



# TEST SUMMARY AND FRAMEWORK

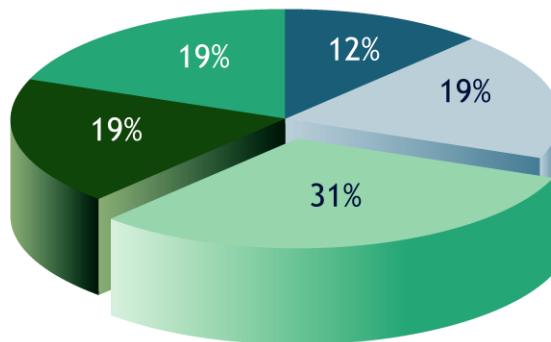
## TEST SUMMARY

### READING

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>	030



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
12%	Foundations of Reading Development	0001-0002	
19%	Assessment, Diagnosis, and Evaluation	0003-0005	
31%	Knowledge and Skills Used in Reading	0006-0010	
19%	Reading for Meaning	0011-0013	
19%	The Literate Environment	0014-0016	



# TEST FRAMEWORK

## READING

For the purposes of this framework and exam, "scientifically based" research:

- employs systematic, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;
- relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
- is accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

### FOUNDATIONS OF READING DEVELOPMENT

#### 0001 Understand the foundations of reading and writing processes.

For example:

- demonstrating knowledge of the foundations of phonology, morphology, semantics, syntax, pragmatics, and orthography as they relate to reading and writing development
- demonstrating knowledge of major theories of language development as they relate to reading and writing development
- demonstrating knowledge of reading and writing as developmental processes (e.g., recognizing the role of oral language in literacy development; identifying interrelationships among reading, writing, listening, and speaking)
- demonstrating knowledge of metacognitive (e.g., self monitoring) and meta-linguistic processes (e.g., transferring linguistic knowledge between modalities) that occur in reading, writing, listening, and speaking
- recognizing that in alphabetic systems additional components of literacy (i.e., oral language, spelling, and writing) are inextricably linked to reading (e.g., recognizing the reciprocity between decoding and encoding, analyzing how phases of word reading relate to stages of spelling development)
- demonstrating an understanding of various factors (e.g., cultural, environmental, linguistic, physical, social) that can affect language acquisition and literacy development
- demonstrating knowledge of interrelationships between first- and second-language and literacy development (e.g., the role of the primary language in second-language acquisition, positive transfer of reading skills from the primary language to a second language)



**0002 Understand the foundations of reading instruction.**

For example:

- demonstrating knowledge of the history of the teaching of reading and current, research-based best practices in reading instruction
- demonstrating knowledge of strategies for applying the results of scientifically based quantitative and qualitative reading research to instructional practices
- demonstrating an understanding of principles of standards-based reading instruction (e.g., the assessment/evaluation/instruction cycle; alignment of assessment, goals, and instruction)
- recognizing the essential components of a scientific research-based reading program (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the interrelationships among these components
- demonstrating knowledge of how to plan systematic, explicit instruction in the essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) and in additional components of literacy (i.e., oral language, spelling, and writing) to support reading development
- demonstrating knowledge of instructional grouping options (e.g., individual, small group, whole class, differentiated, peer tutoring, computer based) appropriate for reading instruction
- recognizing how contextual factors in schools (e.g., grouping procedures, school programs) affect reading development
- recognizing how cultural, linguistic, and ethnic diversity among learners can positively influence literacy development for all students



## ASSESSMENT, DIAGNOSIS, AND EVALUATION

### 0003 Understand the role of assessment in reading instruction and strategies for selecting and implementing a variety of formal and informal reading assessments.

