TASC
Information Session
Agenda

• High level overview
• TASC Common Core transition
• TASC test design and developmental foundation
• Subtests
  – Language Arts -Reading
  – Language Arts -Writing
  – Mathematics
  – Science
  – Social Studies
• Questions
High Level Overview

- Test Assessing Secondary Completion (TASC)
- TASC: CTB’s new high school equivalency assessment
- Launch date: January 2, 2014
- Field tested nationally to create national norms for a national audience
High Level Overview

- TASC is a secure, reliable and valid assessment that indicates whether takers have knowledge in core content areas equivalent to that of graduating high school students.

- CTB Solution includes
  - Three forms available in English and Spanish each year with comparability between language offerings
  - Paper / Pencil and online with comparability between formats
  - Support of accommodations (large print, Braille, audio and online)
  - Online score reporting
  - Practice test as an indicator of TASC readiness
High Level Overview

• Measures Reading, Language /Writing, Mathematics, Social Studies and Science

• Newly created content to measure the Common Core State Standards, Next Generation Science Standards and Social Studies national frameworks

• Provides high school equivalency scores and assesses college and career readiness
TASC Content Frameworks

- English Language Arts
  - Common Core State Standards
  - College and Career Readiness Standards for Adult Education

- Mathematics
  - Traditional pathway of the Common Core State Standards
  - College and Career Readiness Standards for Adult Education

- Science
  - Next Generation Science Standards

- Social Studies
  - CTB Social Studies Standards are based on national frameworks in the areas of US history, world history, civics and government, and economics
TASC Content Transition Overview

• 2014 TASC
  – Emphasis on foundational concepts
  – Test questions that target low to moderate depths of knowledge

• 2015 TASC (and beyond)
  – Emphasis of key concepts and application of key concepts
  – Context embedded test questions that target higher depths of knowledge
TASC Test Design

• 2014 test includes:
  – Multiple-choice items (4 answer choices; a, b, c, d)
  – Writing prompt (evidence-based writing)
  – Gridded-response items (Mathematics)
  – Stimulus-based science and social studies item sets

• 2015 test (and beyond) includes an increased coverage of the CCSS through inclusion of additional item types and increased rigor
  – Constructed-response items
  – Technology-enhanced items
Content Depth of Knowledge (DOK) Framework

- **Level 1 Recall**
  - Recall of a fact, information or procedure

- **Level 2 Skill/Concept**
  - Use information or conceptual knowledge, two or more steps, etc.

- **Level 3 Strategic Thinking**
  - Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer

- **Level 4 Extended Thinking**
  - Requires an investigation, time to think and process multiple conditions of the problem or task
### TASC Transition to Common Core and Increased Rigor

