
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 003: ENGLISH LANGUAGE ARTS TEST DESIGN AND FRAMEWORK

September 2014

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

Copyright © 2014 by the New York State Education Department

NYSTCE, New York State Teacher Certification Examinations, and the NYSTCE logo are trademarks of the New York State Education Department and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Permission is granted to make copies of this document for noncommercial use by educators.

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 003: ENGLISH LANGUAGE ARTS TEST DESIGN

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

Authorized for Distribution by the New York State Education Department

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST DESIGN**

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Reading Literature	15	13%	--	--
0002 Reading Informational Text	15	13%	--	--
0003 Writing Arguments	10	9%	--	--
0004 Writing Informative and Explanatory Texts	10	9%	--	--
0005 Writing Narratives	10	9%	--	--
0006 Researching to Build and Present Knowledge	10	9%	--	--
0007 Speaking and Listening	10	9%	--	--
0008 Language	10	9%	--	--
0009 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

Reading Literature
Reading Informational Text
Writing Arguments
Writing Informative and Explanatory Texts
Writing Narratives
Researching to Build and Present Knowledge
Speaking and Listening
Language
Pedagogical Content Knowledge

The New York State English Language Arts educator has the knowledge and skills necessary to teach effectively in New York State public schools. The English Language Arts teacher possesses the skills in reading, writing, speaking, and listening that are the foundation for creative and purposeful expression in language. The English Language Arts teacher is an independent and proficient reader who actively seeks wide, deep, and thoughtful engagement with high-quality informational and literary texts that builds knowledge, enlarges experience, and broadens worldviews. The English Language Arts teacher is a skilled writer who carefully considers task, purpose, and audience when choosing words, information, structures, and formats to produce complex and nuanced writing. The English Language Arts teacher is an attentive listener and a confident speaker who expresses ideas clearly and persuasively, while remaining sensitive to audience and task. The English Language Arts teacher understands the structure of the English language and demonstrates command of the conventions of standard English when reading, writing, and speaking. As a reader, writer, listener, and speaker, the English Language Arts teacher demonstrates the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. The English Language Arts teacher possesses the pedagogical content knowledge—including orientation toward English Language Arts teaching, knowledge of curricula, knowledge of students' prior understanding and potential difficulties, knowledge of successful instructional strategies, and knowledge of assessment—necessary to provide effective instruction of the content and skills that make up the New York State English Language Arts curriculum.

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

COMPETENCY 0001—READING LITERATURE

Performance Expectations

The New York State English Language Arts educator demonstrates deep knowledge of a wide variety of genres and a wide spectrum of literature, including foundational American literature and literature from world cultures. The teacher thoughtfully and thoroughly interprets, analyzes, and evaluates high-quality works of fiction, drama, and poetry aesthetically and philosophically by making connections to other texts, ideas, cultural perspectives, eras, and personal experience. The teacher effectively uses strong textual evidence to analyze the explicit and implicit meaning of literary texts. The teacher accurately determines the theme(s) or central idea(s) and the structure of literary texts. The teacher accurately determines the meaning of words and phrases as they are used in literary texts. The teacher effectively analyzes the impact of authors' choices regarding the structure and development of literary texts, as well as the impact of specific word choices on meaning, tone, and mood.

Performance Indicators

- a. analyzes the explicit meaning of a literary text
- b. draws logical inferences from a literary text
- c. cites textual evidence from a literary text to support conclusions drawn from the text
- d. determines the theme(s) or central idea(s) of a literary text
- e. analyzes the impact of an author's choices regarding the development and relationship of elements in a story or drama
- f. determines the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings
- g. analyzes the impact of specific word choices on the meaning, tone, and mood of a literary text
- h. analyzes how an author's choices concerning how to frame specific parts of a literary text contribute to its overall structure, meaning, and aesthetic impact
- i. analyzes how an author uses techniques such as satire, sarcasm, irony, or understatement to convey point of view
- j. demonstrates knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
- k. demonstrates knowledge and understanding of a wide variety of genres (e.g., myths, traditional stories, poetry, drama, short stories, novels) and a wide spectrum of literature from American and world cultures from ancient to modern times
- l. analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

