

| 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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| Domain/ Reporting Category | Subdomain/ Core Idea | Anchor Standard | Standard/ Performance Expectation | Standard Description | AE-CCR Level | TASC Emphasis for Forms GHI |
|----------------------------------|--|--|---|--|-----------------|-----------------------------------|
| 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.

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| 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 |

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| 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 | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (progressive standard) | D | High |

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

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| 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 |

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| 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 |

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| 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 |