



OBJECTIVE STRUCTURE

TASC Test PQR



TEST
ASSESSING
SECONDARY
COMPLETION™



The TASC Test Assessing Secondary Completion™ is a secure, reliable, and valid assessment used to assess the achievement of examinees on core content areas taught and assessed as part of typical national high school curricula. The TASC Test measures high school equivalency and college and career readiness in five subject areas: Reading, Writing, Mathematics, Science, and Social Studies. Descriptions of these five subjects are provided in this document.

Data Recognition Corporation worked with experienced adult education providers and secondary school teachers to support our standardized and rigorous TASC Test item development process.

DRC has experienced content experts and research scientists who worked together to develop valid and reliable test questions with well-documented measurement properties; each question was examined in multiple item reviews. All test questions were field tested and item analyses were conducted to confirm the questions' measurement properties before becoming part of the operational TASC Test. Field test examinees included a diverse sample of high school seniors and Adult Basic Education students from across the country. To pass the TASC Test, examinees must demonstrate a level of achievement similar to that of typical high school seniors.

The following provides an outline of the content types and structure for each of the five TASC Test subject areas.

TEXT TYPES

Informational texts are categorized into these three categories for the purpose of this assessment:

- History/Social Studies
- Science/Technical
- Literary Nonfiction

The following types of informational texts may be used in the TASC Reading subtest:

- Autobiographies/Biographies/Interviews/Memoirs
- Essays
- Government documents
- History articles
- Magazine articles/News articles/Journal articles
- Opinion/Editorial pieces
- Reports
- Scientific articles
- Speeches
- Articles on topical interests (social science, political theory, cognitive science, etc.)

TASC TEST READING LITERACY

As noted, the use of public domain and permissioned texts is allowed and their inclusion in TASC Test is encouraged so that examinees encounter authentic texts both in the classroom and in assessments. These texts should adhere to the guidelines as described in this document. Because public domain texts are sometimes older, their language and syntax may be less familiar to examinees; these factors should be considered during the selection process. It is permissible to footnote language in public domain texts to support examinees' comprehension of the texts, as long as the footnotes do not clue items.

Foundational and Seminal Texts

At the College and Career Readiness level, examinees are expected to read seminal and foundational U.S. documents of historical and literary significance.

Developers and searchers should seek out public domain texts that have important and significant influence on other texts in a literary or historical movement, showing significant influence on subsequent important texts, to allow for development of items to align to standards that describe these expectations.

Literature

Literary texts are categorized into the following categories:

- Fiction
- Poetry
- Drama

When selecting literary texts, the preference is for complete, intact passages. However, for length considerations, selections may be excerpts from longer works (unaltered portion of a work, with no omitted or changed words within a sentence), abridgments (a compilation of an entire work, minus a few sections, without deleting or changing any words within sentences), or, sparingly, adaptations (deleting or changing words within a sentence). Selections should have a clear beginning, middle, and end, with plot development (narrative text), or a developed topic or central idea (expository text), even after excerpting, abridging, or adapting the work.

Domain/Reporting Category	Subdomain	Subdomain %	Domain %
Reading Information Texts			75%
Reading Literature			25%
	Key Ideas and Details	45%	
	Craft and Structure	35%	
	Integration of Knowledge and Ideas	10%	
	Vocabulary Acquisition and Use	10%	



Item Type	Total Items Per Form	Testing Times (Minutes)
Selected-Response Multiple-Choice	42	42
2-Point Autoscored Technology-Enhanced	2	6
Passages	Up to 8	24

All items on the Reading assessment are aligned to a Reporting Category of either Reading Informational Texts or Reading Literature. Additionally, each item is aligned to a Subdomain of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; or Vocabulary Acquisition and Use. While it is not possible to report on the number of items per Subdomain per Reporting Category due to the limited number of items in some Subdomains, every effort is made to ensure a balance between the Reporting Categories for each Subdomain.

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.

TASC TEST WRITING

In the Writing test, examinees will answer multiple-choice and technology-enhanced questions in which they must identify errors and make corrections in sentence structure, usage, mechanics, and organization. Examinees will also write a text-based essay.

