Basic Skills Content Standards by Test Item - Form 913M

| CASAS Math |  | CASAS Competencies for each item |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | or | $\stackrel{\rightharpoonup}{i}$ |  |  |  | $\begin{aligned} 0 \\ \hline 10 \\ 0 \\ 0 \end{aligned}$ | O |  |  |  |  |  |  | - | - |  |  |  |
| CASAS | Mrath ${ }_{\text {Task }}$ | 25 | 524 | 44 | 24 | 50 | 023 | 32 | 54 | 45 | 35 | 05 | 5 | 5 |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Co | tandards (2009) Item \# $^{\text {a }}$ | 12 | 234 | 45 | 67 |  | $9 \begin{array}{lll}9 & 1 \\ 0 & 1 \\ 0 & 1\end{array}$ | $\begin{array}{lll}1 & 1 \\ 1 & 2\end{array}$ | 1  <br> 3 1 <br> 4  | 1 <br> 4 <br> 5 | $\begin{array}{lll}1 & 1 \\ 6 & 7\end{array}$ | 1  <br> 8 1 <br> 9  | $\begin{array}{ll}1 \\ 9 \\ 9 & 0 \\ & \end{array}$ | 2 | 2   <br> 2 2 3 |  | 2 | ${ }_{2}^{2} \begin{aligned} & 2 \\ & 8\end{aligned}$ |  | 3 | 3 <br> 1 <br> 1 <br> 2 |  | 3 4 4 5 | 33 | $\begin{array}{lll}3 & 3 \\ 7 \\ 8 \\ \\ & \\ \end{array}$ | ( 34 |
| M1 | Number sense |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.1.4 | Recognize odd and even numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.1.8 | Interpret and use a fraction in context (e.g. as a portion of a whole area or set) |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.2.1 | Mentally add and subtract positive whole numbers less than 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.2.3 | Recognize when a problem situation requires addition or subtraction with multi-digit positive integers and decimal numbers, carry out the computation and interpret the answer in context | - |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.3.12 | Recognize when a problem situation requires multiplying and/or dividing with fractions and mixed numbers, carry out the computation and interpret the answer in context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  | - |
| M1.3.13 | Use estimation strategies to determine reasonable answers to multiplication and division problems involving integers, decimal numbers and fractions (i.e., rounding to nearest multiple, benchmark fractions, etc.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.3.6 | Recognize when a problem situation requires multiplying and/or dividing with multi-digit positive integers and decimal numbers, carry out the computation accurately and interpret the answer in context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |
| M1.4.2 | Write and solve proportions for situations where two ratios are equal (e.g. currency conversion) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |
| M2 | Algebra |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.2.1 | Use notational conventions such as parentheses and the various ways of representing multiplication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.2.3 | Recognize and interpret the different meanings and uses of variables (i.e., $2 x+1=7 ; y=2 x+1 ; A=1 x w ; a+-a=0$ ) |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |
| M2.3.1 | Interpret and write expressions and equations for simple contextual math situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  | - |  |
| M2.3.7 | Demonstrate understanding of the Cartesian coordinate system by locating and plotting points ( $\mathrm{x}, \mathrm{y}$ ) and creating a coordinate plane by drawing the axes and establishing a scale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |
| M3 | Geometry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M3.1.5 | Identify and describe specific types of quadrilaterals based on their properties (e.g. : rectangle, square, parallelogram, rhombus) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |
| M3.1.9 | Identify common three dimensional shapes of various types |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M3.3.6 | Recognize or create a three-dimensional object from two-dimensional representations (e.g. follow a pattern) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |
| M4 | Measurement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.3 | Read the temperature from a thermometer in degrees F or C |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.4 | Read and use analog scales: clocks, meters, gauges, (e.g. read to nearest lb., Kg, $1 / 2 \mathrm{lb} ., 1 / 2 \mathrm{Kg}$ etc.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.5 | Read and use digital scales: digital clocks, odometers |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.8 | Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there) |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.1 | Calculate with and convert between customary US units of linear measurement: inches, feet, yards, miles |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.11 | Calculate with and compare temperatures, including those below zero |  |  |  |  |  |  |  |  |  |  | - |  |  |  | - |  |  |  |  |  |  |  |  |  |  |
| M4.2.2 | Calculate with and convert between metric units of linear measurement: meters, centimeters, millimeters, kilometers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |
| M4.2.5 | Calculate with and convert between customary US units of weight; ounces, pounds, tons |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.8 | Calculate with and convert between customary US units of capacity: fluid ounces, cups, pints, quarts, gallons |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 913M


