



## TEST DESIGN AND FRAMEWORK

### TEST DESIGN

#### Middle Grades Language Arts

The **Middle Grades Language Arts** assessment consists of **one test**. The test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the table below. Further information regarding the content included in each subarea can be found in the test framework.

■ **Middle Grades Language Arts (Test Code 011)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading Literature and Informational Texts	0001–0005	17	1
➤ Reading Across the Curriculum	0006–0009	13	
➤ Writing Processes, Purposes, and Conventions	0010–0015	20	1
➤ Listening, Speaking, and Viewing	0016–0018	10	
	<b>TOTAL</b>	<b>60</b>	<b>2</b>
	<b>Percentage of Test Score</b>	<b>80%</b>	<b>20%</b>



Georgia Assessments for the  
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### TEST FRAMEWORK

#### Middle Grades Language Arts

##### READING LITERATURE AND INFORMATIONAL TEXTS

**0001 Understand the characteristics of various literary genres and forms of informational texts and their cultural and historical aspects.**

For example:

- distinguishing various literary genres (e.g., prose [short story, novel, essay, editorial, biography], poetry, drama)
- distinguishing various forms of informational texts (e.g., journal, letter, biography, newspaper and magazine articles)
- interpreting literary works and informational texts according to their cultural and historical contexts
- identifying similarities and differences (e.g., regarding plot, character, or theme) among literary works and informational texts from various cultures and historical periods
- analyzing the roles of authors and works in influencing public opinion and changing attitudes about social issues

**0002 Understand the structures and elements of literary works.**

For example:

- using significant details in a literary work to analyze the traits, emotions, and motivations of various characters in the work
- demonstrating knowledge of types of plot (e.g., climactic, episodic)
- recognizing the structural elements of plot (e.g., exposition, internal and external conflict, climax, resolution, subplot, parallel plot)
- evaluating the development of plot in a literary work, including the ways in which conflicts are or are not addressed and resolved
- analyzing the use of theme and thematic elements in a literary work
- recognizing recurrent themes across a variety of literary works
- analyzing the effects of an author's choice of words on creating tone and mood in a literary work
- analyzing the effects of an author's use of sound (e.g., alliteration, onomatopoeia, rhyme, meter) and figurative language (e.g., personification, metaphor, simile, hyperbole, metonymy) on conveying meaning in a literary work

**0003 Understand the structures and elements of informational texts.**

For example:

- identifying the author's main idea or purpose in an informational text
- recognizing the method used by the author to develop an argument or express a point of view that supports the main idea or purpose of an informational text
- evaluating the structural elements of informational text (e.g., paragraphs, topic sentences, introduction, supporting details, conclusion, footnotes, summary/abstract, bibliography, index)
- analyzing various methods (e.g., chronological order, cause and effect, comparison and contrast) for organizing informational text
- demonstrating the ability to follow multistep directions in technical or informational texts
- demonstrating knowledge of techniques for using information from a variety of consumer, professional, and public documents to solve problems
- using knowledge of common graphic features (e.g., graphic organizers, diagrams, captions, illustrations) of informational texts to draw conclusions and make judgments

**0004 Understand word identification strategies and methods for promoting vocabulary development.**

For example:

- identifying instructional strategies and activities that help students to apply word identification strategies in addition to phonics (e.g., structural analysis, context clues)
- demonstrating knowledge of the ways in which word identification strategies (e.g., applying knowledge of roots, affixes, and cognates) may be used to improve comprehension by analyzing the denotative and connotative meanings of words
- demonstrating knowledge of instructional strategies and activities that promote vocabulary development (e.g., reading and listening to a wide variety of texts, word classification, semantic mapping)
- recognizing criteria for selecting relevant vocabulary words for study (e.g., words that are related to one another, words needed to comprehend a reading selection)
- demonstrating knowledge of how the history of the English language is manifested in modern vocabulary, word structures, spelling, and pronunciation

**0005 Understand reading strategies used to construct meaning, aid comprehension, and increase fluency.**

For example:

- demonstrating knowledge of strategies to use before, during, and after reading to enhance comprehension (e.g., recalling prior knowledge, making predictions, previewing, self-monitoring, self-correcting, rereading, outlining, summarizing, self-questioning, think-alouds)
- demonstrating knowledge of literal comprehension skills (e.g., identifying the sequence of events in a text, identifying explicitly stated main ideas and supporting details in a text)
- demonstrating knowledge of inferential comprehension skills (e.g., ability to draw conclusions or make generalizations from a text and to infer ideas and relationships that are not explicitly stated in a text)
- demonstrating knowledge of how to read a text with rhythm, meter, intonation, and overall fluency that is characteristic of everyday speech and appropriate to meaning

