

TASC Writing Blueprint Overview

Domain/ Reporting Category	Subdomain/Core Idea	Subdomain %	Domain %
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%

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TASC Writing Detailed Blueprint

Domain/ Reporting Category	Subdomain/ Core Idea	Anchor Standard	Standard/ Performance Expectation	Standard Description	AE-CCR Level	TASC Emphasis for Forms
Editing and Revising	Conventions of Standard English: Grammar and Usage	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	LA.6.1c ¹	Recognize and correct inappropriate shifts in pronoun number and person.	D	Low
			LA.6.1d ¹	Recognize and correct vague (or unclear) pronouns (i.e., ones with unclear or ambiguous antecedents).	D	Low
			LA.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	D	Low
			LA.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	D	Low
			LA.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	D	Low
			LA.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	D	Low
			LA.8.1b	Form and use verbs in the active and passive voice.	D	Medium
			LA.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	D	Low

¹ Progressive standard: Items will measure the targeted skill in a writing context appropriate in both content and complexity for adult learners.

TASC Writing Detailed Blueprint, continued

Domain/ Reporting Category	Subdomain/ Core Idea	Anchor Standard	Standard/ Performance Expectation	Standard Description	AE-CCR Level	TASC Emphasis for Forms
Editing and Revising <i>continued</i>	Conventions of Standard English: Grammar and Usage <i>continued</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>continued</i>	LA.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.	D	High
			LA.9-10.1a	Use parallel structure.	E	High
			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.	E	Medium
	Conventions of Standard English: Capitalization, Punctuation, and Spelling	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LA.7.2a	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old [,] green shirt</i>).	D	Low
			LA.8.2a	Use punctuation (commas, ellipses, dashes, parentheses) to indicate a pause or break, or set off nonrestrictive/parenthetical elements. Combination of standards: LA.6.2a	D	High
			LA.9-10.2a	Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	E	Medium
			LA.9-10.2b	Use a colon correctly to introduce a list or quotation.	E	Medium

TASC Writing Detailed Blueprint, continued

Domain/ Reporting Category	Subdomain/ Core Idea	Anchor Standard	Standard/ Performance Expectation	Standard Description	AE-CCR Level	TASC Emphasis for Forms
Editing and Revising <i>continued</i>	Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	LA.6.3a ²	Vary sentence patterns for meaning, reader/listener interest, and style.	D	Medium
			LA.6.3b ²	Maintain consistency in style and tone.	D	Low
			LA.7.3a ²	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	D	High

² Progressive standard: Items will measure the targeted skill in a writing context appropriate in both content and complexity for adult learners.

TASC Writing Detailed Blueprint, continued

Domain/ Reporting Category	Subdomain/ Core Idea	Anchor Standard	Standard/ Performance Expectation	Standard Description	AE-CCR Level	TASC Emphasis for Forms
Editing and Revising <i>continued</i>	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	E	Low
			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.	E	Low
			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 counterclaims.	E	Low
			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.	E	Low
			WR.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	E	Low

TASC Writing Detailed Blueprint, continued

Domain/ Reporting Category	Subdomain/ Core Idea	Anchor Standard	Standard/ Performance Expectation	Standard Description	AE-CCR Level	TASC Emphasis for Forms
Editing and Revising <i>continued</i>	Text Types and Purposes <i>continued</i>	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.	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.	E	Low
			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.	E	Low
			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.	E	Low
			WR.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	E	Low
			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.	E	Low
			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).	E	Low

TASC Writing Detailed Blueprint, continued

Domain/ Reporting Category	Subdomain/ Core Idea	Anchor Standard	Standard/ Performance Expectation	Standard Description	AE-CCR Level	TASC Emphasis for Forms
Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	E	High
		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.	WR.9-10.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	E	High