For example:

- recognizing the purpose of ongoing and long-term monitoring of student progress in reading and the reasons for using a wide range of assessment tools and practices (e.g., individual and group standardized tests, individual and group informal classroom assessments, technology-based assessment tools, curriculum-based measures)
- demonstrating awareness of the characteristics and uses of standardized tests and other formal reading assessments (e.g., norm-referenced tests, criterion-referenced tests, reading rate assessments, use of rubrics, reading software assessment), including understanding the concepts of validity, reliability, and bias as applied to standardized tests
- demonstrating awareness of the characteristics and uses of a variety of informal reading assessments (e.g., informal reading inventories, anecdotal notes, student retellings)
- demonstrating an understanding of strategies for selecting and implementing appropriate formal and informal reading assessments (e.g., individual and group standardized tests, individual and group informal classroom assessments, technology-based assessment tools) that are aligned with instructional goals and purposes
- demonstrating knowledge of strategies for developing and conducting classroom-based assessments (e.g., using rubrics, checklists, and anecdotal notes) that involve multiple indicators and that are aligned with Washington State's Essential Academic Learning Requirements (EALRs)



**0004 Understand how to interpret the results of reading assessments and use assessment results to plan reading instruction based on student needs.**

For example:

- demonstrating ability to analyze, compare, contrast, and use assessment results in different areas of reading (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) to plan, evaluate, and revise effective instruction within the assessment/evaluation/instruction cycle
- demonstrating ability to use assessment information to identify students' proficiencies and difficulties in the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension) in order to plan differentiated instruction to meet the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds
- demonstrating knowledge of strategies for using data from assessments to identify students' independent, instructional, and frustration levels of reading in order to inform the selection of appropriate reading materials (e.g., for student independent reading, differentiated instruction, reading interventions)
- identifying effective approaches for communicating results of assessments to specific individuals (e.g., students, family members, caregivers, colleagues, administrators, policymakers, policy officials, the community)
- demonstrating knowledge of strategies for providing students with the opportunity to self-evaluate, set goals for improvement (e.g., fluency rate and accuracy), and monitor their own progress

**0005 Understand the nature and multiple causes of reading difficulties and strategies for diagnosing, evaluating, and addressing reading difficulties.**

For example:

- demonstrating knowledge of the nature and multiple causes of reading difficulties
- recognizing the variability in reading levels among children in the same grade and within a child across the five essential components of reading (e.g., recognizing that a student who has difficulty in one area of reading may not have difficulties in other areas of reading)
- demonstrating knowledge of strategies, approaches, and assessments for diagnosing reading difficulties
- demonstrating knowledge of strategies for identifying the next steps for intervention for students with reading difficulties
- demonstrating knowledge of the role and uses of flexible grouping in reading instruction for students with reading difficulties
- recognizing ways to monitor the effectiveness of individual and group interventions for students with reading difficulties



## KNOWLEDGE AND SKILLS USED IN READING

### 0006 Understand the role of concepts of print, letter recognition, and oral language skills in beginning reading development and strategies for promoting students' knowledge and skills in these areas.

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 Grade Level Expectations [GLEs]) in concepts of print, letter recognition, and oral language skills related to reading development
- recognizing the role of print awareness, letter knowledge, and oral language skills in early reading development (e.g., the role of various concepts of print and accurate, rapid uppercase and lowercase letter recognition in the development of beginning decoding skills; the role of listening and discussion in the development of comprehension skills)
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based practices, for teaching concepts of print (e.g., demonstrating book-handling skills; understanding that print carries meaning; recognizing the directionality of print; tracking print; distinguishing letters, words, and sentences) based on the assessed needs of students
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based practices, for teaching letter recognition skills (e.g., naming letters, developing letter formation skills) based on the assessed needs of students
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based practices, for developing students' oral language skills that support reading development (e.g., describing, explaining, retelling, and making comparisons of stories listened to and read) based on the assessed needs of students
- demonstrating knowledge of strategies for differentiating instruction as needed in concepts of print, letter recognition, and oral language skills to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



**0007 Understand the role of phonological awareness and phonemic awareness in beginning reading development and strategies for promoting students' phonological and phonemic awareness skills.**

