Test Assessing Secondary Completion (TASC)
West Virginia Training for Instructors

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What is TASC?

- The Test Assessing Secondary Completion is CTB/McGraw-Hill’s high school equivalency test
- Accessible to the approximately 40 million adults in the U.S. without high school or equivalency diplomas
- Measures readiness for college or workforce as outlined by the Common Core State Standards and relative to that of graduating high school seniors
- Examinee Cost - $0 in West Virginia
Measurement of Common Core Standards

• TASC provides a transition to Common Core State Standards (CCSS) over a three year period - 2014 to 2016 inclusive

• TASC supports adult learners and adult education centers as they shift from current preparation practices to those required for the full depth and breadth of CCSS

• TASC will increase the Depth Of Knowledge (DOK) level of items over time allowing states to gradually move from the essential concepts of the Common Core State Standards to deeper understanding
Helpful Websites

• [http://wvde.state.wv.us/teach21](http://wvde.state.wv.us/teach21/)

• Link to the Livebinder with a tab for TASC: [https://www.livebinders.com/play/play?id=411993](https://www.livebinders.com/play/play?id=411993)
TASC Subtests

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

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

- Mathematics
  - Traditional mathematical 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 Detailed Test Design

<table>
<thead>
<tr>
<th>CTB TASC</th>
<th>Domain/Reporting Category</th>
<th>Approximate Domain Coverage</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts-Reading</td>
<td><strong>Reading – Informational + Language (vocabulary acquisition)</strong></td>
<td>70%</td>
<td>50 MC items 7-8 passages</td>
</tr>
<tr>
<td>Language Arts-Reading</td>
<td><strong>Reading – Literary + Language (vocabulary acquisition)</strong></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Language Arts-Writing</td>
<td><strong>Language</strong></td>
<td>100%</td>
<td>50 MC items</td>
</tr>
<tr>
<td>Language Arts-Writing</td>
<td><strong>Writing</strong></td>
<td>100%</td>
<td>1 prompt based on 1-2 passages</td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>Number and Quantity</strong></td>
<td>15%</td>
<td>40 MC items 12 GR items</td>
</tr>
<tr>
<td></td>
<td><strong>Algebra</strong></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Functions</strong></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Geometry</strong></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Statistics and Probability</strong></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>US History</strong></td>
<td>25%</td>
<td>47 MC items 8 stimuli</td>
</tr>
<tr>
<td></td>
<td><strong>World History</strong></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Civics and Government</strong></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Geography</strong></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Economics</strong></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td><strong>Physical Science</strong></td>
<td>33%</td>
<td>47 MC items 8 stimuli</td>
</tr>
<tr>
<td></td>
<td><strong>Life Science</strong></td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Earth and Space Science</strong></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Engineering, Technology, and Application of Science (integrated)</strong></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Scientific and Engineering practices (integrated)</strong></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Cross-cutting Concepts (integrated)</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Test Formats

3 new TASC forms each year in both English and Spanish
- Forms A, B, and C

Test formats include
- Online
- Paper and pencil (an accommodation version but sites may use if needed)

Accommodations
- Paper and pencil
- Large print
- Braille
TASC Transition Plan

• 2014 test:
  – 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:
  – Technology-enabled and constructed-response items included for field testing
  – These items do not count toward student scores in 2015

• 2016 test:
  – Technology-enabled items and constructed response items contribute to student scores
  – AI scoring
Testing Times

The maximum length of time for a test session in which all five (5) subtests are given is approximately 445 minutes (7.5 Hours) for testing in English or 475 minutes (8 hours) for testing in Spanish.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Section</th>
<th>Est. time to Complete : English</th>
<th>Est. time to Complete : Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Math—Part 2 (Calculator Session)</td>
<td>50 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td></td>
<td>15-minute Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math—Part 1 (Non-Calculator Session)</td>
<td>55 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>105 minutes</td>
<td>110 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>75 minutes</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>85 minutes</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>75 minutes</td>
<td>80 minutes</td>
</tr>
</tbody>
</table>
So, we know this business

