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Basic Skills Content Standards by Form

08/20/2019
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Basic Skills Content Standards by Test Item - Form 901R

CASAS Competencies for each item

CASAS Reading Standards (2016)																																							
Competency	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	3.1.3	2.2.4	2.2.4	4.4.3	4.4.3	1.4.2	1.6.4	0.1.2	2.6.1	4.1.3	4.4.3	4.4.3	2.5.4	2.5.4	1.1.1	0.2.3	2.3.3	2.3.3	3.5.1	3.5.1	3.1.3	3.1.3	0.1.2	3.3.2						
Task #	4	4	4	4	4	4	4	4	4	4	4	1	1	4	4	3	4	1	1	4	4	3	3	2	4	4	4	3	3	4									
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	29	30	31	32	33	34	35	36	37	38	39

RDG2 Language and Vocabulary

RDG2.2 Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	•	•	•	•	•	•	•	•	•	•																													

RDG3 Reading Comprehension Skills

RDG3.11 Identify the main idea of a simple text or the central ideas or themes of a complex text.															•							•		•											•				
RDG3.12 Identify the key details and cite evidence from a text.										•	•	•	•	•		•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•		•	•		•	•

Basic Skills Content Standards by Test Item - Form 902R

CASAS Reading Standards (2016)

CASAS Competencies for each item

Competency →	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	0.1.2	4.6.2	2.6.4	2.3.3	2.3.3	0.1.2	0.2.3	0.2.3	4.1.3	3.5.1	3.5.1	4.2.1	4.2.1	1.2.1	0.1.2	4.3.4	4.3.4	1.4.2	1.4.2	1.1.1	4.6.2	2.2.1	2.2.1	3.1.2	3.3.2	3.3.3	0.1.2	2.8.3	2.8.3	2.8.3
Task #	4	4	4	4	4	4	4	4	4	3	4	2	2	3	4	4	4	1	1	3	1	1	4	4	4	3	4	4	3	4	3	4	4	3	4	2	2	2
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	29	30	31	32	33	34	35	36	37	38

RDG2	**Language and Vocabulary**

| RDG2.2 | Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms). | • | • | • | • | • | • | • | • | • | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | |

RDG3	**Reading Comprehension Skills**

| RDG3.11 | Identify the main idea of a simple text or the central ideas or themes of a complex text. | | | | | | | | | | | | • | | | | | | | | | | | | • | • | | | | | | | | | | | | | |

| RDG3.12 | Identify the key details and cite evidence from a text. | | | | | | | | | | | • | | • | • | | • | • | • | • | • | • | • | | • | | • | • | • | • | • | • | • | • | • | • | • | • | • |

Basic Skills Content Standards by Test Item - Form 903R

CASAS Competencies for each item

CASAS Reading Standards (2016)	1.2.1	4.6.2	2.8.6	2.8.6	2.8.6	2.8.6	4.2.5	4.2.5	1.3.3	1.3.3	1.7.2	4.1.3	4.1.3	3.4.1	3.4.1	1.9.5	1.9.5	4.1.4	4.1.4	4.1.4	1.3.6	1.3.6	4.6.2	4.6.2	1.4.2	1.4.2	2.8.3	2.8.3	2.8.3	1.3.2	1.3.2	1.3.2	4.3.2	4.3.2	4.1.9	4.1.9	4.1.9	4.4.3	4.4.3
Task #	4	3	3	3	3	3	3	3	3	3	4	4	3	2	4	4	4	4	4	4	3	4	1	1	1	1	1	4	3	3	3	2	2	2	3	3	3	3	2
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	29	30	31	33	34	35	36	37	38	39	40
RDG2 — Language and Vocabulary																																							
RDG2.2 — Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).														•	•																				•	•			
RDG2.3 — Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).																		•	•																				
RDG2.8 — Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).																								•		•													
RDG3 — Reading Comprehension Skills																																							
RDG3.11 — Identify the main idea of a simple text or the central ideas or themes of a complex text.				•												•																							
RDG3.12 — Identify the key details and cite evidence from a text.	•		•			•	•	•			•				•	•	•		•								•	•	•	•					•	•			
RDG3.14 — Identify the author's point or purpose including what the author wants to answer, explain or describe.												•	•			•						•														•			
RDG4 — Higher Order Reading Skills																																							
RDG4.4 — Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	•																						•	•								•							
RDG4.6 — Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.																																						•	
RDG4.7 — Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).				•																																			
RDG4.8 — Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.			•																																•				

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Basic Skills Content Standards by Test Item - Form 904R

