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Basic Skills Content Standards by Test Item - Form 981L

Basic	Skills Content Standards by Test Item - Form 981L																				
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		0.1.2	4.1.8,	4.1.	3.6.1,	0.1.2	0.2.4	1.2.9	1.4.7	2.3.2, 2.1.7	3.6.3	4.7.2	1.9.9	0.1.7	1.9.6	2.3	0.1.4,	0.2	0.1.4	4.6.4	_
	Content Standards Item Type									1 1 1											2 2
L1	Phonology Item #			-   -	,					5 6 7											
	· ·																			+	$\blacksquare$
L1.1 L1.2	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)  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.)										П								•		
L2	Vocabulary					П	П	П			П										
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)	•				• •	• •		П		П			• •	•		•	•			
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated					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)	•	•	• •	• •	•	• • •			•				• •				• •	•		•
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					П	$\Box$	П			П									•	
L3	Grammar							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										
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)							П			П								•		
L3.2	Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)	1	•	•	•	•	• • •	•	•	• • •	• •	•	• •	• •	•	•	•		•		
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)								•	•	•	•	•		•			•	•	•	•



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			0.1.2	4.1.8, 0.1.2	4.1.8, 0.2.4	3.5.1, 0.1.2, 0.2.4 2.2.1, 0.1.2, 0.2.4 0.1.2	0.2.4, 0.1.2	2.3.1, 4.6.5 1.2.9, 0.1.2, 4.8.3	1.4.7, 2.3.2 2.4.3, 0.1.2	2.3.2, 2.1.7 0.1.5, 0.1.7	3.1.3, 2.1.8, 3.3.1	1.2.2, 1.2.3, 1.3.1	1.8.1, 2.1.8	0.1.7, 0.1.2	0.2.1	1.2.8, 1.1.4	3.5.9	0.1.4, 2.3.2	4.6.4, 4.6.1, 4.6.5 1.7.4, 1.2.9	4.1.5, 2.3.4, 4.1.8 2.3.3, 0.1.4
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L4	General Discourse												П							
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?)													•						
L5	Informational Discourse												Ш							
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 wor procedures, operating instructions)	kplace										•	П							
L6	Strategies and Critical Thinking									П			П							
L6.1	Identify the topic, main idea, or gist of brief discourse or information				П					П		•	П	• •						
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, instructio	ns)													•	•	•	• •	• •	• •
L6.7	Determine when clarification is necessary																		•	



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		3.6.1, 0.1.2	1.2	2.9	ਜਂ ਜਂ	0.1.2	−i <	0.1.5, 0.1.7	4.1.8, 0.2.1 2.2.1, 0.1.2, 2.2.3	3.1.2, 3.1.3 3.6.3, 0.1.2, 2.8.4	4.8.4, 4.8.3	0.1.2, 2.1.8	1.2.7, 1.4.1 2.8.3, 0.1.2, 2.8.2	0.1.8	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	1.4.2 3.6.3, 0.1.2, 3.6.1	1.2.1, 0.1.2, 1.2.9 0.2.1, 0.1.2, 2.3.4	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	352 128 363
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	Content Standards Item#	1 2	3 4	4 5	6 7	8 9	0 1	1 1	1 1 3 4	1 1 5 6	1 1 7 8	9 1	2 2 0 1	2 2 2	2 2 4 5	6 7	8 9	0 1 2	3 3 3 2 3 4	5 6	3 3 7 8
L1	Phonology		Ш				Ш	Ш	Ш			Ш		Ш	Ш		Щ	4			
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)	• •	•	• •	• •	• •	• •	• •	٠	• •		•	•		Ш	• • •	•	• • •	• •	•	•
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)						Ш							•							
L2	Vocabulary																				
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						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)	ŀ		•		•	•		•			•		•					•		•
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)	•			•		ŀ	•	• •	•	• •		• •	• •	• •	•	• •	•	•	• •	•
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues																				•
L3	Grammar																				
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	• •		•	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		1	•		•	•	П	• •	•		•	•	•	•		• •	•	• •	• •	• •
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							•	•		•	1	•	•	• •			•	• •	•	• •
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)							•	•	•	•			• •	•		• •	•	•	•	•
L4	General Discourse																				
L4.1	Comprehend simple learned social exchanges											•									•
L4.2	Comprehend simple conversations						•	•	• •	•	•	•	•	• •		• •	• •	• •	• • •	• •	• •



