

# Test and Item Specifications

## Writing

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The following test and item specifications are included in this section for the TASC Writing subtest.

- 1) Writing Blueprint
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  - b) 2016—2017 (Forms GHI)
  
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<sup>1</sup> Sample Item Stems are examples of item stems that may be used; items are not limited to the examples shown in this document.

**1) Test Blueprint:**

**a) 2015–2016 (Forms D, E, and F)**

Domain / Reporting Category	Subdomain	Subdomain %	Domain % (Predicted)
Editing and Revising	Conventions of Standard English: Grammar and Usage	25%	83.3%
	Conventions of Standard English: Capitalization, Punctuation, and Spelling	20.8%	
	Knowledge of Language	25%	
	Text Types and Purposes	12.5%	
Essay Writing	Text Types and Purposes	16.7%	16.7%

**b) 2016–2017 (Forms G, H, and I)**

Domain / Reporting Category	Subdomain	Subdomain %	Domain % (Predicted)
Editing and Revising	Conventions of Standard English: Grammar and Usage	33.3%	83.3%
	Conventions of Standard English: Capitalization, Punctuation, and Spelling	20.8%	
	Knowledge of Language	12.5%	
	Text Types and Purposes	16.7%	
Essay Writing	Text Types and Purposes	16.7%	16.7%

## 2) Test Form Design

In each operational year, three equated operational forms are selected for each subtest. The first operational TASC forms in 2014 were comprised of 40 multiple-choice (MC) items. In the 2015 and 2016 forms, other autoscored items (such as multiple selected-response items and evidence-based selected-response items) and constructed-response (CR) items are being field tested and may be included as operational items in future years.

The table below shows the projected item numbers by item type in the 2016 forms. Research and data may necessitate minor adjustments to these numbers.

### a) 2016 Writing (GHI)

Item Type	Total Items Per Form	Testing Time (minutes)
Multiple Choice (MC)	47	47
1-point Autoscored	2	4
2-point Autoscored	1	3
Extended Constructed Response (ECR)	1	45
Shared Stimuli	5	10

\* Two passages are aligned with the ECR and are included in the testing time of 45 minutes.

### b) The testing times are based on these estimates.

Item Type	Estimate Testing Time (minutes)
MC	1
1-pt Autoscored	2
2-pt Autoscored	3
ECR	45
Shared Stimulus	2

### 3) Item Specifications for Measured Standards

Item specifications are one of the key requirements for a high-quality, legally defensible standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. The TASC Writing item specifications are based on the TASC test standards for Writing, which are based on the College and Career Readiness for Adult Education (CCR-AE) standards. The assessment limits/content constraints have been further refined based on customer feedback and DRC | CTB item-performance data analyses targeting specific standard- and item-level assessment scope.

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.6.1c: Recognize and correct inappropriate shifts in pronoun number and person. <b>(progressive standard)</b>
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	The examinee will determine a correct revision of an inappropriate shift in pronoun number or person in an extended piece of writing.
<b>Assessment Limits / Content Constraints</b>	<p>Items will measure the targeted skill in a writing context appropriate in both content and complexity for adult learners.</p> <p>The examinee will be asked to identify a revision of a sentence (or sentences) in an extended piece of writing that corrects a sentence in which a pronoun or pronouns are inappropriate and inconsistent with pronoun number/person established in the rest of the presented paragraph/essay.</p> <p>The examinee will be asked to identify a correct revision of inappropriate shifts in pronoun person and number, such as the following:</p> <ul style="list-style-type: none"> <li>• a shift from first to second person</li> <li>• a shift from third to second person</li> <li>• a shift from third to first person</li> <li>• a shift in number from singular to plural or plural to singular (For example, a stimulus may begin by discussing the types of problems adult <u>learners</u> might encounter in <u>their</u> online learning classes and shift later to referencing <u>a student</u> who has found ways to address the problems <u>he or she</u> encountered in courses provided online.)</li> </ul> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• label sentences that contain inappropriate shifts in pronoun number or person</li> <li>• identify, select, or revise shifts in pronoun number or person in a stand-alone sentence</li> <li>• identify, select, or revise grammatical errors in pronoun formation (e.g., pronoun case)</li> <li>• identify, select, or revise sentences that contain errors in pronoun-antecedent agreement or pronoun case</li> <li>• address items that target literary point of view/narration</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	A brief multi-paragraph stimulus designed to motivate revising and editing items
<b>Sample Item Stems</b>	<p>Read the paragraphs/excerpt/essay/article/etc. Which revision corrects the inappropriate shift in person in Paragraph 3?</p> <p>Read the paragraphs/excerpt/essay/article/etc. Which revisions correct the inappropriate shifts in person in Paragraph 3/the excerpt/essay/article/etc.?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). <b>(progressive standard)</b>
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will determine a correct revision of vague or ambiguous pronoun-antecedent relationships.
Assessment Limits / Content Constraints	<p>Items will measure the targeted skill in a writing context appropriate in both content and complexity for adult learners.</p> <p>The examinee will be asked to identify a revision of a sentence (or sentences) in an extended piece of writing (e.g., a paragraph or brief essay) in which the referent of a pronoun is vague or in which the relationship between a pronoun and its antecedent is unclear.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• identify, select, or revise grammatical errors in pronoun formation (e.g., pronoun case)</li> <li>• identify, select, or revise sentences that contain errors in pronoun-antecedent agreement or pronoun case</li> <li>• address clarity of the pronoun-antecedent relationship in a stand-alone sentence</li> </ul>
DOK(s)	2
Stimulus	A paragraph stimulus designed to motivate revising and editing items
Sample Item Stems	<p>Read the paragraph.</p> <p>Which revision <u>best</u> clarifies the antecedent of the underlined pronoun in the underlined sentence from the paragraph?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will identify the function of a phrase or a clause in a given sentence.
Assessment Limits / Content Constraints	<p>The examinee will be asked to identify an explanation of the function of the phrase/clause within a given sentence, such as</p> <ul style="list-style-type: none"> <li>• subject of the verb</li> <li>• object of the verb</li> <li>• noun modifier</li> <li>• verb modifier</li> </ul> <p>The examinee will not be asked to label the type of phrase or clause in a sentence.</p>
DOK(s)	1
Stimulus	The stimuli for these items types will be one sentence that may or may not contain one underlined phrase or clause.
Sample Item Stems	<p>Read the sentence. What word in the sentence does the underlined phrase/clause modify?</p> <p>Read the sentence. What is the function of the underlined phrase/clause in the sentence?</p> <p>Read the sentence. Which part of the sentence modifies/describes the action/subject?</p>



<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will identify a sentence that most clearly, accurately, and/or logically combines ideas given in three or four simple sentences.
Assessment Limits / Content Constraints	The examinee will be asked to determine the correct sentence, which best combines the ideas of simple sentences into compound, complex, or compound-complex sentences.  The examinee will not be asked to label sentence types.
DOK(s)	2
Stimulus	Stimuli for these item types will be a list of three or four simple sentences that could be combined in a variety of sentence structures that make the relationship among the ideas clear.
Sample Item Stems	Read these sentences. Which revision <u>best</u> combines the ideas in these sentences?