Basic Skills Content Standards by Test Item - Form 914M

|  |  | CASAS Competencies for each item |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | $\underset{\sim}{\hat{C}}$ |  | $0$ | $\underset{\sim}{\text { nje }}$ |  |  | $\begin{array}{ll} \text { O. } \\ \text { N } \\ \underset{\sim}{n} \end{array}$ | $\begin{array}{ccc} 0 \\ \vdots \\ \hline \end{array}$ |  | $\underset{\sim}{-r} \underset{\sim}{\infty} \underset{\sim}{\infty}$ | $\begin{array}{l\|l} \bullet \\ \underset{\sim}{i} \\ \underset{\sim}{i} \\ \underset{\sim}{n} \end{array}$ | $\stackrel{\text { ¢ }}{\substack{\text { ¢ }}}$ | $\begin{aligned} & \mathrm{N} \\ & \underset{\sim}{1} \\ & \underset{\sim}{2} \end{aligned}$ | $\underset{\sim}{i} \underset{\sim}{\underset{\sim}{\circ}}$ | ¢ | $0$ |  | $\dot{i}$ | $\stackrel{\rightharpoonup}{\text { - }}$ | $\underset{\sim}{\sim}$ | $\dot{-r}$ |  |  |
| CASAS | Miatı ${ }_{\text {ask \# }}$ | 55 | 25 | 5 | 35 | 4 | 5 | 50 | 35 |  | 20 | - | 24 | 42 | 52 | 55 | 4 | 4 | 4 | 32 | 24 | 30 | 5 | 53 |  |  |
| Conte | Standards (2009) Item \# | 12 | 34 | 4 | 67 | 8 | 9 | 1 1 <br> 0 1 |  |  | 1 | 1 | 12 | 2 <br> 0 <br> 1 | $\begin{array}{ll}2 & 2 \\ 2 & 3\end{array}$ | 2 | 2 |  | 2 | 3 | 33 | 3 3 <br> 3 4 | 3  <br> 5 6 <br>   | 33 | 33 | 4 |
| M1 | Number sense |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.1.4 | Recognize odd and even numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.1.5 | Understand the decimal place value system: read, write, order and compare whole and decimal numbers (e.g., $0.13>0.013$ because $13 / 100>13 / 1000$ ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |
| M1.1.8 | Interpret and use a fraction in context (e.g. as a portion of a whole area or set) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |
| M1.2.3 | Recognize when a problem situation requires addition or subtraction with multi-digit positive integers and decimal numbers, carry out the computation and interpret the answer in context |  |  |  | - |  |  | - |  |  |  |  |  |  |  |  | - | - |  |  |  |  |  |  |  |  |
| M1.3.12 | Recognize when a problem situation requires multiplying and/or dividing with fractions and mixed numbers, carry out the computation and interpret the answer in context |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.4.4 | Know the percent equivalent to common benchmark fractions (1⁄2, $1 / 4$, $3 / 4,1 / 10,1 / 5$, etc) and use them interchangeably for solving problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.4.7 | Calculate a missing value from a percent relationship - the percentage, the percent, or the base - using paper and pencil or a calculator |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.4.8 | Understand and solve problems using percents greater than 100\% and less than 1\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |
| M2 | Algebra |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.1.1 | Recognize the identity, commutative, associative and distributive properties for addition and multiplication as they apply in arithmetic procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.2.3 | Recognize and interpret the different meanings and uses of variables (i.e., $2 x+1=7 ; y=2 x+1 ; A=1 x w ; a+-a=0$ ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |
| M2.3.1 | Interpret and write expressions and equations for simple contextual math situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - | - |  |
| M3 | Geometry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M3.1.9 | Identify common three dimensional shapes of various types |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |
| M3.2.1 | Identify parallel, perpendicular and intersecting lines |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M3.3.6 | Recognize or create a three-dimensional object from two-dimensional representations (e.g. follow a pattern) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4 | Measurement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.1 | Identify and use the appropriate units, instruments and techniques for measurement tasks |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.4 | Read and use analog scales: clocks, meters, gauges, (e.g. read to nearest lb., Kg, 1/2 lb., $1 / 2 \mathrm{Kg}$ etc.) | - |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.8 | Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there) |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.11 | Calculate with and compare temperatures, including those below zero | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.12 | Estimate equivalents between Fahrenheit and Celsius temperatures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |
| M4.2.13 | Calculate with and convert between units of time: seconds, minutes, hours, days, months, years |  |  |  |  | - |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.3 | Estimate equivalents between customary US and metric units of linear measure |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.5 | Calculate with and convert between customary US units of weight; ounces, pounds, tons |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.2.8 | Calculate with and convert between customary US units of capacity: fluid ounces, cups, pints, quarts, gallons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.4.1 | Interpret scale drawings (e.g. blueprints, maps) |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |
| M5 | Statistics, Data Analysis and Probability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M5.1.1 | Identify, count and extract relevant data in lists, tables and charts |  | - |  |  |  |  |  |  | $\bullet$ |  |  | - |  | - |  |  |  |  |  |  |  |  |  |  |  |