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	Content Standards	Item Type	4 0						1 1 1				1 1	1 2 2	2 2	2 2 2	2 2	2 2 2	2
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L4.3	Comprehend simply expressed states and feelings						•		•						•				
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)								•	•	• •		•	•			•		
L5	Informational Discourse																		
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	i.)					П	•	•									•	
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)									•									
L6	Strategies and Critical Thinking																		
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, instructio	ns)												•	•	•	• •	• • •	•



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Content Standards tte	em#	1 2 3	3 4 5	5 6	7 8	9 1 0	1 1 1 2	1 1 3 4	1 1 5 6	1 1 7 8	1 2 9 0	2 2 1 2	2 2 2 3	2 2 2 5 6 7	2 2 2	2 3 3 9 0 1	3 3 2 3	3 3 3	3 3
Phonology			П											П		П			
Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)		•	•	• •	• •	•	•	• •	• •	• •	•			П					
Recognize words and sounds when they are modified by adjacent sounds (e.g., final "s": walks [s] vs. plays [z]; final "-ed": walked [vs. played [d])	t]	•	•	• •	• •	•	٠	• •	• •	• •	•								
Distinguish individual words in connected speech		•	•	• •	• •	•	•	• •	• •	• •	•			П					
Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasized	sis)	•	•	• •	• •	•	•	• •	• •	• •	•								
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.)													•	ľ					
Vocabulary			П											П		П	П		
Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)			٠					•											
Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated			•	•	•			• •					П	П	П				
Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)	′		ľ	•					•			•						•	
Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation employment)	ion,	• • •	•	•	• •	• •	• •	•	• •	• •	• •	• •	• •	• •	•	• •	• •	•	•
Comprehend speech that contains unfamiliar vocabulary using contextual clues			П								٠					•			
Grammar			П											П		П			
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)	ed,	•	•	• •	• •	•	٠	• •	• •	• •	•								
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.)		•	•									•							
Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)		•	•	• •	• •	•	•	• •	• •	• •	•			П					
Recognize contracted forms		•	•	•	•	•	• •	•	•	• •	•	• •	• •	• •	• •	•	• •	•	•
Recognize imperative constructions		•	•				•			•								•	
Recognize negative constructions		•		•	•		•		•	• •		•	•				• •	•	
Distinguish between simple questions (e.g., WH- & yes/no) and statements		• •	• •	• •	•	• •	•	• •	•	• •	• •	• •	• •	• •	•	•	• •	•	•
Recognize noun plurals		• •	•							•	•	•	٠	•	•	•			
Recognize the possessive form of nouns and pronouns					•	•	•	•	•	•		•	٠	•	•		•		•
Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)		•	•				•	•		• •	• •	•	•	l l		•	•	• •	•
	Content Standards  Phonology  Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes) Recognize words and sounds when they are modified by adjacent sounds (e.g., final "s": walks [s] vs. plays [z]; final "-ed": walked [vs. played [d])  Distinguish individual words in connected speech  Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, empha 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.)  Vocabulary  Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)  Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated  Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)  Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportate employment)  Comprehend speech that contains unfamiliar vocabulary using contextual clues  Grammar  Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to net to have, can)  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.)  Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)  Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)  Recognize imperative constructions  Distinguish between simple questions (e.g., WH-& yes/no) and statements  Recognize imperative constructions  Distinguish petween simpl	Content Standards  Phonology  Recognize words and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)  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])  Distinguish individual words in connected speech  Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)  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.)  Vocabulary  Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)  Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated  Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)  Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)  Comprehend speech that contains unfamiliar vocabulary using contextual clues  Grammar  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)  Recognize isginal 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.)  Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)  Recognize imperative constructions  Distinguish between simple questions (e.g., WH-& yes/no) and statements  Recognize negative constructions  Distinguish between simple questions (e.g., WH-& yes/no) and statements	Content Standards    Item Type   1   1	Content Standards    tem Type	Content Standards    Item Type   1   1   1   1   1   1   1   1   1	Content Standards    Item Type   1   1   1   1   1   1   1   1   1	Content Standards    Item Type   1	Content Standards    term   type   1	Content Standards    Item Type   1   2   3   3   3   3   3   3   3   3   3	Content Standards    Item   Iye	Content Standards    Item   Type	Content Standards    Item   Type	Content Standards    tem Type	Content Standards    Name   Na	Content Standards    Rear Type   1   1   1   1   1   1   1   1   1	Team Properties   Content Standards   Team Properties   Team Pro	Content Standards    New Type	Content Standards    Bean Type	Content Standards   tent   Fig.



