



INDIANA
ADULT EDUCATION



*Science, Social Studies,
Language Arts (Reading) for
TASC*



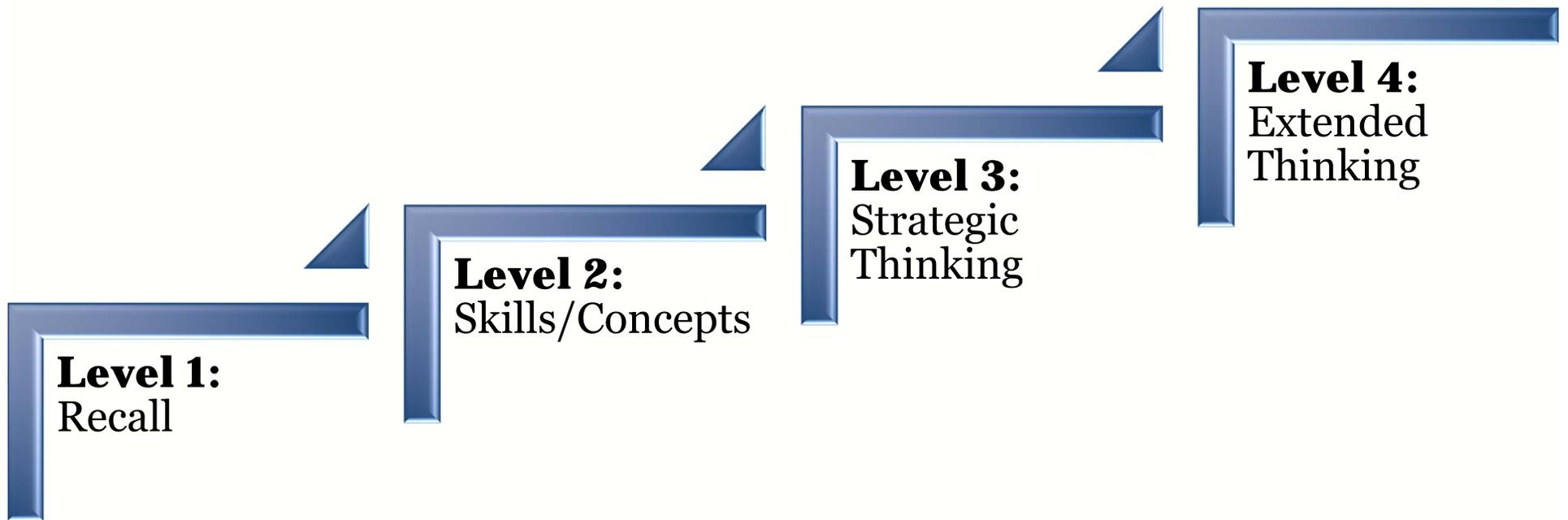
INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

Design of Test Questions

Subject	Constructs
Language Arts - Reading	College and Career Readiness Standards
Social Studies	CTB Social Studies Standards based on national frameworks
Science	Next Generation Science Standards

Webb's Depth of Knowledge

Increasing Rigor



Three Levels....One Word

DESCRIBE

DOK Level 1

- **Describe** characteristics of metamorphic rocks.

DOK Level 2

- **Describe** the difference between metamorphic and igneous rocks.

DOK Level 3

- **Describe** a model that you might use to represent the relationship that exists within the rock cycle.

Webb's Depth of Knowledge Question Stems

DOK 1

- Can you recall ____?
- Can you identify ____?
- Can you select ____?
- How would you describe ____?

DOK 2

- How would you classify ____?
- How would you compare ____?
- How would you summarize ____?
- How would you compare/contrast ____?

DOK 3

- How is ____ related to ____?
- What conclusions can you draw ____?
- What is your interpretation of this text?
- What would happen if ____?

DOK 4

- Design an experiment...
- What information could you gather to support your idea about ____?
- Develop an alternative explanation using information gathered from....

