



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Reading

The **Reading** 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 117)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading Assessment	0001–0003	18	1
➤ Foundations of Reading Development	0004–0007	24	
➤ Reading Development	0008–0010	18	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 118)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Comprehension	0011–0013	18	1
➤ Reading and Literature	0014–0016	18	
➤ Reading Across the Curriculum	0017–0020	24	1
TOTAL		60	2
Percentage of Test Score		80%	20%



**Georgia Assessments for the
Certification of Educators®**

TEST DESIGN AND FRAMEWORK

TEST FRAMEWORK

Reading

READING ASSESSMENT

0001 Understand formal and informal techniques for assessing reading.

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

0002 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 strengths and weaknesses for individual students or groups of students
- demonstrating knowledge of methods for collecting and organizing data from formal and informal classroom-reading assessments to show progress over time for all students
- analyzing miscues 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 (e.g., from parents/guardians, administrators, support personnel and other classroom teachers or specialists who work with given students) to address reading difficulties
- demonstrating knowledge of effective methods for communicating results of reading assessments to students, parents/guardians, administrators, support personnel, and other classroom teachers or specialists who work with given students

0003 Understand the use of assessment data to plan and guide 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

FOUNDATIONS OF READING DEVELOPMENT

0004 Understand language acquisition, reading processes, and theories of reading development.

For example:

- demonstrating knowledge of fundamental processes of first- and second-language acquisition and the interrelationship between language acquisition and reading development
- demonstrating knowledge of major theories and research relating to the reading process and reading instruction and current trends and issues in reading education
- recognizing the relationship between spoken and written language and the role of oral language in reading development (e.g., knowledge of vocabulary and syntax, transfer of skills from oral language to written language)
- identifying oral language activities that enhance students' reading development (e.g., read-alouds, language play, group discussions, questioning, sharing information)
- recognizing the interrelationship between encoding (writing) and decoding (reading) and demonstrating knowledge of strategies for promoting students' transfer of reading skills to writing and writing skills to reading

0005 Understand the role of phonological awareness in reading development and strategies for promoting phonological awareness skills.

For example:

- demonstrating knowledge of phonological awareness (i.e., the awareness that oral language is comprised of smaller units such as spoken sounds, syllables, words, and sentences) and the role of phonological awareness at different stages in students' reading development
- demonstrating knowledge of strategies for developing students' phonological awareness (e.g., discriminating between the individual words in a sentence, identifying rhyming and nonrhyming words, producing rhyming words, clapping syllables in a word)
- recognizing effective materials and activities for teaching phonological awareness skills that are appropriate for students at different stages of reading development

0006 Understand the role of phonemic awareness in reading development and strategies for promoting phonemic awareness skills.

For example:

- demonstrating knowledge of phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the individual sounds of a spoken word) and the role of phonemic awareness at different stages in students' reading development
- demonstrating knowledge of strategies for developing students' phonemic awareness (e.g., discriminating onsets and rimes; segmenting a word into phonemes; blending phonemes to form a word; adding, deleting, and substituting phonemes within a word)
- recognizing effective materials and activities for teaching phonemic awareness skills that are appropriate for students at different stages of reading development

0007 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 DEVELOPMENT

0008 Understand how to promote students' understanding of concepts about print and the alphabetic principle.

For example:

- recognizing the role of environmental print in developing print awareness and other ways in which students can come to understand that print carries meaning and represents spoken language in written form and that print and pictures (e.g., signs, labels, newspapers, informational books) can inform, entertain, and persuade
- demonstrating awareness of techniques for teaching concepts of print (e.g., directionality of print, one-to-one matching of words, return sweep, tracking print in text) and criteria for selecting books to introduce and reinforce these skills (e.g., large font, wide spacing between words, single-lined text or only a few lines of text, simple page layouts)
- demonstrating knowledge of strategies for developing students' awareness of the distinction among and identification of written letters, words, sentences, and paragraphs
- demonstrating knowledge of strategies for promoting letter knowledge (e.g., rapid, automatic identification of uppercase and lowercase letters) and letter formation
- demonstrating knowledge of strategies for promoting students' understanding of the alphabetic principle (i.e., the recognition that phonemes are represented by letters and letter combinations)
- demonstrating knowledge of strategies for teaching letter-sound correspondence

