

# NEW MEXICO TEACHER ASSESSMENTS™

## TEST FRAMEWORK

### FIELD 23: MIDDLE LEVEL LANGUAGE ARTS

Subarea	Range of Competencies	Test Proportion
I. Listening and Speaking	0001–0002	12%
II. Writing	0003–0004	20%
III. Reading	0005–0008	30%
IV. Literature	0009–0011	21%
V. Language and Media	0012–0014	17%

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# NEW MEXICO TEACHER ASSESSMENTS™

## Field 23: Middle Level Language Arts

Listening and Speaking  
Writing  
Reading  
Literature  
Language and Media

### SUBAREA I—LISTENING AND SPEAKING

**0001 Understand listening for various purposes, including information and understanding, literary response and expression, personal appreciation and entertainment, and interactions in a variety of formal and informal situations.**

For example:

- analyze factors affecting a listener's ability to listen effectively and to construct meaning from oral messages in a variety of listening situations (e.g., using prior knowledge, recognizing transitions, interpreting nonverbal cues, using note taking and outlining)
- recognize appropriate listening strategies for given contexts and purposes (e.g., interpreting information that is presented orally, appreciating literary texts that are read aloud)
- demonstrate knowledge of techniques for effective listening in conversation and in small- and large-group situations (e.g., oral history, story telling)
- demonstrate knowledge of instructional strategies for helping students use effective listening strategies in a variety of contexts

## **FIELD 23: MIDDLE LEVEL LANGUAGE ARTS TEST FRAMEWORK**

**0002 Understand speaking for various purposes, including information and understanding, literary response and expression, personal appreciation and entertainment, and interactions in a variety of formal and informal situations.**

For example:

- analyze how features of spoken language (e.g., word choice, rate, pitch, tone, volume) and nonverbal cues (e.g., body language, visual aids, facial expressions) affect a speaker's ability to communicate
- recognize elements of effective speaking in situations involving people of different ages, genders, cultures, and other personal characteristics
- recognize language conventions for different social situations (e.g., informal conversations, job interviews, workplace interactions)
- apply knowledge of techniques for effective speaking in conversation and in small- and large-group situations
- demonstrate knowledge of instructional strategies for helping students use elements of effective speaking in a variety of contexts

### **SUBAREA II—WRITING**

**0003 Understand processes for generating, drafting, revising, editing, and presenting written texts and the methods for assessing and improving student writing.**

For example:

- understand prewriting activities (e.g., oral conversations, listing, brainstorming, clustering, using graphic organizers)
- understand effective techniques of note taking, outlining, and drafting
- understand how to evaluate and synthesize information from various sources (e.g., primary sources including oral histories, the Internet, encyclopedias, news magazines) for use in research projects
- recognize methods of revising works in progress (e.g., self-assessments, peer response groups, teacher conferences)
- understand how to edit drafts to correct errors in usage, punctuation, capitalization, and spelling
- apply knowledge of multiple techniques for assessing students' writing (e.g., individual conferences, portfolios, use of rubrics, holistic and analytic scoring) and for providing instruction in writing on an ongoing basis

## FIELD 23: MIDDLE LEVEL LANGUAGE ARTS TEST FRAMEWORK

### **0004 Understand and apply writing skills and strategies for various purposes, including information, understanding and analysis, personal expression, and social interaction.**

For example:

- identify methods for providing authentic, relevant writing opportunities for diverse students (e.g., response to reading, personal experiences)
- assess the appropriateness of vocabulary, language, formats, and organizational patterns when writing for various audiences and purposes
- recognize methods used to improve the effectiveness of expository writing
- demonstrate awareness of the aesthetic dimension of language (e.g., imagery, figurative language, sentence variety)
- analyze the effectiveness of narrative, descriptive, and persuasive methods and materials in writing for personal expression and social interaction
- identify strategies for promoting the writing skills of English language learners

### **SUBAREA III—READING**

### **0005 Understand the use of word identification strategies and methods for promoting vocabulary development for all students.**

For example:

- identify instructional strategies and activities for helping students develop rapid, automatic decoding and reading fluency
- identify instructional strategies and activities for helping students apply word identification strategies in addition to phonics (e.g., structural analysis, use of context clues)
- apply knowledge of instructional strategies and activities for promoting vocabulary development (e.g., reading and listening to a wide variety of texts, word classification, semantic mapping)
- recognize criteria for selecting appropriate vocabulary words for study (e.g., words that are related to one another, words needed to comprehend a reading selection)
- identify strategies for promoting the vocabulary knowledge and skills of English language learners

## FIELD 23: MIDDLE LEVEL LANGUAGE ARTS TEST FRAMEWORK

### 0006 Understand the use of reading comprehension strategies.

For example:

- understand major theories and research regarding factors that affect reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences, schema theory, vocabulary)
- understand literal comprehension skills (e.g., identifying the sequence of events, identifying explicitly stated main ideas, details, and cause-and-effect patterns in a text)
- understand inferential comprehension skills (e.g., the ability to draw conclusions or generalizations from a text and to infer ideas and cause-and-effect relationships that are not explicitly stated in a text)
- apply strategies before, during, and after reading to enhance comprehension, including strategies for helping students monitor their own reading comprehension (e.g., developing and activating prior knowledge, connecting texts to personal experience, previewing a text, making predictions about a text, using K-W-L charts and other graphic organizers, taking notes on a text, discussing a text, using self-questioning, using think-alouds)
- understand formal and informal methods for assessing students' reading comprehension and their use of comprehension strategies
- understand techniques for promoting the reading comprehension skills and strategies of students from diverse social and cultural backgrounds

## FIELD 23: MIDDLE LEVEL LANGUAGE ARTS TEST FRAMEWORK

### **0007 Understand reading for various purposes, including information and understanding, literary response and personal enjoyment, and critical analysis and evaluation.**

For example:

- recognize an author's purpose for writing and how to vary reading strategies for different texts and purposes (e.g., skimming, scanning, in-depth reading, rereading) and for different types and genres of written communication (e.g., fiction, nonfiction, poetry)
- apply knowledge of strategies for helping students identify and analyze common text structures (e.g., chronological, compare-and-contrast, cause-and-effect)
- analyze information from texts containing tables, charts, graphs, maps, and illustrations
- understand how to locate, gather, interpret, synthesize, and evaluate information from a variety of printed texts and electronic sources
- apply knowledge of strategies for promoting students' literary response skills orally and in writing (e.g., connecting the text to personal, social, and cultural experiences, prior knowledge, and other texts; analyzing an author's use of language; citing evidence from the text to support an interpretation; using literature circles or literature response journals)
- understand how to distinguish fact from opinion in a selection and how to evaluate the relevance, importance, or sufficiency of facts or examples in a writer's argument

### **0008 Understand strategies for promoting students' independent reading.**

For example:

- apply knowledge of strategies for expanding students' experiences with diverse literatures and encouraging them to be lifelong readers
- identify appropriate methods for determining students' reading interests and helping them develop selection criteria for independent reading
- identify strategies for selecting and organizing a range of reading materials (e.g., fiction, nonfiction, drama, reference) at various levels of difficulty for all students, including English language learners
- understand how to collaborate and communicate with colleagues, parents, caregivers, and community members to promote students' literacy development (e.g., conferences, school-wide programs such as open house, job fairs, school/business collaborations, student internships)

## FIELD 23: MIDDLE LEVEL LANGUAGE ARTS TEST FRAMEWORK

### SUBAREA IV—LITERATURE

#### **0009 Understand characteristic features of various genres of literature and historical, social, and cultural aspects of literature.**

For example:

- apply strategies for teaching students characteristic features of various genres of literature (e.g., novel, drama, biography, essay, poetry)
- understand techniques of literary analysis (e.g., describing and analyzing story elements, determining mood and theme, analyzing the use of figurative language)
- understand historical, social, and cultural aspects of literature, including the ways in which literary works and movements reflect and shape culture and history

#### **0010 Understand significant themes, characteristics, trends, writers, and works in American and world literatures, as well as literature written for children and adolescents.**

For example:

- understand significant themes, characteristics, trends, writers, and works in American literature and world literatures from diverse time periods and cultures
- analyze universal themes and patterns in the literature and other non-written traditions of diverse cultures
- examine the expression of cultural values and ideas (e.g., regional, ethnic, historical) through literature

#### **0011 Understand major themes, characteristics, trends, writers, and works in the literature of the Southwest.**

For example:

- recognize major literary forms, works, and writers of the Southwest
- analyze the literary response of writers in the Southwest to social conditions, historical events, and cultural movements
- recognize ways in which literature reflects the cultural pluralism of the Southwest and may help students appreciate themselves and others

## FIELD 23: MIDDLE LEVEL LANGUAGE ARTS TEST FRAMEWORK

### SUBAREA V—LANGUAGE AND MEDIA

#### **0012 Understand the history, structure, acquisition, and use of language.**

For example:

- understand the history and diversity of language, including regional, cultural, and social varieties
- understand developmental theories of language acquisition, including the acquisition of English as a first and second language
- recognize structural features of language (e.g., phonological, morphological, syntactic, semantic) and understand how the grammar system functions in oral and written language

#### **0013 Understand the interrelationship of language arts skills and their integration into other content areas.**

For example:

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

#### **0014 Understand the use of visual and electronic media to inform, entertain, express creativity, and influence attitudes and behavior.**

For example:

- recognize characteristics and uses of various media (e.g., film, television, computer graphics, the Internet, CD-ROM)
- understand how to use computers and other technology to locate, organize, and present information
- analyze ways in which advertisers seek to influence popular behavior
- examine the impact of visual and electronic media on social attitudes
- understand how to evaluate and select appropriate print and electronic visual materials for a given purpose and audience