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	The examinee will select a revised sentence that uses phrases and clauses appropriately and does not include any misplaced or dangling modifiers.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to choose a revised sentence that meets the following criteria:</p> <ul style="list-style-type: none"> <li>contains no dangling or misplaced modifiers</li> <li>correctly combines three or four simple sentences into one sentence that does not contain a misplaced or dangling modifier</li> <li>does not suggest a misleading relationship among the ideas through the incorrect use of connecting words</li> </ul> <p>Alternately, the examinee may be asked to select a sentence that successfully combines the ideas in several short sentences and that contains no dangling or misplaced modifiers, such as the following:</p> <ul style="list-style-type: none"> <li>sentences that begin with participial phrases immediately preceding the subject but not modifying the subject (often a result of passive voice)</li> <li>sentences that contain a chain of prepositional phrases in which the modifying relationship among nouns becomes unclear or illogical</li> </ul> <p>The examinee will not be asked to label dangling or misplaced modifiers.</p>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Stimuli for these item types will be a list of three or four simple sentences.
<b>Sample Item Stems</b>	Read the sentence(s). Which revision of the sentence(s) correctly restates the ideas?

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	The examinee will determine the function of verbals (gerunds, participles, infinitives) or verbal phrases in a given sentence.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to determine in a given sentence the function of verbals or verbal phrases that may include the following:</p> <ul style="list-style-type: none"> <li>• subject of the verb</li> <li>• object of the verb</li> <li>• noun modifier</li> <li>• adjective modifier</li> <li>• adverb modifier</li> </ul> <p>The examinee will not be asked to label or identify verbals as such (e.g., gerund, infinitive, participle).</p>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Stimuli for these item types will be one sentence in which a verbal is present.
<b>Sample Item Stems</b>	<p>Read the sentence. How does the underlined phrase function in the sentence?</p> <p>Read the sentence. What word is being modified by the underlined phrase in the sentence?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.8.1b: Form and use verbs in the active and passive voice.
<b>Emphasis Level</b>	Medium
<b>Evidence Statements</b>	The examinee will identify sentences or revisions of given sentences that correctly use either active or passive voice.
<b>Assessment Limits / Content Constraints</b>	The examinee will be asked to identify sentences or determine revised sentences that correctly use active or passive voice.
<b>DOK(s)</b>	1
<b>Stimulus</b>	Stimuli for these item types will be either a single sentence or a single sentence within a paragraph that needs to be revised to correct an ineffective use of active or passive voice.
<b>Sample Item Stems</b>	<p>Read the sentence. [sentence using passive voice] Which revision of the sentence correctly uses active voice?</p> <p>Read the paragraph. Which revision of the underlined sentence correctly uses [active/passive] voice?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will select the revision of a given sentence that expresses an idea as a fact, a command, a question, a condition, or a condition contrary to fact.
Assessment Limits / Content Constraints	<p>The examinee will be asked to determine a revision of a given sentence that does one of the following:</p> <ul style="list-style-type: none"> <li>• expresses the idea as a fact (indicative)</li> <li>• expresses uncertainty (conditional)</li> <li>• expresses an idea that is contrary to fact (subjunctive)</li> <li>• expresses a command (imperative)</li> <li>• directs someone to take action (imperative)</li> </ul> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• label the mood of a verb or verbs</li> <li>• recognize the grammatical term <i>mood</i> in order to answer the question</li> </ul>
DOK(s)	2
Stimulus	Stimuli for these item types will include either a single sentence or a brief four-sentence paragraph in which one sentence may be underlined.
Sample Item Stems	<p>Read the paragraph. Which revision of the underlined sentence expresses the idea as a fact?</p> <p>Read the paragraph. Which revision of the underlined sentence is stated to express uncertainty?</p> <p>Read the sentence. Which revision of the sentence expresses an imperative?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will select a revision of a given sentence that corrects an inappropriate shift in verb voice or mood in a paragraph.
Assessment Limits / Content Constraints	<p>The examinee will be asked to do the following:</p> <ul style="list-style-type: none"> <li>determine when verb voice (active or passive) or mood (indicative, imperative, interrogative, conditional, subjunctive) is not consistent in an extended piece of writing (e.g., a paragraph, a brief essay)</li> <li>select a revision of a given sentence that corrects an ineffective shift in verb voice or mood</li> </ul> <p>The examinee will not be asked to label verb voice or mood.</p>
DOK(s)	2
Stimulus	A stimulus for this standard will be a four- to six-sentence paragraph written consistently in either voice or mood with the exception of one or two sentences in which voice or mood shifts inappropriately/ineffectively.
Sample Item Stems	<p>Read the paragraph. Which revision of the underlined sentence in the paragraph maintains a consistent voice?</p> <p>Read the paragraph. Which revision of the underlined sentence creates a consistent voice?</p> <p>Read the paragraph from a student essay. In this social studies essay, the student wants to revise [<u>underlined</u> sentence] for consistent use of active/passive. Which revision <u>most</u> effectively uses active/passive voice?</p> <p>Read the paragraph. Choose the revision that corrects the ineffective shift from active to passive voice.</p> <p>Read the paragraph. Choose <u>two</u> revisions of the sentences in which the mood of the verbs correctly matches the rest of the paragraph.</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.9-10.1a: Use parallel structure.
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will select sentences or revisions of given sentences that use parallel structure correctly.
<b>Assessment Limits / Content Constraints</b>	<p>Items for this standard will focus on sentence elements that may include the following:</p> <ul style="list-style-type: none"> <li>coordinated ideas: two or more words, phrases, or clauses that are usually connected with a coordinating conjunction (<i>for, yet, and, but, or, nor, so</i>)</li> <li>compared and contrasted ideas: e.g., <i>Her novel was praised more for its <b>style</b> than for its <b>ideas</b>.</i> (<i>noun and noun</i>)</li> <li>correlative constructions: when using <i>both... and, either... or, neither... nor, not only... but (also)</i></li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	This standard may be measured without a stimulus. If used, the stimulus should only be composed of three or four sentences that lead to a sentence combining item in which students select the answer choice(s) with grammatically parallel elements.
<b>Sample Item Stems</b>	<p>Which sentence is correctly written with appropriate parallel structure?</p> <p>Read the sentences.</p> <p>Which revision correctly uses parallel structure?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Grammar and Usage
<b>Standard</b>	LA.9-10.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>Emphasis Level</b>	Medium
Evidence statements	The examinee will use various types of phrases and/or clauses to express specific meaning as well as to add variety and interest.
Assessment Limits / Content Constraints	<p>The examinee will be asked to select a revision of a sentence that uses various types of phrases and/or clauses to do the following:</p> <ul style="list-style-type: none"> <li>clarify meaning, relationship between ideas, or purpose</li> <li>add variety or interest</li> </ul> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>label phrase or clause types</li> <li>identify sentences that correctly use parallel structure</li> </ul>
DOK(s)	2
Stimulus	Stimuli for these item types may include a single isolated sentence, three or four brief sentences that stand alone, or a single or multiple sentences in the context of a more extended text (e.g., a paragraph or essay).
Sample Item Stems	<p>Which revision of Sentence 3 is <u>most</u> effective in expressing the author's purpose of ____/conveying the ideas to the reader/explaining the concept of ____ for the reader?</p> <p>Which revision of the underlined sentence(s) in Paragraph 1 <u>best</u> make(s) the paragraph more interesting?</p>



### Sample Item

Read these sentences.

Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call. Jordan tried to find an outlet where she could plug in her computer.

Which revision most effectively shows the relationship of the ideas in the two sentences?

- A. Waiting for news about the flight delay, Sam, while Jordan tried to find an outlet where she could plug in her computer, looked for a quiet place in the noisy terminal to make a phone call.
- B. While waiting for news about the flight delay, Sam and Jordan looked for a quiet place in the noisy terminal to make a phone call and tried to find an outlet where she could plug in her computer.
- C. While waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call, as Jordan tried to find an outlet to plug in her computer.
- D. Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call although Jordan tried to find an outlet to plug in her computer.

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Capitalization, Punctuation, and Spelling
<b>Standard</b>	LA.7.2a: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will use commas to separate coordinate adjectives
Assessment Limits / Content Constraints	<p>The examinee will be asked to select a revision of a sentence that uses a comma to punctuate coordinate adjectives.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• Label coordinate adjectives</li> <li>• Identify coordinate adjectives that are correctly punctuated</li> </ul>
DOK(s)	2 or 3
Stimulus	Stimuli for these item types may include a single isolated sentence, three or four brief sentences that stand alone, or a single or multiple sentences in the context of a more extended text (e.g., a paragraph or essay).
Sample Item Stems	<p>Which revision of the underlined sentence in Paragraph 2 uses commas correctly?</p> <p>Which sentence is correctly punctuated?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Capitalization, Punctuation, and Spelling
<b>Standard</b>	LA.8.2a: Use punctuation (commas, ellipses, parentheses, dashes, parentheses) to indicate a pause or break, or set off nonrestrictive/parenthetical elements. Combination of standards: LA.6.21
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will select a sentence in which punctuation is effectively used to indicate a pause or a break or to set off nonrestrictive/parenthetical elements.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to select a sentence in which an em dash or em dashes are correctly used as strong marks of punctuation to indicate an interrupting thought:</p> <ul style="list-style-type: none"> <li>• between an independent clause and the thought (independent clause—thought); or</li> <li>• in a compound sentence (independent clause—thought— independent clause) to set off an independent clause embedded in and interrupting the thoughts.</li> </ul> <p>The examinee may be asked to select a sentence or sentences that use(s) commas correctly to set off nonessential elements/parenthetical elements, such as the following:</p> <ul style="list-style-type: none"> <li>• nonrestrictive relative clause</li> <li>• nonrestrictive appositives</li> <li>• other nonrestrictive modifiers</li> </ul> <p>Alternatively, the examinee may be asked recognize sentences that incorrectly use commas to set off restrictive elements.</p> <p>Autoscored items may require the examinee to demonstrate understanding of commas used with nonrestrictive elements in combination with other types of punctuation (e.g., semicolons, colons).</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• label restrictive or nonrestrictive elements</li> <li>• recognize grammatical terminology</li> <li>• identify sentences in which a dash or dashes are used to set off an interrupting element or elements</li> <li>• identify sentences in which sentence elements might, or might not, be restrictive depending on context unless that context is clearly provided (e.g., in a stimulus)</li> <li>• discriminate between en dashes and em dashes</li> <li>• select a sentence or sentences that correctly use an ellipsis to indicate a pause or break</li> <li>• select a sentence in which commas are used between items in a series, before a coordinating conjunction joining two independent clauses, after an introductory clause or phrase, or around parenthetical elements</li> </ul>
<b>DOK(s)</b>	2

