

# INDIANA CORE ASSESSMENTS FOR EDUCATOR LICENSURE

## FIELD 069: MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

### TEST FRAMEWORK

September 2020

Domain	Range of Objectives	Approximate Percentage of Test Score
I. Language, Reading, and Literature	0001–0004	35%
II. Writing and Research	0005–0009	35%
III. Listening, Communicating, and Presenting	0010–0012	20%
IV. Instruction and Assessment	0013	10%

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### TEST FRAMEWORK

Language, Reading, and Literature  
Writing and Research  
Listening, Communicating, and Presenting  
Instruction and Assessment

#### LANGUAGE, READING, AND LITERATURE

##### **0001 Apply knowledge of language acquisition and development.**

For example:

- Apply knowledge of theories of language acquisition, development, and processes, including cognitive and social processes that affect language development during the early adolescent years.
- Apply knowledge of diverse linguistic patterns, prescriptive and descriptive grammars, academic and nonacademic English, and their appropriate usage.
- Apply knowledge of the historical, social, cultural, regional, and technological influences that have helped shape Standard American English and its variations.

##### **0002 Apply knowledge of vocabulary development and reading comprehension.**

For example:

- Apply knowledge of factors that influence vocabulary development and reading comprehension.
- Apply knowledge of word structure, including roots and affixes.
- Apply knowledge of the denotative, connotative, and figurative meanings of words.
- Apply knowledge of word-identification skills.
- Apply knowledge of general academic and domain-specific vocabulary.
- Apply knowledge of comprehension strategies to use before, during, and after reading.
- Apply knowledge of how early adolescents read texts and make meaning through interaction with various types of texts and media, including the ways in which personal, cultural, and historical context can influence early adolescents' interpretation of texts.

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**0003 Apply knowledge of a wide range of literature from a variety of genres, time periods, and cultures and of strategies for comprehending, interpreting, and evaluating literature.**

For example:

- Apply knowledge of the characteristic elements and structures of major genres of fiction, drama, and poetry.
- Apply knowledge of the characteristic elements and structures of young adult literature.
- Apply knowledge of the stylistic, structural, and thematic characteristics of literary works and genres.
- Apply knowledge of literary and rhetorical elements, devices, and techniques and analyze their use in literary texts.
- Apply knowledge of the historical, social, cultural, and/or political contexts that have shaped the development of and are reflected in works of literature.
- Analyze the development of the central idea(s) and/or theme(s) in a work of literature.
- Analyze the development and interaction of character, plot, and/or setting in a work of literature.
- Analyze a particular point of view or cultural experience in a work of literature by considering how it reflects heritage, traditions, attitudes, and/or beliefs.
- Analyze how a work of literature draws from and transforms an earlier text.
- Determine the denotative, connotative, and/or figurative meanings of words in a work of literature and analyze how word choice affects the meaning and/or tone of the work.

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**0004 Apply knowledge of a wide range of nonfiction texts from a variety of genres, time periods, and cultures and of strategies for comprehending, interpreting, and evaluating nonfiction texts.**

For example:

- Apply knowledge of the characteristics of various types of nonfiction texts, including organizational features, formats, styles, and structures.
- Analyze the development of the central idea(s) or argument in a nonfiction text.
- Analyze an author's perspective or purpose in a nonfiction text.
- Assess the relevance, importance, and sufficiency of evidence, examples, and reasons that are provided as support in a nonfiction text.
- Determine the denotative, connotative, figurative, or technical meanings of words as they are used in a nonfiction text and analyze how word choice affects the meaning and/or tone of the text.
- Assess the reliability, objectivity, and credibility of sources in a nonfiction text.
- Apply knowledge of the elements of multimedia texts, the ways in which these elements convey meanings and messages, and the motives (e.g., social, commercial, political) behind these meanings and messages.
- Apply knowledge of persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.

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### **WRITING AND RESEARCH**

#### **0005 Apply knowledge of the forms, purposes, and conventions of writing and the writing process.**

For example:

- Apply knowledge of appropriate forms of writing to use for various purposes, tasks, and audiences.
- Apply knowledge of methods of discovering, developing, and shaping ideas for writing.
- Apply knowledge of appropriate organizational structures to use for a specific writing purpose, task, and audience.
- Apply knowledge of methods of drafting, revising, editing, and proofreading written texts.
- Apply knowledge of methods of developing sentences, paragraphs, and complete texts that are clear, concise, and coherent.
- Apply knowledge of appropriate style, tone, and diction to use for a specific writing purpose, task, and audience.
- Apply knowledge of the conventions of Standard American English grammar, word usage, capitalization, punctuation, and spelling.
- Apply knowledge of strategies for using contemporary technologies to interact and collaborate with others to generate, produce, revise, edit, and publish writing and to present information and ideas.

#### **0006 Apply knowledge of strategies for argumentative writing.**

For example:

- Apply knowledge of how to introduce a claim, including how to distinguish the claim from alternative or opposing claims.
- Apply knowledge of how to support a claim sufficiently with logical reasoning and relevant evidence, using accurate, credible sources.
- Apply knowledge of how to use effective transitions to create cohesion and clarify relationships between claims, counterclaims, reasons, and evidence.
- Apply knowledge of how to establish and maintain a consistent style and tone appropriate to purpose and audience.
- Apply knowledge of how to compose a concluding statement or section that follows from and supports a written argument.

