![Indiana CORE Assessments for educator licensure]

Fields 001–003: Core Academic Skills Assessment
Assessment Blueprint

Field 001: Reading

Domain I–Literal and Inferential Reading

0001 Meaning of Words and Phrases (Standard 1)

0002 Main Idea, Supporting Details, and Text Structure (Standard 2)

Domain II–Critical and Evaluative Reading

0003 Purpose and Point of View (Standard 3)

0004 Critical Reasoning (Standard 4)

Domain	Objectives	Standards	Approximate Test Weight
I. Literal and Inferential Reading	0001–0002	1–2	50%
II. Critical and Evaluative Reading	0003–0004	3–4	50%

Field 002: Mathematics

Domain I—Numbers and Algebra

0005 Number and Quantity (Standard 9)

0006 Algebra and Functions (Standard 10)

Domain II—Geometry and Statistics

0007 Measurement and Geometry (Standard 11)

0008 Statistics and Probability (Standard 12)

	Domain	Objectives	Standards	Approximate Test Weight
I.	Numbers and Algebra	0005–0006	9–10	60%
II.	Geometry and Statistics	0007–0008	11–12	40%

Field 003: Writing

Domain I—Foundations of Effective Writing

0009 Clear and Coherent Writing (Standard 5)

0010 Strong and Developed Writing (Standard 6)

0011 Grammar, Usage, and Mechanics (Standard 7)

Domain II—Writing Assignment

0012 Writing Assignment (Standard 8)

Domain	Objectives	Standards	Approximate Test Weight
I. Foundations of Effective Writing	0009–0011	5–7	60%
II. Writing Assignment	0012	8	40%

Standard 1: Meaning of Words and Phrases
Indiana educators demonstrate the ability to determine the meaning of words and phrases in context, including:

1.1 applying knowledge of word structure, context, and syntax to determine the meanings of words and phrases in a text

1.2 determining the meaning of unknown and multiple-meaning words and phrases

1.3 understanding figurative language, word relationships, and nuances in word meanings

1.4 determining the denotative and connotative meanings of words and phrases

Standard 2: Main Idea, Supporting Details, and Text Structure
Indiana educators demonstrate understanding of the central ideas, supporting details, and structure of a text, including:

2.1 determining the central ideas or themes of a text

2.2 analyzing the development of central ideas or themes of a text

2.3 analyzing the structure of a text, including how specific sentences and paragraphs relate to one another

2.4 recognizing ideas that support, illustrate, or elaborate the main idea of a text

2.5 recognizing an effective summary or outline of the main idea and key supporting ideas and details of a text

Standard 3: Purpose and Point of View
Indiana educators demonstrate understanding of the writer's purpose and point of view, including:

3.1 recognizing a writer's stated or implied purpose for writing

3.2 recognizing how a writer's choice of words or phrases expresses meaning and influences readers

3.3 determining a writer's opinion or point of view

3.4 assessing how point of view or purpose shapes the content and style of a text

Standard 4: Critical Reasoning
Indiana educators use critical-reasoning skills to evaluate texts, including:

4.1 identifying cause-and-effect relationships in a text

4.2 drawing conclusions and making inferences from stated or implied information in a text

4.3 recognizing the assumptions on which an argument depends

4.4 evaluating the argument and claims made in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence

4.5 analyzing how two or more texts address similar themes or topics

4.6 assessing the credibility, objectivity, or bias of a text

Standard 5: Clear and Coherent Writing

Indiana educators understand how to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience, including:

5.1   recognizing writing that is effective for a given purpose, audience, and occasion

5.2   using strategies that achieve unity and focus in writing

5.3   selecting effective thesis statements, topic sentences, and supporting details

5.4   recognizing methods of effectively organizing paragraphs and passages

5.5   organizing text to give effective emphasis to important words, phrases, and ideas

5.6   reorganizing sentences or paragraphs to achieve a logical sequence of ideas

5.7   selecting effective transitions between ideas and using transitions to clarify relationships among ideas

Standard 6: Strong and Developed Writing

Indiana educators understand how to develop and strengthen writing by revising, editing, rewriting, or trying a new approach, including:

6.1   editing text to introduce and conclude ideas effectively

6.2   editing text to coordinate and subordinate ideas effectively

6.3   editing text to create or improve the parallel structure of words, phrases, or ideas

6.4   revising text to eliminate distracting or unnecessary information or details