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			1.2.8, 1.2.7, 2.2.1	1.4.2 4.6.1, 4.6.4	0.1.2, 2.1.8	0 4	1, 2.8.6	2.8.3, 0.1.2, 2.8.2 4.4.1, 2.1.7, 2.3.1	3, 0.1.4,	1.3.3, 0.1.2, 0.1.6 3.5.9	0.1.2 1.8.1, 0.2.1	∞ 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	0.1.3, 4.1.6, 5.6.1 1.4.4, 0.1.2	3.3.1, 3.6.4	3.1.5, 1.1.6, 4.2.5	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
		Item Type		_	_	_	_	_					-		_		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 0 1	1 1 2 3	1 1 4 5	1 1 6 7	1 1 8 9	2 2 0 1	2 2 2	2 2 2 4 5 6	2 2 7 8	2 3 9 0	3 3 3	3 3 3	3 3 3 3 5 6 7 8
L4	General Discourse																		Ш	
L4.2	Comprehend simple conversations		•	•	•	• •		П	• •	•	• •	• •	••	• •	• • •	•		• • •	• • •	• • •
L4.3	Comprehend simply expressed states and feelings		П			П		П											1	
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)		П		•	П	•	• •		•						•	•			
L5	Informational Discourse					П		П											П	
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.)					П		П									•		П	•
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back	c.)				П		П	•		•		•	•			•		П	
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)			•		П		П											•	
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as wor procedures, operating instructions)	kplace														•		ŀ		
L6	Strategies and Critical Thinking							П											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, instruction	ns)									• •	• •	• •	•	•					



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Basic Skills Content Standards by Test Item - Form 984L

	Skills Content Standards by Test Item - Form 984L																				
					8.5	1.4	3.4	t l		CASA					each ite		6.1			6.5	
			, 0.1.2	, 2.1.8	, 4.6.4	, 0.1.2, 0.	2.8.6			, 1.3.3	, 0.2.1	8, 0.1.2	, 0.1.3, 4. , 2.3.4, 4.	, 4.8.3, 4.	, 3.1.3, 3.3.2	, 0.1.8	, 4.1.6, 5.	, 2.1.4	, 1.2.1	4.4.1	, 4.2.5
			1.2.8	1.9.6	2.8.3	1.3.1	mo	0 - 0	0.1.2	1 0 5	<b>-</b> Ιας (	10 N C	m =	2 10	3.3.1	3.6.3	0.1.3	0.1.8	3.5.9	3.5.4	3.1.6
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		m#	1 2	0 -	, ,	,	U J	0	1 2 3	3 4 5	5 6	7 8 9	9 0	1 2	3 4 5	6 7	7 8 9	0 1	2 3	4 5	6 7
.1	Phonology		+		+			Н	-	Н	Н	-	$\Box$	$\blacksquare$		Н	Н	+	Н	$\vdash$	
.1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)	-	• •		•	•	٠	•	• •	• •	•	•	Н	$\blacksquare$		Н	4	-	Ш	1	Ш
.1.2	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])	t]	•	•	•	•	•	•	•		•	•				Ш					
.1.3	Distinguish individual words in connected speech		• •	•	•	•	•	•	•	• •	• •	•	Ш			Ш	Ш	Ш			
1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, empha	sis)	• •	•	•	•	•	•	•	• •	• •	•									
.1.7	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.)								•				•			•	•	•			
.2	Vocabulary							П			П			П		П	П	П	П		
.2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)				•	•			٠									П	П		
2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated		T				•	П		П	П	$\Box$	$\Box$			П	П	П	П		
.2.3	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						•		•					•	П	П	•		
.2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportati employment)	on,	•	• •	•	•	• •	•	1	•	• •	• • •	• •	• •	• • •	T	• • •	•	•	• •	• •
2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)				$\top$			П	$\Box$	П	П	**	$\Box$			П	П		П		
2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues				$\top$			Η,	•	П	П	$\top$	П		•	П	П		П		
.3	Grammar		T					П		П	П	$\Box$	$\Box$			П	П	П	П		
3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to nee to have, can)	ed,	• •	٠	•	•	•	٠	• •	•	•	•	•		•			П	П		
3.11	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.)			•	1			П			П				T.	П		П	П		
3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)							П			П				•			П	П		
3.14	Recognize a range of question types (e.g., embedded questions, tag questions)							П							•						
.3.2	Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)			•	•	•	•	•				•									
.3.3	Recognize contracted forms		•	•	• •		•	•		•	• •	• • •	•	• •					•	• •	
.3.4	Recognize imperative constructions				•			П			•	•							•		
.3.5	Recognize negative constructions						•				•	•			• • •						
3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements				• •	• •	• •	•			• •	• •	•	• •	• •		•	•	• •	•	•
.3.7	Recognize noun plurals		•								П	•								•	



