



# Basic Skills Content Standards by Form

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

Content Standards		CASAS Competencies for each item																										
		Task #	1.4.1	1.3.9	0.2.3, 2.4.1	6.0.1	5.3.1	1.1.6	2.3.1	2.5.4, 2.5.3, 3.1.3	2.5.4, 1.8.1	3.1.1	0.2.4	0.2.4	1.4.7, 1.4.1	1.4.2	2.5.4	2.5.4	1.2.1	1.3.8	2.5.5, 0.2.2	2.5.5, 0.2.2	4.1.3	2.5.2, 2.3.1	4.2.1, 2.3.1, 2.3.2	4.4.3, 2.3.2		
Item #	3	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	
<b>R1 Beginning literacy / Phonics</b>																												
R1.1 Identify the letters of the English alphabet (upper and lower case)																												
R1.2 Recognize that letters make words and words make sentences																												
R1.3 Read from left to right, top to bottom, front to back																												
R1.4 Relate letters to sounds																												
R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms																												
<b>R2 Vocabulary</b>																												
R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)																												
R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																												
R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																												
R2.2 Read basic sight words (e.g., the, is)																												
R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																												
R2.4 Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)																												
R2.5 Interpret contractions																												
R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)																												
R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																												
R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)																												
R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																												
<b>R3 General reading comprehension</b>																												
R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)																												
R3.12 Use supporting illustrations to interpret text																												
R3.2 Read and understand simple sentences that contain familiar vocabulary																												
R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)																												
<b>R4 Text in format</b>																												
R4.1 Read numbers																												
R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																												
R4.2 Read clock times																												
R4.3 Read dates																												
R4.4 Read money amounts																												
R4.5 Read simple handwriting																												
R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)																												



# Basic Skills Content Standards by Form

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

Content Standards		CASAS Competencies for each item																											
		Task #	Item #	1.4.1	1.3.9	0.2.3, 2.4.1	6.0.1	5.3.1	1.1.6	2.3.1	2.5.4, 2.5.3, 3.1.3	3.1.1	0.2.4	0.2.4	1.4.7, 1.4.1	1.4.2	2.5.4	2.5.4	1.2.1	1.3.8	2.5.5, 0.2.2	2.5.5, 0.2.2	4.1.3	2.5.2, 2.3.1	4.2.1, 2.3.1, 2.3.2	4.4.3, 2.3.2			
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)	3	1																										
R4.8	Interpret information in charts and tables (e.g., bus schedules)	3	2																										
<b>R5 Reference materials</b>																													
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)	3	4																										
<b>R6 Reading strategies</b>																													
R6.1	Predict the content of a text from title, pictures, type of material	3	5																										
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information	3	6																										

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

Content Standards		CASAS Competencies for each item																			
		Task #	Item #																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>R1</b>	<b>Beginning literacy / Phonics</b>																				
R1.1	Identify the letters of the English alphabet (upper and lower case)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.2	Recognize that letters make words and words make sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.3	Read from left to right, top to bottom, front to back	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.4	Relate letters to sounds	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R2</b>	<b>Vocabulary</b>																				
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)		•																		
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)								•											•	
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)								•												
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)								•												
R2.2	Read basic sight words (e.g., the, is)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R2.5	Interpret contractions																				
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																				
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)	•																			
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		•	•																	
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																				
<b>R3</b>	<b>General reading comprehension</b>																				
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)																				
R3.11	Make connections between related information across different sections of a text																				
R3.12	Use supporting illustrations to interpret text	•	•	•																	
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																				
R3.2	Read and understand simple sentences that contain familiar vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)																				
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R4</b>	<b>Text in format</b>																				
R4.1	Read numbers		•																		
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		•																		

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

Content Standards	CASAS Competencies for each item																																	
	Task #																																	
	Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					
R4.2	Read clock times				•			•																					•	•				
R4.3	Read dates				•			•	•		•				•	•														•	•			
R4.4	Read money amounts					•										•																		
R4.5	Read simple handwriting																																	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																													•	•	•	•	
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)										•	•																						
R4.8	Interpret information in charts and tables (e.g., bus schedules)									•	•					•	•								•	•								
R4.9	Interpret maps, diagrams, and graphs																									•	•							
<b>R5</b>	<b>Reference materials</b>																																	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																																	
<b>R6</b>	<b>Reading strategies</b>																																	
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R7</b>	<b>Reading and thinking skills</b>																																	
R7.4	Determine the sequence of events in a simple narrative																														•			
R7.8	Make inferences and draw conclusions from simple text																																	•