## **READING ACROSS THE CURRICULUM**

### **0006 Understand strategies for promoting students' independent reading in multiple subject areas.**

For example:

- demonstrating knowledge of strategies for expanding students' experiences with diverse texts (e.g., historical, mathematical, scientific, journalistic, literary) and encouraging students to be lifelong learners
- identifying appropriate methods for determining students' reading interests and helping students develop selection criteria for independent learning
- identifying strategies for selecting and organizing a range of reading materials (e.g., fiction, nonfiction, drama, reference) at various levels of difficulty for all students

### **0007 Understand reading for information in multiple subject areas.**

For example:

- analyzing recurrent ideas, messages, or themes across a variety of texts and disciplines
- recognizing relationships between messages and themes from one discipline to another
- demonstrating the ability to use features of texts from a range of disciplines (e.g., tables, charts, graphs, maps, photographs, illustrations)
- demonstrating knowledge of methods for locating, gathering, interpreting, synthesizing, and evaluating information from a variety of printed texts and electronic sources
- recognizing an author's purpose for writing and how to vary reading strategies (e.g., skimming, scanning, rereading) for different purposes and texts

### **0008 Understand reading to expand content vocabulary and modes of discourse across subject areas.**

For example:

- identifying instructional strategies and activities that integrate content vocabulary from other disciplines in order to expand students' abilities to respond to new words through the use of context clues and idioms
- recognizing the relationships of certain words and concepts from one discipline to another and how similes, metaphors, and analogies can be used to compare ideas across disciplines
- recognizing how unfamiliar messages and themes from any discipline may be explored and better understood by relating them to familiar messages and themes from prior learning or personal experience

**0009 Understand reading to develop skills of critical analysis and evaluation and to form personal responses.**

For example:

- evaluating the relevance, importance, and sufficiency of facts or examples provided to support an argument presented in a text
- assessing the credibility or objectivity of information and arguments presented in a text, including distinguishing fact from opinion
- recognizing the deliberate omission of facts or examples in an argument
- recognizing fallacies in logic
- analyzing how the point of view, tone, and style of a text can affect the response to the text
- demonstrating knowledge of strategies for assisting students to express effectively their responses to texts from multiple subject areas both in writing and through speaking (e.g., relating the text to personal, social, and cultural experiences; analyzing the author's use of language; citing evidence from the text to support an interpretation)

**WRITING PROCESSES, PURPOSES, AND CONVENTIONS**

**0010 Understand effective and appropriate organizational structure and focus in writing.**

For example:

- demonstrating knowledge of methods for organizing writing effectively and appropriately according to purpose, genre, audience, and format requirements
- demonstrating knowledge of traditional structures used to convey information in writing (e.g., chronological order, cause and effect, comparison and contrast, question and answer)
- demonstrating knowledge of methods for identifying and removing material in writing that is extraneous, irrelevant, or inappropriate
- recognizing the appropriate length of writing for addressing a particular topic or telling a story
- recognizing the appropriate structural elements (e.g., transitional words and sentences, parallelism) for ensuring clarity, coherence, and conciseness in writing
- recognizing the appropriate supporting elements (e.g., facts, examples, descriptions, anecdotes) for ensuring valid conclusions and credible endings in writing

**0011 Understand techniques for effective narrative writing.**

For example:

- identifying techniques for engaging readers through development of plot, setting, characters, and point of view appropriate to the narrative (e.g., introducing conflict, crises, or challenges; providing thematic or causal connectedness; creating mood and atmosphere through setting; showing, not telling, characters' thoughts, words, and actions; providing periodic insights from the narrator)
- recognizing effective use of details to help describe incidents, events, individuals, attitudes, and situations
- demonstrating knowledge of effective use of concrete and evocative language to maximize the reader's experience of plot, setting, and characters (e.g., strong verbs; modifiers that appeal to the senses; rhythm, rhyme, alliteration, and other literary effects; varied sentence length and structure)
- demonstrating knowledge of effective use of literary approaches to enhance writing (e.g., suspense, figurative language, realistic dialogue, flashback, flashforward, foreshadowing)

**0012 Understand techniques for effective analytical and persuasive writing.**

For example:

- demonstrating knowledge of techniques for engaging readers in analytical or persuasive writing by establishing a context, providing a purpose, and creating a voice
- demonstrating knowledge of techniques for justifying interpretations and supporting judgments by referring to examples and evidence in a source text
- demonstrating the ability to state a clear position or perspective and offer a logical argument and convincing evidence to support that position
- demonstrating knowledge of techniques for anticipating reader questions, concerns, and counterarguments and formulating effective responses
- demonstrating knowledge of techniques for effectively concluding or resolving analytical and persuasive writing (e.g., summarizing, using a meaningful anecdote, providing an overall reaction, suggesting a broader significance, making a determination, calling for action or further study)