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Dasic	Skills Content Standards by Test Item - Form 984L																		
								C	CASAS	Com	peten	cies fo	or each	item					
			1.8, 0.1. 2.8, 0.1.	9.6, 2.1.8 5.1, 4.6.4	8.3, 0.1. 1.8, 0.1.	3.1, 2.8	0 4 6	1.2	7 7	8.1, 0.2	2.8, 0.1 3.2, 0.1	1.5, 2.3	5.1, 4.4 3.1, 3.1	5.5, 2.3 5.3, 0.1	3.5.9, 3.6.3 0.1.3, 4.1.6, 5.6.1	5.3, 2.1 1.8, 0.1	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
		em Type	_	_	_		_			_		-	_				3 3 3	3 3	3 3 3
	Content Standards	Item#	1 2	3 4	5 6	7 8							2 2 2 2 3 4	2 2 5 6	2 2 2 7 8	2 3 3 9 0 1	3 3 3 1 2 3	3 3 4 5	3 3 3 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)	d		•		•	•	•		• •	• •	•	•	•	•	•	•	•	•
L4	General Discourse			П		П										П			
L4.2	Comprehend simple conversations		• •		•	•	• •	• • •	• •	• •	• •	• •	• • •	• •	• •	П		•	• •
L4.3	Comprehend simply expressed states and feelings					П							•	•			•		•
L4.4	Comprehend abbreviated forms of speech (e.g., Want some?)			П	П	П	П				•					П			
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)			•	•		•									П			•
L4.7	Comprehend extended social narrative (e.g., a description of weekend activities)					П	П									П		•	
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)						•												
L5	Informational Discourse			Ш	Ш	Ш		Ш								П			
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 workpla procedures, operating instructions)	ice													•	П			
L6	Strategies and Critical Thinking					П	П									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)							• •	•	• •	• •	• •	•	• •					
L6.7	Determine when clarification is necessary									•									



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### Basic Skills Content Standards by Test Item - Form 985L