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**0007 Apply knowledge of strategies for informative writing.**

For example:

- Apply knowledge of how to introduce a topic clearly and preview what is to follow.
- Apply knowledge of how to organize ideas, concepts, and information into broader categories to support readers' comprehension (e.g., formatting, graphics, multimedia).
- Apply knowledge of how to develop a topic with relevant facts, definitions, concrete details, quotations, examples, and/or other information.
- Apply knowledge of how to use appropriate and varied transitions to create cohesion and clarify relationships between ideas and concepts.
- Apply knowledge of how to choose language and content-specific vocabulary that express ideas precisely and concisely.
- Apply knowledge of how to establish and maintain a style appropriate to the purpose and audience.
- Apply knowledge of how to provide a concluding statement or section that follows from and supports the information or explanation presented in a written text.

**0008 Apply knowledge of the research process.**

For example:

- Apply knowledge of methods of finding, selecting, and refining research topics and of formulating a research question.
- Apply knowledge of methods of identifying potential sources of information and assessing their reliability and relevance.
- Apply knowledge of methods of assessing the credibility and accuracy of sources.
- Apply knowledge of methods of gathering and synthesizing information from multiple sources.
- Apply knowledge of methods of paraphrasing, summarizing, and quoting from sources.
- Apply knowledge of standard formats for appropriately citing and acknowledging sources in a written text.

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**0009 Apply knowledge of strategies for narrative writing.**

For example:

- Apply knowledge of how to engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Apply knowledge of how to develop, sequence, and pace experiences and events so that they build on one another to create a coherent whole.
- Apply knowledge of how to use dialogue, description, and reflection to develop experiences, events, and/or characters.
- Apply knowledge of how to use sensory language, precise words, and relevant descriptive details to convey experiences and events.
- Apply knowledge of how to provide an ending that follows from and reflects on experiences and/or events in a narrative text.

**LISTENING, COMMUNICATING, AND PRESENTING**

**0010 Apply knowledge of strategies for listening and/or receptive communication.**

For example:

- Apply knowledge of strategies for listening actively and interpreting information presented orally.
- Analyze the purpose of information presented orally and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker's overall argument and specific claims.
- Evaluate the soundness of a speaker's reasoning and the relevance and sufficiency of a speaker's evidence.

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**0011 Apply knowledge of strategies for speaking and/or expressive communication and for presenting information.**

For example:

- Apply knowledge of how to organize, develop, and deliver various types of speeches or expressive communications that are appropriate to task, purpose, and audience.
- Apply knowledge of strategies for adjusting the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.
- Apply knowledge of strategies for delivering various types of speeches or expressive communications to various audiences for various purposes by using appropriate eye contact, adequate volume, and clear pronunciation.
- Apply knowledge of how to integrate multimedia components and visual displays to clarify information and strengthen claims and evidence.
- Apply knowledge of how to use contemporary technologies and digital media to organize, develop, and produce multimedia presentations.

**0012 Apply knowledge of strategies for interpersonal communication and participation in academic discussions.**

For example:

- Apply knowledge of individual, social, and cultural factors that influence interpersonal communication.
- Apply knowledge of large- and small-group dynamics and other factors that influence group communication.
- Apply knowledge of strategies for engaging effectively in a range of collaborative discussions by setting and following guidelines, defining individual roles, tracking goals toward progress, managing conflicts, solving problems, and reaching decisions.
- Apply knowledge of techniques for participating effectively in academic discussions, including posing and responding to questions that elicit elaboration; referring to specific evidence from texts; and synthesizing comments, claims, and evidence.
- Apply knowledge of strategies for ensuring the inclusion of a full range of positions on a topic or issue; clarifying, verifying, and/or challenging ideas and conclusions; and promoting divergent and creative perspectives.
- Apply knowledge of responsible and safe practices in social and personal media communications.



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### **INSTRUCTION AND ASSESSMENT**

#### **0013 Apply knowledge of content-specific instruction and assessment in middle school English language arts.**

For example:

- Apply knowledge of state and national standards for instruction and assessment in middle school English language arts.
- Apply knowledge of strategies for promoting students' vocabulary development and reading proficiency.
- Apply knowledge of strategies for developing students' media literacy.
- Apply knowledge of strategies for developing students' writing proficiency.
- Apply knowledge of strategies for developing students' proficiency in listening and/or receptive communication, speaking and/or expressive communication, and presenting.
- Apply knowledge of strategies for developing students' ability to participate in collaborative academic discussions.
- Apply knowledge of strategies for creating learner-centered environments that support students' learning.
- Apply knowledge of strategies for differentiating instruction to meet the needs of diverse learners.
- Apply knowledge of strategies for integrating instruction with contemporary technologies and/or digital media.
- Apply knowledge of English language arts instruction that promotes middle school students' critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society while being responsive to students' backgrounds and individual identities.
- Apply knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can inform English language arts instruction and enhance students' opportunities to learn.
- Apply knowledge of classroom-based, informal assessments and assessment tools for measuring students' knowledge, skills, and abilities.
- Apply knowledge of formal assessments, including specific types of formal assessments used in Indiana, for measuring students' knowledge, skills, and abilities.
- Apply knowledge of how to use analysis of assessment data to inform instructional decisions.