Stimulus	Stimuli are not required for this item type. However, a brief, four – to six–sentence stimulus may be used.
Sample Item Stems	<p>Which sentence uses commas correctly?</p> <p>Which sentences use commas correctly?</p> <p>Drag the correct punctuation into the boxes in the sentence. Some punctuation marks may be used more than once or not at all.</p> <p>Read the paragraph.          Which sentence correctly uses dashes to indicate a pause or break?</p> <p>Read the paragraph.          Which revision of the underlined sentences in the paragraph correctly uses dashes to indicate a pause or break?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Capitalization, Punctuation, and Spelling
<b>Standard</b>	LA.9-10.2a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
<b>Emphasis Level</b>	Medium
Evidence Statement	The examinee will use a semicolon correctly to link closely related independent clauses.
Assessment Limits / Content Constraints	<p>The examinee will be asked to select a sentence in which a semicolon is correctly used between two closely related independent clauses or to correctly drag and drop a semicolon or semicolons into the appropriate locations in a target sentence.</p> <p>Technology-Enhanced items may require the examinee to demonstrate understanding of semicolon use in combination with other types of punctuation (e.g., commas, colons).</p> <p>The examinee will not be asked to label independent or dependent clauses or phrases of any type.</p>
DOK(s)	1
Stimulus	Stimuli are not required for this item type. However, a single sentence or brief paragraph may be used as a stimulus.
Sample Item Stems	<p>Which sentence uses a semicolon correctly?</p> <p>Which sentence is correctly punctuated? (Which <u>two</u> sentences are correctly punctuated?)</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Conventions of Standard English: Capitalization, Punctuation, and Spelling
<b>Standard</b>	LA.9-10.2b: Use a colon correctly to introduce a list or quotation.
<b>Emphasis Level</b>	Medium
<b>Evidence Statement</b>	The examinee will determine correct use of a colon to introduce a list or quotation.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to select a sentence in which a colon is correctly used to introduce a list or quotation.</p> <p>Technology-Enhanced items may require the examinee to demonstrate understanding of colon use in combination with other types of punctuation (e.g., semicolons, commas).</p> <p>The examinee will not be asked to select a sentence using a colon between independent clauses in which the second independent clause explains or illustrates the first.</p> <p>The examinee will not be asked to select a response in which a vertical list is preceded by a complete sentence (i.e., items measuring this standard will not focus on whether or not a complete sentence precedes the colon in a vertical list).</p>
<b>DOK(s)</b>	2
<b>Stimulus</b>	Stimuli are not required for these item types. However, a single sentence or brief paragraph may be used as a stimulus.
<b>Sample Item Stems</b>	<p>Read the paragraph/sentences. Which sentences correctly uses a colon?</p> <p>Which sentence correctly uses a colon?</p> <p>Read this sentence with missing punctuation. Which punctuation mark belongs in the blank?</p> <p>Drag the correct punctuation mark into the boxes in the sentence. Some punctuation marks may be used more than once or not at all.</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Knowledge of Language
<b>Standard</b>	LA.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style. <b>(progressive standard)</b>
<b>Emphasis Level</b>	Medium
<b>Evidence Statement</b>	The examinee will identify patterns of sentence variety that clarify meaning, enhance reader/listener interest, and strengthen style.
<b>Assessment Limits / Content Constraints</b>	<p>Items will measure the targeted skill in a writing context appropriate in both content and complexity for adult learners.</p> <p>The examinee will be asked to select the best revision of an underlined sentence/sentences from a stimulus which includes the writer's purpose and audience to achieve a stated goal, such as the following:</p> <ul style="list-style-type: none"> <li>• to make the meaning clearer</li> <li>• to add interest to the writing</li> <li>• to strengthen stylistic effect</li> </ul> <p>The beginning of the item will provide the setup for the piece: writer, audience, purpose, and context/task.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• label ineffective sentences or identify sentence patterns</li> <li>• recognize grammatical terms such as <i>syntax</i></li> <li>• select a revision that addresses tone, level of diction/formality, or discrete word choice</li> <li>• select a revision without having a full context for the writing</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	A paragraph introduced by a lead-in that provides audience, purpose, and context/task
<b>Sample Item Stems</b>	<p>An employee is writing an article for the company newsletter about littering on company grounds. Read the article.</p> <ul style="list-style-type: none"> <li>• In which revision of the underlined sentence is the point stated <u>most clearly</u> and <u>directly</u>?</li> <li>• Which revision of the underlined sentence(s) adds variety and interest to the article?</li> </ul> <p>A supervisor is writing a memo to employees about a new policy.</p> <ul style="list-style-type: none"> <li>• Which revision of the underlined sentence(s) expresses the ideas <u>most effectively</u> for the stated audience?</li> </ul>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Knowledge of Language
<b>Standard</b>	LA.6.3b: Maintain consistency in style and tone. <b>(progressive standard)</b>
<b>Emphasis Level</b>	Low
<b>Evidence Statement</b>	The examinee will choose a revision of a given sentence or sentences in an extended text that corrects an inconsistency in style and/or tone.
<b>Assessment Limits / Content Constraints</b>	<p>Items will measure the targeted skill in a writing context appropriate in both content and complexity for adult learners.</p> <p>The examinee will be asked to select the best revision of an underlined sentence or sentences in a stimulus which includes the writer's purpose and audience to correct an inconsistency in style (level of formality) and/or tone.</p> <p>The beginning of the item will provide the setup for the piece: writer, audience, purpose, and context/task, such as letters/posts/emails/newsletters/essays/reports.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• identify sentences in which style or tone is ineffective</li> <li>• select a revision without having a full context for the writing task</li> </ul>
<b>DOK(s)</b>	2
<b>Stimulus</b>	A paragraph introduced by a lead-in that provides audience, purpose, and context/task
<b>Sample Item Stems</b>	<p>An employee is writing a request to the department head asking for a raise. Read the letter.</p> <ul style="list-style-type: none"> <li>• Which revision of the underlined sentence maintains a tone consistent with the rest of the letter (or post/email/newsletter/essay/report, depending on the context)?</li> <li>• Which revision of the underlined sentence maintains the style established in the rest of the letter (or post/email/newsletter/essay/report, depending on the context)?</li> <li>• Which revision <u>best</u> improves consistency of tone/style in the letter (or post/email/newsletter/essay/report, depending on the context)?</li> </ul>



