



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Middle Grades Reading

The **Middle Grades Reading** 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 Reading (Test Code 012)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading and Literature	0001–0004	16	
➤ Reading Across the Curriculum	0005–0007	12	
➤ Comprehension	0008–0012	20	1
➤ Assessment	0013–0015	12	1
	TOTAL	60	2
	Percentage of Test Score	80%	20%



Georgia Assessments for the
Certification of Educators®

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TEST FRAMEWORK

Middle Grades Reading

READING AND LITERATURE

0001 Understand language acquisition, reading processes, and theories of reading development.

For example:

- demonstrating knowledge of fundamental processes of first- and second-language acquisition that relate to reading development
- recognizing the relationship between reading development and language development and between reading development and learning
- demonstrating knowledge of major theories and current research relating to the reading process and reading instruction and current trends and issues in reading education
- recognizing interrelationships among reading, writing, listening, speaking, viewing, and visually representing

0002 Understand the characteristics of a variety of genres and types of literature and informational texts.

For example:

- identifying the characteristics of major literary genres, including poetry, drama, and prose (e.g., short story, novel, historical fiction, science fiction)
- recognizing the elements of fiction (e.g., plot, character, setting, theme)
- analyzing how literary devices (e.g., imagery, simile, metaphor, foreshadowing, hyperbole, refrain) contribute to an author's purpose, meaning, and style
- identifying the characteristics of major nonfiction genres (e.g., essay, biography, autobiography, memoir, editorial) and types of informational texts (e.g., textbook, news article), including common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary) and graphic features (e.g., charts, maps, diagrams, illustrations) of nonfiction and informational texts
- identifying common organizational structures (e.g., chronological order, logical order, cause and effect) of informational texts

0003 Understand literary texts from various genres, cultures, and time periods and how to use evidence and main ideas as the basis for interpretation.

For example:

- analyzing language, character development, setting, theme, mood, tone, point of view, foreshadowing, irony, and other elements in literary texts
- analyzing figurative language in literary texts (e.g., rhyme, alliteration, personification, metaphor, simile)
- demonstrating knowledge of inference and interpretation skills applied to literary texts and how to support inferences (e.g., about setting, characters, and events) with convincing evidence from the text
- analyzing the ways in which a literary work reflects the traditions, perspectives, and culture of a particular group of people or time period
- comparing and contrasting traditional literature with mythology, folktales, and legends from different cultures

0004 Understand methods for promoting literacy as a lifelong skill.

For example:

- identifying factors in the classroom that influence students' reading (e.g., language-rich and print-rich classroom environments, grouping procedures, types of reading tasks, high-interest reading choices)
- identifying ways to cultivate students' enthusiasm for reading (e.g., book clubs, discussion groups, reading incentives, author studies, plays, reader's theatre, literature circles) and their interest in exploring a variety of reading materials
- identifying strategies for learning about and using students' personal interests to motivate and enhance their independent reading
- recognizing the value of inquiry and demonstrating knowledge of strategies for helping students use reading to set and pursue their own research goals, select resources, investigate topics, organize and interpret data, and present their conclusions

READING ACROSS THE CURRICULUM

0005 Understand strategies for promoting content-area knowledge through reading and for improving research habits and study skills.

For example:

- demonstrating knowledge of various methods for improving students' comprehension of content-area texts (e.g., analyzing text structure or format, summarizing, semantic mapping, creating graphic organizers)
- demonstrating knowledge of strategies for promoting students' use of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index) and graphic features (e.g., charts, graphs, maps, diagrams, captions, photos) to locate, analyze, organize, and recall information
- demonstrating knowledge of strategies for promoting various study skills (e.g., highlighting, outlining, mapping, note-taking, and test-taking skills)
- demonstrating knowledge of strategies for relating students' prior knowledge and experiences to subject-area content
- demonstrating knowledge of strategies for promoting students' ability to analyze how certain words and concepts relate to multiple subject areas

0006 Understand the use of word-identification strategies and various methods for promoting and expanding vocabulary development.