6.5   revising text to achieve precise and appropriate language

6.6   revising text to replace imprecise or inappropriate words or phrases

6.7   revising text to eliminate wordiness and redundancy

6.8   revising text to eliminate unnecessary shifts in point of view

6.9   revising text to eliminate misplaced or dangling modifiers, ambiguous or awkward pronoun references, and shifts in tense or mood

Standard 7: Grammar, Usage, and Mechanics

Indiana educators demonstrate command of the conventions of standard English grammar, usage, and mechanics, including:

7.1   applying knowledge of the standard use of verb forms

7.2   applying knowledge of the standard use of pronouns

7.3   applying knowledge of the standard use of adjectives and adverbs

7.4   applying knowledge of the standard use of prepositions

7.5   applying knowledge of subject-verb agreement and pronoun-antecedent agreement

7.6   applying knowledge of the standard use of comparatives, superlatives, and possessives

7.7   applying knowledge of the rules of spelling and of commonly misspelled words

7.8   applying knowledge of the rules of capitalization and the standard use of capital letters

7.9   applying knowledge of the rules of punctuation and the standard use of punctuation marks

Standard 8: Writing Assignment
Indiana educators demonstrate the ability to write arguments to support claims in an analysis of substantive topics using valid reasoning and relevant and sufficient evidence, including:

8.1 analyzing the claims made in a substantive informational text

8.2 writing arguments to support claims and counterclaims with clear reasons and relevant evidence

8.3 stating and maintaining focus on key ideas through the use of a clear thesis statement and topic sentences

8.4 organizing ideas effectively and maintaining a logical sequence of ideas

8.5 establishing and maintaining a formal style and objective tone

8.6 providing a conclusion that follows from and supports the argument presented

8.7 using language and vocabulary that are clear, precise, and appropriate for a given audience and purpose

8.8 demonstrating command of the conventions of standard English grammar

8.9 demonstrating command of the conventions of standard English capitalization, punctuation, and spelling

Standard 9: Number and Quantity
Indiana educators demonstrate knowledge of number systems, number representations, number operations, and basic number theory, including:

9.1 recognizing, converting among, and ordering various representations of rational numbers (e.g., integers, fractions, decimals, powers)

9.2 representing rational and irrational numbers on number lines and coordinate axes

9.3 computing fluently with rational numbers, including applying order of operations

9.4 solving multistep problems and estimating solutions to problems using a variety of number representations

9.5 finding common factors and multiples of multidigit numbers

9.6 recognizing and representing ratio concepts (e.g., proportions, unit rates, percents)

9.7 applying ratio concepts and proportional reasoning to solve mathematical and real-world problems

Standard 10: Algebra and Functions
Indiana educators demonstrate knowledge of mathematical expressions, basic algebraic techniques, and the use of equations and inequalities to model and solve problems, including:

10.1 applying properties of arithmetic to algebraic expressions

10.2 solving one-variable equations and inequalities

10.3 evaluating algebraic expressions for a given value of a variable

10.4 recognizing equivalent versions of algebraic expressions

10.5 recognizing the difference between an independent and a dependent variable

10.6 analyzing and solving linear equations and systems of equations

10.7 using variables and algebraic expressions to model and solve real-world problems

Standard 11: Measurement and Geometry
Indiana educators demonstrate knowledge of the principles and procedures of measurement, basic properties of two- and three-dimensional figures, and reasoning in geometry, including:

11.1 solving mathematical and real-world problems involving area, surface area, and volume of two- and three-dimensional figures

11.2 recognizing and representing polygons on a coordinate plane

11.3 solving problems involving scale drawings

11.4 applying the formulas for the circumference and area of a circle

11.5 using facts about complementary, supplementary, vertical, and adjacent angles to solve multistep problems

11.6 applying the concepts of similarity and congruence

11.7 applying the Pythagorean theorem

Standard 12: Statistics and Probability
Indiana educators demonstrate knowledge of the collection, presentation, and interpretation of data, and of the fundamental properties of probability, including:

12.1 displaying and interpreting data presented in a variety of formats (e.g., dot plots, histograms, circle graphs)

12.2 using and interpreting measures of center (e.g., mean, median, mode) and spread (e.g., standard deviation, interquartile range, outliers) in context

12.3 using random sampling to draw inferences about populations

12.4 making inferences about populations that are based on comparisons of center, variability, and visual overlap of distributions

12.5 interpreting scatter plots and estimating lines of fit for data involving two variables

12.6 applying fundamental properties of probability to estimate the outcomes of events

12.7 determining probabilities using various representations (e.g., Venn diagrams, tree graphs)