

HiSET® – Test at a Glance (TAAG)

Information Brief

The purpose of the ETS High School Equivalency Test (HiSET®) is to certify a candidate's attainment of academic knowledge and skills equivalent to those of a high school graduate. HiSET scores will identify those candidates who have performed at a level consistent with high school equivalency. Information from the HiSET program also will help identify areas in which candidates are career and college ready, as well as areas in which additional preparation may be needed.

Candidates will be tested in five core areas: Language Arts – Reading, Language Arts – Writing, Mathematics, Science, and Social Studies. Descriptions of each of these five tests are contained in this document. The **HiSET® Practice Tests** allow candidates to view sample content and item types and provide them with general information about their level of preparation for taking the operational form.

Through ongoing validity research, the HiSET program has been connected to college-readiness indicators. Candidate performance relative to these indicators is part of the reporting system for the assessment.

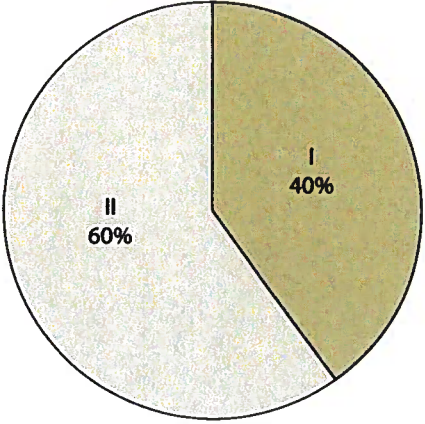
The following TAAG sections give a quick overview of each HiSET test and include:

- Test name
- Length of test (Time)
- Number and types of questions (Format)
- Content Categories and approximate percentage of the test
- Process Categories
- Process Category Descriptors
- Depth of Knowledge Levels (DOK)*

The emphasis of each category is expressed as the average percentage of the number of questions per category. This percentage is the approximate average number of questions across the forms on the HiSET exam.

* Norman L. Webb, University of Wisconsin, 2002. *Depth-of Knowledge Levels for Four Content Areas*.
URL: <http://ossucurr.pbworks.com/w/file/fetch/49691156/Norm%20web%20dok%20by%20subject%20area.pdf>

Language Arts – Reading

Test at a Glance	
Test Name	Language Arts – Reading
Time	65 minutes (English), 80 minutes (Spanish)
Number of Questions	50
Format	Multiple-choice questions
 <p>A pie chart divided into two sections. The smaller section, labeled 'I' and '40%', is olive green. The larger section, labeled 'II' and '60%', is light gray.</p>	Content Categories (Approximate Percentage of Questions)
	Application of concepts, analysis, synthesis, and evaluation involving:
	<ul style="list-style-type: none"> I. Literary Texts (40%) II. Informational Texts (60%)
	Process Categories
	<ul style="list-style-type: none"> A. Comprehension B. Inference and Interpretation C. Analysis D. Synthesis and Generalization

About This Test

The Language Arts – Reading test provides evidence of a candidate’s ability to understand, comprehend, interpret, and analyze a variety of reading material. The Language Arts – Reading test forms will include 40 percent of texts that are literary and 60 percent of texts that are informational. In the ETS HiSET program, candidates will be required to read a broad range of high-quality literary and informational texts. The selections are presented in multiple genres on subject matter that varies in purpose and style. The selections will span various forms (e.g., narratives, memoirs, essays, biographical sketches, editorials, and poetry). The texts generally range in length from approximately 400 to 600 words; however the length typically increases after Spanish translation. This test may contain some questions that will not count toward your score.

Depth of Knowledge Levels (DOK)

Each test question is assigned a Depth of Knowledge Level (DOK). The levels refer to the cognitive demand that the test questions require to answer correctly.

The DOK are listed below along with a brief explanation or some examples of the DOK performances.

- Level 1 – Recall: test takers reflect surface-level understanding of explicit details of the text.
- Level 2 – Skill/Concept: test takers process text and make inferences to exhibit understanding beyond surface level.
- Level 3 – Strategic Thinking: test takers analyze and make meaning beyond the text.
- Level 4 – Extended Thinking: test takers synthesize information and reveal higher-order thinking through complex reasoning.

The examples listed do not cover all the expected behaviors for the DOK levels.

The Test Framework

The Language Arts – Reading test framework is organized into broad areas of content, called **Content Categories**. Each **Content Category** is further divided into **Process Categories** and **Process Category Descriptors**.

The **Process Category Descriptors** describe in greater detail the skills and knowledge eligible for testing. Candidates answer questions about the provided texts that may involve one or more of the **Process Category Descriptors** that are numbered under each **Reading Process Category** starting below.

Reading Process Categories

A. Comprehension

1. *Demonstrate understanding of explicit details in the text*
2. *Determine the meaning of words and phrases as they are used in the text*
3. *Analyze the impact of specific word choices on meaning and tone*

B. Inference and Interpretation

1. *Make and support inferences from the text*
2. *Draw conclusions or deduce meanings not explicitly present in the text*
3. *Infer the traits, feelings, and motives of characters or individuals*
4. *Interpret information presented in different formats (e.g., charts, graphs, tables) and apply to understanding of the text*
5. *Interpret nonliteral language (e.g., figurative language, symbolism, connotation)*

C. Analysis

1. *Determine the main idea, topic, or theme of a text; summarize key details and ideas*
2. *Determine the author's or speaker's purpose or viewpoint*
3. *Analyze individuals, events, and ideas and how they develop and interact over the course of a text (e.g., through comparisons, contrasts, analogies, time lines)*
4. *Recognize aspects of an author's style, structure (e.g., chronological, cause-effect), mood, or tone (e.g., objective, humorous, solemn)*
5. *Evaluate arguments or use of literary devices (e.g., foreshadowing, flashback, irony)*

D. Synthesis and Generalization

1. *Draw conclusions and make generalizations based on several pieces of textual evidence*
2. *Make predictions based on several pieces of textual evidence*
3. *Compare and contrast elements (e.g., structure, style, point of view) of two or more texts*
4. *Analyze how two or more texts present similar information, topics, or themes*

The following is a list of the College and Career Readiness Standards (CCRS)* that are included in the Language Arts – Reading test. The HiSET Language Arts – Reading test is aligned with CCRS Anchor 10: “Read and comprehend complex literary and informational texts independently and proficiently.” While some skills assessed on the HiSET Language Arts – Reading test correspond to CCRS from lower grades, the HiSET exam applies these skills to texts of appropriate reading level and complexity.

CCRS Code**College and Career Readiness Standards**

RH.6 – 8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).
RH.9 – 10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9 – 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RI.11 – 12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11 – 12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.6.7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.9 – 10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9 – 10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9 – 10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI/RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCRS Code**College and Career Readiness Standards**

RI/RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI/RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI/RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI/RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI/RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI/RL.9 – 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI/RL.9 – 10.2	Determine a theme or central idea of a text and analyze in detail 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.
RI/RL.9 – 10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.11 – 12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

* U.S. Department of Education, Office of Vocational and Adult Education, 2013. College and Career Readiness Standards for Adult Education.
URL: <https://www.vrae.org/images/customer-files/CCRStandardsAdultEd.pdf>