College and Career Ready Standards English Language Arts--Reading

**Common Core
State Standards**

**College and
Career Ready
Standards**

Organization of the Standards

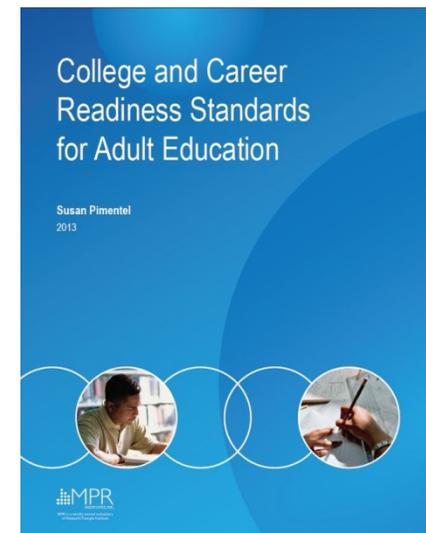
Strand

Grade
Level

Standard

Understanding Standards Labeling System

RI:	Reading Informational Text
RL:	Reading Literature
RH:	Reading Historical/Social Studies Text
RST:	Reading Scientific and Technical Text
W:	Writing
WHST:	Writing for History/Social Studies, Scientific and Technical Subjects
SL:	Speaking and Listening
L:	Language
RF:	Reading Foundations



Understanding Standards Labeling System

RI/RL.9-10.2

Reading Informational Texts/Reading Literature
at the 9-10 grade level on anchor standard 2

ELA Reading Anchor Example

Anchor #2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Key Shifts in the ELA Standards

Shift 1 – Complexity

- Regular practice with complex text and its academic language

Shift 2 – Evidence

- Reading, writing, and speaking grounded in evidence from text, both literary and informational

Shift 3 – Knowledge

- Building knowledge through content-rich nonfiction

ELA Reading—What Is Different?

GED 2002	Minutes	Questions	Content %	
Language Arts Reading	65	40 Multiple Choice 7-8 Passages	Literary Texts Nonfiction	75% 25%
TASC	Minutes	Questions	Content %	
Language Arts Reading	70	50 Multiple Choice 7-8 Passages	Literary Texts Nonfiction	30% 70%

ELA Reading Example

TASC ELA Reading Test Sample Item 1

TASC Reading Item Sampler

- 6 paragraph passage about shopping online
- Student must read the entire passage and answer four multiple choice questions based on the passage
- ELA skills targeted:
 - Identify central ideas of text
 - Identify details that support key ideas
 - Interpret author's intent
 - Word usage

Item 1 Question

Which conclusion could most likely be drawn about shopping online?

- A Online shopping offers consumers both risks and convenience.
- B Consumers are limited by shipping charges when shopping online.
- C Online shopping is less expensive than shopping in traditional stores.
- D Items found while shopping online are of better quality than store products.

ELA Reading Example

TASC ELA Reading Test Sample Item 1

Webb's DOK—Level 2

Reading Standard

- **(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.

ELA Reading Example

TASC ELA Reading Test Sample Item 4

Read this sentence from the passage:

Spoofers often use a name that is just a few letters different from a legitimate site.

What does the word legitimate mean as it is used in this sentence?

- A. Accurate
- B. Believable
- C. Genuine
- D. Working

Social Studies—What Is Different?

GED 2002	Minutes	Questions	Content %
Social Studies	80	50 Multiple Choice	World History 15% U.S. History 25% Civics and Government 25% Economics 20% Geography 15%
TASC	Minutes	Questions	Content %
Social Studies	70	47 Multiple Choice 8 Stimuli	World History 15% U.S. History 25% Civics and Government 25% Economics 20% Geography 15%

Social Studies Standards?

Refer back to ELA Reading Standards

RI:	Reading Informational Text
RL:	Reading Literature
RH:	Reading Historical/Social Studies Text
RST:	Reading Scientific and Technical Text
W:	Writing
WHST:	Writing for History/Social Studies, Scientific and Technical Subjects
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L:	Language
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Social Studies Example

TASC Social Studies Test Sample Item 7

Social Studies Item Sampler

Excerpt from Item Test Sample

When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty. There is no liberty, if the power of judging be not separated from the legislative and executive powers.

—Baron de Montesquieu, *The Spirit of the Laws*, 1

Item 7 Question

Which principle of the United States government is described by this excerpt?

- A individual rights
- B popular sovereignty
- C separation of powers
- D separation of church and state

Social Studies Example

TASC Social Studies Test Sample Item 7

Webb's DOK—Level 2

Remember it is the depth in which the word “describe” is used.