- m. analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare)
- n. analyzes how a modern work of fiction draws on ancient myths, traditional stories, or religious works, and describes how the material is reinterpreted

COMPETENCY 0002—READING INFORMATIONAL TEXT

Performance Expectations

The New York State English Language Arts educator is an independent and proficient reader of literary nonfiction, including seminal U.S. documents as well as informational texts on topics related to diverse cultures and viewpoints. The teacher uses strong and thorough textual evidence to analyze the explicit and implicit meaning of informational texts. The teacher accurately determines the central ideas of informational texts and analyzes the development and interaction of these ideas. The teacher objectively summarizes informational texts. The teacher accurately determines the meaning of words and phrases used in informational texts, analyzing how particular authors use and refine the meaning of key terms. The teacher analyzes the effectiveness of text structure for explaining information or developing an argument and analyzes how style and content contribute to the power or persuasiveness of a text. The teacher accurately determines an author's point of view or purpose, delineating and evaluating the argument and specific claims made by an author. The teacher thoughtfully and thoroughly assesses the validity of an author's reasoning and the relevance and sufficiency of evidence presented to support an argument.

Performance Indicators

- a. analyzes the explicit meaning of informational texts using strong and thorough textual evidence
- b. draws inferences based on strong textual evidence
- c. determines the central idea(s) of an informational text
- d. analyzes the development and interaction of ideas or events in an informational text
- e. demonstrates knowledge of how to summarize an informational text
- f. determines the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings
- g. analyzes how an author uses and refines the meaning of a key term or terms
- h. analyzes the effectiveness of the structure an author uses to explain information or to develop an argument
- i. determines an author's point of view and purpose
- j. analyzes how style and content contribute to the power or persuasiveness of an informational text

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

- k. evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) to address a question or solve a problem
- l. delineates and evaluates the argument and specific claims in a text
- m. assesses the validity of reasoning and the relevance and sufficiency of evidence in an informational text
- n. analyzes seminal U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features
- o. analyzes informational texts on topics related to diverse and nontraditional cultures and viewpoints

COMPETENCY 0003—WRITING ARGUMENTS

Performance Expectations

The New York State English Language Arts educator applies knowledge of effective techniques for writing arguments to support claims using clear reasons, relevant evidence, and logical organization. The teacher applies knowledge of how to provide effective introductions and conclusions and understands the use of appropriate words, phrases, and clauses to create cohesion and clarify relationships. The teacher applies knowledge of how to effectively develop and strengthen written arguments as needed by planning, revising, editing, rewriting, or trying a new approach.

Performance Indicators

- a. demonstrates knowledge of how to introduce a precise, knowledgeable claim, establish its significance, and distinguish it from alternate or opposing claims
- b. demonstrates knowledge of how to logically sequence claims, counterclaims, reasons, and evidence
- c. applies knowledge of how to develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both
- d. demonstrates knowledge of how to anticipate the knowledge level, concerns, values, and possible biases of an audience
- e. applies knowledge of how to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence
- f. applies knowledge of how to develop a conclusion that follows from and supports an argument
- g. applies knowledge of how to develop and strengthen a written argument as needed by planning, revising, editing, rewriting, or trying a new approach

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

COMPETENCY 0004—WRITING INFORMATIVE AND EXPLANATORY TEXTS

Performance Expectations

The New York State English Language Arts educator applies knowledge of effective techniques for writing informative and explanatory texts that examine a topic and convey ideas, concepts, and information. The teacher applies knowledge of how to provide a clear introduction; to effectively select, organize, and analyze relevant content; and to provide an effective conclusion for informative and explanatory texts. The teacher applies knowledge of how to effectively develop and strengthen informative and explanatory writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Performance Indicators