Argumentative Essay

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.

Informative Essay

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.



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	16.5%	
Essay Writing	Text Types and Purposes	16.7%	16.7%

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

Item Type	Total Items Per Form	Testing Times (Minutes)
Selected-Response Multiple-Choice	42	42
2-Point Autoscored Technology-Enhanced	2	6
Essay	1	45
Shared Stimuli	Up to 3	6



TASC TEST MATHEMATICS

In the Mathematics test there are number, quantity, algebra, functions, and geometry questions, as well as some that cover statistics and probability. Most are word problems and involve real-life situations, or ask examinees to interpret information presented in diagrams, charts, graphs, and tables. The Mathematics test offers multiple-choice, gridded-response, and technology-enhanced questions. Section 1 of the Mathematics test allows examinees to use a calculator. A calculator is not used in Section 2. Examinees will also be given a page of mathematic formulas to use during the test.

CONTENT TYPES

Numbers and Quantities

- Provides an opportunity for the examinee to demonstrate understanding of how quantities change with respect to one another.
- Provides evidence of the examinee's ability to use units to solve problems.
- Requires the examinee to understand the properties of rational and irrational numbers.

Algebra

- Requires the examinee to apply algebra to solve a linear equation and use these functions to model life situations.
- Demonstrates evidence that the examinee can apply algebraic properties, including the distributive property.
- Requires the examinee to compute algebraic expressions; specifically adding, subtracting, multiplying polynomials.
- Requires the examinee to isolate a particular quantity of interest.

Functions

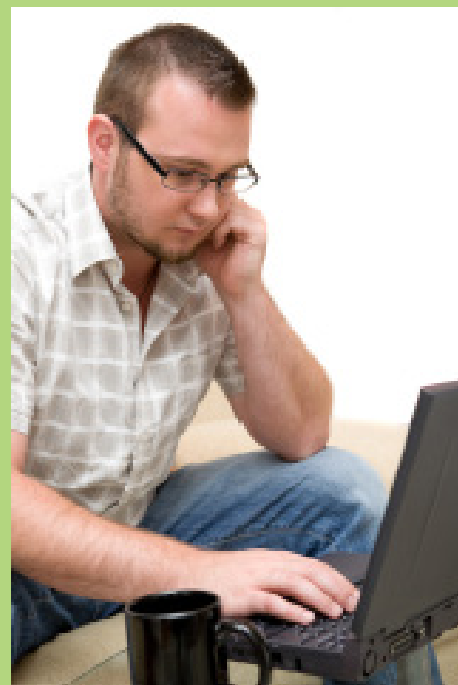
- Requires the examinee to analyze and represent constraints by using a system of equations.
- Requires the examinee to identify the system of equations that models the contextual situation by interpreting keywords and phrases.

Geometry

- Provides evidence regarding the examinee's ability to recognize and use geometric formulas to compute quantities of interest.
- Requires the examinee to apply proportional reasoning skills in a geometric context.
- Requires the examinee to analyze graphs to determine distances and areas that depend on the scale and units of measure.

Statistics and Probability

- Demonstrates evidence that the examinee can determine the subset representing the possible outcomes of a question, as well as the subset that describes the event of interest.
- Allows the examinee to focus on selecting the proper subset of the sample space that meets the criteria using quantitative reasoning skills.



Content Structure

Procedural Skills

- Selecting and applying procedures correctly

Conceptual skills

- Recognizing and applying math concepts and principles

Application and Problem Solving

- Using strategies to solve problems and judge the reasonableness of solutions

Domain/Reporting Category	Subdomain/Core Idea	Subdomain %	Domain %
Algebra	Arithmetic with Polynomials and Rational Expressions	6%	26%
	Reasoning with Equations and Inequalities	8%	
	Creating Equations	6%	
	Seeing Structure in Expressions	6%	
Geometry	Geometric Measurement with Dimension	6%	23%
	Modeling with Geometry	7%	
	Congruence	5%	
	Similarity, Right Triangles, and Trigonometry	5%	
Functions	Interpreting Functions	10%	26%
	Linear, Quadratic, and Exponential Models	8%	
	Building Functions	8%	
Number and Quantity	Quantities	10%	13%
	The Real Number System	3%	
Statistics and Probability	Making Inferences and Justifying Conclusions	3%	12%
	Interpreting Categorical and Quantitative Data	6%	
	Conditional Probability and Rules of Probability	3%	