<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Knowledge of Language
<b>Standard</b>	LA.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <b>(progressive standard)</b>
<b>Emphasis Level</b>	High
Evidence Statements	The examinee will identify language based on a given stimulus that improves precision and/or conciseness by eliminating wordiness and redundancy.
Assessment Limits / Content Constraints	<p>The examinee will be asked to identify a revision of a phrase, clause, or sentence in an extended piece that best states the ideas precisely and concisely or to identify a revision that best combines the ideas in a few brief sentences so as to express those ideas precisely and concisely, eliminating/avoiding wordiness and/or redundancy.</p> <p>The examinee will not be asked to label words, phrases, clauses, or sentences as wordy or redundant.</p>
DOK(s)	2
Stimulus	Three or four brief sentences, a developed paragraph, or an essay containing at least one sentence in which the precision and clarity of word choice needs improvement
Sample Item Stems	<p>Read the essay. Which revision of the underlined sentence(s) in Paragraph 3 combines the ideas without redundancy?</p> <p>Read the paragraph. In which revision of the underlined sentence(s) is the word choice <u>most clear</u> and <u>precise</u>?</p> <p>Read the paragraph. Which revision of the sentences expresses the ideas <u>most clearly</u> and <u>precisely</u>?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	The examinee will select or write an effective one-sentence claim or full paragraph that effectively introduces a given stimulus, that effectively states supporting reasons/evidence for claims/counterclaims, and/or that effectively establishes clear relationships among the ideas/details/claims of the stimulus.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to do one or two of the following:</p> <ul style="list-style-type: none"> <li>• select a sentence that best introduces a claim for a given argumentative stimulus</li> <li>• select a revision of a given sentence that best introduces a claim in a given argumentative stimulus</li> <li>• write an introductory paragraph for a given stimulus that effectively states and focuses the claim developed in the argument</li> <li>• select a sentence that supports a given claim/counterclaim/evidence, and/or clarifies a given claim/counterclaim/evidence within a given stimulus</li> <li>• select the location within the stimulus where a given sentence should logically be added to establish relationships ideas/details/claims</li> </ul> <p>The examinee will not be asked to label ineffective claims, ineffective statements of opposing claims, or ineffectively stated reasons or evidence, or to create outlines of hypothetical arguments.</p>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	An argumentative paragraph or brief multi-paragraph essay
<b>Sample Item Stems</b>	<p>Which revision of the underlined sentence <u>most</u> improves the clarity of the essay's central claim?</p> <p><b>Part A</b> The writer wants to add a supporting sentence to the paragraph/introduction. Which sentence <u>best</u> supports a claim made in the paragraph/introduction?</p> <p><b>Part B</b> Where in the paragraph/introduction should the sentence you selected in Part A be placed?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	CCR-AE Standard WR.9-10.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will determine appropriate development of and evidence for claims and counterclaims.
Assessment Limits / Content Constraints	<p>The examinee will be asked to do the following:</p> <ul style="list-style-type: none"> <li>• identify textual evidence that supports a given claim or counterclaim</li> <li>• identify a revision of a statement to more effectively support a given claim or counterclaim</li> <li>• identify a revision of a claim or counterclaim that states the point more fairly or objectively</li> <li>• identify a revision of a claim or counterclaim that best addresses a given audience’s knowledge level and/or concerns, values, or biases</li> </ul> <p>The examinee will not be asked to evaluate stand-alone evidence statements; a stimulus must be present.</p>
DOK(s)	2, 3
Stimulus	An argumentative paragraph or brief multi-paragraph essay
Sample Item Stems	<p>Read the paragraph/essay. Which of these revisions <u>best</u> presents a balanced viewpoint?</p> <p>Read the paragraph/essay. Which of these sentences should the writer add to support this claim? Select <u>two</u> options.</p> <p>Read the paragraph/essay. Which of these revisions <u>most clearly</u> considers the audience’s level of knowledge?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will select words, phrases, and/or clauses, or a revision of a complete sentence or sentences, to improve cohesion and/or clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).
Assessment Limits / Content Constraints	<p>The examinee will be asked to select a revision that improves the effectiveness of transitional strategies in a given argumentative stimulus. Strategies may include the following:</p> <ul style="list-style-type: none"> <li>the addition of a transitional word, phrase, or clause to a given sentence</li> <li>revision of a given sentence or section of extended text</li> </ul> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>select transitional words or phrases more appropriate to middle school or elementary school (e.g., select the word <i>however</i> to replace the word <i>therefore</i>)</li> <li>re-order sentences within a paragraph or essay</li> </ul>
DOK(s)	2, 3
Stimulus	An argumentative paragraph or brief multi-paragraph essay
Sample Item Stems	<p>Read the essay. The writer wants to revise the essay to better clarify the relationship between the central claim and the evidence presented in Paragraph 4. Which revision <u>best</u> clarifies the relationship?</p> <p>Read the essay. The writer wants to revise the essay to clarify the relationship between the underlined sentences in Paragraph 5. Which revision of the underlined sentences <u>best</u> clarifies the relationship?</p> <p>Read the paragraph/essay. Which phrase/clause could be added to the beginning of the underlined sentence in Paragraph 2 to <u>best</u> link its ideas to those in Paragraph 4? (or, provides the <u>best</u> transition between Paragraphs 3 and 4?)</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will determine the establishment and maintenance of a formal and objective tone.
Assessment Limits / Content Constraints	<p>The examinee will be asked to select a revision of a given sentence, portion of a sentence, or sentences in an extended text to do the following:</p> <ul style="list-style-type: none"> <li>• correct an inconsistency in style and/or tone</li> <li>• improve word choice to maintain a formal style and/or objective tone</li> </ul> <p>The examinee will not be asked to identify the tone of a given text.</p>
DOK(s)	2, 3
Stimulus	An argumentative paragraph or brief multi-paragraph essay
Sample Item Stems	<p>Read the paragraph/essay. The writer wants to revise Sentence 3 to create a more formal style/objective tone. Which revision of the sentence <u>best</u> accomplishes this?</p> <p>Read the paragraph/essay. The writer wants to revise the underlined words in Sentence 2/Sentences 3 through 5 to establish a more formal style/objective tone. Which of these words/phrases/clauses <u>best</u> accomplishes this?</p> <p>Read the paragraph/essay. Which revisions of the underlined phrases <u>best</u> maintain the formal tone of the excerpt? Select <u>two</u> options.</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will identify or write effective conclusions based on given arguments.
Assessment Limits / Content Constraints	<p>The examinee will be asked to do the following:</p> <ul style="list-style-type: none"> <li>compose a concluding paragraph that follows from and supports the argument presented in a given stimulus</li> <li>compose a statement that effectively concludes the argument presented in a given stimulus</li> <li>choose a revision of a given conclusion paragraph that more effectively follows from and supports the argument presented in a given stimulus</li> </ul> <p>The examinee will not be asked to select a concluding statement or paragraph from given options.</p>
DOK(s)	2, 3
Stimulus	A brief argumentative paragraph or a multi-paragraph argumentative essay
Sample Item Stems	<p>Read the essay/article.</p> <p>The writer wants to revise the conclusion. Which sentence could be added to make the conclusion more effective?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR. 9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will write an effective introductory paragraph for a given stimulus or identify a revision of a sentence(s) that improves organization in a given stimulus.
Assessment Limits / Content Constraints	<p>The examinee will be asked to do the following:</p> <ul style="list-style-type: none"> <li>• write an effective introductory paragraph to a given informative stimulus</li> <li>• select a revision or re-ordering of a sentence or sentences within a given informative stimulus to improve the organization of complex ideas, concepts, and information</li> </ul> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• select or construct headings, graphics, or multimedia tools related to a given informative stimulus</li> <li>• write headings for the sections of a given informative stimulus</li> <li>• write an introduction for an informative topic where the stimulus is an outline (rather than a brief one- or multi-paragraph essay/report/article)</li> <li>• select an introduction, or the revision of an introduction, to a given stimulus from given options</li> </ul>
DOK(s)	2, 3
Stimulus	An informative paragraph or brief informative multi-paragraph essay/report/article
Sample Item Stems	<p>Read the essay/report/article. Which revision of the underlined sentence(s) in Paragraph 3 <u>most</u> improves the organization of ideas in that paragraph?</p> <p>Read the essay/report/article. The writer wants to re-order the sentences in Paragraph 4 to improve the organization of ideas. Which sequence creates the <u>most</u> effective/clear/logical organization of ideas?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will identify the effective development of a topic through well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Assessment Limits / Content Constraints	<p>The examinee will be asked to identify a statement or statements to add to a brief, informative stimulus to further develop the topic for an audience or to identify a revision of a statement or statements. Statements may include the following:</p> <ul style="list-style-type: none"> <li>• well-chosen, relevant facts</li> <li>• extended definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information and/or examples</li> </ul> <p>The examinee will not be asked to select a statement to add to an outline of a topic.</p>
DOK(s)	2, 3
Stimulus	An informative paragraph or brief multi-paragraph informative essay
Sample Item Stems	<p>Read the essay. Which sentence should be added to Paragraph 5 to further develop the underlined sentence?</p> <p>Read the essay. Which of these examples should the author add to further develop the ideas in the paragraph/Paragraph 2 of the essay? Select <u>two</u> options.</p>



