



# TEST SUMMARY AND FRAMEWORK

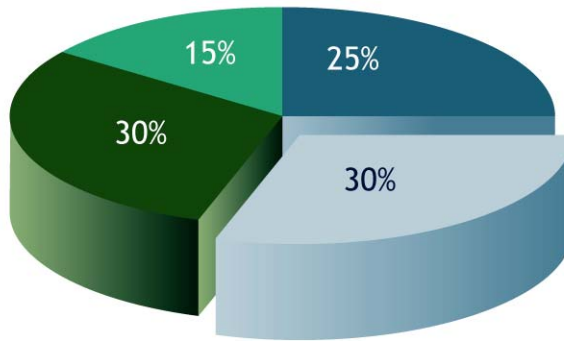
## TEST SUMMARY

### ENGLISH LANGUAGE ARTS

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

<b>Test Format</b>	Multiple-choice questions
<b>Number of Questions</b>	Approximately 110
<b>Test Session</b>	Up to 5 hours (examinees may take more than one test per session)
<b>Passing Score</b>	240 (scores are calculated in a range from 100 to 300)
<b>Test Code</b>	020



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
Dark Blue	25%	Reading Process and Comprehension	0001-0005
Light Blue	30%	Literature and Language	0006-0011
Dark Green	30%	Writing Process and Applications	0012-0017
Medium Green	15%	Oral and Visual Communication	0018-0020



# TEST FRAMEWORK

## ENGLISH LANGUAGE ARTS

### READING PROCESS AND COMPREHENSION

#### **0001 Understand the role of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.**

For example:

- demonstrating knowledge of the skills associated with phonological awareness (e.g., distinguishing spoken words, syllables, and onsets/rimes) and phonemic awareness (e.g., segmenting, blending, rhyming)
- demonstrating knowledge of the alphabetic principle (i.e., recognition that each phoneme corresponds to a letter or letter combination) and how readers use the alphabetic principle to master letter–sound correspondence and to decode simple words
- demonstrating knowledge of various word identification strategies, including the use of phonics, semantic and syntactic cues, context clues, syllabication, and word structure (e.g., base words, word roots, prefixes, suffixes) and the recognition of high-frequency sight words with regular and irregular spellings
- demonstrating knowledge of the relationships between words (e.g., homonyms, synonyms, antonyms) and the complexities related to word selection (e.g., denotative and connotative meanings, words with multiple meanings, idioms, similes, metaphors)
- applying strategies for building and extending readers' vocabulary knowledge (e.g., linking new vocabulary to concrete experiences, selecting vocabulary words that are conceptually related and that provide opportunities to read across content areas and to apply vocabulary knowledge in new contexts)



**0002 Apply strategies for developing reading comprehension and fluency.**

For example:

- demonstrating knowledge of factors that influence reading comprehension and fluency (e.g., vocabulary, reading rate, intonation, interest in text, familiarity with genre of text)
- recognizing the appropriate reading strategy (e.g., scanning, skimming, in-depth reading, rereading) to use for different texts and purposes (e.g., reading a newspaper for a specific story, reading a textbook to learn about an unfamiliar topic, reading a poem to determine its theme)
- demonstrating knowledge of strategies to use before, during, and after reading to enhance comprehension (e.g., activating and developing prior relevant knowledge, making connections to personal experience, previewing, predicting, using graphic organizers, taking notes, self-monitoring/self-questioning and using other metacognitive skills, outlining, summarizing)
- demonstrating knowledge of oral language activities that promote comprehension (e.g., retelling, think-alouds, discussing)
- demonstrating knowledge of literal comprehension skills (e.g., ability to identify the sequence of events in a text; ability to identify facts, ideas, and causal relationships conveyed explicitly in a text)
- demonstrating knowledge of inferential comprehension skills (e.g., ability to make generalizations from information presented in a text, ability to interpret information conveyed implicitly in a text)



**0003 Apply strategies for reading expository texts.**

For example:

- identifying the characteristics and purposes of various types of expository texts (e.g., newspaper, journal, and magazine articles; textbooks; informal essays)
- demonstrating the ability to use effectively the organizational features of expository texts (e.g., table of contents, headings, captions, footnotes/endnotes, glossary, index)
- recognizing accurate summaries of expository texts
- distinguishing between general statements and specific details presented in an expository text
- identifying the main idea and purpose of an expository text, whether stated or implied, and details used to support the main idea
- recognizing primary and secondary source material and assessing the credibility and objectivity of various sources of information (e.g., Internet, print, nonprint) used in an expository text
- demonstrating the ability to make inferences and draw conclusions from information presented in an expository text
- recognizing the organizational structures of expository texts (e.g., cause and effect, chronological, compare and contrast) that aid in comprehension
- interpreting graphic features in expository texts (e.g., tables, charts, photographs, illustrations)

**0004 Apply strategies for reading persuasive texts.**

For example:

- identifying the characteristics and purposes of various types of persuasive texts (e.g., editorials, petitions, marketing brochures, print advertisements)
- distinguishing between fact and opinion in a persuasive text
- evaluating the relevance, importance, and sufficiency of facts offered in support of an argument presented in a persuasive text
- assessing the credibility and objectivity of various sources of information used in a persuasive text
- analyzing how tone, style, and rhetorical techniques (e.g., repetition, exaggeration, bandwagon appeals, euphemisms, testimonials, loaded questions) are used to achieve certain effects in a persuasive text
- recognizing incomplete, inaccurate, extraneous, or unclear information and faulty reasoning in persuasive texts



**0005 Apply strategies for reading functional and technical texts.**

For example:

- identifying the characteristics and purposes of various types of functional texts (e.g., dictionaries, thesauri, encyclopedias, atlases, schedules/timetables, catalogs, application forms) and technical texts (e.g., instruction manuals; consumer product warranties and disclaimers; safety regulations; policies, contracts, and laws)
- demonstrating the ability to use information presented in functional texts to perform tasks (e.g., finding or confirming word meanings and pronunciations, locating people and places, planning travel, purchasing goods and services, applying for jobs)
- demonstrating the ability to use information presented in technical texts to develop skills and gain knowledge (e.g., using a new computer software program, operating a machine or an appliance, learning consumer rights, practicing responsible citizenship)
- interpreting graphic features in functional and technical texts (e.g., diagrams, maps, keys/legends, flowcharts, schematic drawings, blueprints)

**LITERATURE AND LANGUAGE**

**0006 Apply strategies for reading various genres of fiction and drama.**

For example:

- recognizing the characteristics of various types of fictional narratives (e.g., folk legend, epic, science fiction/fantasy, mystery, realistic novel)
- analyzing the use of elements of fiction (e.g., plot, setting, characterization, theme) in works of fiction and drama
- analyzing the use of common literary and rhetorical devices (e.g., dialogue, flashback, foreshadowing, symbolism, personification) in works of fiction and drama
- analyzing how narrative point of view (e.g., first person versus third person, limited versus omniscient, objective versus unreliable) affects the interpretation of a work of fiction or drama
- analyzing how word choice is used to create or reveal a particular mood, tone/voice, or style in a work of fiction or drama
- recognizing the characteristics of major types of dramatic works (e.g., comedy, tragedy)
- demonstrating knowledge of dramatic structure (e.g., introduction/exposition, rising action, climax, falling action, resolution/denouement)
- analyzing the use of common dramatic devices (e.g., soliloquy, aside, subplot, irony, suspense) in dramatic works



**0007 Apply strategies for reading various genres of literary nonfiction.**

For example:

- recognizing the characteristics of various types of literary nonfiction (e.g., biography, autobiography, formal essay, memoir, letter/epistle, literary criticism)
- analyzing how the narrative point of view, tone/voice, and style of a work of literary nonfiction affect the interpretation of the work
- analyzing how the organizational structure of a work of literary nonfiction is used to help develop the central idea or theme of the work
- analyzing how common literary and rhetorical devices (e.g., hyperbole/exaggeration, meiosis/understatement, analogy, anecdote, examples, appeals to emotion or authority) are used in works of literary nonfiction

**0008 Apply strategies for reading various forms of poetry.**

For example:

- demonstrating knowledge of the formal characteristics of various types of poetry (e.g., ode, villanelle, sonnet, haiku, diamante, free verse, blank verse)
- demonstrating knowledge of metrical structures (e.g., iambic pentameter) and stanzaic structures (e.g., couplet, tercet, quatrain)
- analyzing the use of formal rhyme schemes and other sound devices in works of poetry (e.g., slant rhyme, alliteration, assonance, consonance, onomatopoeia)
- analyzing the use of common poetic devices in works of poetry (e.g., imagery, allusion, simile, metaphor, metonymy, hyperbole)
- analyzing how the formal characteristics of a work of poetry relate to the tone, mood, or theme of the work



**0009 Understand major themes, characteristics, trends, writers, and works in literatures from around the world.**

For example:

- demonstrating knowledge of the significance of major writers in literatures from around the world (e.g., Homer, Sappho, Matsuo Bashō, William Shakespeare, Mark Twain, Virginia Woolf, Jorge Luis Borges, Chinua Achebe, Sandra Cisneros)
- demonstrating knowledge of the significance of major literary works (e.g., Upanishads, *The Iliad*, *The Tale of Genji*, *The Canterbury Tales*, *Don Quixote*, *Madame Bovary*, *Leaves of Grass*, *Ulysses*)
- demonstrating knowledge of the significance of major literary movements and periods (e.g., Greek classicism, English Renaissance, romanticism, French symbolism, American realism and transcendentalism, Harlem Renaissance, theater of the absurd)
- demonstrating knowledge of significant literary forms, genres, and styles (e.g., epic, tanka, morality play, haiku, English and Italian sonnets, dramatic monologue, metaphysical poetry, slave narrative, stream of consciousness)
- analyzing within the context of a passage the thematic concerns and stylistic and formal characteristics associated with major prose writers (e.g., Jane Austen, Leo Tolstoy, J. M. Coetzee), dramatists (e.g., Sophocles, Samuel Beckett, Wole Soyinka) and poets (e.g., Li Po, William Wordsworth, Gwendolyn Brooks, Derek Walcott) who have contributed to literatures from around the world
- recognizing within the context of a passage references to historical events and to political, social, and cultural movements and institutions that have influenced the development of literatures from around the world (e.g., colonialism, slavery, immigration, totalitarianism, civil and world wars, industrialism, civil and human rights, globalism)



**0010 Understand the historical, social, and cultural aspects of literatures from around the world, including the ways in which literary works and movements both reflect and shape history, society, and culture.**

For example:

- demonstrating knowledge of the common structural and stylistic elements of and shared themes in literary works from the oral tradition (e.g., creation stories, epic poems, ballads, fables, trickster tales, nursery rhymes, fairy tales, legends, myths)
- analyzing how social and cultural issues and issues relating to gender, sexual orientation, and ethnicity are explored in traditional and contemporary literature for adolescents and young adults (e.g., problem novels, coming-of-age stories, biographies, science fiction/fantasy)
- analyzing how writers from diverse cultural backgrounds and various historical periods have commented on major historical events and/or influenced public opinion about and understanding of social and cultural issues through their literary works (e.g., Harriet Beecher Stowe's *Uncle Tom's Cabin*, Charles Dickens's *Oliver Twist*, Toni Morrison's *Beloved*, N. Scott Momaday's *House Made of Dawn*, Chinua Achebe's *Things Fall Apart*, Rudolfo Anaya's *Bless Me, Ultima*)
- analyzing the expression of specific cultural values, ideas, and attitudes in literary works

**0011 Understand the historical, social, cultural, and technological influences shaping the English language.**

For example:

- recognizing the significance of historical events that have influenced the development of the English language (e.g., the Norman Conquest; interactions among indigenous peoples, peoples of African heritage, and Europeans during the European colonization of North America)
- recognizing the effects of technological innovations (e.g., printing press, telephone, television, computer) on the English language
- relating English derivatives and borrowings, including slang terms, to their origins in other languages
- recognizing regional and social variations in language (e.g., dialect, idiom, vernacular) in the United States



## WRITING PROCESS AND APPLICATIONS

### 0012 Understand the writing process.

For example:

- demonstrating knowledge of ways to generate ideas (e.g., brainstorming, drawing on prior knowledge or personal experience, discussing ideas with others)
- demonstrating knowledge of ways to organize ideas (e.g., outlining; clustering; using graphic organizers such as Venn diagrams, story webs/maps, and plot pyramids) before writing
- determining the audience and purpose of writing (e.g., to inform, to entertain, to explain, to persuade)
- recognizing methods of drafting text so that it shows consistent development of a central idea or theme, including providing strong supporting details and organizing key points or events logically
- recognizing methods of revising text to eliminate wordiness, ambiguity, redundancy, and clichés
- recognizing methods of revising text to clarify meaning, including varying sentence structure (e.g., simple, compound, complex), subordinating ideas, maintaining parallel form, inserting appropriate transitional words and expressions, and keeping related ideas together
- recognizing methods of editing text so that it conforms to the conventions of Standard American English (e.g., eliminating comma splices, run-on sentences, sentence fragments, and misplaced or dangling modifiers)
- demonstrating familiarity with proofreading techniques (e.g., reading text backward, reading text aloud) and other tools used to finalize a text for publishing (e.g., word-processing software with spelling and grammar checks and find-and-replace features)



**0013 Understand the elements of effective composition.**

For example:

- recognizing effective ways to present original ideas or perspectives in a text clearly, concisely, and coherently
- recognizing the appropriate organizational structure/format (e.g., business/personal letter, essay, report, poem, play), tone/voice (e.g., formal, casual), and word choice (e.g., technical terms, colloquialisms) for various writing purposes and audiences
- recognizing methods of developing an introduction to a text that draws a reader's attention, specifies the topic or issue, or provides a thesis
- recognizing effective ways to organize ideas in a text (e.g., spatially, chronologically, from general to specific, in order of importance)
- recognizing effective ways to emphasize, link, and contrast important ideas in a text (e.g., repetition, restatement, parallelism, transitional words and expressions)
- recognizing effective ways to incorporate graphic features in a text (e.g., tables, graphs, charts, maps, photographs, illustrations)
- recognizing methods of developing a conclusion to a text that provides a restatement or summary of ideas, a resolution, or a suggested course of action

**0014 Understand the conventions of Standard American English.**

For example:

- demonstrating knowledge of the conventions of capitalization (e.g., capitalizing proper nouns and adjectives, titles of persons, titles of works, brand names)
- demonstrating knowledge of the conventions of punctuation (e.g., using commas, semicolons, colons, apostrophes, quotation marks)
- demonstrating knowledge of the conventions of spelling (e.g., forming plurals; recognizing and correcting commonly misspelled and misused words)
- demonstrating knowledge of the correct use of the parts of speech in sentences
- recognizing ways to form simple, compound, complex, and compound-complex sentences in which there is subject–verb and pronoun–antecedent agreement



**0015 Apply strategies for expository writing.**

For example:

- demonstrating knowledge of forms of writing that are appropriate for describing events, providing information, or answering questions (e.g., newspaper article, formal essay, research paper)
- demonstrating the ability to select an appropriate subject or topic for writing (e.g., topic not too narrow/too broad) and to formulate a fundamental question for addressing through writing
- determining appropriate primary sources (e.g., interviews/transcripts, surveys/polls, scientific data) and secondary sources (e.g., printed reference works and periodicals, electronic databases, the Internet) for locating and gathering information about a subject or topic
- evaluating the relevance and reliability of information sources (e.g., currency of information, credentials of author, potential biases)
- recognizing methods of developing a thesis statement that expresses the central idea of a piece of writing (e.g., makes a specific claim, provides a focus, conveys a purpose)
- demonstrating the ability to select an appropriate organizational structure or pattern for developing ideas in writing (e.g., analogy, classification and division, cause and effect, problem and solution)
- demonstrating knowledge of methods of paraphrasing, summarizing, and quoting sources appropriately and of acknowledging and documenting sources to avoid plagiarism

**0016 Apply strategies for narrative writing.**

For example:

- demonstrating knowledge of forms of writing that are appropriate for expressing personal thoughts and feelings, exploring various points of view, or telling a story (e.g., journal entry, personal essay, sketch/skit, short story, poem, song lyrics)
- recognizing specific details that are important to include in narrative writing to achieve an effect or fulfill a purpose (e.g., to establish a tone, to create a mood, to describe a character or setting)
- applying strategies for composing narrative writing by presenting characters and actions directly (i.e., showing) and, alternatively, by interpreting and evaluating the motives of characters and the causes of actions (i.e., telling)
- applying strategies for composing narrative writing that makes effective and appropriate use of various literary elements (e.g., figurative language, imagery, dialogue, tone/voice, rhythm)
- applying strategies for writing personal notes, letters, and stories that convey a message or point of view clearly and concisely and that engage and maintain the reader's interest