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

Content Standards		CASAS Competencies for each item																										
		Task #	Item #	1.4.1	1.3.9	5.3.1	6.0.1	0.2.2, 2.4.1	2.3.2	1.1.6	2.5.4, 2.5.5	2.5.4, 1.8.1	0.2.4	3.1.1	1.4.7, 1.4.1	1.4.2	2.5.4	1.1.1	1.3.1, 1.4.1	1.2.1	1.3.8	2.5.5, 0.2.2	2.5.5, 0.2.1, 0.2.2	4.1.3, 4.4.4	2.5.2, 2.3.1	4.2.1, 2.3.2	4.4.3, 2.3.1	
<b>R1</b>	<b>Beginning literacy / Phonics</b>																											
R1.1	Identify the letters of the English alphabet (upper and lower case)																											
R1.2	Recognize that letters make words and words make sentences																											
R1.3	Read from left to right, top to bottom, front to back																											
R1.4	Relate letters to sounds																											
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms																											
<b>R2</b>	<b>Vocabulary</b>																											
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)																											
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																											
R2.2	Read basic sight words (e.g., the, is)																											
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																											
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)																											
R2.5	Interpret contractions																											
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																											
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																											
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)																											
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																											
<b>R3</b>	<b>General reading comprehension</b>																											
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)																											
R3.12	Use supporting illustrations to interpret text																											
R3.2	Read and understand simple sentences that contain familiar vocabulary																											
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)																											
<b>R4</b>	<b>Text in format</b>																											
R4.1	Read numbers																											
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																											
R4.2	Read clock times																											
R4.4	Read money amounts																											
R4.5	Read simple handwriting																											
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																											
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																											
R4.8	Interpret information in charts and tables (e.g., bus schedules)																											

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

Content Standards		CASAS Competencies for each item																									
		Task #	14.1	1.3.9	5.3.1	6.0.1	0.2.2, 2.4.1	2.3.2	1.1.6	2.5.4, 2.5.5	2.5.4, 1.8.1	0.2.4	3.1.1	1.4.7, 1.4.1	1.4.2	2.5.4	2.5.4	1.9.1, 1.4.1	1.2.1	1.3.8	2.5.5, 0.2.2	2.5.5, 0.2.1, 0.2.2	4.1.3, 4.4.4	2.5.2, 2.3.1	4.2.1, 2.3.2	4.4.3, 2.3.1	
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	
<b>R5 Reference materials</b>																											
R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																											
<b>R6 Reading strategies</b>																											
R6.1 Predict the content of a text from title, pictures, type of material				•																							
R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information														•		•											



# Basic Skills Content Standards by Form

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

Content Standards		CASAS Competencies for each item																																	
		Task #																																	
		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					
<b>R1</b>	<b>Beginning literacy / Phonics</b>																																		
R1.1	Identify the letters of the English alphabet (upper and lower case)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.2	Recognize that letters make words and words make sentences		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.3	Read from left to right, top to bottom, front to back		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.4	Relate letters to sounds		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R2</b>	<b>Vocabulary</b>																																		
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)		•	•	•													•	•																
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)												•	•	•				•	•														•	
R2.2	Read basic sight words (e.g., the, is)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)																	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R2.5	Interpret contractions																																		•
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)					•	•	•	•	•																									
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																					•	•	•											
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)																																		•
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																																		•
<b>R3</b>	<b>General reading comprehension</b>																																		
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)																																		•
R3.12	Use supporting illustrations to interpret text																																		
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																																		
R3.15	Interpret idioms and collocations from context																																		
R3.2	Read and understand simple sentences that contain familiar vocabulary		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)																																		
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>R4</b>	<b>Text in format</b>																																		
R4.1	Read numbers																																		
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																																		
R4.2	Read clock times																																		
R4.3	Read dates																																		











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## Basic Skills Content Standards by Test Item - Form 084R

Content Standards	CASAS Competencies for each item																											
	Task #	3	3	3	4	4	4	5	6	7	8	8	9	9	1	1	1	1	1	2	2	2	2	3	3	3		
	Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
<b>R2 Vocabulary</b>																												
R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)																												
R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																												
R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																												
R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																												
R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																												
R2.5 Interpret contractions																												
R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)																												
R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																												
R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)																												
R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																												
<b>R3 General reading comprehension</b>																												
R3.10 Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)																												
R3.11 Make connections between related information across different sections of a text																												
R3.12 Use supporting illustrations to interpret text																												
R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																												
R3.2 Read and understand simple sentences that contain familiar vocabulary																												
R3.3 Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)																												
R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																												
R3.6 Interpret simple written instructions																												
R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)																												
R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																												
<b>R4 Text in format</b>																												
R4.1 Read numbers																												
R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																												
R4.2 Read clock times																												
R4.4 Read money amounts																												
R4.5 Read simple handwriting																												
R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)																												
R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)																												
R4.8 Interpret information in charts and tables (e.g., bus schedules)																												









