Arizona Educator Proficiency Assessments® (AEPA®)

FIELD 46: READING ENDORSEMENT K–8
TEST OBJECTIVES
January 2011

Subarea	Range of Objectives	Approximate Test Proportions
I. Theoretical and Research Foundations	1–2	13%
II. Assessment, Instruction, and Leadership Foundations	3–5	20%
III. Literacy Assessment in Grades K–8	6–7	14%
IV. Essential Elements of K–8 Literacy Instruction and Intervention	8–13	40%
V. Content-Area Literacy in Grades K–8	14–15	13%

Arizona Educator Proficiency Assessments® (AEPA®)
Subject Knowledge Test

Test Objectives
Field 46: Reading Endorsement K–8

Subareas:

Theoretical and Research Foundations
Assessment, Instruction, and Leadership Foundations
Literacy Assessment in Grades K–8
Essential Elements of K–8 Literacy Instruction and Intervention
Content-Area Literacy in Grades K–8

THEORETICAL AND RESEARCH FOUNDATIONS

0001   Understand linguistic foundations of language and literacy.

For example:

- demonstrating knowledge of language systems as related to reading and writing in English, including phonology, morphology (e.g., inflections, word formation), semantics (e.g., word meaning, the relation of meaning between words), syntax (e.g., how words are combined in sentences), and orthography (e.g., how spelling relates to phonology and morphology)

- demonstrating knowledge of oral language acquisition and language development as related to literacy development (e.g., features of various stages of language development; characteristics of students at different stages of literacy development)

- demonstrating knowledge of linguistic factors affecting second-language literacy development (e.g., differences in reading instruction for English language learners who have or have not developed first-language literacy skills, relationship and transfer of existing first-language literacy skills to English, implications for reading instruction in English when the first-language writing system differs significantly from that of English)

0002 Understand neurological, cognitive, and sociocultural foundations of language and literacy.

For example:

- analyzing the results of scientific neurological studies of good and struggling readers, including dyslexic readers (e.g., implications of the results of these studies on literacy instruction and intervention)

- recognizing cognitive processes (e.g., phonological and orthographic processing, active construction of meaning) involved in reading

- analyzing nonlinguistic factors related to literacy development, including affective (e.g., motivation), socioeconomic, cultural, and environmental factors

- recognizing theoretical models of reading

ASSESSMENT, INSTRUCTION, AND LEADERSHIP FOUNDATIONS

0003 Understand foundations of literacy assessment.

For example:

- recognizing the role of valid and reliable assessment in guiding reading and writing instruction, intervention, and instructional decision making in order to promote and accelerate literacy achievement of all learners, including English language learners and students identified with reading or learning disabilities

- identifying primary purposes of reading assessments (e.g., screening, formative, summative, and progress-monitoring assessments) and various uses of assessment data (e.g., screening, diagnosis, planning instruction and interventions, assessing student progress toward standards, evaluating instructional or program effectiveness)

- demonstrating knowledge of concepts and issues related to valid and reliable assessment (e.g., validity, reliability, normative comparisons in test design and selection)

- identifying characteristics of a variety of formal and informal literacy assessments, including distinguishing between quantitative and qualitative data

- recognizing advantages and limitations of various types of reading assessments for use with English language learners

- applying knowledge of appropriate strategies for communicating results of assessments to stakeholders

0004   Understand foundations of literacy instruction and intervention.

For example:

- recognizing components of effective reading instruction (e.g., explicit instruction, modeling/demonstration, guided practice with corrective feedback, independent practice) and effective reading programs (e.g., explicit instruction, independent reading, read-aloud, reading and writing across the curriculum, opportunities for response, including an emphasis on oral language)

- recognizing components of effective, evidence-based early intervention programs

- recognizing components of effective, evidence-based intervention and tutorial programs

- applying knowledge of appropriate, evidence-based reading and writing strategies and materials to elicit student engagement and intrinsic motivation

- applying knowledge of effective instructional materials, including technology, to support literacy instruction and to promote student literacy development and learning

0005   Understand foundations of leadership in reading and literacy.

For example:

- applying knowledge of strategies for translating research into effective practices and for using research to inform and support reading instruction and the reading program

- applying knowledge of strategies for keeping well-informed in the field of reading and for sharing up-to-date knowledge of literacy development with colleagues

- applying knowledge of strategies for collaborating with and providing guidance to colleagues, including demonstrating knowledge of effective coaching practices

- demonstrating knowledge of the development, evaluation, and supervision of literacy programs, including processes and strategies for promoting organizational change

