







# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 514R

Content Standards		CASAS Competencies for each item																																																			
		1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1														
Task #	Item #	5.1.6, 3.6.5	5.1.6, 2.7.8, 7.6.1	5.5.6, 2.7.8	5.5.6, 2.7.8	4.1.8, 4.1.3, 4.1.4	4.1.8, 4.1.3, 4.1.4	2.7.5, 2.7.8	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.4	2.7.5	5.1.6, 5.1.5, 7.2.4	5.1.6, 5.1.5, 7.2.1	2.7.5, 2.7.8, 7.2.4	2.7.5, 2.7.8, 7.2.4	2.7.5, 7.2.1, 7.2.8	2.7.5, 7.2.1, 7.2.8	2.7.5, 7.2.1, 7.2.4	2.7.5, 7.2.1, 7.2.4	2.7.5, 7.2.1	2.7.5, 2.7.8, 7.2.1, 7.2.8	5.4.4, 5.1.6, 7.2.1	5.4.4, 5.1.6, 7.2.1	2.7.5, 7.2.1, 7.2.8	2.7.5, 7.2.1, 7.2.8	2.7.5, 2.7.8	2.7.5, 7.2.1	2.7.5, 7.2.4	2.7.5, 2.7.8, 7.2.1, 7.2.8	5.4.4, 5.1.6, 7.2.1	2.7.5, 7.2.1, 7.2.8	2.7.5, 2.7.8	2.7.5, 7.2.4	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 5.2.1, 7.2.1	2.7.5, 5.2.1, 7.2.4	5.1.6, 2.7.3, 2.7.5, 7.2.4	5.1.6, 2.7.3, 2.7.8, 7.2.4										
<b>R2</b>	<b>Vocabulary</b>																																																				
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)						•	•																																													
<b>R3</b>	<b>General reading comprehension</b>																																																				
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)		•	•																																																	
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)																																																				
R3.19	Interpret meaning of metaphors and similes in context																																																				
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
<b>R6</b>	<b>Reading strategies</b>																																																				
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information						•	•																																													
R6.5	Skim complex text for general meaning or to determine subject matter or organization																																																				
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information						•	•																																													
<b>R7</b>	<b>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																																																				
R7.2	Identify the main idea of a multi-paragraph text			•																																																	
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic		•																																																		
R7.6	Paraphrase information				•																																																
R7.7	Summarize a text																																																				
R7.9	Make inferences and draw conclusions from complex text		•	•																																																	
<b>R8</b>	<b>Academic-oriented skills</b>																																																				
R8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration																																																				
R8.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)																																																				
R8.9	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject																																																				
<b>R9</b>	<b>Literary analysis</b>																																																				
R9.16	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)																																																				



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## Basic Skills Content Standards by Test Item - Form 514R

Content Standards	CASAS Competencies for each item																																								
	Task #	Item #	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
	5.1.6, 3.6.5	5.1.6, 2.7.8, 7.6.1	5.5.6, 2.7.8	5.5.6, 2.7.8, 7.2.1	4.1.8, 4.1.3, 4.1.4	4.1.8, 4.1.3, 4.1.4	2.7.5, 2.7.8	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1	2.7.5, 2.7.8, 7.2.1				
R9.19	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot																																								
R9.20	Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy																																								
R9.24	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text																																								
R9.27	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)																																								
R9.29	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)																																								
R9.30	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres																																								
R9.31	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim																																								



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## Basic Skills Content Standards by Test Item - Form 525R

Content Standards		CASAS Competencies for each item																																					
		Task #	Item #	1	2	3	4	5	6	7	8	9	0	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	
<b>R2</b>	<b>Vocabulary</b>																																						
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																																						
<b>R3</b>	<b>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...)																																						
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																																						
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																																						
<b>R4</b>	<b>Text in format</b>																																						
R4.9	Interpret maps, diagrams, and graphs																																						
<b>R6</b>	<b>Reading strategies</b>																																						
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																																						
R6.5	Skim complex text for general meaning or to determine subject matter or organization																																						
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information																																						
<b>R7</b>	<b>Reading and thinking skills</b>																																						
R7.6	Paraphrase information																																						
R7.9	Make inferences and draw conclusions from complex text																																						



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## Basic Skills Content Standards by Test Item - Form 526R

Content Standards	Task #	Item #	CASAS Competencies for each item																								
			CASAS Competencies for each item																								
			1	2	3	4	5	6	7	8	9	0	1	1	2	3	3	4	4	5	5	6	7	7	8	8	9
<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...)								•	•															•	•	•	
R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R4 Text in format</b>																											
R4.9 Interpret maps, diagrams, and graphs			•	•																							
<b>R6 Reading strategies</b>																											
R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
R6.5 Skim complex text for general meaning or to determine subject matter or organization			•						•	•																	
R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R7 Reading and thinking skills</b>																											
R7.6 Paraphrase information			•				•	•																			
R7.9 Make inferences and draw conclusions from complex text																											