**0013 Understand techniques for effective expository and technical writing and writing that involves research.**

For example:

- identifying organizational patterns that are appropriate for the particular type of writing (e.g., descriptive essay, business correspondence, biographical sketch)
- identifying effective controlling ideas that convey perspective on a subject
- recognizing relevant and focused questions about a subject
- recognizing appropriate contexts for providing opinions about a subject
- demonstrating the ability to state a thesis clearly
- demonstrating the ability to organize and display information in charts, graphs, maps, and multimedia presentations
- demonstrating the ability to summarize and paraphrase ideas, concepts, and quotations from primary and secondary sources, including electronic texts
- demonstrating the ability to achieve an effective balance between researched information and original ideas in writing
- identifying various sources of information, including technological resources, and methods for assessing the credibility, objectivity, and reliability of a source of information

**0014 Understand techniques for effectively revising and editing writing and for appropriately documenting sources used in writing.**

For example:

- demonstrating knowledge of techniques for planning and drafting preliminary versions of writing (e.g., outlining, freewriting, graphic organizers)
- demonstrating knowledge of techniques for revising, editing, and proofreading writing to improve organization and transitions and to correct errors in spelling, punctuation, and grammar
- demonstrating knowledge of appropriate methods for documenting sources used in writing (e.g., footnotes, endnotes, bibliography) in order to avoid plagiarism

**0015 Understand the rules and conventions of Standard American English grammar and usage.**

For example:

- identifying various noun forms (e.g., common, proper, abstract, collective, plural, possessive)
- identifying types, characteristics, and uses of pronouns (e.g., personal, possessive, interrogative, demonstrative, reflexive, indefinite) and recognizing how to decline pronouns by gender and case and use them correctly in a sentence
- demonstrating knowledge of various types of verbs and verb phrases (e.g., action, transitive, intransitive, linking, helping)
- differentiating between adverbs and adjectives
- identifying characteristics and uses of conjunctions, prepositions, and prepositional phrases
- recognizing parts of sentences (e.g., subject, verb, clause, phrase, direct and indirect objects, subject and object complements) and identifying simple, compound, and complex sentences
- recognizing fragments, run-on sentences, and dangling modifiers and demonstrating the ability to correct them
- demonstrating the ability to use punctuation and capitalization correctly

**LISTENING, SPEAKING, AND VIEWING**

**0016 Understand listening and speaking skills that are effective and appropriate for communication in a classroom setting.**

For example:

- demonstrating the ability to clarify, illustrate, or expand on an idea or topic of discussion (e.g., paraphrasing, asking open-ended questions)
- analyzing strategies for organizing, delivering, and sharing information
- evaluating the effectiveness and appropriateness of details and examples given to support an opinion or explain a point of view
- analyzing the role of critical thinking skills (e.g., selecting and evaluating supporting data, evaluating a speaker's point of view) in effective listening and speaking
- demonstrating knowledge of effective group communication techniques (e.g., brainstorming)
- demonstrating knowledge of problem-solving sequences (i.e., defining a problem and identifying possible solutions, selecting the optimal solution, and implementing and evaluating the solution)

**0017 Understand listening and speaking skills that are effective and appropriate for interacting socially in a variety of formal and informal situations.**

For example:

- distinguishing among styles of language (e.g., formal, informal, technical, regional) appropriate for various purposes, content, audiences, and occasions
- demonstrating knowledge of effective techniques for listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker, responding to and initiating new topics of discussion, soliciting comments, asserting opinions without dominating discussions)
- demonstrating knowledge of effective techniques for listening and speaking in small- and large-group situations (e.g., monitoring reactions by interpreting nonverbal cues, displaying appropriate turn-taking behavior)

**0018 Understand viewing, listening, and speaking skills that are effective for responding to and delivering various forms of media presentations.**

For example:

- recognizing the characteristics and uses of various media (e.g., television, radio, film, computer graphics, the Internet)
- analyzing ways in which visual images communicate information, influence attitudes, and change opinions and impressions
- analyzing oral presentations by identifying a speaker's purpose and paraphrasing a speaker's point of view
- identifying effective methods for using media to express a point of view and inform and persuade others
- demonstrating knowledge of techniques for making effective dramatic presentations or interpretations, including appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals)
- demonstrating the ability to organize information and use multimedia tools to present information for various purposes and audiences
- recognizing appropriate ways to respond to oral communications through questions, challenges, or affirmations