- applying knowledge of strategies for creating a literate school environment, including developing connections between the reading program and other school programs (e.g., after-school program, home–school projects)

- applying knowledge of strategies for promoting the involvement of parents/guardians in their children's literacy development

TEST OBJECTIVES
FIELD 46: READING ENDORSEMENT K–8

LITERACY ASSESSMENT IN GRADES K–8

0006 Understand the selection and administration of assessments in essential elements of literacy in grades K–8.

For example:

- applying knowledge of how to select and administer appropriate assessments to determine students' development of emergent literacy skills, including phonological awareness, phonemic awareness, concepts of print, letter recognition and formation, and letter-sound correspondence

- applying knowledge of how to select and administer appropriate assessments to determine students' development of phonics and other word identification skills

- applying knowledge of how to select and administer appropriate assessments to determine students' development in vocabulary and academic language

- applying knowledge of how to select and administer appropriate assessments to determine students' development in key components of fluency (i.e., accuracy, rate, and prosody)

- applying knowledge of how to select and administer appropriate assessments to determine students' development of reading comprehension and comprehension strategies

- applying knowledge of how to select and administer appropriate assessments to determine students' development in spelling and writing

0007 **Understand how to interpret the results of various literacy assessments and to use assessment data to plan appropriate instruction and interventions for K–8 students.**

For example:

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in phonological awareness, phonemic awareness, concepts of print, letter recognition and formation, and letter-sound correspondence

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in phonics and other word identification skills

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in vocabulary and academic language

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in key components of fluency (i.e., accuracy, rate, and prosody)

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in reading comprehension and comprehension strategies

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in spelling and writing

ESSENTIAL ELEMENTS OF K–8 LITERACY INSTRUCTION AND INTERVENTION

0008 Understand instruction and intervention in phonological awareness and phonemic awareness and other important emergent literacy skills, including concepts of print and letter recognition and formation.

For example:

- demonstrating knowledge of the role of the phonological-awareness continuum and phonemic awareness in literacy development and strategies for linking phonological skills development to reading, writing (e.g., phonetic spelling), and meaningful use of language

- demonstrating knowledge of explicit, evidence-based instruction and interventions in phonological awareness

- demonstrating knowledge of explicit, evidence-based instruction and interventions in phonemic awareness

- demonstrating knowledge of explicit, evidence-based instruction and interventions in concepts of print and letter recognition and formation

0009 Understand instruction and intervention in phonics and other word identification skills.

For example:

- demonstrating knowledge of the critical role of the alphabetic principle in reading development and explicit, evidence-based instruction and interventions in the alphabetic principle and letter-sound correspondence

- demonstrating awareness of the importance of sequencing phonics instruction according to the increasing complexity of linguistic units and applying knowledge of explicit, systematic, evidence-based instruction and interventions in phonics

- demonstrating knowledge of explicit, evidence-based instruction and interventions in sight words and inflectional morphemes (e.g., *-ed, -er, -est, -ing, -s*)

- demonstrating knowledge of explicit, evidence-based instruction and interventions in syllabication patterns (e.g., open, closed) and structural analysis skills (e.g., recognizing word roots, derivational prefixes and suffixes, and compound words)

- applying knowledge of direct and explicit writing activities that support and reinforce students' development of phonics and other word identification skills

0010   Understand instruction and intervention in vocabulary and academic language.

For example:

- demonstrating awareness of the critical role vocabulary plays in reading and the importance of engaging students in early and robust language experiences to promote their development of listening, speaking, reading, and writing vocabularies and academic language

- recognizing evidence-based components of effective vocabulary instruction (e.g., explicitly teaching words and word-learning strategies, promoting word consciousness, linking to known words, using nonlinguistic representations, encouraging and supporting wide reading including a variety of genres, providing meaningful exposure to and multiple opportunities to use new vocabulary) and criteria for selecting words for vocabulary instruction

- applying knowledge of evidence-based instruction and intervention in word study, including direct and explicit teaching of word meanings, idiomatic expressions, foreign words and expressions commonly used in English, and etymology (e.g., common Latin and Greek roots)

- applying knowledge of direct and explicit evidence-based instruction and interventions in independent strategies for building vocabulary (e.g., using structural analysis) and for determining the meaning and pronunciation of unfamiliar or multiple-meaning words encountered through listening and reading (e.g., using appositives, semantic and syntactic clues, reference materials)

- applying knowledge of direct and explicit evidence-based instruction and interventions in academic-language structures (i.e., language structures used in oral and written academic discourse)

- applying knowledge of direct and explicit writing activities that support and reinforce students' development of vocabulary and academic language

0011   Understand instruction and intervention in fluency.

For example:

- demonstrating knowledge of key indicators of reading fluency (i.e., accuracy, rate, and prosody)

- demonstrating knowledge of common factors that disrupt fluency (e.g., lack of automaticity, weakness in phonics and other word identification skills, lack of familiarity with academic vocabulary and/or syntactic structures, limited background knowledge)

- applying knowledge of evidence-based, systematic instruction in fluency at all stages of reading development

- applying knowledge of the use of appropriate texts (e.g., leveled texts, decodable texts for students whose decoding is not automatic) and direct and explicit intervention strategies to address students' evidence-based needs in fluency (e.g., needs with respect to accuracy, rate, and prosody) to improve comprehension

0012   Understand instruction and intervention in reading comprehension and comprehension strategies.

For example:

- demonstrating knowledge of different levels of reading comprehension (i.e., literal, inferential, and evaluative) and factors that affect reading comprehension (e.g., automatic decoding, fluency, vocabulary knowledge, knowledge of academic-language structures, background knowledge, comprehension strategies, linguistic and organizational complexity of text)

- applying knowledge of evidence-based, explicit instruction and intervention in comprehension strategies (e.g., using think-alouds, visualizing, summarizing, questioning, predicting, accessing prior knowledge, monitoring, applying knowledge of text structure, creating a nonlinguistic representation of a text) that students can use to enhance their own comprehension of texts and promote their independence and self-efficacy as readers

- applying knowledge of the use of appropriate texts and active and intentional oral language, reading, and writing activities to facilitate students' comprehension of texts before, during, and after reading and to reinforce their development of comprehension strategies

- demonstrating knowledge of the role of independent reading in literacy development and implicit and explicit strategies for promoting struggling readers' independent and at-home reading

0013   Understand instruction and intervention in spelling and writing.

For example:

- demonstrating awareness of the reciprocity between decoding and encoding and knowledge of strategies for integrating and sequencing spelling instruction systematically with phonics instruction to promote and reinforce students' spelling development as well as their word identification skills

- demonstrating knowledge of explicit, evidence-based instruction and interventions in common orthographic and morphological structures related to multisyllabic words (e.g., spelling changes based on the addition of an inflectional or derivational morpheme) and orthographic patterns based on etymology (e.g., *phys*-, *psych*-) to promote and reinforce students' spelling development as well as their word identification skills related to multisyllabic words

- applying knowledge of explicit instruction and interventions in the writing process, including prewriting, drafting, revising, editing, and publishing

- applying knowledge of explicit instruction and interventions in elements of effective writing, including expressing and supporting ideas and concepts in writing so as to accomplish the intended purpose; organizing ideas clearly; using appropriate voice; making appropriate word choices; developing sentence fluency (e.g., varying sentence length and structure); and applying writing conventions (e.g., capitalization, punctuation, spelling, grammar and usage, paragraph breaks)

- applying knowledge of explicit instruction and interventions in various applications of writing, including expressive (e.g., personal narratives, stories, poetry), expository (e.g., writing that supports a thesis), functional (e.g., letters, memos, forms), persuasive, literary response, and research

TEST OBJECTIVES
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CONTENT-AREA LITERACY IN GRADES K–8

0014 Understand content-area texts and instruction and intervention in comprehension of content-area texts.

For example:

- applying knowledge of text structures and textual, graphic, and organizational features used in different content-area texts to promote students' comprehension

- applying knowledge of vocabulary and academic language used in different content-area texts (e.g., content-specific terminology, high-utility words across disciplines, language structures used in oral and written academic discourse) to promote students' comprehension of these texts

- applying knowledge of effective strategies for strengthening students' ability to recognize and comprehend different genres of fiction and nonfiction texts, including expository, persuasive, functional, and informational texts

- demonstrating knowledge of strategies for selecting supplemental content-specific texts appropriate for a variety of students' reading-proficiency levels for use in differentiated instruction and interventions

0015 Understand reading and writing as tools for content learning.

For example:

- applying knowledge of evidence-based strategies to improve students' critical-thinking skills with respect to content-area texts

- applying knowledge of evidence-based strategies for teaching students how to use reading and writing as tools for learning content

- applying knowledge of evidence-based strategies for teaching students how to use reading to build content concepts using different types of texts (i.e., fiction, nonfiction, expository, persuasive, functional, informational, multimedia, and digital)

- applying knowledge of evidence-based strategies for teaching students how to use writing as a tool for study, inquiry, and research (e.g., note taking, summarizing, using graphic organizers)

- applying knowledge of evidence-based strategies for teaching students how to use metacognitive strategies to support independent reading of content-area texts