

TASC Test Assessing Secondary Completion™

Writing

TASC test emphasizes the Common Core State Standards for Language (Grades 7-12 accumulative) and Writing (Grades 11-12) that are the most relevant to College and Career Readiness, as indicated by the categories in the below “High Emphasis” category.

Concepts in the “Medium Emphasis” items will be fully assessed within TASC test as well, though there will be fewer questions aligned to these standards.

No standards that are categorized by the Common Core State Standards as “advanced” will be directly assessed on the TASC test.

High Emphasis:

- CCSS.ELA-Literacy.LA.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - CCSS.ELA-Literacy.L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - CCSS.ELA-Literacy.L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - CCSS.ELA-Literacy.L.7.1c. Revise sentences to correct misplaced or dangling modifiers
 - CCSS.ELA-Literacy.L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - CCSS.ELA-Literacy.L.8.1b. Form and use verbs in the active and passive voice.
 - CCSS.ELA-Literacy.L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - CCSS.ELA-Literacy.L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.
 - CCSS.ELA-Literacy.L.9-10.1a. Use parallel structure.
 - CCSS.ELA-Literacy.L.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.
 - CCSS.ELA-Literacy.L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - CCSS.ELA-Literacy.L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

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- CCSS.ELA-Literacy.LA.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - CCSS.ELA-Literacy.L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
 - CCSS.ELA-Literacy.L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - CCSS.ELA-Literacy.L.8.2b. Use an ellipsis to indicate an omission.
 - CCSS.ELA-Literacy.L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - CCSS.ELA-Literacy.L.9-10.2b. Use a colon correctly
 - CCSS.ELA-Literacy.L.11-12.2a. Observe hyphenation conventions.
 - CCSS.ELA-Literacy.L.11-12.2b. Spell correctly.
 - CCSS.ELA-Literacy.LA.3. 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.
 - CCSS.ELA-Literacy.L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - CCSS.ELA-Literacy.L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
 - CCSS.ELA-Literacy.L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
 - CCSS.ELA-Literacy.L.11-12.3a. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Medium Emphasis:

- CCSS.ELA-Literacy.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - CCSS.ELA-Literacy.W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - CCSS.ELA-Literacy.W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - CCSS.ELA-Literacy.W.11-12.1c. Use words, phrases, and clauses as well as varied syntax 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.

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- CCSS.ELA-Literacy.W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - CCSS.ELA-Literacy.W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.
- CCSS.ELA-Literacy.W.2. 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.
 - CCSS.ELA-Literacy.W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - CCSS.ELA-Literacy.W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - CCSS.ELA-Literacy.W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - CCSS.ELA-Literacy.W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - CCSS.ELA-Literacy.W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - CCSS.ELA-Literacy.W.11-12.2f. 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).

TASC test also has an essay component that will focus completely on the following writing standards:

- CCSS.ELA-Literacy.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.2. 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.

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