CASAS Reading Standards (2016)	CASAS Competencies for each item																																							
Competency	2.8.3	2.8.3	2.8.3	2.6.1	2.6.1	1.4.2	1.4.2	1.4.2	1.9.7	1.9.7	1.9.7	3.1.2	3.1.2	4.1.2	4.1.2	4.1.2	2.2.4	2.2.4	1.5.1	1.5.1	1.5.1	3.2.1	3.2.1	1.2.1	1.2.1	1.2.1	4.6.2	4.6.2	3.4.7	3.4.7	4.1.3	4.1.3	2.8.6	2.8.6	1.5.1	1.5.1				
Task #	3	3	3	1	1	2	2	3	3	3	3	3	1	1	2	3	2	1	1	4	4	3	3	4	4	4	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	27	28	29	30	31	32	33	34	35	36	37	38	39	40

RDG2 — Language and Vocabulary

Standard	Description	Items marked
RDG2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	7, 14, 17, 22, 24, 25
RDG2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	19
RDG2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	34
RDG2.9	Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	39

RDG3 — Reading Comprehension Skills

Standard	Description	Items marked
RDG3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.	8, 15, 34
RDG3.12	Identify the key details and cite evidence from a text.	1, 2, 3, 4, 5, 6, 8, 11, 12, 13, 15, 17, 18, 21, 26, 27, 28, 30, 33
RDG3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.	8, 23, 26

RDG4 — Higher Order Reading Skills

Standard	Description	Items marked
RDG4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	30, 38, 39, 40
RDG4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	19, 34
RDG4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	29

Prepared by: CASAS Daniel Esko

Basic Skills Content Standards by Test Item - Form 905R

CASAS Competencies for each item

CASAS Reading Standards (2016)	Description	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	29	30	31	32	33	34	35	36	37	38	39	40
Competency		5.6.1	5.6.1	5.6.1	5.6.1	5.6.1	2.5.2	2.5.2	2.5.2	4.4.3	4.4.3	4.2.5	4.2.5	4.2.5	1.4.7	4.2.5	1.4.7	1.4.7	1.4.7	1.4.7	4.6.2	4.6.2	4.4.4	4.4.4	4.4.4	4.4.4	2.7.7	2.7.7	1.8.6	1.8.6	1.8.6	4.2.2	4.2.2	4.2.2	4.2.2	4.2.2	4.1.3	4.1.3	4.1.3	4.1.3	4.1.3
Task #		3	3	3	3	3	3	3	2	3	3	3	3	3	1	1	1	1	1	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
RDG2	**Language and Vocabulary**																																								
RDG2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).														•	•		•														•									
RDG2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.		•											•								•																			
RDG3	**Reading Comprehension Skills**																																								
RDG3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.				•																														•						
RDG3.12	Identify the key details and cite evidence from a text.						•		•		•		•					•										•				•		•	•				•	•	•
RDG3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.																•							•	•																
RDG4	**Higher Order Reading Skills**																																								
RDG4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.										•																											•			
RDG4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.																				•	•					•		•	•	•										
RDG4.6	Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.									•														•																	
RDG4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).																											•													
RDG4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	•	•		•									•								•																			

Prepared by: CASAS Daniel Esko

Basic Skills Content Standards by Test Item - Form 906R

CASAS Reading Standards (2016)

CASAS Competencies for each item:

Item #	Competency	Task #
1	4.2.5	3
2	4.2.5	3
3	4.2.5	3
4	4.2.5	3
5	4.4.3	2
6	4.4.3	2
7	4.4.3	2
8	4.6.2	3
9	4.6.2	3
10	4.6.2	3
11	4.6.2	3
12	1.7.3	3
13	1.7.3	4
14	1.7.3	4
15	1.7.3	4
16	4.4.1	3
17	4.4.1	3
18	4.4.1	3
19	4.4.1	3
20	4.4.3	4
21	5.6.1	3
22	5.6.1	3
23	5.6.1	3
24	5.4.5	3
25	5.4.5	3
26	5.4.5	3
27	5.4.5	3
28	5.4.5	3
29	4.4.3	2
30	4.4.3	2
31	3.6.3	3
32	3.6.3	3
33	3.6.3	3
34	3.6.3	3

RDG2 — Language and Vocabulary

Code	Standard	Items marked
RDG2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	4, 26, 36, 40
RDG2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	15, 19, 20

RDG3 — Reading Comprehension Skills

Code	Standard	Items marked
RDG3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.	25, 27
RDG3.12	Identify the key details and cite evidence from a text.	1, 2, 3, 5, 9, 17, 18, 21, 22, 25, 26, 28, 30
RDG3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.	7, 28, 37