• Paper and Pencil Testing
  – Scan more than 240 million sheets/4 million scan sheets processed per day at peak
  – 2 shifts of 700 handscorers each per day at peak at our primary scoring center/Complete 98 million reads of constructed-response/open-ended items annually
  – Over 27,000 Test items created annually
  – Design over 125,000 pages of test forms
  – Print 2.4 billion test booklet pages
  – Print 38 million pages of student reports

• Computer Based Testing
  – Score millions of online tests
  – Secure lock down browser supports Windows, Mac, Linux, and Thin Client systems;
  – Over 10,000 test centers using CTB’s Online Assessment System
  – More then 4 million computer-based tests delivered annually
TASC Readiness Assessment

Instruction aligned to CCSS is the best way to assure success to our test takers, but it is important to understand the content, DOK, and structure of the test.

Practice Test:
- TABE Online Common Core Testlets
- Practice tests from [www.tasctest.com](http://www.tasctest.com) (PDF)

TASC Readiness Assessment Description
- Paper/pencil (local scoring of Writing prompt)
- Online versions (local scoring of Writing prompt)
- ½ the length of the TASC test
- Predicted TASC passing score
- Same scale as TASC
- Items the same quality as TASC
- Diagnostic profile sheet
- Procedures for ordering
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 /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
• contextual cues 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

Resources include TABE Lexile Scores and Instructional Strategies at the students’ functional level (), TABE CCSS testlets to be used as practice tests to TASC, integrating science and social studies texts/teaching across the curriculum
TASC Language Arts /Writing

TASC: Two-Part Language Arts/Writing

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

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 words 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
- No minimum word or paragraph requirements – expectation is for a fully developed essay
4.20.3: TASC Language Arts / Writing

Language Emphasis
• Demonstrate command of the 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.
Shifts: English Language Arts

Assessment
• Range of texts
• Text-evidence
• Integration of reading and writing
• Technology-enhanced and enabled
• Less formulaic writing
• Multiple responses
• Partial credit
• Machine scorable

Instruction
• Guided practice of close analytic reading
• Writing about reading
• Reading a range of texts
• Using text evidence to support claims
• Writing for a variety of purposes, especially argumentative writing
• Asking, “How do you know?”
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Which of these words best describes Sam in the story?

A   happy
B   excited
C   fearful
D   worried
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Which sentence from the story best shows Sam’s excitement?

A  Sam watched as the principal tacked the poster on the bulletin board and set a stack of papers on the table next to a sign that read, “Take one.”

B  As Sam read the announcement, his eyes grew wider and wider, and his hands gripped the paper so tightly that he nearly ripped it in half.

C  On the morning of the contest, Sam made sure that he had all the materials that he would need.

D  “Ladies and gentlemen, girls and boys,” the announcer began, and Sam looked around at all the people that had gathered.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Complete the table about Sam. In the column labeled “Sam’s Feelings,” list three feelings Sam has in the story. In the other column, drag-and-drop a sentence from the story that is an example of something Sam says or does to show each feeling.

<table>
<thead>
<tr>
<th>Sam’s Feelings</th>
<th>Examples of What Sam Says or Does</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Describe the effects the contest has on Sam. Use details from the story in your answer.

Exemplary Response

Sam was kind of bored, but when he read the announcement about the costume contest, he became excited. He ran home and told his family about the contest and began working on his costume right away. He was so excited that he forgot to do his homework and to help his little brother, so the contest had a bad effect on him, too. Sam was determined to make his Ninja costume the very best, so he looked at pictures and found the best materials. He had to ask his brother for some help, but he was polite and thanked him. On the day of the contest, he was both nervous and excited, but then he started to laugh when he saw the other costumes. There were 10 other Ninjas just like him! It’s a good thing Sam has a sense of humor.
Read these sentences.

Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call. Jordan tried to find an outlet where she could plug in her computer.

Which revision most clearly combines the two sentences?

A. Waiting for news about the flight delay, Sam, while Jordan tried to find an outlet where she could plug in her computer, looked for a quiet place in the noisy terminal to make a phone call.

B. Waiting for news about the flight delay, Sam and Jordan looked for a quiet place in the noisy terminal to make a phone call and tried to find an outlet where she could plug in her computer.

C. Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call, while Jordan tried to find an outlet where she could plug in her computer.

D. Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call, although Jordan tried to find an outlet where she could plug in her computer.
TABE Lexile Conversion Website

• Call CTB Customer Service 1-800-538-9547
• Ask for your TABE Lexile Web Access
TASC Mathematics

- The TASC emphasizes the CCSS 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 skills that are incorporated throughout the assessment of the content standards.
- Selected response and gridded response items

<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>90 minutes</td>
<td>40 MC items 12 GR items</td>
</tr>
<tr>
<td>Algebra</td>
<td>25%</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>
TASC Mathematics

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

• The following calculators are approved for use with TASC
  – TI 30XA
  – TI 30XS (*also used in the online version of TASC*)
  – Casio FX-115ESPLUS
  – Casio FX-115MSPlus
  – Casio FX-300ESPlus
  – Casio FX-260Solar
  – HP 35S – note this requires RPN familiarity

• Online calculator is TI-30XS
TASC Mathematics 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
When a spherical balloon is filled with air, it has a diameter of 6 inches.

Which of the following gives the best estimate for the volume of air in the balloon, in cubic inches?

A  63.6  
B  108.0  
C  113.1  
D  150.8  

Sphere: \[ V = \frac{4}{3} \pi r^3 \]
Sharon made a scale drawing of a triangular park. The coordinates for the vertices of the park are:

(-10, 5)
(15, 5)
(10, 12)

Her scale is 1 unit = 1 meter.

What is the area of the triangular park in square meters?
Shifts: Mathematics

Assessment
• Problem-solving and mathematical modeling
• Justifying mathematical claims
• Analyzing mathematical reasoning
• Using technology item enhancements

Instruction
• Engagement in “real-world” contexts
• Emphasis on problem-solving and mathematical modeling
• Proficiency with diverse mathematical tools
• Communication of mathematical reasoning
• Less emphasis on memorization
• Greater emphasis on fluency
## 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>
<td></td>
</tr>
</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
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
Use the following information to help answer questions 1-2.

The diagram shows a cross-section of an area where two tectonic plates of Earth’s surface are moving towards each other. The leading edge of one tectonic plate has oceanic crust, while the leading edge of the other tectonic plate has continental crust.
Several types of geographic features would be predicted to form over time in the area shown in the diagram.

Which geographic feature would not be predicted to occur in this area?
A volcanoes  
B mountains  
C ocean ridge  
D ocean trench

Which of these could explain the motion of the tectonic plates shown in the diagram?
A rotation of Earth’s axis  
B currents within Earth’s ocean  
C convection of material within Earth’s interior  
D gravitational pull of the sun and moon on Earth’s surface
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>70 minutes</td>
<td>47 MC items</td>
</tr>
<tr>
<td>World History</td>
<td>15%</td>
<td></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
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: Civic Life, Politics, and Government
- Civics and Government: Foundations of the American Political System
- Economics: Government and Economics
- Economics: Microeconomics
Social Studies stimulus-based item set

Look at the chart. Then answer the questions that follow.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Nations (UN)</td>
<td>An international organization established to maintain global peace and to promote social progress and human rights</td>
</tr>
<tr>
<td>North Atlantic Treaty Organization (NATO)</td>
<td>A military and political alliance of countries in Europe and North America formed to counter Soviet expansion by agreeing to act together in the defense of all member nations</td>
</tr>
<tr>
<td>Organization of the Petroleum Exporting Countries (OPEC)</td>
<td>A group of mostly Arab nations that sell oil to other nations and work together to regulate the price and supply of oil</td>
</tr>
<tr>
<td>European Union (EU)</td>
<td>A group of European nations established to coordinate monetary and economic policies</td>
</tr>
<tr>
<td>World Trade Organization (WTO)</td>
<td>An international organization dealing with the rules of trade among nations.</td>
</tr>
</tbody>
</table>
Which of these organizations was formed to prevent a common threat?

A  NATO  
B  OPEC  
C  EU  
D  WTO

Which of these would be the best title for the chart?

