

NEW MEXICO TEACHER ASSESSMENTS™

TEST FRAMEWORK

FIELD 12: LANGUAGE ARTS

Subarea	Range of Competencies	Test Proportion
I. Listening and Speaking	0001–0004	17%
II. Writing	0005–0009	22%
III. Reading	0010–0013	17%
IV. Language and Media	0014–0018	22%
V. Literature	0019–0023	22%

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NEW MEXICO TEACHER ASSESSMENTS™

Field 12: Language Arts

Listening and Speaking
Writing
Reading
Language and Media
Literature

SUBAREA I—LISTENING AND SPEAKING

0001 Understand listening and speaking for information and understanding.

For example:

- analyze factors affecting a listener's ability to understand spoken language in different contexts
- apply techniques of organizing information for formal presentations
- apply methods of adapting language for various purposes, audiences, and occasions
- evaluate materials for use in oral presentations

0002 Understand listening and speaking for literary response and expression, personal appreciation, and entertainment.

For example:

- recognize the different roles of speech and intonation patterns in oral presentations of stories, poetry, and drama
- assess the effectiveness of given examples for making presentations
- assess the appropriateness of details and vocabulary for a specific audience

0003 Understand listening and speaking for critical analysis, evaluation, and persuasion.

For example:

- evaluate strategies of organization and delivery in relation to content, audience, purpose, and occasion
- analyze fallacies in logic
- analyze 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
- recognize the varieties of body language, gestures, literary devices, and visual aids that can be used to communicate a point of view

Field 12: Language Arts Test Framework

0004 Understand listening and speaking for social interaction in a variety of formal and informal situations.

For example:

- recognize elements of effective listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker)
- apply techniques for effective listening and speaking in small- and large-group situations (e.g., paraphrasing to clarify, monitoring reactions by interpreting nonverbal cues, adjusting register to accommodate the context)
- recognize the role of cultural and linguistic diversity in listening and speaking

SUBAREA II—WRITING

0005 Understand writing for information and understanding.

For example:

- evaluate alternative introductory or concluding sentences for a formal essay or research paper
- evaluate information from various sources (e.g., the Internet, encyclopedias, news magazines) to solve problems and for use in research projects
- assess the appropriateness of language and formats for various forms of expository writing (e.g., business letter of complaint, news article, formal essay)
- recognize methods used to improve the effectiveness of expository writing

0006 Understand writing for personal expression and social interaction.

For example:

- demonstrate awareness of the aesthetic dimension of language (e.g., imagery, figurative language, sentence variety)
- evaluate alternative thesis statements or organizational patterns for a personal essay
- analyze the effectiveness of narrative or descriptive materials and identify appropriate revisions
- apply strategies for composing personal notes and letters

0007 Understand writing for critical analysis, evaluation, and persuasion.

For example:

- analyze the organization or strategy of an editorial or argumentative essay
- select appropriate reasons, examples, or details to support an argument or opinion
- analyze fallacies in logic in a piece of persuasive writing

Field 12: Language Arts Test Framework

0008 Understand processes for generating and developing written texts.

For example:

- apply strategies for generating ideas before writing
- apply strategies for developing a written text
- recognize methods used to revise works in progress

0009 Edit written texts to achieve clarity and economy of expression and conformity to conventions of standard English usage.

For example:

- revise sentences to eliminate wordiness, ambiguity, and redundancy
- revise sentences and passages to maintain parallel form and strengthen the unity of a written statement
- revise errors in usage, nonstandard punctuation, and spelling

SUBAREA III—READING

0010 Understand reading for information and comprehension.

For example:

- draw conclusions from a passage
- recognize an author's purpose for writing a passage
- infer information from a passage

0011 Understand reading for literary response and personal enjoyment.

For example:

- analyze an author's use of figurative language to convey sensory impressions or emotional effects
- analyze an author's use of language to create mood, portray character, or develop plot
- interpret the use of rhythm, rhyme, or imagery to evoke a response in readers
- analyze the use of language to develop themes

Field 12: Language Arts Test Framework

0012 Understand reading for critical analysis and evaluation.

For example:

- distinguish between what is presented as fact and what is presented as opinion in a passage
- evaluate the relevance, importance, or sufficiency of facts or examples in a writer's argument
- analyze various types of persuasive messages (e.g., propaganda, advertising)
- assess the credibility or objectivity of various sources of information (e.g., electronic texts, print media, film)
- analyze how an author's tone and style present a particular point of view or hold the interest of readers

0013 Understand reading comprehension.

For example:

- recognize the purposes and characteristics of reading techniques (e.g., skimming, varying reading texts)
- apply appropriate strategies to acquire meaning from a text (e.g., recalling prior knowledge related to a topic, generating questions to be answered from reading)
- apply strategies to determine word meanings (e.g., context clues, structural analysis, etymology)
- recognize deficiencies in student reading abilities and guide students toward becoming independent readers

SUBAREA IV—LANGUAGE AND MEDIA

0014 Understand the historical, social, and cultural influences shaping the English language.

For example:

- analyze the significance of historical events that have influenced the development of the English language (e.g., Norman Conquest, interactions between indigenous peoples and Europeans during the European colonization of North America)
- relate English derivatives and borrowing, including slang terms, to their origins in other languages
- analyze regional and social variations in language in the United States

Field 12: Language Arts Test Framework

0015 Understand the structure, acquisition, and use of language.

For example:

- recognize structural features of language (e.g., phonological, morphological, syntactic, semantic)
- understand the acquisition of English as a first and second language

0016 Understand the interrelationship of language arts skills and their integration within other content areas.

For example:

- recognize ways in which reading, writing, listening, speaking, and thinking interrelate and mutually influence one another
- apply methods of integrating language modes to promote learning
- apply techniques and activities for integrating the language arts with other content areas

0017 Understand the use of visual and electronic media in the communication of information, creative expression, and entertainment.

For example:

- recognize characteristics and uses of various media (e.g., film, television, computer graphics, the Internet, CD-ROM)
- recognize alternative ways to communicate information
- use computers and other technology to locate, organize, and present information
- evaluate and select appropriate visual and electronic materials for use in presentations

0018 Understand the use of visual and electronic media to influence attitudes and behavior.

For example:

- select visual materials (e.g., photographs, videotapes) likely to be effective in communicating a point of view
- analyze ways in which advertisers seek to influence popular behavior
- examine the impact of visual and electronic media on social attitudes

Field 12: Language Arts Test Framework

SUBAREA V—LITERATURE

0019 Understand characteristic features of various genres of literature (e.g., novel, drama, biography, essay, poetry).

For example:

- recognize characteristics of various genres of literature
- identify criteria for selecting literature for children and adolescents
- analyze works in various genres of literature
- compare and contrast works of literature within the same genre

0020 Understand historical, social, and cultural aspects of literature, including the ways in which literary works and movements reflect and shape culture and history.

For example:

- recognize the characteristics and significance of mythology, oral traditions, and literature from diverse cultures
- analyze universal themes and patterns in the literature and oral traditions of diverse cultures
- examine the expression of cultural values and ideas (e.g., regional, ethnic, historical) through literature
- analyze the role of given authors and works in influencing public understanding of social issues

0021 Understand significant themes, characteristics, trends, writers, and works in American literature.

For example:

- recognize distinguishing characteristics of major writers, works, and movements in American literature
- analyze major thematic concerns and stylistic and formal characteristics associated with significant American writers and dramatists in passage context
- demonstrate knowledge of the cultural diversity reflected in American literature

Field 12: Language Arts Test Framework

0022 Understand major themes, characteristics, trends, writers, and works in world literature.

For example:

- recognize major literary forms, works, trends, and writers of ancient civilizations (e.g., epic, pastoral ode, Upanishads, Virgil) and their characteristics
- recognize major literary forms, works, writers, and characteristics of world literature from diverse cultures written before the modern period
- recognize major literary forms, works, writers, and characteristics of modern and contemporary world literature from diverse cultures

0023 Understand major themes, characteristics, writers, and works in the literature of the Southwest.

For example:

- recognize major literary forms, works, and writers of the Southwest
- examine ways in which literature reflects the cultural pluralism of the Southwest
- analyze the literary response of writers in the Southwest to social conditions, patterns of inclusion and exclusion, historical events, and cultural movements, as exemplified in given passages