0009 Understand the role of phonics and other word-analysis skills in promoting reading development.

For example:

- demonstrating knowledge of explicit and implicit phonics instruction that is sequenced to the increasing complexity of linguistic units (e.g., phonemes, onsets and rimes, letters, letter combinations, blending letter sounds in sequence, syllables, morphemes)
- demonstrating knowledge of strategies for helping students decode single-syllable and multisyllable words that follow or contain common phonics generalizations (e.g., phonograms) and patterns (e.g., CVC, CVCC, CVVC, CVCe)
- recognizing techniques for helping students apply their knowledge of phonetic spellings and conventional spelling patterns (e.g., inflectional endings, compound words, blends, digraphs, contractions, plurals, possessives, regular and irregular vowel patterns)
- recognizing effective materials (e.g., decodable text, predictable text, alliterative text rhymes, songs) for introducing and reinforcing phonics skills for reading development
- demonstrating knowledge of methods and strategies for promoting students' development of other word-analysis skills (e.g., structural analysis, syllabication, identification of common morphemes [base words, root words, inflections])

0010 Understand strategies for promoting fluency at the word level and text level.

For example:

- recognizing the role of rapid, automatic sight-word recognition in reading fluency and demonstrating knowledge of strategies for extending students' banks of recognizable sight words
- recognizing the role of rapid and efficient decoding in reading fluency and demonstrating knowledge of strategies for improving students' fluency by developing and reinforcing their decoding skills
- demonstrating knowledge of reinforcement activities that promote students' reading fluency (e.g., choral reading, Reader's Theatre, frequent independent reading, paired reading, repeated reading of familiar material)
- demonstrating knowledge of reinforcement activities (e.g., teacher read-alouds, paired reading, modeling, teaching students how to "read" punctuation) that promote prosodic reading (e.g., expression, phrasing, inflection)

COMPREHENSION**0011 Understand 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
- recognizing the role of phonics in developing rapid, automatic word recognition and the relationship between decoding and reading comprehension
- demonstrating knowledge of the role of vocabulary 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, the paragraph level, and the text 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) affect their reading comprehension

0012 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., teacher modeling, previewing, making predictions, picture cueing, 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., teacher modeling, visualizing, picture cueing, self-monitoring, self-questioning, rereading, adjusting reading rate based on passage difficulty, paraphrasing, note taking)
- demonstrating knowledge of strategies for supporting students' comprehension through oral response (e.g., teacher modeling; summarizing; retelling; sharing reactions; making text-to-self, text-to-text, and text-to-world connections) and written response (e.g., generating pictures; journals, semantic maps, Venn diagrams and other graphic organizers)

0013 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 and of 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)
- demonstrating knowledge of the importance of readability and leveling in the selection of texts to meet the needs of students in the contexts of individual, group, and whole-class instruction

READING AND LITERATURE

0014 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, fantasy)
- 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, hypertext) of informational texts

0015 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 sound, imagery, symbolism, and 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, 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

0016 Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to literary texts.

For example:

- identifying levels of comprehension of literary texts and demonstrating knowledge of strategies for promoting comprehension of literary texts at all levels (e.g., literal, inferential, evaluative, critical)
- 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 main idea and 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)

READING ACROSS THE CURRICULUM

0017 Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to informational texts.

For example:

- identifying levels of comprehension of informational texts and demonstrating knowledge of strategies for promoting comprehension of informational texts at all levels (e.g., literal, inferential, evaluative, critical)
- 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 content area to those in another
- demonstrating knowledge of strategies for promoting students' ability to evaluate critically the merit of texts in all content areas and disciplines

0018 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., introductions, 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, 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

0019 Understand various methods for promoting and expanding vocabulary development.

For example:

- demonstrating knowledge of strategies for determining and verifying the meaning of unfamiliar words or words with multiple meanings using word-analysis strategies (e.g., decoding, structural analysis) and context clues (e.g., contrast, restatement, cause-and-effect, syntax)
- demonstrating knowledge of strategies for determining and verifying meanings, pronunciations, synonyms, antonyms, and parts 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)

0020 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 appropriate literature, texts, and other resources that reflect various content 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 in a range of subject disciplines 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 content areas