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) in phonological awareness and phonemic awareness
- demonstrating an understanding of phonological awareness (i.e., the awareness that oral language is composed of smaller units such as spoken words and syllables) and phonemic awareness (i.e., the ability to distinguish the individual sounds of a spoken word)
- recognizing the role of phonological and phonemic awareness at different stages in students' reading development (e.g., the role of phonemic awareness as a foundation in the development of phonics knowledge and skills)
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based methods, for developing students' phonological awareness skills (e.g., detecting and identifying word boundaries, syllables, rhyming words, and onset/rime) based on the assessed needs of students
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based methods, for developing students' phonemic awareness skills (e.g., recognizing that words are made up of separate phonemes; distinguishing initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes) based on the assessed needs of students
- recognizing the role of writing (i.e., students' use of phonetic spelling) in promoting and reinforcing students' phonemic awareness skills
- demonstrating knowledge of strategies for differentiating instruction as needed in phonological awareness and phonemic awareness to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



**0008 Understand the role of phonics in beginning reading development and strategies for promoting students' phonics skills.**

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) in phonics
- demonstrating an understanding of phonics skills (e.g., sound-symbol correspondence, blending) and the importance of sequencing phonics instruction according to the increasing complexity of linguistic units (e.g., phonemes, onsets and rimes, letters, letter combinations, syllables, and morphemes)
- recognizing the role of phonics in developing rapid, automatic word recognition and understanding why automaticity in word recognition facilitates comprehension
- demonstrating knowledge of systematic, explicit, scientifically based instructional practices, approaches, and methods, including technology-based methods, for developing students' phonics skills (e.g., teaching sounding out and blending of regular VC and CVC words; teaching regular CVCC, CCVC, CVVC, and CVCe words; teaching words formed by adding a common inflected ending [-ed, -s] to a regular base word; teaching how to decode multisyllable words that follow or contain common syllable patterns and/or common inflected endings [e.g., -er, -est, -ing]) based on the assessed needs of students
- recognizing the importance of using decodable text, writing, and spelling to promote and reinforce students' understanding of the alphabetic principle and letter-sound correspondence and their development of phonics skills
- demonstrating knowledge of strategies for differentiating instruction as needed in phonics to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



**0009 Understand the role of fluency in reading development and strategies for promoting students' development of fluency.**

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) in fluency
- demonstrating an understanding of the principal components of fluency (i.e., accuracy, rate, and prosody)
- recognizing the role of fluency in reading comprehension
- recognizing the role of rapid, automatic sight-word recognition in reading fluency and the importance of integrating phonics and sight-word instruction to promote automaticity of word recognition
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based methods, for developing and extending students' banks of recognizable sight words based on the assessed needs of students
- demonstrating knowledge of a wide range of explicit, scientifically based instructional practices, approaches, and methods, including technology-based methods, for promoting students' fluency (i.e., accuracy, rate, and prosody) based on the assessed needs of students
- recognizing factors that affect fluency (e.g., difficulties with phonics skills, lack of vocabulary knowledge, unfamiliarity with the content of a text) and demonstrating knowledge of explicit strategies for addressing these factors
- demonstrating knowledge of strategies for teaching fluent readers how to adjust reading rate to match the text and the reading purpose (e.g., reading for pleasure vs. reading for information; skimming for facts; scanning for key words; close, careful reading for understanding of new or complex ideas)
- demonstrating knowledge of strategies for differentiating instruction as needed in sight words and fluency to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



**0010 Understand the role of vocabulary in reading development and strategies for promoting students' vocabulary development.**

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) in vocabulary development
- recognizing the role of vocabulary knowledge in the development of word recognition, fluency, and comprehension (e.g., the relationship between oral vocabulary and the process of identifying and understanding written words)
- demonstrating knowledge of a variety of scientifically based instructional practices, approaches, and methods, including technology-based methods, for promoting vocabulary development based on the assessed needs of students, including providing explicit instruction in word meaning and providing explicit instruction in the use of resources (e.g., dictionaries, glossaries) and vocabulary-learning strategies (e.g., structural analysis; syntactic, semantic, and other textual cues) to determine, predict, and confirm word meanings in grade-level texts
- recognizing the importance of frequent, extensive, and varied reading experiences in promoting vocabulary development
- recognizing the importance of using a variety of strategies for reinforcing and extending vocabulary knowledge (e.g., providing opportunities for students to use new vocabulary during class discussions and in writing activities, to link new vocabulary to concrete experiences, and to apply vocabulary knowledge in new contexts and across different content areas)
- recognizing that there are different tiers of general academic vocabulary and the importance of helping students understand and apply academic vocabulary that is critical to the meaning of content-area texts
- demonstrating knowledge of strategies for differentiating instruction as needed in vocabulary development to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



