
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST DESIGN AND FRAMEWORK**

**DRAFT
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Authorized for Distribution by the New York State Education Department

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FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST DESIGN

This test consists of selected-response items, followed by focused constructed-response items and an extended writing assignment based on the critical analysis of authentic texts and graphic representations of information addressing the same topic. Each item requires the analysis of complex literary or informational text.

The selected-response items count for 40% of the total test score and the constructed-response items count for 60% 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 total testing time is 150 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- Each focused constructed-response item is designed with the expectation of a response up to 20 minutes.
- The extended writing assignment 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 50 minutes.

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

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Reading	40	40%	--	--
0002 Writing to Sources	--	--	2 focused response 1 extended response	60%
Total	40	40%	3	60%

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Reading
Writing to Sources

The New York State educator has the academic literacy skills necessary to teach effectively in New York State public schools. The teacher is capable of proficient, close, and critical reading that reflects wide, deep, and thoughtful engagement with a range of high-quality, complex informational and literary texts. The teacher demonstrates command of evidence found in texts and uses cogent reasoning to analyze and synthesize ideas. The teacher produces complex and nuanced writing by choosing words, information, and structure deliberately for a given task, purpose, and audience.

COMPETENCY 0001—READING

Performance Expectations

The New York State educator reads complex informational and narrative texts and demonstrates command of key ideas and details in the texts. The teacher determines what a text says explicitly and consistently makes logical inferences and draws conclusions based on evidence found in the text. The teacher correctly determines the central ideas or themes of a text and analyzes their development. The teacher recognizes accurate summaries of key supporting details and ideas. The teacher accurately determines an author's attitude, opinion, or point of view. The teacher analyzes how and why individuals, events, and ideas develop and interact over the course of a text.

The New York State educator demonstrates command of craft and structure in reading. The teacher accurately interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and thoroughly analyzes how specific word choices shape meaning and tone. The teacher thoroughly analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. The teacher accurately assesses how point of view and purpose shape the content and style of a text.

Performance Indicators

- a. determines what a text says explicitly
- b. makes logical inferences based on textual evidence

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- c. draws conclusions based on textual evidence
- d. determines the central ideas or themes of a text
- e. analyzes the development of central ideas or themes of a text
- f. recognizes accurate summaries of key supporting details and ideas in a text
- g. analyzes how and why individuals, events, and ideas develop and interact over the course of a text
- h. interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
- i. analyzes how specific word choices shape meaning and tone in a text
- j. analyzes how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole
- k. determines an author's attitude, opinion, or point of view
- l. assesses how point of view and purpose shape the content and style of a text

COMPETENCY 0002—WRITING TO SOURCES

Performance Expectations

The New York State educator demonstrates the ability to integrate knowledge and ideas from texts to produce clear, cohesive, and coherent writing. The teacher delineates and evaluates the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. The teacher thoroughly analyzes how multiple texts address similar themes or topics to compare the approaches the authors take.

The New York State educator produces writing in which the development, organization, and style are appropriate to a given task, purpose, and audience. The teacher thoroughly develops strong arguments to support claims in a cogent synthesis and thorough analysis of information presented in substantive texts. The teacher uses valid reasoning and relevant evidence to support claims. The teacher organizes arguments by logically sequencing claims, counterclaims, reasons, and evidence. The teacher applies extensive knowledge of language to make effective choices for meaning and style. The teacher develops and strengthens writing by revising, editing, and rewriting as needed and demonstrates thorough command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Performance Indicators

- a. delineates and evaluates the argument and specific claims in a text
- b. evaluates the validity of reasoning used to support arguments and specific claims in a text

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- c. evaluates the relevance and sufficiency of evidence used to support arguments and specific claims in a text
- d. evaluates the credibility, objectivity, and reliability of an author or sources used by an author
- e. analyzes how multiple texts address similar themes or topics to compare the approaches the authors take
- f. integrates and evaluates content presented in diverse formats and media, including visually and quantitatively
- g. introduces a precise, knowledgeable claim
- h. uses valid reasoning to support the claim
- i. anticipates and addresses a possible counterclaim
- j. chooses relevant and sufficient evidence from multiple texts to support the claim and integrates the information while avoiding plagiarism
- k. establishes and maintains an appropriate style and tone
- l. uses transitional words and phrases and varies syntax to link sections of the text and to clarify relationships between ideas
- m. produces a conclusion that follows from and supports the claim
- n. chooses precise language for clarity and rhetorical effect
- o. uses correct standard English grammar, usage, capitalization, punctuation, and spelling