

NEW MEXICO TEACHER ASSESSMENTS™

TEST FRAMEWORK

FIELD 01: NEW MEXICO ASSESSMENT OF TEACHER BASIC SKILLS™

Subarea	Range of Competencies	Test Proportion
I. Reading Comprehension	0001–0005	33%
II. Foundations of Written Communication	0006–0010	17%
III. Mathematics	0011–0016	33%
IV. Written Communication—Composition	0017	17%

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NEW MEXICO TEACHER ASSESSMENTS™

Field 01: New Mexico Assessment of Teacher Basic Skills™

Reading Comprehension
Foundations of Written Communication
Mathematics
Written Communication—Composition

SUBAREA I—READING COMPREHENSION

0001 Understand the main idea and supporting details in written material.

For example:

- identifying the explicit main idea of a paragraph or passage
- identifying the statement that best expresses the implied main idea of a paragraph or passage
- recognizing ideas that support, illustrate, or elaborate the main idea of a paragraph or passage

0002 Identify a writer's purpose, point of view, and intended meaning.

For example:

- recognizing a statement of a writer's expressed or implied purpose for writing (e.g., to persuade, to describe)
- evaluating the appropriateness of written material for a specific purpose or audience
- recognizing the likely effect on an audience of a writer's choice of a particular word or words (e.g., to provoke sympathy)
- using the content, word choice, and phrasing of a passage to determine a writer's opinions or point of view (e.g., belief, position on an issue)

0003 Analyze the relationships among ideas in written material.

For example:

- identifying explicit and implicit cause-effect relationships from information in a passage
- analyzing relationships between ideas in opposition (e.g., pro and con)
- identifying a solution to a problem presented in a passage
- drawing conclusions inductively and deductively from information stated or implied in a passage

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0004 Use critical reasoning skills to evaluate written material.

For example:

- recognizing the stated or implied assumptions on which the validity of an argument depends
- judging the relevance or importance of particular facts, examples, or visual data to a writer's argument
- evaluating the logic of a writer's argument
- evaluating the validity of analogies used in written material
- distinguishing between fact and opinion in written material
- assessing the credibility or objectivity of the writer or source of written material

0005 Understand the meaning of words and phrases in context.

For example:

- using context clues to understand the meaning of a word with multiple meanings
- using the context of a paragraph or passage as a clue to the meaning of an unfamiliar or uncommon word or phrase
- understanding the meaning of a figurative expression from its context in a paragraph or passage

SUBAREA II—FOUNDATIONS OF WRITTEN COMMUNICATION

0006 Recognize writing for a given purpose and audience.

For example:

- recognizing writing that is appropriate for a given purpose
- recognizing writing that is appropriate for a given audience

0007 Recognize unity, focus, and development in writing.

For example:

- recognizing unnecessary shifts in point of view (e.g., shifts from first to third person) or distracting details that impair the development of the main idea in a piece of writing
- recognizing revisions that improve the unity and focus of a piece of writing
- recognizing examples of well-developed writing

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0008 Recognize effective organization in writing.

For example:

- recognizing methods of paragraph organization
- reorganizing sentences to improve cohesion and sequence of ideas
- recognizing the appropriate use of transitional words or phrases to convey text structure (e.g., however, therefore)

0009 Recognize the standards of American English usage.

For example:

- recognizing the use of verb forms
- recognizing the use of pronouns and their referents
- recognizing the formation and use of adverbs, adjectives, comparatives and superlatives, plural and possessive forms of nouns, and proper and common nouns
- recognizing punctuation

0010 Recognize effective and ineffective sentences.

For example:

- recognizing ineffective repetition and inefficiency in sentence construction
- identifying sentence fragments and run-on sentences
- identifying subject-verb agreement
- identifying correct placement of modifiers, parallel structure, and use of negatives in sentence formation
- recognizing imprecise and inappropriate word choice

SUBAREA III—MATHEMATICS

0011 Solve word problems involving integers, fractions, decimals, and units of measurement.

For example:

- solving word problems involving integers, fractions, and decimals (including percentages)
- solving word problems involving ratio and proportions
- solving word problems involving units of measurement and conversions (including customary and metric units, scientific notation, and time)

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0012 Solve problems involving data interpretation and analysis.

For example:

- interpreting information from line graphs, bar graphs, histograms, pictographs, and pie charts
- interpreting data from tables
- recognizing appropriate representations for various data

0013 Graph, express, and solve algebraic equations.

For example:

- representing relationships using graphs
- finding the value of the unknown in a given one-variable equation
- expressing one variable in terms of a second variable in two-variable equations

0014 Solve problems involving geometric figures.

For example:

- solving problems involving two-dimensional geometric figures (e.g., perimeter and area problems)
- solving problems involving three-dimensional geometric figures (e.g., volume and surface area problems)
- recognizing relationships between two- and three-dimensional geometric figures

0015 Apply mathematical reasoning skills to analyze patterns and solve problems.

For example:

- drawing conclusions using inductive reasoning
- drawing conclusions using deductive reasoning

0016 Solve applied problems using a combination of mathematical skills.

For example:

- applying combinations of algebraic skills to solve problems
- applying combinations of mathematical skills to solve a series of related problems
- identifying the algebraic equivalent of a stated relationship
- identifying equations or expressions to solve word problems involving one and two variables

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SUBAREA IV—WRITTEN COMMUNICATION—COMPOSITION

0017 Prepare an organized, developed composition, applying the standards of American English usage in response to instructions regarding content, purpose, and audience.

For example:

- demonstrating the ability to prepare a unified and focused piece of writing on a given topic using language and style appropriate to a specified audience, purpose, and occasion
- demonstrating the ability to develop and support a topic in a well-organized piece of writing
- demonstrating the ability to use effective sentence structure and apply the standards of American English usage
- demonstrating the ability to spell, capitalize, and punctuate according to the standards of American English