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

Item Type	Total Items Per Form	Testing Times (Minutes)
Selected-Response Multiple-Choice	37	57
Gridded-Response	12	24
2-Point Autoscored Technology-Enhanced	2	6



TASC TEST SOCIAL STUDIES

During the Social Studies test, examinees will be assigned multiple-choice and technology-enhanced questions on history, economics, geography, civics, and government. The Social Studies test gauges examinees' understanding of the basic principles in each of those areas. To do well, examinees must be able to read passages, illustrations, graphs, and charts.

The Social Studies content framework pulls domain standards from the following national resources:

- Center for Civic Education.
- National Standards for Civics and Government 2010.
- Economics: Council for Economic Education.
- Voluntary National Content Standards in Economics, 2nd Edition.

For the Geography domain, Social Studies content experts wrote the targets for the TASC Test based on the standards created by the National Council for the Social Studies and the National Council for Geographic Education. After identifying these targets for the TASC Test framework, Social Studies content experts conducted an analysis of the targets by comparing them to some states' high school standards for these domains.

Note: The TASC Test framework was compared to the high school standards for the following states:

- Florida (U.S. History, World History, Civics and Government, Geography, Economics).
- New York (U.S. History, World History).
- California (U.S. History, Civics and Government).
- Arizona (Economics, U.S. History).
- New Mexico (Geography).
- Texas (World History, Civics and Government, Geography, Economics).
- Missouri (Civics and Government, Geography).
- New Hampshire (Geography).
- Massachusetts (Economics).
- Maine (World History).
- New Jersey (World History).

CONTENT STRUCTURE

Comprehension

- Understanding and being able to restate and summarize what is read.

Application

- Transferring ideas from one context to another.

Analysis

- Examining the logical structure of ideas; drawing conclusions from various types of data.

Evaluation

- Judging fact vs. opinion and the reliability of information.

Please note that this list of subskills is not a complete list, but rather represents the most common subskills currently in use.

Content Types

U.S. HISTORY

- Revolution, the New Nation, Expansion, and Reform (1754-1861)
- Civil War and Reconstruction (1850–1877)
- The Development of the Industrial United States (1870–1900)
- Post-War United States (1945–1970's)
- Contemporary United States (1968-Present)

WORLD HISTORY

- Age of Revolutions (1750–1914)
- A Half-Century of Crisis and Achievement (1900–1945)
- World History: The 20th Century Since 1945: Promises and Paradoxes

CIVICS AND GOVERNMENT

- U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy
- Civic Life, Politics, and Government
- Role of the Citizen in American Democracy
- Foundations of the American Political System Economics
- Government and Economics
- Macroeconomics
- Basic Economics
- Microeconomic Geography
- Places and Regions
- Environment and Society
- Human Systems and Societies

Domain/Reporting Category	Subdomain/Core Idea	Subdomain %	Domain %
United States History	Revolution and the New Nation (1754-1820s)	2%	25%
	Expansion and Reform (1801-1861)	2%	
	Civil War and Reconstruction (1850-1877)	5%	
	The Development of the Industrial United States (1870-1900)	2%	
	The Emergence of Modern America (1890-1930)	2%	
	The Great Depression and World War II (1929-1945)	5%	
	Postwar United States (1945-1970s)	2%	
	Contemporary United States (1968 to the present)	5%	
World History	The Beginnings of Human Society	1%	25%
	Early Civilizations and the Emergence of Pastoral People, 4000-1000 BCE	1%	
	Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE	1%	
	Expanding Zones of Exchange and Encounter, 300-1000 CE	1%	
	Intensified Hemispheric Interactions, 1000-1500 CE	1%	
	The Emergence of the First Global Age, 1450-1770	2.5%	
	An Age of Revolutions, 1750-1914	2.5%	
	A Half-Century of Crisis and Achievement, 1900-1945	5%	
	The 20th Century Since 1945: Promises and Paradoxes	5%	
	The 21st Century: Challenges in a Global World	5%	



