



TEST DESIGN AND FRAMEWORK

TEST DESIGN

English

The **English** assessment consists of **two tests**. Each 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 by each test, 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 tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 020)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Comprehension of Literary and Informational Texts	0001–0005	38	1
➤ Reading Skills and Strategies	0006–0008	22	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 021)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Writing Conventions and the Writing Process	0009–0011	20	1
➤ Writing for Various Purposes	0012–0015	27	1
➤ Oral and Visual Communications	0016–0017	13	
TOTAL		60	2
Percentage of Test Score		80%	20%



Georgia Assessments for the
Certification of Educators®

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TEST FRAMEWORK

English

COMPREHENSION OF LITERARY AND INFORMATIONAL TEXTS

0001 Understand various genres (i.e., prose, poetry, and drama) and identify the use and purpose of literary elements, themes, styles, and structures in works of literature.

For example:

- recognizing characteristic features of various genres of prose, poetry, and drama
- analyzing a variety of works to identify types of discourse (e.g., satire, parody, allegory, pastoral) that cross the lines of genre classifications
- demonstrating knowledge of characteristics of literature in various genres written for adolescents and young adults
- identifying and analyzing the use of literary elements (e.g., character development, setting, mood, point of view, foreshadowing, irony, diction, imagery, symbolism, figurative language)
- analyzing a writer's purpose in the use of a particular genre or particular literary elements, stylistic devices, and structures
- analyzing the use of theme and thematic elements in works of literature
- comparing the treatment of a theme in different literary genres and across cultures and periods
- recognizing and analyzing the effects of various organizational structures (e.g., chronological, *in medias res*, flashback, frame narrative) in works of literature

0002 Understand the purposes, structures, elements, and meanings of U.S. prose, poetry, and drama of different movements and periods.

For example:

- analyzing structures, elements, and themes of U.S. prose, poetry, and drama that are characteristic of particular U.S. cultures, regions, or historical periods
- recognizing the relationship of a U.S. work of prose, poetry, or drama to the historical period or literary movement of which it is a part
- comparing themes shared in several literary works from the same U.S. culture or period
- recognizing historical elements, references, and antecedents in U.S. prose, poetry, and drama
- analyzing the influence of mythic, traditional, or earlier literature on U.S. prose, poetry, and drama
- demonstrating familiarity with the historical development of U.S. prose, poetry, and drama

0003 Understand the purposes, structures, elements, and meanings of British and Commonwealth prose, poetry, and drama of different movements and periods.

For example:

- analyzing structures, elements, and themes of British and Commonwealth prose, poetry, and drama that are characteristic of particular British and Commonwealth cultures, regions, or historical periods
- recognizing the relationship of a British or Commonwealth work of prose, poetry, or drama to the historical period or literary movement of which it is a part
- comparing themes shared in several literary works from the same British or Commonwealth culture or period
- recognizing historical elements, references, and antecedents in British and Commonwealth prose, poetry, and drama
- analyzing the influence of mythic, traditional, or earlier literature on British and Commonwealth prose, poetry, and drama
- demonstrating familiarity with the historical development of British and Commonwealth prose, poetry, and drama

0004 Understand the purposes, structures, elements, and meanings of world prose, poetry, and drama of different movements and periods.

For example:

- analyzing structures, elements, and themes of world prose, poetry, and drama that are characteristic of particular world cultures, regions, or historical periods
- recognizing the relationship of a work of world prose, poetry, or drama to the historical period or literary movement of which it is a part
- comparing themes shared in several literary works from the same world culture or period
- recognizing historical elements, references, and antecedents in world prose, poetry, and drama
- analyzing the influence of mythic, traditional, or earlier literature in world prose, poetry, and drama
- demonstrating familiarity with the historical development of world prose, poetry, and drama

0005 Understand the purposes, structures, elements, and meanings of informational and technical texts.

For example:

- recognizing various types of informational and technical texts (e.g., newspaper article, editorial, report)
- distinguishing different purposes for informational and technical writing (e.g., to inform, amuse, instruct, explain, persuade)
- identifying a writer's purpose, main ideas, and supporting details in a given informational or technical text
- applying knowledge of common textual features (e.g., paragraphs, topic sentences, tables of contents, step-by-step lists, chapter headings, unit summaries) of informational and technical texts
- applying knowledge of common graphic features (e.g., graphic organizers, diagrams, captions, illustrations) of informational and technical texts
- applying knowledge of common organizational structures and patterns (e.g., transitions, classification schemes, logical order) of informational and technical texts

READING SKILLS AND STRATEGIES

0006 Understand strategies for the comprehension and interpretation of texts.

For example:

- applying knowledge of prereading and metacognitive strategies used to enhance the comprehension of challenging texts
- determining the possible meaning of unfamiliar words and phrases using context clues and/or structural analysis and applying knowledge of roots, etymology, and word structure to interpret words with multiple meanings, strong connotations, misleading cognates, and similar characteristics
- recognizing how the history of the English language is manifested in modern vocabulary, word structures, spelling, and pronunciation
- identifying accurate summaries, restatements, outlines, and other organizing devices of a text and recognizing how these devices aid in comprehension of the content, organization, and reasoning of a written text
- applying inferential comprehension skills to draw conclusions from a given passage and interpret implied information
- analyzing how common textual features, graphic features, and organizational structures (e.g., paragraphs, topic sentences, tables of contents, step-by-step lists, chapter headings, unit summaries) affect the comprehension and interpretation of texts
- applying knowledge of reference resources and skills used to aid comprehension and interpretation

0007 Understand strategies for the critical analysis and evaluation of texts.

For example:

- evaluating the development and use of logic and evidence in an argument
- analyzing the effectiveness of a writer's use of language, style, syntax, and rhetorical strategies for specific purposes and audiences
- distinguishing opinion from fact, conclusion, or inference in a passage
- discerning the relevance, importance, credibility, and sufficiency of support in a writer's argument
- determining how a writer uses tone and style to present a particular point of view or to hold the interest of readers
- demonstrating knowledge of the effect of the cultural, political, and social environment on a writer's use of language

0008 Understand skills for effective reading across the curriculum.

For example:

- recognizing the relationships of messages, themes, and ideas from one subject area to those from another subject area and to life experiences
- applying knowledge of a writer's purpose, the academic context, and prior learning to the comprehension of ideas in the subject areas
- applying knowledge of organizational structures and patterns, graphic features, and textual features to the comprehension of ideas in the subject areas
- recognizing how certain words and concepts are related to multiple subjects and how similes, metaphors, and analogies are used to compare ideas across subject areas

WRITING CONVENTIONS AND THE WRITING PROCESS

0009 Understand the conventions of Standard American English.

For example:

- applying an extensive knowledge of Standard American English grammar, semantics, syntax, morphology, and phonology
- recognizing and evaluating the appropriateness of grammar that does not conform to Standard American English in written texts
- recognizing appropriate and inappropriate use of words, phrases, and clauses in written texts
- demonstrating knowledge of standard sentence construction (e.g., subordination, parallel structure, use and placement of modifiers)
- demonstrating knowledge of Standard American English mechanics (e.g., spelling, capitalization, punctuation)

0010 Understand writing as a process.

For example:

- recognizing techniques for generating and organizing ideas prior to writing
- demonstrating knowledge of techniques for selecting and presenting detailed evidence as support for ideas
- recognizing methods for developing ideas into a well-organized composition that is cohesive and coherent
- demonstrating knowledge of revision, editing, and proofreading methods and standards

0011 Understand the use of research and technology in writing.

For example:

- recognizing the differences between primary and secondary sources
- identifying the advantages and disadvantages of various sources of information (e.g., interviews, autobiographies, textbooks, newspapers, journals, the Internet, popular nonfiction books) and of using technology in research (e.g., ability to search widely, danger of plagiarism)
- recognizing methods for verifying accuracy (e.g., cross-checking sources)
- assessing the credibility, objectivity, and reliability of a source of information
- synthesizing information from multiple sources and perspectives
- applying knowledge of ethical principles and appropriate formats for quoting material, citing sources, and creating bibliographies
- recognizing how the medium of presentation can affect a reader's construction of meaning from a text

WRITING FOR VARIOUS PURPOSES**0012 Understand techniques for developing organized, focused narrative writing.**

For example:

- applying knowledge of techniques for generating ideas and themes for personal exploration through writing
- applying knowledge of techniques for engaging and maintaining readers' interest
- identifying the characteristics of effective plots, characters, settings, and points of view in narrative writing
- recognizing effective use of details and concrete language
- analyzing how audience, purpose, and context affect narrative writing
- demonstrating knowledge of narrative techniques and tools used to tell stories (e.g., transitions, flashbacks, suspense, dialogue, mood, foreshadowing, *in medias res*)

0013 Understand techniques for developing organized, focused expository or technical writing.

For example:

- selecting an organizational pattern appropriate for providing information
- demonstrating knowledge of techniques for developing and sustaining a controlling idea that conveys a perspective on a subject
- identifying extraneous details and inappropriate information
- recognizing effective uses of transitions
- applying knowledge of effective expository techniques and tools
- demonstrating knowledge of rhetorical devices used to reinforce information and sustain interest (e.g., parallelism, analogy, humor, repetition, illustrations, varied language)

0014 Understand techniques for developing organized, focused persuasive writing.

For example:

- recognizing effective techniques for establishing a context for an issue or controversy
- demonstrating knowledge of techniques for stating and developing a controlling idea or arguable thesis
- demonstrating knowledge of techniques for defending positions with evidence and support
- recognizing effective techniques for expanding arguments with logic, credibility, and emotion
- applying knowledge of persuasive techniques and rhetorical devices used to develop and support arguments effectively

0015 Understand techniques for developing organized, focused writing for the analysis of literary and informational texts.

For example:

- analyzing the structure, organization, themes, and ideas of a literary or informational work
- evaluating a writer's use of stylistic devices and other elements of literary or informational writing
- comparing the descriptions, motivations, and actions of characters in different literary texts or across literary and nonliterary contexts
- analyzing a writer's use of language to achieve a desired purpose
- comparing the genre-driven features of texts

ORAL AND VISUAL COMMUNICATIONS

0016 Understand principles and techniques for preparing and delivering oral and visual communication.

For example:

- analyzing elements of effective listening and speaking in conversation and in small- and large-group situations
- demonstrating knowledge of techniques for encouraging risk taking and promoting an atmosphere of tolerance and support
- recognizing effective techniques for questioning, summarizing, paraphrasing, extending, redirecting ideas and comments, and achieving closure
- recognizing rhetorical strategies appropriate for various kinds of oral and visual messages
- analyzing the characteristics and evaluating the effects of different methods of various presentation techniques
- recognizing principles of graphic communications, oral communications, and audiovisual communications

0017 Understand techniques for the critical analysis of oral and visual messages delivered through various media.

For example:

- evaluating strategies used by the media for a variety of purposes
- analyzing media messages for logic and reasoning
- comparing messages across different media
- analyzing the relationship between the media and the democratic process
- analyzing the relationship between the media and personal and societal values, opinions, and behaviors
- distinguishing techniques used by visual (i.e., still and moving) and oral media
- distinguishing between classical and contemporary logical arguments