Basic Skills Content Standards by Form

Basic Skills Content Standards by Test Item - Form 914M


Basic Skills Content Standards by Test Item - Form 917M

|  |  | CASAS Competencies for each item |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Math |  |  | $\stackrel{\hat{7}}{\hat{-1}}$ |  | bic |  | $\mathfrak{b}$ |  |  |  |  |  | Bo | -1 |  |  |  |  |  |  |  | $\underset{\sim}{\sim}$ |  |  |  |
| CASAS | Math ${ }_{\text {a }}$ Task \# | 35 | 523 | 322 | 5 | 32 | 2 | 2 | 3 | 3 |  |  |  |  | 3 |  |  | , | 5 |  | 3 |  | 235 |  |  |  |
| Co | andards (2009) $\quad$ Item \# | 12 | 234 | 456 |  |  | 11 | $\begin{array}{lll}1 & 1 \\ 1 & 2\end{array}$ | 1 1 <br> 3 4 | 1 <br> 4 <br> 4 <br> 5 | $\begin{array}{lll}1 & 1 \\ 6 & 7\end{array}$ | 1 |  | $\begin{array}{llll}2 & 2 \\ 0 & 1\end{array}$ |  | 22 | ${ }_{4}^{2}{ }_{4}$ | 2 | 2 <br> 7 <br> 7 <br> 8 | 2 <br> 8 <br> 9 | ${ }^{3}$ |  | $\begin{array}{lllll}3 \\ 2 & 3 & 3 \\ 3 & 4 \\ & \\ & \\ \end{array}$ | 3 3 <br> 4 3 <br> 5 6 | $\begin{array}{lll}3 & 3 \\ 6 & 7\end{array}$ | ${ }^{3}$ |
| M1 | Number sense |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.3.6 | Recognize when a problem situation requires multiplying and/or dividing with multi-digit positive integers and decimal numbers, carry out the computation accurately and interpret the answer in context |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.4.2 | Write and solve proportions for situations where two ratios are equal (e.g. currency conversion) | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M1.4.7 | Calculate a missing value from a percent relationship - the percentage, the percent, or the base - using paper and pencil or a calculator |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2 | Algebra |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.1.3 | Find the nth term in the sequence in a functional relationship and predict how changes in one quantity will affect another |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |
| M2.2.10 | Solve problems involving life-skill-related and technical formulas (e.g., units $\times$ price $=$ cost; $d=r \times t ; V=1 \times R)$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.2.8 | Solve simple one-step equations with unknowns (e.g., $n-7=9 ; 3 x=24$ ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |
| M2.3.1 | Interpret and write expressions and equations for simple contextual math situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  | - |
| M2.3.15 | Interpret algebraic concepts and terminology used at the secondary level to solve computationally and conceptually challenging multistep problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |
| M2.3.5 | Interpret and write expressions and equations representing contextual situations including those that involve fractions, decimals, percents and negative numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |
| M2.3.8 | Determine the slope of a line and relate it to the rate of change in one quantity with respect to the other |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M2.3.9 | Use a graph to answer questions about functional relationships between independent and dependent variables |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M3 | Geometry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M3.1.8 | Identify elements of a circle: center, radius, diameter, arc, chord, sector |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |
| M3.2.1 | Identify parallel, perpendicular and intersecting lines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |
| M3.2.2 | Describe characteristics of angles formed by two intersecting lines, including complementary and supplementary angles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |
| M3.2.4 | Demonstrate understanding of the 360-degree system of measuring angles and rotation |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4 | Measurement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.1.8 | Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there) |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.3.2 | Calculate perimeter of rectangles and other common figures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |
| M4.3.4 | Calculate area of rectangles and other common figures, using a given formula |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.3.6 | Calculate volume and surface area of rectangular and other common shapes, using a given formula |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |
| M4.3.7 | Calculate area or volume of irregular or composite shapes by dividing the figure into parts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M4.4.2 | Interpret and use proportions in solving problems involving dimensions or scale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  |
| M4.5.2 | Interpret, calculate and apply rates (e.g., cents/min, \$/sq. ft., mi/gal) |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |
| M5 | Statistics, Data Analysis and Probability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M5.2.3 | Find summary statistics of a data set, including the mean, median, mode and range and determine how changes in the extreme values affect each of them. |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M5.2.7 | Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average |  |  | - - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Basic Skills Content Standards by Form