## READING FOR MEANING

### 0011 Understand the nature of reading comprehension and strategies for promoting students' reading comprehension.

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) in reading comprehension
- demonstrating knowledge of the wide range of skills and strategies (e.g., monitoring, summarizing, using text components, generating and answering questions) effective readers use to comprehend what they read
- recognizing the importance of effectively modeling and explicitly teaching students to use word identification, word meaning, context cues, and metacognitive strategies to read for meaning
- demonstrating knowledge of strategies for explicitly teaching conventions of written English in order to promote students' facility with academic language and their comprehension of literary and informational texts
- recognizing different levels of comprehension, including literal (e.g., identifying explicitly stated main ideas, details, sequences, cause-and-effect relationships, patterns, and elements of story grammar), inferential (e.g., inferring main ideas, comparisons, and cause-and-effect relationships not explicitly stated in the text; drawing conclusions or generalizations from a text; using textual evidence to predict outcomes; inferring themes), and evaluative (e.g., recognizing instances of bias, unsupported assumptions, propaganda, and faulty reasoning in texts; distinguishing facts and opinions in texts; reacting to a text's content, characters, and use of language; analyzing themes)
- demonstrating knowledge of a variety of oral and written strategies for facilitating comprehension prior to reading (e.g., modeling think-alouds, previewing, using graphic features and textual evidence to predict outcomes, activating and discussing prior knowledge/schema related to the topic, developing background knowledge, setting a purpose for reading, generating questions prior to reading)
- demonstrating knowledge of a variety of skills that support comprehension and strategies that help students monitor their own comprehension during reading (e.g., using graphic features, visualizing, self-questioning, paraphrasing, clarifying, predicting, summarizing, rereading, note taking; using comprehension repair strategies to regain meaning)
- demonstrating knowledge of a variety of oral and written strategies for supporting comprehension after reading (e.g., discussing; summarizing; retelling; journal writing; sharing reactions; making text-to-self, text-to-text, and text-to-world connections; creating pictures, semantic maps, Venn diagrams, and other visual/graphic representations of text meanings)
- demonstrating knowledge of strategies for differentiating instruction as needed in comprehension to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



**0012 Understand literary texts and strategies for promoting students' ability to analyze, interpret, and synthesize information and ideas in literary texts.**

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) related to components and comprehension of literary texts
- recognizing forms (e.g., short story, poem) and genres (e.g., folktale, science fiction, historical fiction) of literary texts and strategies for promoting students' understanding of these forms and genres
- demonstrating knowledge of key components (i.e., story grammar) of literary texts (e.g., setting, character, plot, theme) and other important components of literary texts (e.g., mood, tone, point of view, voice) and strategies for promoting students' ability to comprehend and analyze these components
- demonstrating knowledge of literary devices (e.g., imagery, symbolism, irony, foreshadowing) and figurative language (e.g., simile, metaphor, hyperbole, personification) used in literary texts and strategies for promoting students' ability to comprehend and analyze an author's use of literary devices and figurative language
- demonstrating knowledge of explicit oral language activities (e.g., literature circles, think-pair-share) and writing activities (e.g., literary response journals, summaries, character analyses) that develop and reinforce students' ability to analyze, interpret, and synthesize information and ideas in literary texts
- demonstrating knowledge of strategies for differentiating instruction as needed in comprehension of literary texts to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



**0013 Understand informational texts and strategies for promoting students' ability to analyze, interpret, and synthesize information and ideas in informational texts.**

For example:

- demonstrating knowledge of state standards (i.e., relevant Reading K–10 GLEs) related to components and comprehension of informational texts
- demonstrating an understanding of types of informational and functional texts (e.g., career-related texts) and strategies for promoting students' ability to analyze, interpret, and synthesize information and ideas in informational and functional texts (e.g., identifying a main idea; making inferences; distinguishing between fact and opinion; analyzing how elements such as tone, bias, and point of view influence the meaning of a text) for a variety of purposes (e.g., to gain information, communicate information, research a topic)
- demonstrating knowledge of key components of informational texts, including printed texts (e.g., table of contents, glossary, diagrams, maps, index) and electronic texts (e.g., icons, pull-down menus), and strategies for promoting students' ability to understand and use these components effectively to locate information in and comprehend an informational text
- demonstrating knowledge of basic structures (e.g., sentences, topic sentences, paragraphs, chapter structure) and text organizational structures (e.g., chronological, cause/effect, comparison/contrast, problem/solution) used in informational and expository texts and strategies for promoting students' ability to understand and use various text structures to facilitate comprehension
- demonstrating knowledge of explicit oral language activities (e.g., explaining key vocabulary prior to reading, conducting oral preview-review of text content, engaging students in oral paraphrasing and summarizing of text) and writing activities (e.g., summarizing, paraphrasing, developing graphic organizers) that develop and reinforce students' ability to analyze, interpret, and synthesize information and ideas in informational texts
- demonstrating knowledge of strategies for differentiating instruction as needed in comprehension of informational texts to meet the needs of all students (e.g., English language learners, students with special needs, struggling readers, highly proficient readers)



## THE LITERATE ENVIRONMENT

### 0014 Understand strategies for creating a literate environment and promoting students' lifelong appreciation for reading.

For example:

- demonstrating an understanding of the research base that grounds practice in creating a literate environment
- recognizing that creating a literate environment fosters interest and growth in all aspects of literacy
- identifying factors in the classroom environment that influence students' reading (e.g., language-rich and print-rich classroom environments, high-interest reading choices)
- demonstrating knowledge of strategies for promoting students' lifelong appreciation for reading for pleasure and for information (e.g., helping students set and pursue their own reading goals; encouraging book clubs, literature circles, author studies, and other reading discussion groups; providing students with opportunities to produce creative and personal responses to literature)
- demonstrating knowledge of strategies for promoting purposeful independent reading of a wide variety of literary and informational texts (e.g., teaching students how to select books at appropriate levels, providing structured and scaffolded independent-reading opportunities in class, supporting at-home reading) and methods for monitoring students' independent reading (e.g., student-maintained reading logs, class discussions, book talks)
- identifying strategies for learning about and using students' interests and backgrounds to motivate and enhance their reading development
- demonstrating knowledge of strategies for modeling reading and writing as valued lifelong activities
- demonstrating knowledge of the importance of and strategies for collaborating with families to promote students' literacy development and their lifelong appreciation for reading



**0015 Understand the selection and use of a variety of classroom materials.**

For example:

- recognizing the purpose and use of a variety of text types (e.g., decodable, predictable, easy reader)
- recognizing the importance of having a wide variety of instructional materials and reference sources (e.g., books, technology-based information, nonprint materials) representing multiple reading levels, broad interests, and a variety of cultural and linguistic backgrounds available to students in the classroom
- demonstrating knowledge of scientifically based strategies for evaluating and selecting a wide range of print, nonprint, and technology-based materials that are appropriate to the developmental needs of students and that represent multiple levels, broad interests, and a variety of cultural and linguistic backgrounds
- demonstrating knowledge of the range of genres (e.g., folktales, science fiction, graphic novels) in classic and contemporary children's and young adult literature
- demonstrating awareness of criteria for selecting high-quality literature in a variety of genres that reflects a wide variety of linguistic and cultural backgrounds
- recognizing ways to select texts, trade books, and other materials to motivate students to read widely for information, pleasure, and personal growth

**0016 Understand the role of professionalism in and beyond the classroom.**

For example:

- recognizing the importance of respecting socioeconomic, cultural, linguistic, ethnic, and academic diversity in the teaching process
- recognizing the value of reflective practices in reading instruction
- demonstrating an understanding of the importance of and strategies for keeping current with the field of literacy (e.g., reading professional journals and publications, participating in professional organizations, attending conferences)
- recognizing how to interpret research about literacy instruction and communicate findings to colleagues and the wider school community
- identifying ways to collaborate effectively with colleagues to promote professional development and to meet the literacy needs of all students
- demonstrating awareness of ways to collaborate effectively with school personnel, families, and community members to address the literacy needs of all students