For example:

- demonstrating knowledge of word-analysis strategies and skills used to gain meaning from unfamiliar words (e.g., decoding, structural analysis)
- demonstrating knowledge of strategies for determining and verifying the meaning of unfamiliar words or words with multiple meanings using context clues (e.g., contrast, restatement, cause and effect, syntax)
- demonstrating knowledge of strategies for determining and verifying meaning(s), pronunciation(s), synonyms, antonyms, and part(s) of speech of unfamiliar words or words with multiple meanings through the use of technology and other reference materials (e.g., dictionary, thesaurus)
- recognizing criteria for selecting appropriate vocabulary words for study (e.g., key words, content-specific words, words needed to comprehend a passage, words that have roots and affixes that give clues to their meaning)
- demonstrating knowledge of instructional strategies and activities for promoting vocabulary development (e.g., word classification, etymology, semantic mapping, applying vocabulary words in new contexts)

0007 Understand how to vary reading strategies for different texts and purposes for reading and how to facilitate students' use of various reading materials.

For example:

- demonstrating knowledge of different types and functions of texts and strategies for teaching students how to vary reading strategies (e.g., skimming, scanning, rereading, in-depth reading) for different texts and purposes for reading
- recognizing ways to select, organize, and manage instructional materials and technologies to address the reading needs and interests of groups and individuals
- demonstrating knowledge of a wide body of grade-level-appropriate literature, texts, and other resources that reflect various subject areas and disciplines and identifying appropriate strategies for facilitating reading of given texts
- demonstrating knowledge of strategies for promoting students' ability to locate, select, and use information from a variety of print, nonprint, and technological references and resources
- demonstrating knowledge of strategies for motivating students to read across the curriculum and for supporting their reading of both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas

COMPREHENSION

0008 Understand fluency and other factors that affect reading comprehension.

For example:

- recognizing the role of oral reading fluency (e.g., reading rate, rhythm, flow, prosody) in facilitating comprehension and strategies for promoting students' oral reading fluency to support comprehension
- demonstrating knowledge of the role of phonics in developing rapid, automatic word recognition; the relationship between decoding and reading comprehension; and strategies for strengthening students' decoding skills
- demonstrating knowledge of the role of vocabulary knowledge in facilitating reading comprehension (e.g., familiarity with grade-level vocabulary, common idioms, figurative phrases, and playful use of language [puns, wordplay, palindromes]) and strategies for preteaching vocabulary to support comprehension
- demonstrating knowledge of the relationship between students' oral language proficiency and their ability to comprehend text at the word level, the sentence level, and the paragraph level
- recognizing the role of prior knowledge in supporting fluent reading and reading comprehension and demonstrating knowledge of ways to activate students' prior knowledge and scaffold reading tasks to support comprehension
- recognizing how differences in students' backgrounds (e.g., cultural, linguistic) can affect their reading comprehension

0009 Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to literary texts.

For example:

- identifying levels of comprehension (e.g., literal, inferential, evaluative) of literary texts and demonstrating knowledge of strategies for promoting comprehension of literary texts at all three levels
- demonstrating knowledge of strategies for promoting students' ability to evaluate the structural elements of plot (e.g., subplots, parallel episodes, climax), development of plot, and the ways in which conflicts are or are not addressed or resolved
- demonstrating knowledge of strategies for promoting students' ability to analyze an author's purpose, point of view, and voice
- demonstrating knowledge of strategies for promoting students' ability to interpret a character's traits, emotions, and motivations
- demonstrating knowledge of strategies for promoting students' ability to identify the speaker and determine if a text is narrated in the first or third person
- recognizing that theme refers to the meaning of a selection, whether implied or stated, and demonstrating knowledge of strategies for promoting students' ability to analyze theme as it relates to a literary text (e.g., identifying and analyzing symbols used to develop a text's theme)

0010 Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to informational texts.

For example:

- identifying levels of comprehension (e.g., literal, inferential, evaluative) of informational texts and demonstrating knowledge of strategies for promoting comprehension of informational texts at all three levels
- demonstrating knowledge of strategies for promoting students' ability to distinguish fact from opinion and nonfiction from fiction
- demonstrating knowledge of strategies for promoting students' ability to recognize and trace the development of an author's argument, point of view, or perspective in an informational text
- demonstrating knowledge of strategies for promoting students' ability to identify evidence to support an argument and to locate information to answer questions and draw conclusions
- demonstrating knowledge of strategies for promoting students' ability to use various methods for summarizing main ideas, supporting ideas, and supporting details
- demonstrating knowledge of strategies for promoting students' ability to identify and use common text features (e.g., transitions) and organizational structures (e.g., chronological order, logical order, cause and effect, compare and contrast) of informational texts to enhance comprehension
- demonstrating knowledge of strategies for promoting students' ability to relate messages and themes from one subject area to those in another subject area
- demonstrating knowledge of strategies for promoting students' ability to critically evaluate the merit of texts in all subject areas

0011 Understand methods, activities, and techniques for applying comprehension strategies throughout the reading process.

