



## **Fields 001–003: Core Academic Skills Assessment REPA Educator Standards**

### **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

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### **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

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### **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

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### **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)