A  International Defense Organizations  
B  International Economic Organizations  
C  Examples of Ways Nations Cooperate  
D  Examples of Ways Nations Combat Poverty
TASC Website Walk-Through

http://www.tasctest.com/index.html
Instructional Resources
McGraw-Hill Contemporary Representative

Beth Pierce, West Virginia Consultant
McGraw-Hill Contemporary

beth.pierce@mheducation.com
Telephone: 614-907-6045
# Depth of Knowledge Coverage

<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 SS Framework</td>
<td>Final version of NGSS SS Framework</td>
<td>Final version of NGSS 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</td>
<td>Multiple choice</td>
<td>Multiple choice</td>
</tr>
<tr>
<td></td>
<td>Gridded response</td>
<td>Gridded response</td>
<td>Gridded response</td>
</tr>
<tr>
<td></td>
<td>Writing prompt</td>
<td>Writing prompt</td>
<td>Writing prompt</td>
</tr>
<tr>
<td></td>
<td>Technology enhanced</td>
<td>Technology enhanced</td>
<td>Technology enhanced</td>
</tr>
</tbody>
</table>
Webb’s Depth of Knowledge

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
DOK CHART

• Discuss and review DOK chart in teams

• Small Group Activity
  – Break into groups of three or four
  – Each group will
    – Review the sample items and provide the correct answer
    – Determine the DOKs for each item and provide the rationale and defend the DOK decisions
<table>
<thead>
<tr>
<th>4 Point Response</th>
<th>3 Point Response</th>
<th>2 Point Response</th>
<th>1 Point Response</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response is a well-developed essay that develops and supports an argument.</td>
<td>The response is a complete essay that develops and supports an argument.</td>
<td>The response is an incomplete or oversimplified essay that develops and supports an argument.</td>
<td>The response provides evidence of an attempt to write an essay that offers an argument.</td>
<td>The response is completely irrelevant or incorrect, or there is no response.</td>
</tr>
<tr>
<td>□Effectively introduces a claim</td>
<td>□Clearly introduces a claim</td>
<td>□Attempts to establish a claim</td>
<td>□Weakly states or alludes to a claim</td>
<td></td>
</tr>
<tr>
<td>□Uses logical, credible, and relevant reasoning and evidence to support claim</td>
<td>□Uses reasoning and evidence to support claim</td>
<td>□Develops, sometimes unevenly, reasons and/or evidence to support claim</td>
<td>□Has minimal support for claim</td>
<td></td>
</tr>
<tr>
<td>□Uses an organizational strategy to present reasons and relevant evidence</td>
<td>□Uses an organizational structure to present reasons and relevant evidence</td>
<td>□Attempts to use an organizational structure</td>
<td>□May be too brief to demonstrate an organizational structure</td>
<td></td>
</tr>
<tr>
<td>□Acknowledges and counters opposing claims, as appropriate</td>
<td>□Attempts to acknowledge and/or counter opposing claims, as appropriate</td>
<td>□Makes little, if any, attempt to acknowledge or counter opposing claims</td>
<td>□Makes no attempt to acknowledge or counter opposing claims</td>
<td></td>
</tr>
<tr>
<td>□Uses precise and purposeful word choice</td>
<td>□Uses clear word choice</td>
<td>□Uses simple language, which sometimes lacks clarity</td>
<td>□Uses words that are inappropriate, overly simple, or unclear</td>
<td></td>
</tr>
<tr>
<td>□Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas</td>
<td>□Uses words and/or phrases to connect ideas</td>
<td>□Makes some attempt to connect ideas with simple transitional words and phrases</td>
<td>□Makes little, if any, attempt to connect ideas with transitional words or phrases</td>
<td></td>
</tr>
<tr>
<td>□Uses and maintains an appropriate tone</td>
<td>□Uses an appropriate tone</td>
<td>□Makes little, if any, attempt to develop a tone</td>
<td>□Makes little, if any, attempt to develop a tone</td>
<td></td>
</tr>
<tr>
<td>□Provides a strong concluding statement or section that logically follows from the ideas presented</td>
<td>□Provides a concluding statement or section that follows from the ideas presented</td>
<td>□Provides a weak concluding statement or section</td>
<td>□Provides a minimal or no concluding statement or section</td>
<td></td>
</tr>
<tr>
<td>□Has no errors in usage and conventions that interfere with meaning</td>
<td>□Has, if any, errors in usage and conventions that interfere with meaning</td>
<td>□May have errors in usage and conventions that interfere with meaning</td>
<td>□Has errors in usage and conventions that interfere with meaning</td>
<td></td>
</tr>
</tbody>
</table>
### Informative/Explanatory Essay: Holistic Writing Rubric