<table>
<thead>
<tr>
<th>Element</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards Alignment</strong></td>
<td>Foundational concepts from the Common Core State Standards (ELA/Math)</td>
<td>Transitional concepts from the Common Core State Standards (ELA/Math)</td>
<td>Common Core State Standards (ELA/Math)</td>
</tr>
<tr>
<td></td>
<td>Final version of NGSS</td>
<td>Final version of NGSS</td>
<td>Final version of NGSS</td>
</tr>
<tr>
<td></td>
<td>SS Framework</td>
<td>SS Framework</td>
<td>SS Framework</td>
</tr>
<tr>
<td><strong>Emphasis</strong></td>
<td>Foundational key concepts tested by multiple choice/GR item types</td>
<td>Foundational key concepts and application of foundational key concepts tested by multiple choice/GR, constructed response, and technology enhanced items</td>
<td>Key concepts and application of key concepts tested by multiple choice/GR, constructed response, and technology enhanced items</td>
</tr>
<tr>
<td></td>
<td>Problem solving</td>
<td>Problem solving</td>
<td>Problem solving (increased emphasis)</td>
</tr>
<tr>
<td></td>
<td>Evidence-based writing</td>
<td>Evidence-based writing</td>
<td>Evidence-based writing</td>
</tr>
<tr>
<td></td>
<td>Emphasis on informational text</td>
<td>Emphasis on informational text</td>
<td>Emphasis on informational text</td>
</tr>
<tr>
<td><strong>Cognitive Complexity</strong></td>
<td>DOK 1 and 2 with limited DOK 3</td>
<td>DOK 2 and 3 with limited DOK 1</td>
<td>DOK 2 and 3 with limited DOK 1 and 4</td>
</tr>
<tr>
<td><strong>Item Types</strong></td>
<td>Multiple choice, Gridded response, Writing prompt</td>
<td>Multiple choice, Gridded response, Writing prompt, Technology enhanced, Constructed response</td>
<td>Multiple choice, Gridded response, Writing prompt, Technology enhanced, Constructed response</td>
</tr>
<tr>
<td>Subject</td>
<td>Domain/Reporting Category</td>
<td>Approximate Domain Coverage</td>
<td>Testing Time (total: 7 hours)</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Language Arts-Reading</td>
<td>Reading – Informational + Language (vocabulary acquisition)</td>
<td>70%</td>
<td>70</td>
</tr>
<tr>
<td>Language Arts-Reading</td>
<td>Reading – Literary + Language (vocabulary acquisition)</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Language Arts-Writing</td>
<td>Language</td>
<td>100%</td>
<td>60</td>
</tr>
<tr>
<td>Language Arts-Writing</td>
<td>Writing</td>
<td>100%</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Number and Quantity</td>
<td>15%</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td>25%</td>
<td></td>
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<tr>
<td></td>
<td>Functions</td>
<td>25%</td>
<td></td>
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<tr>
<td></td>
<td>Geometry</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics and Probability</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>US History</td>
<td>25%</td>
<td>70</td>
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<tr>
<td></td>
<td>World History</td>
<td>15%</td>
<td></td>
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<tr>
<td></td>
<td>Civics and Government</td>
<td>25%</td>
<td></td>
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<tr>
<td></td>
<td>Geography</td>
<td>15%</td>
<td></td>
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<tr>
<td></td>
<td>Economics</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
<td>33%</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Life Science</td>
<td>34%</td>
<td></td>
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<tr>
<td></td>
<td>Earth and Space Science</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering, Technology, and Application of Science (integrated)</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scientific and Engineering practices (integrated)</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross-cutting Concepts (integrated)</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
The TASC emphasizes the Common Core State Standards for Reading for grades 9-12 that are the most relevant to College and Career Readiness.

<table>
<thead>
<tr>
<th>Domain/Reporting Category</th>
<th>Approximate Domain Coverage</th>
<th>Time to Complete</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading – Informational and Language (vocabulary acquisition)</td>
<td>70%</td>
<td>70 minutes</td>
<td>50 MC items 7-8 passages</td>
</tr>
<tr>
<td>Reading – Literary and Language (vocabulary acquisition)</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TASC: Language Arts/Reading

• Six texts representing a variety of genres, with an emphasis on
  – literary fiction and nonfiction
  – historical, scientific, and technical informational texts.

• Texts require close, analytic reading, and associated test items focus on examinees’ use of evidence to support their analyses (claims, conclusions, inferences) about texts.

• A portion of the Reading score points (10%-15%) are derived from items that assess language acquisition and use.
  – Vocabulary items assess the use of word analysis skills, use of reading closely, and using a variety of resources and analytic skills to determine meanings in context and interpret the author’s use of figurative language and literary devices.
TASC: Language Arts/Reading

High Emphasis:
• Informational Reading: Key Ideas and Details
• Informational Reading: Craft and Structure
• Literature Reading: Key Ideas and Details
• Language: Vocabulary Acquisition and Use

Sample Language Arts/Reading Items:
http://www.ctbassessments.com/pdfs/TASC_SocialStudiesSampleTestItems.pdf
TASC – Language Arts /Writing

The TASC emphasizes the Common Core State Standards for Language (grades 7-12 accumulative) and Writing (grades 11-12) that are the most relevant to College and Career Readiness.