- a. applies knowledge of how to provide a clear introduction that indicates what is to follow
- b. demonstrates knowledge of how to organize complex ideas, concepts, and information so that each new element builds on what precedes it
- c. applies knowledge of how to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- d. applies knowledge of how to use appropriate and varied transitions and syntax to link sections of a text, create cohesion, and clarify relationships between ideas and concepts
- e. demonstrates knowledge of how to use precise language and domain-specific vocabulary to inform about or explain a topic
- f. applies knowledge of how to provide a concluding statement or section that follows from and supports the information or explanation presented
- g. applies knowledge of how to develop and strengthen informative and explanatory writing as needed by planning, revising, editing, rewriting, or trying a new approach
- h. applies knowledge of how to draw evidence from works of literature or literary nonfiction to support analysis, reflection, and research
- i. demonstrates knowledge of how to use elements and techniques of various genres of literature (e.g., allegory, irony, ambiguity) to affect meaning
- j. establishes and maintains a formal style and produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- k. demonstrates knowledge of how to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

COMPETENCY 0005—WRITING NARRATIVES

Performance Expectations

The New York State English Language Arts educator applies knowledge of effective techniques for writing narratives to develop real or imagined experiences or events. The teacher applies knowledge of how to use effective narrative techniques, precise words, telling descriptive details, and sensory language to create a vivid picture of events, setting, and characters. The teacher applies knowledge of how to use awareness of audience to accommodate a variety of cultural contexts by adapting voice and language. The teacher applies knowledge of how to effectively develop and strengthen narrative writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Performance Indicators

- a. applies knowledge of how to engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters
- b. applies knowledge of how to use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters
- c. applies knowledge of a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome
- d. applies knowledge of how to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- e. demonstrates knowledge of how to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of a narrative
- f. applies knowledge of how to use elements and techniques of various genres of literature (e.g., allegory, stream of consciousness, irony, ambiguity) to affect meaning
- g. demonstrates awareness of audience by adapting voice and language for a variety of cultural contexts
- h. applies knowledge of how to develop and strengthen narrative writing as needed by planning, revising, editing, rewriting, or trying a new approach

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

COMPETENCY 0006—RESEARCHING TO BUILD AND PRESENT KNOWLEDGE

Performance Expectations

The New York State English Language Arts educator demonstrates knowledge of research techniques to build and present knowledge. The teacher effectively generates research questions and applies knowledge of strategies to narrow or broaden inquiry. The teacher demonstrates knowledge of how to effectively gather relevant information from multiple authoritative sources. The teacher accurately assesses the strengths and limitations of sources in terms of task, purpose, and audience. The teacher demonstrates knowledge of how to effectively and selectively integrate information into a text while maintaining the flow of ideas, avoiding plagiarism, and following standard formatting for citation.

Performance Indicators

- a. applies knowledge of how to generate a research question, and how to narrow or broaden inquiry
- b. applies knowledge of how to gather relevant information from multiple authoritative sources (e.g., textual, graphical, audio, visual, digital)
- c. applies knowledge of how to assess the strengths and limitations of a source in terms of task, purpose, and audience
- d. demonstrates knowledge of how to integrate information into a text selectively to maintain the flow of ideas
- e. demonstrates knowledge of how to avoid plagiarism and to follow standard formatting for citation of sources

COMPETENCY 0007—SPEAKING AND LISTENING

Performance Expectations

The New York State English Language Arts educator communicates effectively with audiences and individuals from varied backgrounds and perspectives. The teacher demonstrates knowledge of techniques for engaging effectively in a range of collaborative discussions (one-on-one, small group, classroom) with diverse partners, building on others' ideas and expressing his or her own ideas clearly and persuasively. The teacher demonstrates knowledge of how to effectively present information orally and through the strategic use of digital media to enhance understanding and add interest.