<table>
<thead>
<tr>
<th>4 Point Response</th>
<th>3 Point Response</th>
<th>2 Point Response</th>
<th>1 Point Response</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response is a well-developed essay that examines a topic and presents related information.</td>
<td>The response is a complete essay that examines a topic and presents information.</td>
<td>The response is an incomplete or oversimplified essay that examines a topic.</td>
<td>The response provides evidence of an attempt to write an essay that examines a topic.</td>
<td>The response is completely irrelevant or incorrect, or there is no response.</td>
</tr>
</tbody>
</table>

- **Effectively introduces the topic to be examined**
  - Clearly introduces the topic to be examined
  - Attempts to introduce a topic
  - May not introduce a topic, or topic must be inferred

- **Uses specific facts, details, definitions, examples, and/or other information to develop topic fully**
  - Uses multiple pieces of relevant information to develop topic
  - Develops topic, sometimes unevenly, with mostly relevant information
  - Provides minimal information to develop the topic

- **Uses an organizational strategy to present information effectively**
  - Uses an organizational structure to group information
  - Attempts to use an organizational structure
  - May be too brief to demonstrate an organizational structure

- **Uses precise and purposeful word choice**
  - Uses clear word choice
  - Uses simple language, which sometimes lacks clarity
  - Uses words that are inappropriate, overly simple, or unclear

- **Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas**
  - Uses words and/or phrases to connect ideas
  - Makes some attempt to connect ideas with simple transitional words and phrases
  - Makes little, if any, attempt to connect ideas with transitional words or phrases

- **Uses and maintains an appropriate tone**
  - Uses an appropriate tone
  - Makes little, if any, attempt to develop a tone
  - Makes little, if any, attempt to develop a tone

- **Provides a strong concluding statement or section that logically follows from the ideas presented**
  - Provides a concluding statement or section that follows from the ideas presented
  - Provides a weak concluding statement or section
  - Provides a minimal or no concluding statement or section

- **Has no errors in usage and conventions that interfere with meaning**
  - Has few, if any, errors in usage and conventions that interfere with meaning
  - May have errors in usage and conventions that interfere with meaning
  - Has errors in usage and conventions that interfere with meaning
Use the Scoring Rubric as an Instructional Rubric

- Small Group Activity
- Break instructors up into groups of three or four
- Discuss and review Rubric and what makes each score point different
- Each team will review the rubric to determine what skills make a:
  - 4 paper
  - 3 paper
  - 2 paper
  - 1 paper
  - 0 paper
Use the Scoring Rubric as an Instructional Rubric

• Small Group Activity
  – Break instructors up into groups of three or four
  – Review a writing samples
    • Score student writing as a team
    • Discuss your score as a team
    • Discuss scores and make any changes to your score you believe necessary
  – Note: Next instructors session will include writing exemplar activities
Link into following site:
http://www.tasctest.com/assets/mathrefsheet.pdf
Use the Reference Sheet as an Instructional Tool

• **10 Minute Activity**
  – Break instructors up into groups of three or four –
  – Teams will Review the Math Reference Sheet
  – Choose one formula or concept (for example, volume, interest, probability)
    • Discuss how your team would use the selected formula information to teach to the needed information
    • Discuss instructional strategies the team would employ to teach each of the formula or concepts
Communication

TASC Website

• www.tasctest.com

Social Media

• Facebook.com/TheTASCTest
• Twitter.com/TheTASCTest
• TheTASCTest.Wordpress.com/

Instructional Resources

http://wvde.state.wv.us/teach21/
https://www.livebinders.com/play/play?id=411993

Five Webinars to be posted on WV websites of choice for training reviews

• Will be State specific with policy and program information
• Will provide national focus on test content
Contact Information:
Please call WVDE staff to contract CTB staff with Concerns and Questions

Dvarner@access.k12.wv.us
Dkimbler@access.k12.wv.us