<table>
<thead>
<tr>
<th>Domain/Reporting Category</th>
<th>Approximate Domain Coverage</th>
<th>Time to Complete</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>100%</td>
<td>60 minutes</td>
<td>50 MC items</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>50 minutes</td>
<td>1 prompt based on 1-2 passages</td>
</tr>
</tbody>
</table>
TASC: Language Arts/Writing

• The primary claims for the Language Arts/Writing test can be used to make inferences about whether examinees have learned to:
  – read and interpret complex text
  – anchor their interpretations in text
  – use reading to interpret unfamiliar vocabulary
  – use information from what they have read to support the ideas in their writing
  – use skills and rules necessary for editing and revision of their writing
TASC: Language Arts/Writing

• Two-part Language Arts/Writing component

• Part 1: Multiple Choice
  – Editing/revision items assessing skills such as:
    • Revising text structure
    • Creating divisions to achieve more effective text organization that provides a more unified and clear meaning
TASC: Language Arts/Writing

Part 2: Writing

• Students will write an evidence-based informative/explanatory or an argument/opinion essay that effectively uses source text to support claims

• Source texts are between 600-800 word and focus on assessing writing standards 1 and 2

• Examinees are permitted 50 minutes for this component

• The essay is scored using the applicable 0-4 point holistic rubric with descriptors that focus on the expectations of the CCSS Writing standards
TASC: Language Arts/Writing

Language Emphasis:
• Demonstrate command of the following conventions of standard English
  – grammar usage
  – capitalization
  – punctuation
  – spelling
• Apply knowledge of language to understand how language functions in different contexts to improve comprehension

Writing Emphasis:
• Write arguments/opinions to support claims
  OR
• 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.

Sample Language Arts/Writing Items:
http://www.ctbassessments.com/pdfs/TASC_WritingSampleTestItems.pdf
Argument/Opinion Essay: holistic writing rubric

4 The response is a well-developed essay that develops and supports an opinion or argument.
   • Effectively introduces an opinion or claim
   • Uses logical, credible, and relevant reasoning and evidence to support opinion or 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

3 The response is a complete essay that develops and supports an opinion or argument.
   • Clearly introduces an opinion or claim
   • Uses reasoning and evidence to support opinion or 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
Argument/Opinion Essay: holistic writing rubric

2 The response is an incomplete or oversimplified essay that develops and supports an opinion or argument.
- Attempts to establish an opinion or claim
- Develops, sometimes unevenly, reasons and/or evidence to support opinion or 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

1 The response provides evidence of an attempt to write an essay that offers an opinion or argument
- Weakly states or alludes to an opinion or claim
- Has minimal support for opinion or 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

0 The response is completely irrelevant or incorrect, or there is no response.
Informative/Explanatory Essay: holistic writing rubric

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

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
Informative/Explanatory Essay: holistic writing rubric

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

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

0 The response is completely irrelevant or incorrect, or there is no response.
**TASC – Mathematics**

- The TASC emphasizes the Common Core State Standards for Mathematics that are the most relevant to College and Career Readiness.

- The Standards for Mathematical Practice, as well as the High School Modeling domain, are not separately assessed and reported on TASC, but are skills that are incorporated throughout the assessment of the content standards.

- The CCSS designates certain standards as additional mathematics recommended in order to take advanced courses; these standards will not be assessed on TASC.

<table>
<thead>
<tr>
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<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Quantity</td>
<td>15%</td>
<td></td>
<td>40 MC items, 12 GR items</td>
</tr>
<tr>
<td>Algebra</td>
<td>25%</td>
<td>90 minutes</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>10%</td>
<td></td>
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</tr>
</tbody>
</table>
TASC: Mathematics

• Sample mathematics items:  

• Items assess examinee ability to solve routine and non-routine mathematics problems using the application of conceptual and procedural knowledge

• Mathematics test consists of a calculator section and a non-calculator section

  Calculator: TI-30XS
High Emphasis

- Algebra: Arithmetic with Polynomials and Rational Expressions
- Algebra: Reasoning with Equations and Inequalities
- Algebra: Creating Equations
- Algebra: Seeing Structure in Expressions
- Functions: Interpreting Functions
- Functions: Linear, Quadratic, and Exponential Models
- Geometry: Geometric Measurement with Dimension
- Geometry: Modeling with Geometry
- Number and Quantity: The Real Number System
## TASC – Science

The TASC is designed to assess the performance expectations in the Next Generation Science Standards (NGSS).