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## Basic Skills Content Standards by Test Item - Form 527R

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		
<b>R2 Vocabulary</b>	R2.12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>R3 General reading comprehension</b>	R3.11																													
	R3.14				•																									
	R3.16																													
	R3.18																													
	R3.19																													
	R3.5																													
	R3.9																													
<b>R4 Text in format</b>	R4.9																													
<b>R6 Reading strategies</b>	R6.3																													
	R6.5																													
	R6.6																													
<b>R7 Reading and thinking skills</b>	R7.11																													
	R7.2																													
	R7.3																													
	R7.5																													
	R7.6																													
	R7.9																													



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## Basic Skills Content Standards by Test Item - Form 528R

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	9						
<b>R2</b>	<b>Vocabulary</b>																																					
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																																					
<b>R3</b>	<b>General reading comprehension</b>																																					
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)																																					
R3.11	Make connections between related information across different sections of a text																																					
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)																																					
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																																					
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																																					
<b>R4</b>	<b>Text in format</b>																																					
R4.9	Interpret maps, diagrams, and graphs																																					
<b>R6</b>	<b>Reading strategies</b>																																					
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																																					
R6.5	Skim complex text for general meaning or to determine subject matter or organization																																					
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information																																					
<b>R7</b>	<b>Reading and thinking skills</b>																																					
R7.2	Identify the main idea of a multi-paragraph text																																					
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic																																					
R7.5	Determine the sequence of events in a complex narrative																																					
R7.6	Paraphrase information																																					
R7.7	Summarize a text																																					
R7.9	Make inferences and draw conclusions from complex text																																					







## Basic Skills Content Standards by Test Item - Form 533R

Content Standards		Task #		CASAS Competencies for each item																			
		Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>R2</b>	<b>Vocabulary</b>																						
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>R3</b>	<b>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...)																						
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)																						
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)				•	•	•	•	•	•						•	•	•	•	•	•	•	•
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>R4</b>	<b>Text in format</b>																						
R4.9	Interpret maps, diagrams, and graphs					•						•											
<b>R6</b>	<b>Reading strategies</b>																						
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information																						
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information				•	•					•												
R6.5	Skim complex text for general meaning or to determine subject matter or organization																						
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information					•																	
<b>R7</b>	<b>Reading and thinking skills</b>																						
R7.12	Determine a writer's point of view																						•
R7.14	Verify and clarify facts in written information (e.g., advertising claims)					•																	
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic																						•
R7.5	Determine the sequence of events in a complex narrative					•																	
R7.6	Paraphrase information																						•
R7.7	Summarize a text					•																	
R7.9	Make inferences and draw conclusions from complex text						•																•

**Basic Skills Content Standards by Test Item - Form 534R**

Content Standards		CASAS Competencies for each item																						
		Item #	Task #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	
<b>R2</b>	<b>Vocabulary</b>																							
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																							
<b>R3</b>	<b>General reading comprehension</b>																							
R3.11	Make connections between related information across different sections of a text																							
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)																							
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																							
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																							
<b>R4</b>	<b>Text in format</b>																							
R4.9	Interpret maps, diagrams, and graphs																							
<b>R6</b>	<b>Reading strategies</b>																							
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																							
R6.5	Skim complex text for general meaning or to determine subject matter or organization																							
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information																							
<b>R7</b>	<b>Reading and thinking skills</b>																							
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																							
R7.5	Determine the sequence of events in a complex narrative																							
R7.6	Paraphrase information																							
R7.7	Summarize a text																							
R7.9	Make inferences and draw conclusions from complex text																							

## Basic Skills Content Standards by Test Item - Form 535R

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	9
<b>R2</b>	<b>Vocabulary</b>																													
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>R3</b>	<b>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...)	•	•			•	•																							
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)																													
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)	•	•			•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>R4</b>	<b>Text in format</b>																													
R4.9	Interpret maps, diagrams, and graphs			•	•								•	•																
<b>R6</b>	<b>Reading strategies</b>																													
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																													
R6.5	Skim complex text for general meaning or to determine subject matter or organization																													
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	•	•	•	•	•	•	•																						
<b>R7</b>	<b>Reading and thinking skills</b>																													
R7.5	Determine the sequence of events in a complex narrative																													
R7.6	Paraphrase information																													
R7.9	Make inferences and draw conclusions from complex text																													





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Criteria

Base container is: Agency (C) 10382 - (CLOSED) Boston OWD: Hull Lifesaving Museum  
Interrogation mode is: 'Data from sub-sites'  
Assessment Forms: 513R, 514R, 525R, 526R, 527R, 528R, 529R, 530R, 533R, 534R, 535R, 536R  
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