For example:

- demonstrating knowledge of strategies for orienting students to new texts (e.g., previewing, making predictions, discussing prior knowledge related to the topic, setting a purpose for reading, generating questions prior to reading)
- demonstrating knowledge of ways to help students monitor their own comprehension as they read (e.g., visualizing, self-monitoring, self-questioning, rereading, adjusting rate based on passage difficulty, paraphrasing, note taking)
- demonstrating knowledge of strategies for supporting students' comprehension through oral response (e.g., summarizing; retelling; sharing reactions; making text-to-self, text-to-text, and text-to-world connections) and written response (e.g., journals, semantic maps, Venn diagrams and other graphic organizers)

0012 Understand the selection and use of reading materials for different purposes, including materials for introducing or reviewing various comprehension skills and strategies.

For example:

- demonstrating knowledge of how to select and use a diverse body of works, authors, U.S. and world literature, and other resources to promote students' literary-response and analysis skills
- demonstrating awareness of the role of independent reading in the development of comprehension and vocabulary knowledge
- recognizing strategies for facilitating students' selection of appropriate independent reading materials
- identifying ways to facilitate student text selection for specific purposes (e.g., to locate and gather facts to support a persuasive argument, to conduct research, to address student issues, to allow students to gain insight into themselves and others)
- demonstrating knowledge of strategies for selecting and using materials that provide opportunities for students to read and construct meaning from various visual/graphic features of texts (e.g., tables, charts, graphs, maps, illustrations)

ASSESSMENT

0013 Understand formal and informal techniques for assessing reading skills.

For example:

- recognizing the importance of monitoring student progress on an ongoing basis and using a variety of developmentally appropriate classroom-reading assessments to provide multiple indicators of student progress
- demonstrating awareness of the characteristics and uses of standardized tests and other formal reading assessments (e.g., norm-referenced tests, criterion-referenced tests, reading-rate assessments, curriculum-based measurements, use of rubrics, reading-software assessments)
- demonstrating awareness of the characteristics and uses of a variety of informal classroom-reading assessments (e.g., informal reading inventories, miscue analyses, anecdotal notes, student retellings)
- demonstrating knowledge of how to administer various formal and informal assessments

0014 Understand how to interpret and communicate the results of reading assessments.

For example:

- analyzing the results of formal and informal reading assessments to determine whether a student is below, at, or above expected performance standards
- analyzing the results of formal and informal reading assessments to determine specific areas of reading difficulty for individual students or groups of students
- demonstrating knowledge of strategies for collecting and organizing data from formal and informal classroom-reading assessments to show progress over time for all students
- analyzing miscues (e.g., syntactic, graphophonic, semantic) to identify a reader's patterns of problem solving, self-monitoring, and self-correction
- analyzing data and evidence from classroom-reading assessments to identify students who may need additional support beyond the classroom to address reading weaknesses
- demonstrating knowledge of effective methods for communicating results of reading assessments to students, parent(s)/guardian(s), administrators, support personnel, and other classroom teachers or specialists who work with given students

0015 Understand the use of assessment data to plan and tailor instruction for readers at all skill levels.

For example:

- demonstrating familiarity with assessments used to determine students' independent, instructional, and frustration reading levels and recognizing the importance of using data from such assessments to select appropriate and readable materials for individuals and groups at all levels of reading proficiency
- recognizing the importance of using data from assessments to plan flexible groupings in instruction to address students' changing reading needs
- recognizing the importance of using data from assessments to plan and implement timely classroom interventions, differentiated instruction, and individualized instruction to address the needs of students at all proficiency levels
- recognizing how to use diagnostic reading data to build on the strengths and address the needs of students with reading difficulties
- recognizing how to use diagnostic reading data to build on the strengths and address the needs of English Language Learners