Domain/Reporting Category	Subdomain/Core Idea	Subdomain %	Domain %
Civics and Government	HS-CG01 Civic Life, Politics, and Government	4.5%	20%
	HS-CG02 Foundations of the American Political System	4.5%	
	U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy	4.5%	
	Relationship of the United States to Other Nations and to World Affairs	2%	
	Role of the Citizen in American Democracy	4.5%	
Geography	World in Spatial Terms	1.5%	10%
	Places and Regions	3%	
	Physical Systems	1%	
	Human Systems	1.5%	
	Environment and Society	3%	
Economics	Basic Economics	6%	20%
	Trade and International Politics	2%	
	Microeconomics	6%	
	Macroeconomics	3%	
	Government and Economics	3%	

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Item Type	Total Items Per Form	Testing Times (Minutes)
Selected-Response Multiple-Choice	42	42
2-Point Autoscored Technology-Enhanced	2	6
Shared Stimuli	Up to 5	15

Content Types

Earth and Space Sciences

- Earth's Place in the Universe
- Earth's Systems
- Earth and Human Activity
- Content Structure Comprehension
- Understanding what they read in text or see on a graphic

Application

- Using information in a concrete situation

Analysis

- Exploring relationships among ideas

Evaluation

- Judging the soundness or accuracy of scientific information or methods

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

TASC TEST SCIENCE

For the Science test, multiple-choice and technology-enhanced questions are pulled from the fields of Physical Science, Life Science, and Earth and Space Science. Each discipline is subdivided into several Core Ideas, each of which contains multiple performance expectations. Each test item assesses one performance expectation. Items may require recalling knowledge, applying knowledge and skills, or reasoning. The number of test items per Core Idea is proportional to the number of performance expectations within the Core Idea. As a result, each Core Idea will have about 2–5 items on a given test.

The Science test is designed to assess the high school performance expectations in the Next Generation Science Standards (NGSS). The NGSS performance expectations state what all learners should be able to do in order to demonstrate their understanding of science.

Each NGSS performance expectation integrates a Science and Engineering Practice, one or more Disciplinary Core Idea, and a Crosscutting Concept. Each NGSS performance expectation also includes a Clarification Statement and an Assessment Boundary to provide further information for the purpose of curriculum, instruction, and assessment.

A given test will not necessarily include items for every performance expectation present in the NGSS, though any performance expectation is potentially assessable. Answering these questions requires a combination of excellent reading skills, specific knowledge, and the ability to interpret scientific data. Data may be presented in paragraph form and in graphs, maps, tables, figures, and charts.

The Science test will not include test items to directly assess the performance expectations in the Core Idea of Engineering Design. However, some performance expectations in Physical Sciences, Life Sciences, and Earth and Space Sciences integrate engineering through a Practice or Disciplinary Core Idea. Items aligned to those performance expectations may require examinees to demonstrate their understanding of science through the application of the engineering design process; such as defining and delimiting a problem, designing solutions to a problem, and evaluating and optimizing design solutions.



Domain/Reporting Category	Subdomain/Core Idea	Subdomain %	Domain %
Earth and Space Sciences	Earth's Place in the Universe	10%	25%
	Earth's Systems	10%	
	Earth and Human Activity	5%	
Life Sciences	From Molecules to Organisms: Structures and Processes	15%	50%
	Ecosystems: Interactions, Energy, and Dynamics	15%	
	Heredity: Inheritance and Variation of Traits	12%	
	Biological Evolution: Unity and Diversity	8%	
Physical Sciences	Matter and Its Interactions	7%	25%
	Motion and Stability: Forces and Interactions	7%	
	Energy	6%	
	Waves and Their Applications in Technologies for Information Transfer	5%	

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

Item Type	Total Items Per Form	Testing Times (Minutes)
Selected-Response Multiple-Choice	42	42
2-Point Autoscored Technology-Enhanced	2	6
Shared Stimuli	Up to 5	15

**For additional information visit [TASCTest.com](https://www.tasctest.com)
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