<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>Emphasis Level</b>	Low
<b>Evidence Statements</b>	The examinee will determine effective transitions to link major sections of text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee may be asked to select appropriate and varied transitions to add to a given informational stimulus to link sections of text, improve cohesion, and/or clarify the relationship between complex ideas and concepts.</p> <p>Alternately, the examinee may be asked to revise transitional devices in a given informative stimulus to link sections of text, improve cohesion, and/or clarify the relationship among complex ideas and concepts.</p> <p>The answer choices for possible transition strategies may include the following:</p> <ul style="list-style-type: none"> <li>the addition of a transitional word, phrase, or clause to a given sentence</li> <li>revision of a given sentence or section of extended text</li> </ul> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>select transitional words or phrases more appropriate to middle school or elementary school (e.g., selecting the word <i>however</i> to replace the word <i>therefore</i>)</li> <li>re-order sentences within a paragraph or essay</li> </ul>
<b>DOK(s)</b>	2, 3
<b>Stimulus</b>	An informative paragraph or a brief informative multi-paragraph essay/article/report
<b>Sample Item Stems</b>	<p>Read the essay/article/report. The writer wants to revise by clarifying the relationship between the ideas/concepts in the underlined sentences in Paragraph 3. Which revision <u>best</u> clarifies the relationship?</p> <p>Read the essay/article/report. The writer wants to revise by clarifying the relationship between the underlined sentence in Paragraph 5 and the surrounding text. Which revision of the underlined sentence <u>best</u> clarifies the relationship?</p> <p>Read the essay/article/report. Which transitional expression should be added to the beginning of Sentence 4 to <u>best</u> clarify its relationship to the preceding sentence?</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will identify precise language and domain-specific vocabulary that manages the complexity of a given topic.
Assessment Limits / Content Constraints	<p>The examinee will be asked to identify a revision of words existing in a given informative stimulus to improve precision of word choice, including the use of domain-specific vocabulary to clarify the topic, subtopics, facts, examples, definitions, and concepts.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> <li>• identify revisions of words in stand-alone sentences</li> <li>• use metaphors, similes, or analogies in revising word choice</li> </ul>
DOK(s)	2, 3
Stimulus	An informative paragraph or a brief informative paragraph or multi-paragraph essay
Sample Item Stems	<p>Read the paragraph/essay. Which revision of the underlined sentence <u>best</u> clarifies the central idea using precise language?</p> <p>Read the paragraph. Which revisions of the underlined sections in Sentences 3 and 4 <u>best</u> improve precise word choice? Select <u>two</u> options.</p>

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will determine the use of formal style and objective tone in a given stimulus.
Assessment Limits / Content Constraints	The examinee will be asked to select a revision of a given sentence, portion of a sentence, or sentences in extended informative text to correct an inconsistency in style and/or tone or to improve word choice in maintaining a formal style and/or objective tone.  The examinee will not be asked to identify the tone of a given text.
DOK(s)	2, 3
Stimulus	An informative paragraph or a brief multi-paragraph essay.
Sample Item Stems	Read the essay. The writer wants to revise Sentence 5 (or the underlined words in Sentence 5 or Sentences 4 through 6) to create a more formal style/objective tone. Which revision <u>best</u> accomplishes this task?  Read the excerpt. Which revisions of the underlined phrases <u>best</u> maintain the formal tone of the excerpt? Select <u>two</u> options.

<b>Domain</b>	Editing and Revising
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>Emphasis Level</b>	Low
Evidence Statements	The examinee will write effective conclusions based on a given informative stimulus.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> <li>compose a multi-sentence conclusion that follows from and supports the information presented in a given stimulus</li> <li>revise a given multi-sentence conclusion so that it more effectively follows from and supports the information presented in a given stimulus</li> <li>compose an appropriate closing sentence that effectively concludes the argument presented in a given stimulus</li> </ul> <p>The examinee will not be asked to select a concluding statement or paragraph from given options.</p>
DOK(s)	2, 3
Stimulus	An informative paragraph or excerpt from an essay/article/report.
Sample Item Stems	<p>Read the paragraph</p> <p>This summary paragraph lacks a concluding sentence. Which revision of the underlined sentence is the best conclusion for the paragraph?</p> <p>Read the excerpt from an essay/article/report</p> <p>The concluding paragraph is weak. Which revision of the paragraph is most effective?</p>

<b>Domain</b>	Essay Writing
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (item is aligned to all WR.9-10.1 standards, 1a–1e)
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will compose an effective on-demand text-based argumentative essay on a given topic.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to compose an argumentative essay on a given topic in an on-demand writing context that requires the examinee to do the following:</p> <ul style="list-style-type: none"> <li>• read two paired stimuli that present opposing positions on a single topic</li> <li>• evaluate the claims in each argumentative stimulus</li> <li>• choose one side in the debate and compose an original argumentative essay that establishes and supports a clear claim</li> <li>• develop both judicious use of the information in the paired stimuli and reasons, evidence, and examples, as well as illustrations drawn from the examinee's own personal experience as appropriate, selected and organized to serve the essay's purpose</li> </ul> <p>In the composition of the essay, the examinee will be asked to demonstrate an ability to do the following:</p> <ul style="list-style-type: none"> <li>• create an effective introduction that clearly establishes the claim to be proven and distinguishes the claim from alternate or opposing claims</li> <li>• create an effective organizational structure within individual paragraphs and the essay as a whole</li> <li>• develop claims and counterclaims fairly and effectively for an audience, providing evidence for each</li> <li>• synthesize information in the given stimuli so as to support the examinee's own argument while appropriately attributing ideas and language drawn from the stimuli</li> <li>• effectively manage transitional strategies so as to create cohesion within and between paragraphs and clarify relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims</li> <li>• establish and maintain a formal style and effective tone throughout the essay</li> <li>• create an effective conclusion that follows from and supports the argument presented</li> <li>• control grammar, usage, and punctuation so as not to introduce errors that interfere with meaning or the overall effectiveness of the examinee's own essay</li> </ul> <p>The examinee will not be required to rely on prior, specialized, or academic knowledge in order to compose an effective, original argumentative essay.</p>
<b>DOK</b>	3

Stimuli	Well-focused paired argumentative passages (not to exceed 900 words total), each of which takes one side or the other in a debate or controversy that is meaningful and appropriate for adult learners and that support stated claims and counterclaims with evidence, sound reasoning, facts, definitions, examples, and/or illustrations
Sample Item Stems	All argumentative writing prompts will follow the same format. See sample item below.

## Sample Item

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today's world. What are the implications for society of a "free" public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the free library system. Be sure to use information from both texts in your argumentative essay.

### Before you begin planning and writing, read the two texts:

1. The Worthwhile Investment in Free Public Libraries
2. Can We Afford "Free" Libraries?

As you read the texts, think about what details from the texts you might use in your argumentative essay. You may take notes as you read.

After reading the texts, create a plan for your argumentative essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph.

### Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

## The Worthwhile Investment in Free Public Libraries

According to the *Fiscal Year 2010 Report on Public Libraries in the United States*, public libraries are anchors in the community, serving a broad constituency with both traditional services and new ones that reflect the changing needs of populations. Free public libraries return a big bang for a small tax-dollar buck, providing services that many citizens would find cost-prohibitive if they had to pay a fee for them. Mindy Rice Withrow, writing in the blog *The Discarded Image*, gives three practical reasons public libraries should be supported by public funds.

