Arizona Educator Proficiency Assessments (AEPA™)

FIELD 02: ENGLISH
TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions
I. Reading	1–6	33%
II. Writing	7–12	34%
III. Listening and Speaking	13–16	22%
IV. Viewing and Presenting	17–18	11%

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Arizona Educator Proficiency Assessments (AEPA™)
Subject Knowledge Test

Test Objectives
Field 02: English

Subareas:

Reading
Writing
Listening and Speaking
Viewing and Presenting

READING

0001 Understand and apply reading strategies for the acquisition, interpretation, and application of information.

For example: identifying and applying distinctions between general statements and specific details; summarizing a given passage; drawing conclusions from a given passage; and interpreting implied information (e.g., causal relations) in a given passage.

0002 Understand and apply approaches to reading for literary response.

For example: determining an author's purpose in a range of traditional and contemporary literature; analyzing an author's use of ambiguity, connotation, and figurative language to convey ironic undertones, sensory impressions, or emotional effects; interpreting the use of rhythm, rhyme, or imagery to evoke a response in the reader; analyzing the use of language to portray character, develop plot, or create a mood in a given passage; and recognizing universal themes.

0003 Understand and apply techniques of critical analysis and evaluation.

For example: identifying an author's purpose and strategies in a persuasive selection; distinguishing between fact and opinion in a passage; judging the relevance, importance, and sufficiency of support in a writer's argument; assessing the credibility and objectivity of a source of information; determining how the author uses tone and style to present a particular point of view; analyzing consumer information; and evaluating workplace documents for purpose, organization, accuracy, and relevance.

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0004 Understand the use of metacognitive techniques in reading comprehension.

For example: analyzing the purposes and characteristics of reading techniques and strategies (e.g., skimming, varying reading rate); applying strategies to determine the denotative and connotative meanings of words in given contexts (e.g., phonetic skills, context clues, structural analysis); and analyzing methods for monitoring reading comprehension (e.g., recalling prior knowledge related to a topic, making predictions, generating questions to be answered from reading).

0005 Understand the characteristic features of various genres of fiction, drama, nonfiction, and poetry.

For example: analyzing elements of fiction (e.g., plot, character, setting, theme, motif) in passage context; relating types of drama (e.g., comedy, tragedy) to their characteristics; comparing and contrasting characteristics of types of nonfiction (e.g., biographies, autobiographies, essays, journals, letters, informational books and articles, newspaper accounts of events); and relating various types of poetry (e.g., sonnet, limerick, cinquain, haiku) to their formal characteristics.

0006 Understand the historical, social, and cultural aspects of literature and the ways in which both literary works and movements, including their major themes, characteristics, trends, and writers, reflect and shape culture and history.

For example: analyzing the expression of cultural values and ideas (e.g., regional, ethnic, historical) through literature; analyzing changes in literary form and style in American literature of the nineteenth century and in colonial, modern, and contemporary periods; applying knowledge of the characteristics and significance of mythology and folk literature; analyzing the role of given authors and works in influencing public opinion about and understanding of social issues (e.g., Harriet Beecher Stowe, Charles Dickens, Jonathan Swift, Toni Morrison, N. Scott Momaday); and demonstrating awareness of and respect for diversity in language use, patterns, and dialects.

WRITING

0007 Understand the forms, techniques, and stylistic requirements of writing to impart and explain information.

For example: evaluating thesis statements in context or organizational patterns for a formal essay or a research paper on a given topic; applying knowledge of writing techniques and styles used in journalism (e.g., inverted pyramid); evaluating the appropriateness of language and formats for various products of expository writing (e.g., business letter of complaint, news article, formal essay); and revising drafts to improve their effectiveness.

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0008 Understand the forms, techniques, and stylistic requirements of writing for literary response and analysis.

For example: applying strategies for writing a response to a literary selection by referring to the text, to other works, and to personal experience; relating one's own ideas to supporting details in a clear and logical manner; applying strategies for writing an analysis of an author's use of literary elements (e.g., plot, character, setting, theme, point of view); and identifying relevant examples from a selection to support a thesis regarding an author's use of literary elements.

0009 Understand the forms, techniques, and stylistic requirements of writing for personal expression and social interaction.

For example: demonstrating awareness of connotation and figurative meaning in selecting language for a given expressive purpose; evaluating lead and concluding sentences for a personal essay on a given theme; analyzing problems relating to the effectiveness of narrative or descriptive materials and identifying appropriate revisions; and applying strategies for composing personal notes and letters that entertain and interest the recipient.

0010 Understand the forms, techniques, and stylistic requirements of persuasive writing.

For example: analyzing the organization of an editorial or argumentative essay on a given topic; distinguishing reasons, examples, or details that support a given argument or opinion; using transitions to enhance the clarity of a line of argument; and analyzing fallacies in logic in a piece of persuasive writing.

0011 Understand the writing process.

For example: applying strategies for generating ideas before writing; evaluating writing forms for various purposes and audiences; applying knowledge of research techniques, including the use of reference materials; evaluating the appropriateness of given details for supporting the development of a main point; eliminating distracting details that interfere with the development of a main point; and revising problems related to text organization and content.

0012 Revise written texts for clarity and economy of expression and conformity to conventions of standard English usage.

For example: revising sentences to eliminate wordiness, ambiguity, and redundancy; revising sentences and passages to vary sentence structure, subordinate ideas, maintain parallel form, and keep related ideas together; and editing to correct spelling, punctuation, capitalization, grammar, and usage.

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LISTENING AND SPEAKING

0013 Understand listening and speaking strategies used for acquiring, interpreting, applying, and communicating information.

For example: analyzing techniques of organizing information for formal presentations; analyzing factors affecting a listener's ability to understand spoken language in different contexts; and distinguishing among styles of language (e.g., informal, technical) appropriate to various purposes, content, audiences, and occasions.

0014 Understand listening and speaking strategies used to enhance personal appreciation and provide entertainment.

For example: judging the effectiveness or appropriateness of given details or examples for making a presentation or a performance more interesting or appealing; and recognizing the different roles of voice and intonation patterns in oral presentations of stories, poetry, and drama.

0015 Understand listening and speaking strategies used for purposes of critical analysis, evaluation, and persuasion.

For example: evaluating strategies of organization and delivery in relation to given content, audience, purpose, and occasion; analyzing fallacies in logic; analyzing 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; and recognizing the role of body language, gestures, and visual aids in communicating a point of view.

0016 Understand listening, speaking, and questioning strategies used in a variety of formal and informal personal interactions, including group discussions.

For example: analyzing elements of effective listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker); analyzing techniques of effective listening and speaking in small- and large-group situations (e.g., paraphrasing to clarify, monitoring reactions by interpreting nonverbal cues, applying an understanding of basic elements of parliamentary procedure); and analyzing various questioning strategies.

VIEWING AND PRESENTING

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

For example: distinguishing the characteristics of various media (e.g., film, television, computer graphics); recognizing alternative ways to communicate information; interpreting contextual information presented in graphs, charts, tables, and cartoons; and evaluating and selecting appropriate visual and electronic materials for use in a presentation.

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

For example: selecting visual materials (e.g., photographs, videotapes) likely to be effective in communicating a point of view; recognizing the role of viewers' prior experience in their understanding of visual images; and analyzing the impact of visual and electronic media (e.g., posters, print and broadcast advertising) in shaping social attitudes.

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