**0017 Apply strategies for persuasive writing.**

For example:

- demonstrating knowledge of forms of writing that are appropriate for influencing beliefs, arguing a point, or expressing an opinion (e.g., editorial, petition, brochure, advertisement)
- demonstrating the ability to assess the interests and knowledge of the intended audience for persuasive writing
- demonstrating the ability to establish a clear position or controlling idea
- demonstrating the ability to present an argument logically through the use of meaningful examples or details, sound reasoning, and effective transitions
- demonstrating the ability to present an argument through the use of rhetorical appeals (e.g., logos, pathos, ethos)
- demonstrating the ability to select relevant, complete, and accurate information or evidence from primary and secondary sources that can be used to support points expressed in persuasive writing
- demonstrating the ability to anticipate questions, concerns, and counterarguments for points expressed in persuasive writing and to incorporate effective responses to them into the writing



## ORAL AND VISUAL COMMUNICATION

### 0018 Apply strategies for effective listening and speaking.

For example:

- identifying the characteristics and purposes of various types of listening, including critical (e.g., listening to distinguish fact from opinion or to determine the speaker's point of view), empathic or reflective (e.g., listening to improve mutual understanding and trust), and deliberative (e.g., listening to learn information)
- demonstrating knowledge of the barriers to listening effectively, including selective listening (e.g., listening only to what's considered important, listening only to what's expected or what's interesting)
- applying strategies for listening actively, including encouraging the speaker verbally and nonverbally; clarifying, restating, and summarizing or paraphrasing the speaker's remarks; building (e.g., asking questions, suggesting other ideas); reflecting; and validating
- distinguishing among types of speech delivery (e.g., memorized, manuscript, extemporaneous, impromptu) that are appropriate for various purposes, content, audiences, and occasions
- distinguishing among styles of language (e.g., formal, informal, technical, regional, jargonistic, slang, colloquial) that are appropriate for various purposes, content, audiences, and occasions
- demonstrating knowledge of rhetorical strategies used to enhance clarity and generate interest in speeches (e.g., previews, summaries, anecdotes, rhetorical questions, transitions)
- recognizing the different roles that voice (e.g., volume, rate, pitch, tone/quality) and body language (e.g., posture, hand gestures, facial expressions, eye contact) play in speech delivery



**0019 Apply strategies for delivering effective presentations.**

For example:

- recognizing methods of establishing clear objectives for a presentation (e.g., urging a particular action, changing a point of view, entertaining, inspiring)
- recognizing methods of organizing a presentation to achieve objectives and meet an audience's needs and expectations (e.g., selecting points of emphasis, incorporating a sufficient level of detail, creating an appropriate tone)
- recognizing methods of modifying a presentation to better correspond to the specific characteristics of various audiences (e.g., demographics, attitudes, values)
- recognizing methods of incorporating appropriate and effective visual aids (e.g., posters, flip charts, slides, video footage, multimedia presentations) into a presentation to reinforce a message, clarify a point, or create excitement and interest
- demonstrating knowledge of appropriate technologies and media to use to produce various types of communications (e.g., school newspapers, multimedia reports, video reports, Web pages/sites) and to convey specific messages

**0020 Apply strategies for analyzing and evaluating visual images in various media.**

For example:

- recognizing messages, meanings, and themes conveyed through various visual images (e.g., illustrations, political cartoons, photographs, advertisements) in various media (e.g., print, television, film, the Internet)
- recognizing how certain media combinations (e.g., photograph accompanying a newspaper story, music accompanying a television commercial) are used to emphasize and reinforce messages, meanings, and themes
- analyzing how the elements of visual images (e.g., symbols, shapes, color, composition, perspective, style, content) are manipulated to convey particular messages, meanings, and themes
- analyzing how visual images are used to change behavior and influence public opinion by appealing to reason, emotion, authority, and convention
- recognizing the role that an individual's personal experience and prior knowledge play in how the individual interprets certain visual images