Basic	Skills Content Standards by Test Item - Form 985L																	
														h item				
				9 8 6	9	7 9	1.8.4	1.9.4		3.6.3			1.6.5	, 4.4.1 , 4.8.3 , 1.4.4, 3.4.2	2.2.3	1.8.4	1.9.5	5.7.1
			1.2	3.1	5.1	0.0	6.5,	1.8,	8.4	5.9,3	6.3	4.7	6.1, 4	8.3	3.2, 1.3, 1.2,	3.2, 4	8.6,	4.2 1.7 5.9 5.8, 5
			1.3, 0,	7 2	7,4	3, 1, 4,	2, 1	3.4, 2.	4 7 3	4 4 0	2 9	i ∞ ⊢	4 4	2 8 8 9	7 4 4	1, 2, 1, 2, 3, 2, 3,	3.4, 1.	7, 1 5, 4 .8, 3
			2.3	1.2	4.5	1.3	1.3	4.5						0.1.3				0.1
	Content Standards	tem Type 	1 2	3 4	5 6	5 7 8	9 1	1 1	1 1 1	1 1	1 1	2 2	2 2	2 2 2	2 2 2	3 3 3	3 3	3 3 3 3 5 6 7 8
L1	Phonology	110					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
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can char	nge I				•						•						•
	don't believe it! from an expression of skepticism to an exclamation of surprise.)	0-																
L2	Vocabulary																	
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., ever conversations, simple descriptions, directions)	yday	•															
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transport employment)	rtation	•	•	•	•		•	• •					• •		•		
L2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)			Ħ														
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues		•	•						$\Box$	П							
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. dup apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics	lex				•		•		• •	٠	• •	• •		• •	• •	•	•
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)			•						•		•					•	
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, important that, well, anyway, that being said, etc.)	it's				•					٠	•				•		•
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reporte speech, compound/complex sentences)	d		•		•	•	•			٠		•				•	•
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)										•							
L3.3	Recognize contracted forms		•		1	•			•					• •		•		
L3.5	Recognize negative constructions		Т		П					П				•		•		
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements		•		•			•	•					• • •		•		
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, compour simple sentences)	nd		•	•									• • •		•		
L4	General Discourse																	
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broad	casts)		•	•	•	•											
L4.2	Comprehend simple conversations													•		•		
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?)																	



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### Basic Skills Content Standards by Test Item - Form 985L

	·																	
								(	ASAS (	Comp	etenci	ies for	each it	em				
			2.3.3, 0.1.2	2.1.7.2.2.3.2.8.6	4.5.7, 4.5.1 4.6.1, 4.6.5	<del> </del>	1.3.2, 1.3.1, 1.5.1	ei l	4.6.1, 4.8.4 4.6.1, 4.6.5	3.6.4, 3.5.9, 3.6.3	3.5.9, 3.6.3	5.1.1, 0.1.2	5.7.1, 5.7.3	1.3.3, 4.8.3 0.1.3, 1.4.4, 3.4.2 2.8.3, 2.3.2, 2.8.6	3.6.4, 3.1.3, 3.6.3 2.3.1, 0.1.2, 2.2.3	1.3.5, 1.1.6, 4.8.3 4.6.1, 2.3.2, 4.8.4 3.6.2, 3.1.3, 3.6.4	1.8.4, 1.8.6, 1.9.5 3.3.4, 3.6.4	2.1.7, 1.4.2 4.1.5, 4.1.7 0.1.8, 3.5.9 5.6.4, 2.5.8, 5.7.1
	Contant Standards																	3 3 3 3 3 3 3 3
	Content Standards	Item #	1 2	3 4	5 6	1 0	0	1 2 3	4 5	6 7	8 9 0	0 1 2	3 4	5 6 7	8 9	0 1 2	3 4	5 6 7 8
L5	Informational Discourse																	
L5.1	Comprehend short emergency warnings and commands (e.g., Stop! Wait!)																	•
L5.5	Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)						П		•									
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as worprocedures, operating instructions)	kplace				•		•										
L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you? You may want to)						П		•	•								
L6	Strategies and Critical Thinking						П											
L6.1	Identify the topic, main idea, or gist of brief discourse or information			•		•	П						•	•	•	•	•	•
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						П									•		
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructio	ns)						• •	• •	• •	• •	• •	•					
L6.8	Identify the main idea or topic of extended discourse																	•



