



**Standards that Present the
Greatest Achievement Gap
Between Passing and Non-Passing
TASC Test Examinees**



Data from the 2017 administration of the Test Assessing Secondary Completion™ was analyzed to identify skills in each content area that were most consistently demonstrated by examinees that passed the TASC test, compared to examinees who did not pass the TASC test. The analysis was conducted as follows:

First, the p-value* for each item was estimated for examinees who passed the TASC test and for examinees who did not pass the TASC test. Items were identified in each content area with largest difference in p-value between passing and non-passing examinees. Next, DRC content experts selected approximately 3 standards per domain with the greatest difference in p-value between passing and non-passing examinees (and where the difference was at least .25). Domains with no standards meeting this criteria were not selected. The skills identified in each content area and domain, identified below, were selected as most representative of skills with the greatest achievement gap between passing and non-passing examinees.

**Percent of examinees responding correctly to an item*

SCIENCE

Earth and Space Sciences

| Indicator Code | Standard Description |
|----------------|---|
| HS-ESS.3.4 | Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. |
| HS-ESS.2.7 | Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. |
| HS-ESS.3.1 | Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. |

Life Sciences

| Indicator Code | Standard Description |
|----------------|--|
| HS-LS.2.2 | Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. |
| HS-LS.4.3 | Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. |
| HS-LS.4.6 | Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. |

Physical Sciences

| Indicator Code | Standard Description |
|----------------|---|
| HS-PS.4.2 | Evaluate questions about the advantages of using a digital transmission and storage of information. |
| HS-PS.1.5 | Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. |
| HS-PS.3.3 | Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. |



MATHEMATICS

Algebra

| Indicator Code | Standard Description |
|----------------|--|
| A.REI.3 | Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. |
| A.CED.3 | Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. |
| A.REI.4b | Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . |

Geometry

| Indicator Code | Standard Description |
|----------------|--|
| G.MG.2 | Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). |
| G.CO.6 | Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. |
| G.GMD.3 | Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. |

Functions

| Indicator Code | Standard Description |
|----------------|---|
| F.LE.5 | Interpret the parameters in a linear or exponential function in terms of a context. |
| F.IF.2 | Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. |

Number and Quantity

| Indicator Code | Standard Description |
|----------------|--|
| N.RN.2 | Rewrite expressions involving radicals and rational exponents using the properties of exponents. |

Statistics and Probability

| Indicator Code | Standard Description |
|----------------|--|
| S.ID.5 | Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. |
| 7.SP.1 | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. |

READING

Reading Informational Texts, Key Ideas and Details

| Indicator Code | Standard Description |
|----------------|--|
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |

Reading Informational Texts, Craft and Structure

| Indicator Code | Standard Description |
|----------------|---|
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |

Reading Informational Texts, Integration of Knowledge and Ideas

| Indicator Code | Standard Description |
|----------------|--|
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. |

Reading Informational Texts, Vocabulary Acquisition and Use

| Indicator Code | Standard Description |
|----------------|---|
| RI-LA.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |



Reading Literature, Key Ideas and Details

| Indicator Code | Standard Description |
|----------------|--|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

Reading Literature, Craft and Structure

| Indicator Code | Standard Description |
|----------------|---|
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. |

Reading Literature, Vocabulary Acquisition and Use

| Indicator Code | Standard Description |
|----------------|---|
| RL-LA.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |
| RI-LA.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

WRITING

Editing and Revising

| Indicator Code | Standard Description |
|----------------|--|
| WR.9-10.2d | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| 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. |
| 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>). |
| LA.7.1b | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.6.3b | Maintain consistency in style and tone. |

SOCIAL STUDIES

U.S. History

| | |
|-----------|--|
| HS-US07.D | The examinee should be able to evaluate the struggle for racial and gender equality and for the extension of civil liberties. |
| HS-US07.C | The examinee should be able to evaluate domestic policies after World War II. |
| HS-US06.B | The examinee should be able to evaluate how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. |

World History

| | |
|-----------|--|
| HS-WH07.A | The examinee understands the major global trends from 1750 to 1914. |
| HS-WH09.A | The examinee understands the major global trends from World War II to 1999. |
| HS-WH08.A | The examinee understands the major global trends from 1900 to the end of World War II. |

Civics and Government

| | |
|-----------|---|
| HS-CG05.B | The examinee should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization. |
| HS-CG03.G | The examinee should be able to evaluate, take, and defend positions about how the public agenda is set. |
| HS-CG03.I | The examinee should be able to evaluate, take, and defend positions on the influence of the media on American political life. |

Geography

| | |
|-----------|--|
| HS-GE05.C | The examinee should be able to describe the changes that occur in the use, distribution, and importance of a resource. |
| HS-GE04.D | The examinee should be able to describe how conflict and cooperation influence the division of Earth's surface. |

Economics

| | |
|-----------|--|
| HS-EC02.A | Specialization: Explain the benefits of developing special skills and strengths. |
| HS-EC03.A | Role of Prices: Predict how changes in factors such as consumers' tastes or producers' technology affect prices. |
| HS-EC04.D | Entrepreneurship: Identify the risks and potential returns of entrepreneurship, as well as the skills necessary to engage in it. Understand the importance of entrepreneurship and innovation to economic growth, and how public policies affect incentives for and, consequently, the success of entrepreneurship in the United States. |



TEST ASSESSING SECONDARY COMPLETION[™]

