
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																																															
L4.4	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)				•			•		•																																						
L4.7	Comprehend extended social narrative (e.g., a description of weekend activities)																																															
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.)																																															
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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)																																															
L6.7	Determine when clarification is necessary																																															













## Basic Skills Content Standards by Form

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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: Blue  
Warn if too many pages: Yes  
Page Orientation: Landscape