## Basic Skills Content Standards by Test Item - Form 917M



Basic Skills Content Standards by Test Item - Form 918M


Basic Skills Content Standards by Form

## Basic Skills Content Standards by Test Item - Form 918M

| CASAS Math |  | CASAS Competencies for each item |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | for | $\mathfrak{f}$ | $\stackrel{\sim}{\infty}$ | $\underset{\sim}{\text { Hin }}$ |  |  |  |  | 䓅 |  | $: \begin{aligned} & \infty \\ & \underset{\sim}{\infty} \\ & \text { in } \end{aligned}$ |  |  |  |  | \% | $\underset{\sim}{\underset{\sim}{x}} \underset{\sim}{\sim}$ |  |  |  |  |  |  |
| CASA | Nath | 3 | 55 | 5 | 2 | 32 | 2 | 23 | 4 | 3 | 33 | 2 | 25 | 3 | 33 | 32 | 2 | 2 | 3 | 5 | 23 | 5 | 3 |  | 3 | 3 |  |  |
| Cont | Standards (2009) | 1 | 2 | 4 | 5 |  | 8 | ${ }^{9} \begin{aligned} & 1 \\ & 0\end{aligned}$ | 1 1 | $1 \begin{aligned} & 1 \\ & 2 \\ & 2\end{aligned}$ |  | 1 | 1 <br> 6 | $1 \begin{aligned} & 1 \\ & 8\end{aligned}$ |  |  | 2 |  | 2 4 4 5 | 2 |  | ${ }_{9}^{2}$ |  | 3 2 | 3 3 <br> 3 4 | 3 4 4 | 3 | 3 3 <br> 7  |
| M5.2.6 | Make simple generalizations clusters and more/less contr |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M5.2.7 | Compare different samples or compare individual pieces of |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M5.3.2 | Determine the probability of tossing a coin or rolling a die as a ratio fraction or a perce |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |  | - |  |  |

## 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

[^0]
[^0]:    Base container is: Agency (D) 7431 - (DISABLED) American Job Corps Center - College of the Canyons (COC)
    Interrogation mode is: 'Data from sub-sites'
    Assessment Forms: 913M, 914M, 917M, 918M
    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: Portrait