1. Libraries fight brain drain: in many communities young people leave town for college, never to return because they find better opportunities in college towns and bigger cities. Libraries offer the opportunity for self-education, both to those who cannot afford college and to those who have made a commitment to their home communities. This helps combat brain-drain of a community and contributes to long-term survival and growth.
2. Libraries are repositories of local history: the more a community knows about its own story, the more likely people are to work together to keep it a great place to live and work and to raise the next generation. Participating in a bigger story inspires innovation, collaboration, and a desire to invest in those around you.
3. Libraries provide community services: many local libraries offer tax-filing help, provide meeting space for various support groups, teach SAT prep classes, hold cultural heritage clubs, lead CPR and babysitting classes, and more. At the library, one can learn how to look for a job, the proper way to fill out an application, and interview skills. Libraries are a hub of community activity and vitality.

Education, though, involves more than just reading books. Libraries provide access to cultural treasures in music and film, and they underscore the fact that we live in a global society by exposing people to languages and cultures they may not otherwise know exist. Eric Riley, of Wordpress blog, points out that public libraries are free and public for a reason. Our society believes that social mobility is gained by access to education, and barriers to access keep our population impoverished. Paying a fee for library service amounts to such a barrier.

## Can We Afford “Free” Libraries?

In a period of economic recession, one way that municipal governments can lower the tax burden across the base is to charge fees for services used by specific groups, such as library services. Although about 85% of library funding comes from federal, state, and local taxes, the majority of taxpayers in a municipality do not use the public library. More frequently, the gathering of information is done at home over the Internet, and so some could argue that the public library is losing some of its relevance. That is not to say that such services should not be offered, only that government baseline funding should be offset by an operational revenue collected in fees. The model for today’s nonprofit public library is well over 100 years old, but paying for these services has remained unchanged.

Calling public libraries “free” is a misnomer since they cost their communities (composed of taxpayers, tuition payers, and donors) a substantial amount of money in acquiring collections, facilities, personnel, and technology. And not to be overlooked is the fact that authors and publishers are deprived of potential income because they make less revenue from books that are borrowed than they do from books that are purchased. In order to be relevant to communities today, libraries must provide so much more than books to their patrons: they must amass large collections of newspapers, magazines, periodicals, films, music, and computer terminals and software—none of which are “free.” (And any media which rely on technology must be updated as the technology changes over time.)

These tax dollars could be spent on projects and services that better serve the community. When governments are looking at major budget cuts to law enforcement, EMT and fire services, and public works employees, is it completely unfounded to ask users of the library to pay nominal fees when borrowing items? The collection of these monies could save valuable jobs and services in other areas of a community and allow the library to continue to operate without absorbing funds that could better serve other areas.



<b>Domain</b>	Writing
<b>Subdomain</b>	Text Types and Purposes
<b>Standard</b>	WR.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (item is aligned to all WR.9-10.2 standards, 2a–2f)
<b>Emphasis Level</b>	High
<b>Evidence Statements</b>	The examinee will compose an effective on-demand text-based informative essay on a given topic.
<b>Assessment Limits / Content Constraints</b>	<p>The examinee will be asked to compose an informative essay on a given topic in an on-demand writing context that requires the examinee to do the following:</p> <ul style="list-style-type: none"> <li>• read two paired stimuli (not to exceed 900 words total) that provide complementary information about a shared topic</li> <li>• synthesize the information in each stimulus and compose an original, focused, purposeful, informative essay that makes judicious use of the information in the paired stimuli, selected and organized to serve the examinee’s purpose in writing and further developed with reasons, evidence, examples, and illustrations drawn from the examinee’s own personal experience as appropriate.</li> </ul> <p>In the composition of the essay, the examinee will be asked to demonstrate an ability to do the following:</p> <ul style="list-style-type: none"> <li>• create an effective, appropriate introduction that establishes a purpose and focus for the information to come</li> <li>• create an effective organizational structure within individual paragraphs and the essay as a whole</li> <li>• develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience</li> <li>• synthesize information in the given stimuli so as to support the examinee’s own purpose while appropriately attributing ideas, concepts, information, and language drawn from the stimuli</li> <li>• effectively manage transitional strategies so as to create cohesion within and between paragraphs and clarify relationships among complex ideas and concepts</li> <li>• use precise language and domain-specific vocabulary to manage the complexity of the topic</li> <li>• establish and maintain a formal style and objective tone throughout the essay</li> <li>• create an effective conclusion that follows from and supports the information presented</li> <li>• control grammar, usage, and punctuation so as not to introduce errors that interfere with meaning or the overall effectiveness of the examinee’s own essay</li> </ul> <p>The examinee will not be asked to rely on prior, specialized, or academic knowledge to compose an effective, original informative essay.</p>

DOK(s)	3
Stimuli	Well-focused paired informative passages (not to exceed 900 words total), each of which develops and supports complementary aspects of a shared topic that is meaningful and appropriate for adult learners
Sample Item Stems	All informative writing prompts will follow the same format. See sample item below.

## Sample Item

Although rates vary with the economy, between 16 and 32 percent of high school students hold part-time jobs. Proponents of students in the workforce say that employment teaches time management and responsibility while providing income and useful experiences. Opponents say that mixing school and jobs adds stress and adult temptations to a student's life while reducing the time available for study and extracurricular activities. Is it possible to create a balance?

Read both texts and then write an informational essay on students in the workforce. Be sure to use information from both texts in your essay.

### Before you begin planning and writing, read the two texts:

1. Benefits of Part-time Work
2. Employment Disadvantages

As you read the texts, think about what details from the texts you might use in your informative essay. You may take notes as you read.

After reading the texts, create a plan for your informative essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph.

### Now, write your informational essay. Be sure to:

- Use information from the two texts so that your essay includes important details from both texts.
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to create cohesion.
- Clarify the relationship among ideas and concepts.
- Use clear language and vocabulary to inform about the topic.
- Provide a conclusion that follows the information presented
- Check your work for correct grammar, usage, capitalization, spelling, and punctuation.

*In the exam, passages follow.*

## 4. Other Test Specifications

### a) Scoring Rules

#### Multiple-Choice (MC) Items

MC items have four answer options with a single correct response. These items are worth 1 point each. An examinee receives 1 point for a correct response and 0 points for an incorrect response.

#### Autoscored Items

Autoscored item types that are offered on both print and online forms are included in the TASC subtest in Writing. These item types include Multiple-Selected Response (MSR), Evidence-Based Selected Response (EBSR), and Technology Enhanced items such as Drag and Drop (DND) and Dropdown List items. Autoscored items worth 1 point and autoscored items worth 2 points are included in both online and print forms. Technology Enhanced items (which appear only online) have companion items on the print forms. These companion items are presented as MSR, EBSR, or two-part multiple choice or two-part multiple select items such that the companion item assesses the same skill at the same level of rigor as the TE item. An examinee can receive partial credit for each of these item types as described below.

#### MSR

Multiple-Selected Response (MSR) items may ask examinees to identify two or three correct responses. When responding to items that have three correct answers, examinees will earn 2 points for identifying all three correct responses and 1 point for identifying two correct responses. An examinee will receive 0 points for identifying 0 or 1 correct responses. When responding to items that have two correct answers, examinees will receive 1 point for identifying both correct responses and 0 points for identifying 0 or 1 correct responses. Each MSR item in the Writing subtest has either five or six answer options. An examinee responds by selecting (filling in a bubble in the answer document or the online testing environment) up to the specified number of answer options, and each item indicates how many correct responses should be selected. MSR items appear in both print and online forms.