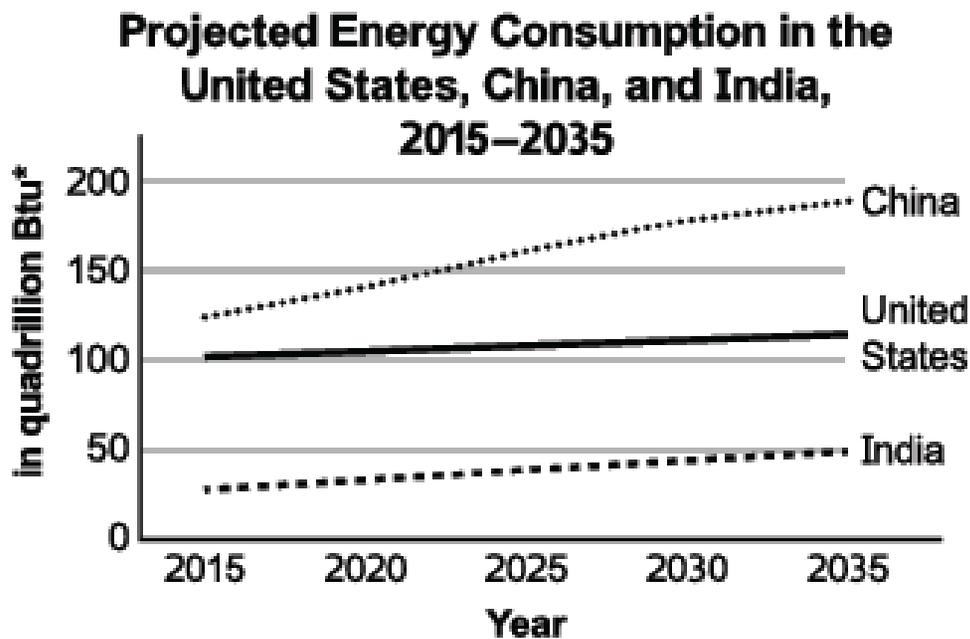
Reading Standard

- **(RH.11-12.2)**--Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Social Studies Example

TASC Social Studies Test Sample Item 11

Which of these explains how the changing demand for energy in China and India will most likely affect consumers in the United States?



*British thermal unit

Source: U.S. Energy Information Administration, *International Energy Outlook 2011*

- A. Consumers in the US will see prices for goods increase because the demand for energy will rise
- B. Consumers in the US will have higher energy costs because the demand for energy will decrease
- C. Consumers in the US will have lower energy costs because new energy resources will be created to meet the rising need.
- D. Consumers in the US will see prices for good decrease because suppliers will need to use less energy to produce goods.

Science—What Is Different?

GED 2002	Minutes	Questions	Content %
Science	80	50 Multiple Choice	Earth and Space Science 20% Life Science 45% Physical Science 35%
TASC	Minutes	Questions	Content %
Science	80	47 Multiple Choice 8 Stimuli	Earth and Space Science 33% Life Sciences 34% Physical Sciences 33%

Next Generation Science Standards

- Multiple disciplines including Life, Physical, Earth and Space Sciences as well as Engineering, Technology and the Application of Sciences.
- Engineering, Technology, and Applications of Science are integrated throughout the test by assessing content knowledge and skills within the context of real world applications of science concepts.
- More math application such as solving scientific and engineering problems.



Science Standard Labels

- PS Physical Science
- LS Life Science
- ESS Earth and Space Sciences
- ETS Engineering, Technology and the Application of Sciences
- HS High School