RDG4 — Higher Order Reading Skills

Code	Standard	Items marked
RDG4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	14, 32
RDG4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	3, 6, 8, 13, 16, 35, 38
RDG4.6	Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.	34
RDG4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	4, 12
RDG4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	11, 14, 37

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Basic Skills Content Standards by Form

08/20/2019
22:45:38

Page 7 of 8
CSF

Basic Skills Content Standards by Test Item - Form 907R

CASAS Reading Standards (2016) — CASAS Competencies for each item

Competency	Task #	Item #	Standard
2.8.6	3	1	
2.8.6	3	2	
2.8.6	3	3	
2.8.6	3	4	
3.3.4	4	5	
3.3.4	4	6	
5.1.6	3	7	
5.1.6	3	8	
5.1.6	3	9	
5.1.6	3	10	
5.1.6	2	11	
5.7.1	2	12	
5.7.1	3	13	
5.7.1	3	14	
4.6.3	3	15	
4.6.3	3	16	
4.6.3	3	17	
4.6.3	3	18	
7.7.5	3	19	
7.7.5	1	20	
7.7.5	1	21	
7.7.5	1	22	
4.4.4	3	23	
4.4.4	3	24	
4.4.4	3	25	
4.4.4	3	26	
4.1.9	3	27	
4.1.9	3	28	
4.1.9	3	29	
4.9.2	3	30	
4.9.2	3	31	
4.9.2	3	32	
4.9.2	3	33	
5.8.2	3	34	
5.8.2	3	35	
5.8.2	3	36	
5.8.2	3	37	
5.8.2	3	38	
5.8.2	3	39	
5.8.2	3	40	

RDG2 — Language and Vocabulary

RDG2.3 — Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
Items marked: 3, 16, 24, 33

RDG2.8 — Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).
Items marked: 9, 11, 15, 39

RDG3 — Reading Comprehension Skills

RDG3.11 — Identify the main idea of a simple text or the central ideas or themes of a complex text.
Items marked: 18, 28

RDG3.12 — Identify the key details and cite evidence from a text.
Items marked: 8, 13, 15, 19, 20, 23, 31

RDG3.14 — Identify the author's point or purpose including what the author wants to answer, explain or describe.
Items marked: 2

RDG4 — Higher Order Reading Skills

RDG4.3 — Determine what texts say explicitly by comparing details from multiple sources or parts of a text.
Items marked: 7, 27

RDG4.4 — Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
Items marked: 4, 6, 16, 23, 25, 27, 28, 34, 35

RDG4.7 — Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).
Items marked: 1, 12, 18

RDG4.8 — Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.
Items marked: 5, 6, 26, 37

RDG4.9 — Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
Items marked: 1, 7, 30, 40

Basic Skills Content Standards by Test Item - Form 908R

CASAS Competencies for each item

CASAS Reading Standards (2016)	Task #	4.1.9 / 3	4.1.9 / 3	4.1.9 / 3	4.4.4 / 1	4.4.4 / 1	4.4.4 / 1	4.4.4 / 1	4.2.5 / 3	4.2.5 / 3	4.2.5 / 3	4.2.5 / 3	3.1.3 / 3	3.1.3 / 3	3.1.3 / 3	5.7.1 / 3	5.7.1 / 3	5.6.1 / 3	5.6.1 / 3	5.6.1 / 3	4.2.2 / 3	4.2.2 / 3	4.2.2 / 3	4.6.4 / 3	4.6.4 / 3	4.6.4 / 3	4.6.4 / 4	4.1.4 / 3	4.1.4 / 3	4.1.4 / 3	4.8.3 / 3	4.8.3 / 3	7.7.5 / 3	7.7.5 / 3	7.7.5 / 3	7.7.5 / 3	7.7.5 / 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	27	28	29	30	31	32	33	34	40

RDG2 — Language and Vocabulary

Standard	Description	Marks
RDG2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	items 5, 10, 25
RDG2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	items 33, 35
RDG2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	items 24, 36

RDG3 — Reading Comprehension Skills

Standard	Description	Marks
RDG3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.	items 1, 3
RDG3.12	Identify the key details and cite evidence from a text.	items 2, 9, 10, 17, 18, 21, 24
RDG3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.	items 13, 31, 34

RDG4 — Higher Order Reading Skills

Standard	Description	Marks
RDG4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	item 20
RDG4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	items 1, 4, 5, 14, 23, 24, 28, 39, 40
RDG4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	items 11, 19, 21, 22, 40
RDG4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	items 7, 20, 34
RDG4.9	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).	items 15, 16, 35

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

———— Criteria ————