#### EBSR

An Evidence-Based Selected-Response item is a two-part item worth 2 points. Part A asks the examinee to select the correct conclusion or inference from four or five answer choices. Part B asks the examinee to select the evidence that supports the conclusion/inference selected in Part A. Part B may have one or two correct answers. Part B will include four to six answer options. Conditional scoring is applied when scoring EBSR items. That is, if an examinee selects the correct answers for both parts, 2 points

are awarded. If only Part A is correct, 1 point is awarded. If Part A is incorrect but Part B is correct or if both Parts are incorrect, 0 points are awarded.

#### Two-Part Multiple Choice or Two-Part Multiple Select

A Two-Part Multiple Choice or Two-Part Multiple Select item is typically used as the print companion of a technology-enhanced item. As such, it may be worth 1 or 2 points, depending on the point value of the accompanying online item. If the item is worth 2 points, the scoring of the two parts is independent, and examinees may receive one point for each part.

#### DND

Drag and Drop (DND) items ask examinees to drag responses to two or more drop areas, or response areas. These items may be worth 1 or 2 points, depending on the number of responses that are expected. If a DND item is worth 2 points, an examinee will receive 2 points for a completely correct response and 1 point for a response that is at least 50% correct (e.g., if an examinee is asked to complete a table comparing two passages by dragging each of three sentences into the diagram, the examinee would receive 2 points for all three sentences correctly placed, 1 point for 2 sentences correctly placed, and 0 points for 0-1 sentences correctly placed).

#### Dropdown List

Dropdown List items ask examinees to drag responses to two or more drop areas, or response areas. These items may be worth 1 or 2 points, depending on the number of responses that are expected. If a Dropdown List item is worth 2 points, an examinee will receive 2 points for a completely correct response and 1 point for a partially correct response (e.g., if an examinee is asked to complete two sentences by selecting from dropdown lists within each sentence, the examinee would receive 2 points for correctly completing both sentences, 1 point for correctly completing one sentence, and 0 points for not correctly completing either sentence).

## **b) Scoring Rubrics**

### **Extended Constructed-Response Scoring Rubrics**

The stand-alone Extended Constructed-Response requires the examinee to compose a fully developed text-based argumentative or informative essay. Responses are scored with either the argumentative 4-point holistic rubric or the informative 4-point holistic rubric.

#### **Scoring Rubric—Argumentative Essay**

##### **Score: 4**

**The response is a well-developed essay that develops and supports an argument from both texts.**

- Effectively introduces a claim
- Uses an organizational strategy to present reasons and relevant evidence
- Acknowledges and counters opposing claims, as appropriate
- Uses precise and purposeful word choice
- Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas
- Uses and maintains an appropriate tone
- Provides a strong concluding statement or section that logically follows from the ideas presented
- Has no errors in usage and conventions that interfere with meaning.

##### **Score: 3**

**The response is a complete essay that develops and supports an argument.**

- Clearly introduces a claim
- Uses reasoning and evidence to support a claim
- Uses an organizational structure to present reasons and relevant evidence
- Attempts to acknowledge and/or counter opposing claims, as appropriate
- Uses clear word choice
- Uses words and/or phrases to connect ideas
- Uses an appropriate tone
- Provides a concluding statement or section that follows from the ideas presented
- Has few, if any, errors in usage and conventions that interfere with meaning

**Score: 2**

**The response is an incomplete or oversimplified essay that develops and supports an argument.**

- Attempts to establish a claim
- Develops, sometimes unevenly, reasons and/or evidence to support claim
- Attempts to use an organizational structure
- Makes little, if any, attempt to acknowledge or counter opposing claims
- Uses simple language, which sometimes lacks clarity
- Provides a weak concluding statement or section
- May have errors in usage and conventions that interfere with meaning

**Score: 1**

**The response provides evidence of an attempt to write an essay that offers an argument.**

- Weakly states or alludes to a claim
- Has minimal support for claim
- May be too brief to demonstrate an organizational structure
- Makes no attempt to acknowledge or counter opposing claims
- Uses words that are inappropriate, overly simple, or unclear
- Provides a minimal or no concluding statement or section
- Has errors in usage and conventions that interfere with meaning

**Score: 0**

**The response is completely irrelevant or incorrect, or there is no response.**

## Scoring Rubric—Informative Essay

### Score: 4

**The response is a well-developed essay that examines a topic and presents related information.**

- Effectively introduces the topic to be examined
- Uses specific facts, details, definitions, examples, and/or other information to develop topic fully
- Uses an organizational strategy to present information effectively
- Uses precise and purposeful word choice
- Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas
- Uses and maintains an appropriate tone
- Provides a strong concluding statement or section that logically follows from the ideas presented
- Has no errors in usage and conventions that interfere with meaning

### Score: 3

**The response is a complete essay that examines a topic and presents information.**

- Clearly introduces the topic to be examined
- Uses multiple pieces of relevant information to develop topic
- Uses an organizational structure to group information
- Uses clear word choice
- Uses words and/or phrases to connect ideas
- Uses an appropriate tone
- Provides a concluding statement or section that follows from the ideas presented
- Has few, if any, errors in usage and conventions that interfere with meaning

### Score: 2

**The response is an incomplete or oversimplified essay that examines a topic.**

- Attempts to introduce a topic
- Develops topic, sometimes unevenly, with mostly relevant information
- Attempts to use an organizational structure
- Uses simple language, which sometimes lacks clarity
- Provides a weak concluding statement or section
- May have errors in usage and conventions that interfere with meaning



**Score: 1**

**The response provides evidence of an attempt to write an essay that examines a topic.**

- May not introduce a topic, or topic must be inferred
- Provides minimal information to develop the topic
- May be too brief to demonstrate an organizational structure
- Uses words that are inappropriate, overly simple, or unclear
- Provides a minimal or no concluding statement or section
- Has errors in usage and conventions that interfere with meaning

**Score: 0**

**The response is completely irrelevant or incorrect, or there is no response.**

**c) Writing Item Stimuli**

The TASC Writing subtest includes two types of stimuli: 1) brief 250–350 word argumentative or informative shared stimuli designed to motivate selected-response editing and revising items and 2) fully developed paired passages (not to exceed 900 words in total length) written in either the argumentative or informative mode and designed to motivate the examinee to write a fully developed composition.

The materials selected and developed for TASC assessments include a range of engaging passages that deal with argumentative or informational topics accessible and meaningful to adult learners. Lexile levels most commonly range from 900 to 1300.

Prior knowledge is not required of examinees for them to understand the passages. Knowledge acquired in another content area will not be required of examinees for them to understand the arguments or information in the passages, including those passages with history, social studies, or science content.