Understanding Standards Labeling System

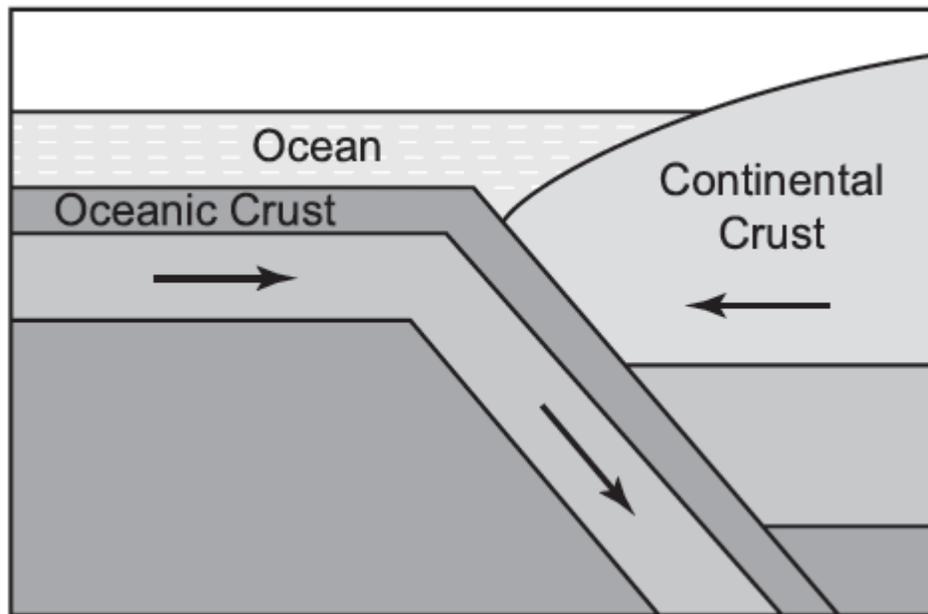
HS-PS2-3

High School Physical Science Standard 2 and 3

Science Example

TASC Science Test Sample Item 9

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.



[Science Item Sampler](#)

- 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

Science Example

TASC Science Test Sample Item 9

WEBB's DOK—Level 1

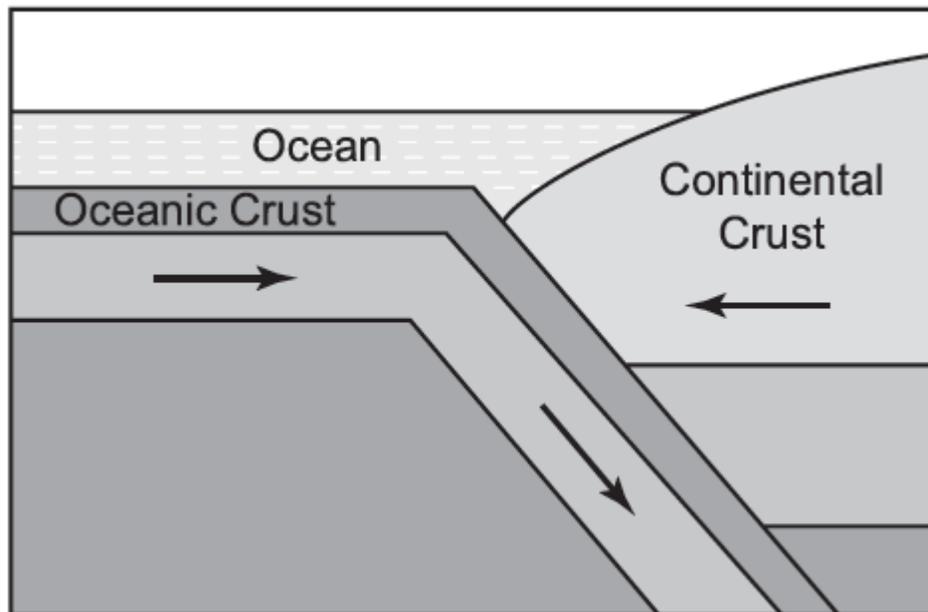
Science Standard

- **(HS-ESS2-3)**-- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Science Example

TASC Science Test Sample Item 8

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

What did we learn?

- How the questions tie back to specific ELA and Science Standards
- Most questions on the TASC 2014 will be at Webb's Level 2
- How multiple questions are tied to a single stimuli
- We saw an example of a DOK 3 level question—the types of questions that will be most prominent in 2015 and 2016 tests

Where Do We Start?

Get to
know the
Standards

Start Using
Webb's
DOK

Prepare
now for the
future

Where Do We Start?

- Get to know the ELA Reading, Social Studies, and Science Standards (see resource page)
- Take a couple of the standards and use books, materials, lesson plans, that you already have that hit the anchors and standards.

Resources

- **TASC Website**
 - <http://www.ctb.com/ctb.com/control/ctbLandingPageViewAction?landngPageId=52783>
- **Next Generation Science Standards**
 - <http://www.nextgenscience.org/next-generation-science-standards>
- **CCR Standards (OVAE)**
 - <http://www.ed.gov/edblogs/ovae/2013/04/22/college-and-career-readiness-ccr-standards-for-adult-education/>
- **Webb's DOK**
 - http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf
 - http://www.ramonausd.net/cms/lib07/CA01000789/Centricity/Domain/25/DOK_Question_Stems.pdf
 - http://static.pdesas.org/content/documents/M2Activity_2_Handout.pdf
 - <http://vimeo.com/42788913>
- **AmplifyAE**
 - <http://www.amplifyae.org/high-school-equivalency-as>
 - **Webinar recordings**

Questions



Webinar Evaluation Link

[https://www.surveymonkey.com/s/TASC Reading](https://www.surveymonkey.com/s/TASC_Reading)