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	Skills Content Standards by Test Item - Form 986L																	
								CASA	AS Cor	npeten								
			4.6.4	2.2.3	4.6.1	3.4.7	, 4.4.5, 4.8.2	4.6.1	3.6.4		1.4.5	2.1.8	4.8.4	, 3.5.2, 3.6.4	0	4.6.5	2.2.3	5.3.8
			2.9,	11.7,	.6.3	7.4	1.6,	1.1.6,	2.7,	.5.2	1.2,	.6.6,	1.8,	1.3,	6.5.9	16.1,	4.1	13.4,
			6.1, 1 9.6, 1	9.1, 0 3.2, 3	3.2, 2 3.3, 1	3.4, 3	2.5.6, 5	3.4,0	3.1, 1	5.1, 1 1.4 3.3, 0	4.3,0	6.5, 1	8.3, 0	5.9, 3	3.4, 3	7.3,4	1.8, 1	3.7, 4
		tem Type	4 ri	1 1	4 ri	1 1 1	1 1 2	2 2	-i m ⋅	다 O ベ 2 2 2	2 2	2 2 3	3 3 3	3 3 w 4	mimi =	4 4 7	3 3	70, 4, 0
	Content Standards	Item#	1 2	3 4			1 1 1 1 0 1 2	1 1	1 1	1 1 1	2 2	2 2 2	2 2 2	2 2	2 3 3	3 3 3	3 3	3 3 3
L1	Phonology						0 1 2	0 4		1 0 3		2 0 -	, , ,	, ,		2 0	7 0	
L1.5	Recognize reduced forms of words and phrases (e.g., gonna, gimme; Did you/Didja, twenty/twenny)								Ħ						Ħ	П		
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can chardon't believe it! from an expression of skepticism to an exclamation of surprise.)	nge I			٠			•					•	•		П	• •	
L2	Vocabulary													Ш	П	П		
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., ever conversations, simple descriptions, directions)	yday					•								П	П		
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transpoemployment)	rtation,	•	•		•		•	•			•				П		
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues					•				•					П	П	П	
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. dup apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics	lex	•	•	•	• •	•		•	• • •		•	•	• •	•	•	• •	•
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)			•		•	•				•		•	•	• •	,	П	
L3	Grammar														П	П		
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, important that, well, anyway, that being said, etc.)	it's	•		•		•				•					•	•	
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reporter speech, compound/complex sentences)	d		٠			•		٠	•	•				٠	П		
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)							Ш					•		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		•	•					•			1			П			
L3.4	Recognize imperative constructions							•							П	П	П	
L3.5	Recognize negative constructions		•												П			
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements								•			-	•		П			
L3.8	Recognize the possessive form of nouns and pronouns			•											П	П	П	
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compour simple sentences)	nd						•								П		
L4	General Discourse																	
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broad	casts)														•		
L4.2	Comprehend simple conversations					•	•		•				•					
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)								•									
L4.6	Comprehend extended conversations			•	•	•												•



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#### Basic Skills Content Standards by Test Item - Form 986L

									CAS	SAS Co	mpet	encie	s for e	each it	em					
			4.6.1, 1.2.9, 4.6.4	17 1	0.0	0.1	5.7.4 1.4.1,	2.5.6, 5.1.6, 5.6.2	1.1.6	3.1	1.5.2	1.0	0.1.2	1.6.6,	2.5.8, 5.6.1, 5.7.1	4.3.3, 0.1.3, 4.3.2	3.3.4, 3.6.4 1.8.4, 1.8.6, 1.9.5	4.7.3, 4.6.1, 4.6.5 2.8.1, 2.8.2, 4.1.3	0.1.8, 1.4.1	5.3.7, 4.3.4, 5.3.0 4.4.5, 4.5.1, 4.6.5 2.8.4, 2.2.7, 2.8.6
	Content Standards	Item Type		1 1 1	1 1 1	1 1	1 1	1 1 2	2 2 2	2 2	2 2	2 2	2 2	2 3 :			3 3 3	3 3	3 3 3	3 3 3
	Content Standards	Item #	1 4	2 3 4	+ 5 (	'	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	3 7 8
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)													•	•	Ш				
L5	Informational Discourse																			
L5.1	Comprehend short emergency warnings and commands (e.g., Stop! Wait!)		П											•	П	П				
L5.10	Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)	,						•												
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)		•	•												П	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 work procedures, operating instructions)	kplace			•															
L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you? You may want to)															•				
L5.8	Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or ta	ake notes)		•																
L6	Strategies and Critical Thinking														П	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, instruction	ns)						•	• •	• •	• •	•	• •	•						
L6.8	Identify the main idea or topic of extended discourse																			• •

#### 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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### **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

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