<table>
<thead>
<tr>
<th>Domain/Reporting Category</th>
<th>Approximate Domain Coverage</th>
<th>Time to Complete</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering, Technology, and Application of Science (integrated across content domains)</td>
<td>100%</td>
<td>80 minutes</td>
<td>47 MC items 8 stimuli</td>
</tr>
<tr>
<td>Scientific and Engineering practices (integrated across content domains)</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-cutting Concepts (integrated across content domains)</td>
<td>100%</td>
<td></td>
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</tbody>
</table>
TASC: Science

• Assessment of conceptual knowledge of core ideas in the physical, life, and earth/space sciences

• Assessment of the cross-cutting ideas such as cause and effect; scale, proportion, and quantity; systems and system models; energy and matter (flows, cycles, and conservation); structure and functions; stability and change

• Assessment of engineering practices such as defining and delimiting a problem, designing solutions to a problem, and evaluating and optimizing design solutions

• Science sample items:  
  http://www.ctbassessments.com/pdfs/TASC_ScienceSampleTestItems.pdf
TASC: Science

Physical Sciences
- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- Waves and Their Applications in Technologies for Information Transfer

Life Sciences
- From Molecules to Organisms: Structures and Processes
- Ecosystems: Interactions, Energy, and Dynamics
- Heredity: Inheritance and Variation of Traits
- Biological Evolution: Unity and Diversity

Earth and Space Sciences
- Earth’s Place in the Universe
- Earth’s Systems
- Earth and Human Activity
TASC – Social Studies

TASC will use national standards created by groups that specialize in the following domains: U.S. History, World History, Civics and Government, Geography, and Economics.

<table>
<thead>
<tr>
<th>Domain/Reporting Category</th>
<th>Approximate Domain Coverage</th>
<th>Time to Complete</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>25%</td>
<td></td>
<td>47 MC items</td>
</tr>
<tr>
<td>World History</td>
<td>15%</td>
<td>70 minutes</td>
<td>8 stimuli</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TASC: Social Studies

• CTB created the TASC Social Studies framework through analysis of standards and key concepts emphasized by the following national organizations/resources:
  – National Center for History in the School
  – National Standards for History
  – Center for Civic Education
  – National Standards for Civics and Government
  – Economics- Council for Economic Education, Voluntary National Content Standards in Economics
  – National Council for Social Studies
  – National Council for Geographic Education

• CTB also analyzed several state frameworks to inform the creation of the TASC Social Studies framework

• Social Studies sample items:
  http://www.ctbassessments.com/pdfs/TASC_SocialStudiesSampleTestItems.pdf
TASC: Social Studies

High Emphasis

• U.S. History: Post-War United States (1945-1970s)
• U.S. History: The Great Depression and World War II (1929-1945)
• U.S. History: Civil War and Reconstruction (1850-1877)
• Civics and Government: U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy
• Civics and Government: Civic Life, Politics, and Government
• Civics and Government: Foundations of the American Political System
• Economics: Government and Economics
• Economics: Microeconomics
Key Elements of Research Design

- **Spring/Summer 2013 Field Test**
  - Item analysis used for preliminary forms construction
  - Items that do not demonstrate good measurement properties were removed from the pool for operational form development and/or revised for Fall field test

- **Fall 2013 Research**
  - Item analysis, scaling, bias studies, operational form construction
  - Comparability of computer-based and paper-based tests
  - Comparability of Spanish and English tests

- **Standard setting**
  - Pass scores will be set using a variety of methods including identifying the scale locations at which we would expect approximately 60% of high school students in the nation to pass all 5 TASC tests.
  - Current pass rates are not expected to change substantially
Communication

• New TASC website is now available – www.tasctest.com
  – Sample questions
  – Content coverage by objective
  – FAQ’s
  – Continuously updated

• Social Media
  • Facebook.com/TheTASCTest
  • Twitter.com/TheTASCTest
  • TheTASCTest.Wordpress.com/
Availability of Materials

• Collaborating with divisions in McGraw-Hill to produce TASC and Common Core materials
  – The Official Guide to the TASC
  – Common Core Basics and Achieve

• Providing support to a variety of publishers

• Readiness assessment for state use

• Additional information will be posted on our website as it becomes available
Questions/Comments?

• Please forward your questions and comments to: TASCwebinarQA@gmail.com