Performance Indicators

- a. demonstrates knowledge of how to communicate effectively with audiences and individuals from varied backgrounds and perspectives
- b. demonstrates knowledge of how to work with group members to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles when needed

Authorized for Distribution by the New York State Education Department

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

- c. demonstrates knowledge of how to advance conversations by posing and responding to questions that probe reasoning and evidence
- d. demonstrates knowledge of strategies for ensuring that a full range of positions on a topic or issue as well as divergent and creative perspectives are heard during group discussions
- e. applies knowledge of how to clarify, verify, and challenge ideas and conclusions
- f. applies knowledge of how to respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence on multiple sides of an issue; resolve contradictions if possible; and determine what additional information or research is required to deepen an investigation or complete a task
- g. applies knowledge of how to integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems
- h. applies knowledge of how to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, and to assess a speaker's stance, premises, word choice, and tone
- i. demonstrates knowledge of how to orally present information and convey a clear perspective using organization, development, content, style, and language that are appropriate to purpose, audience, and task
- j. demonstrates knowledge of the strategic use of digital media, (e.g., textual, graphical, audio, visual) in presentations to enhance understanding and add interest

COMPETENCY 0008—LANGUAGE

Performance Expectations

The New York State English Language Arts educator demonstrates knowledge of the conventions of standard English grammar and usage when writing, speaking, reading, and listening. The teacher demonstrates command of the conventions of standard English capitalization, punctuation, and spelling. The teacher applies knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading or listening. The teacher determines or clarifies the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies. The teacher understands figurative language and nuances in word meanings. The teacher accurately uses general academic and domain-specific words and phrases.

Performance Indicators

- a. demonstrates understanding that standard English usage is a matter of convention, can change over time, and is sometimes contested
- b. demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing
- c. determines the meaning of unknown and multiple-meaning words and phrases by using context clues

Copyright © 2014 by the New York State Education Department

Permission is granted to make copies of this document for noncommercial use by educators. Please refer to the cover page for additional information on the test design and framework.

**FIELD 003: ENGLISH LANGUAGE ARTS
TEST FRAMEWORK**

- d. determines the meaning of unknown and multiple-meaning words by identifying patterns of word changes that indicate different meanings or parts of speech
- e. demonstrates understanding of figurative language, word relationships, and nuances in word meanings by interpreting figures of speech in context and analyzing denotative meanings of words
- f. demonstrates knowledge of the form and use of verbs in the active and passive voice; and in the indicative, imperative, interrogative, conditional, and subjunctive mood, including how to use voice and mood of verbs to achieve particular effects
- g. applies knowledge of general academic and domain-specific words and phrases at the college and career readiness level
- h. demonstrates knowledge of how to gather vocabulary knowledge when determining that a word or phrase is important to comprehension or expression

COMPETENCY 0009—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State English Language Arts educator effectively applies pedagogical content knowledge to design instruction to help students achieve a specific learning goal. The teacher assesses student knowledge and understanding and identifies potential and apparent student difficulties. The teacher applies knowledge of how students learn to develop effective performance tasks that will help students achieve a specific learning goal.

Performance Indicators

- a. demonstrates knowledge of how to assess student readiness for a specific new learning goal related to analyzing an informational or narrative text
- b. applies knowledge of how to design appropriate and effective instructional strategies that connect students' prior understanding and experiences to new knowledge
- c. applies knowledge of appropriate and effective instructional strategies to help students develop factual, interpretive, and evaluative questions for further explorations of a topic in an informational or literary text
- d. applies knowledge of how to design appropriate and effective instructional strategies to help students analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text
- e. applies knowledge of appropriate and effective instructional strategies to help students create interpretive and responsive text to demonstrate knowledge and a sophisticated understanding of the connections between life and a literary work
- f. applies knowledge of appropriate and effective assessment to measure and promote student learning and growth