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## Basic Skills Content Standards by Test Item - Form 185R

Content Standards		CASAS Competencies for each item																			
		Task #	Item #	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
<b>R2</b>	<b>Vocabulary</b>																				
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																				
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																				
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																				
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																				
<b>R3</b>	<b>General reading comprehension</b>																				
R3.11	Make connections between related information across different sections of a text																				
R3.12	Use supporting illustrations to interpret text																				
R3.15	Interpret idioms and collocations from context																				
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)																				
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																				
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																				
R3.6	Interpret simple written instructions																				
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																				
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																				
<b>R4</b>	<b>Text in format</b>																				
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																				
R4.2	Read clock times																				
R4.5	Read simple handwriting																				
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																				
R4.8	Interpret information in charts and tables (e.g., bus schedules)																				
R4.9	Interpret maps, diagrams, and graphs																				
<b>R5</b>	<b>Reference materials</b>																				
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																				
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																				
<b>R6</b>	<b>Reading strategies</b>																				
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																				
<b>R7</b>	<b>Reading and thinking skills</b>																				
R7.11	Identify the writer, audience, and purpose of a text																				



# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 185R

Content Standards		Task #		Item #		CASAS Competencies for each item		
		1	2	1	2	1	2	
R7.2	Identify the main idea of a multi-paragraph text							2.5.2, 2.3.1 1.3.6, 2.5.4 4.6.2, 4.3.4, 7.2.2 2.5.4, 2.3.2, 2.5.2 4.3.2, 4.6.1 4.3.2, 4.4.1 3.1.3, 2.1.1 3.1.3, 2.1.1 4.6.3, 4.4.3, 4.4.5 4.6.3, 4.4.3, 4.4.5 4.2.4, 3.4.5, 4.4.3, 4.6.3 4.4.3, 4.6.2 4.4.3, 4.6.2 2.1.7, 4.4.3, 4.6.2 3.1.1, 3.4.3 3.1.1, 3.4.3 5.3.2, 5.6.2 1.9.6, 4.3.2, 4.5.7 1.9.6, 4.3.2, 4.5.7 1.1.1, 1.7.3 4.3.2, 1.2.1 4.3.2, 1.2.1 4.4.3, 2.1.8, 4.5.3, 4.8.3 4.4.3, 2.1.8, 4.5.3, 4.8.3 1.9.4, 2.2.1, 2.2.5 4.6.2, 4.1.2, 4.4.2 4.6.2, 4.1.2, 4.4.2 2.5.5 2.5.5 2.5.5 5.3.3, 5.3.1 4.5.6, 4.4.3, 4.4.8 4.5.6, 4.4.3, 4.4.8 5.6.1, 2.7.3 5.6.1, 2.7.3 5.1.6, 1.4.5 5.1.6, 1.4.5
R7.9	Make inferences and draw conclusions from complex text							





## Basic Skills Content Standards by Test Item - Form 186R

Content Standards		Task #		Item #		CASAS Competencies for each item	
		1	2	1	2	1	2
<b>R7</b>	<b>Reading and thinking skills</b>						
R7.2	Identify the main idea of a multi-paragraph text						
R7.9	Make inferences and draw conclusions from complex text						



# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 187R

Content Standards	CASAS Competencies for each item																										
	Task #	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	
<b>R2 Vocabulary</b>																											
R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																											
<b>R3 General reading comprehension</b>																											
R3.11 Make connections between related information across different sections of a text																											
R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																											
R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)																											
R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																											
R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																											
R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																											
R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																											
<b>R4 Text in format</b>																											
R4.8 Interpret information in charts and tables (e.g., bus schedules)																											
R4.9 Interpret maps, diagrams, and graphs																											
<b>R5 Reference materials</b>																											
R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)																											
R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																											
<b>R6 Reading strategies</b>																											
R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																											
<b>R7 Reading and thinking skills</b>																											
R7.11 Identify the writer, audience, and purpose of a text																											
R7.12 Determine a writer's point of view																											
R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic																											
R7.6 Paraphrase information																											
R7.9 Make inferences and draw conclusions from complex text																											





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