

# PPAT® Assessment

Alignment with  
*Praxis*® Test  
Specifications for  
English Language Arts:  
Content and Analysis



## **PPAT® Assessment Alignment with Praxis® Test Specifications for English Language Arts: Content and Analysis**

PPAT® assessment Tasks 2 through 4 all require candidates to provide evidence of content knowledge both in their teaching practices as well as in the assessment of student learning.

While all of the prompts for each task do not prescribe the specific content that must be included, they do draw upon a broad spectrum of content knowledge relevant to an individual candidate's particular area. Candidate responses, which include content, are scored by trained raters who have expertise in the same content area.

Given that PPAT assessment tasks are limited to the content teacher candidates are allowed or instructed to deliver in their assigned clinical experience classrooms, the PPAT assessment does not cover the full breadth and depth of a content discipline. However, successful completion of the PPAT assessment does require that candidates demonstrate the ability to accurately and effectively teach the content that they choose or are given, and also requires raters to evaluate whether the instructional delivery of the content is accurate and effective.

The PPAT assessment emphasizes that the appropriateness and relevance of content selected by candidates in the completion of the assessment in the area of English Language Arts may include, but is not limited to, the following categories.

## PPAT<sup>®</sup> Assessment Task 1: Knowledge of Students and the Learning Environment

Task 1 Steps	Praxis <sup>®</sup> Test Specifications
<p><b>Step 1</b>  <b>Factors, Resources, and Protocols</b>            Candidates' ability to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community</p>	<p><b>II. Language Use and Vocabulary</b>            4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods            5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b>            10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</p>
<p><b>Step 2</b>  <b>Knowledge of Students</b>            Candidates' ability to cultivate relationships with your students (e.g., through the co-creation of rigorous, relevant learning opportunities) and acquire increasing in-depth knowledge about each students' academic and nonacademic strengths, skills, competencies, and interests</p>	<p><b>II. Language Use and Vocabulary</b>            4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods            5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b>            10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</p>

## PPAT<sup>®</sup> Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Task 2 Steps	Praxis <sup>®</sup> Test Specifications
<p><b>Step 1</b>  <b>Planning the Assessment</b>            Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)</p>	<p><b>I. Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1. Knows major works and authors of United States, British, World (including non-Western), and Young Adult literature</li> <li>2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature</li> <li>3. Understands the defining characteristics of primary literary genres</li> <li>4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry, ballad, haiku)</li> <li>5. Understands how textual evidence supports interpretation of a literary text</li> <li>6. Understands how authors develop themes in a variety of genres</li> <li>7. Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text</li> <li>8. Understands how figurative language contributes to the effect of a text</li> <li>9. Understands how poetic devices and structure contribute to the effect of a poem</li> <li>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</li> <li>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</li> <li>12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts</li> </ol> <p><b>I. Reading: Informational Texts and Rhetoric</b></p> <ol style="list-style-type: none"> <li>1. Understands how textual evidence supports interpretations of an informational text</li> <li>2. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts</li> <li>3. Understands how word choice contributes to the effect of an informational text</li> <li>4. Understands rhetorical strategies that authors use to convey purpose and perspectives in informational texts</li> <li>5. Understands methods that authors use to appeal to a specific audience</li> <li>6. Understands how authors develop and support a written argument</li> <li>7. Knows how to interpret media and non-print texts and how they influence an audience</li> </ol> <p><b>II. Language Use and Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Understands the conventions of standard English grammar, usage, syntax, and mechanics</li> <li>2. Understands the use of affixes, context, and syntax to determine word meaning</li> </ol>

Task 2 Steps	Praxis® Test Specifications
	<p>3. Understands the use of print and digital reference materials to support and enhance language usage</p> <p>4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods</p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>1. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)</p> <p>2. Understands how awareness of task, purpose, and audience contributes to effective writing</p> <p>3. Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)</p> <p>4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately</p> <p>5. Understands components of effective speech and presentation delivery</p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p> <p>9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)</p> <p>10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</p>
<p><b>Step 2</b>  <b>Administering the Assessment and Analyzing the Data</b>            Candidates' ability to administer their assessment and to collect, record, and analyze the data</p>	<p><b>I. Reading: Literature</b></p> <p>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</p> <p>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</p> <p><b>II. Language Use and Vocabulary</b></p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p>
<p><b>Step 3</b>  <b>Reflecting</b></p>	<p><b>I. Reading: Literature</b></p> <p>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</p>

Task 2 Steps	<i>Praxis</i> <sup>®</sup> Test Specifications
<p>Candidates' ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan</p> <p>Candidates' ability to reflect on the data-based decisions that occurred through data analysis</p>	<p>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</p> <p><b>II. Language Use and Vocabulary</b></p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p>

## PPAT® Assessment Task 3: Designing Instruction for Student Learning

Task 3 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning the Lesson</b>            Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p><b>I. Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1. Knows major works and authors of United States, British, World (including non-Western), and Young Adult literature</li> <li>2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature</li> <li>3. Understands the defining characteristics of primary literary genres</li> <li>4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry, ballad, haiku)</li> <li>5. Understands how textual evidence supports interpretation of a literary text</li> <li>6. Understands how authors develop themes in a variety of genres</li> <li>7. Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text</li> <li>8. Understands how figurative language contributes to the effect of a text</li> <li>9. Understands how poetic devices and structure contribute to the effect of a poem</li> <li>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</li> <li>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</li> <li>12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts</li> </ol> <p><b>I. Reading: Informational Texts and Rhetoric</b></p> <ol style="list-style-type: none"> <li>1. Understands how textual evidence supports interpretations of an informational text</li> <li>2. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts</li> <li>3. Understands how word choice contributes to the effect of an informational text</li> <li>4. Understands rhetorical strategies that authors use to convey purpose and perspectives in informational texts</li> <li>5. Understands methods that authors use to appeal to a specific audience</li> <li>6. Understands how authors develop and support a written argument</li> <li>7. Knows how to interpret media and non-print texts and how they influence an audience</li> </ol> <p><b>II. Language Use and Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Understands the conventions of standard English grammar, usage, syntax, and mechanics</li> <li>2. Understands the use of affixes, context, and syntax to determine word meaning</li> <li>3. Understands the use of print and digital reference materials to support and enhance language usage</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p>4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods</p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>1. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)</p> <p>2. Understands how awareness of task, purpose, and audience contributes to effective writing</p> <p>3. Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)</p> <p>4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately</p> <p>5. Understands components of effective speech and presentation delivery</p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p> <p>9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)</p> <p>10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</p>
<p><b>Step 2</b>  <b>The Focus Students</b>  Candidates' ability to differentiate instruction for individual students</p>	<p><b>I. Reading: Literature</b></p> <p>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</p> <p>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</p> <p><b>II. Language Use and Vocabulary</b></p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p>
<p><b>Step 3</b>  <b>Analyzing the Instruction</b>  Candidates' ability to analyze their lesson plan and evidence of student learning</p>	<p><b>I. Reading: Literature</b></p> <p>1. Knows major works and authors of United States, British, World (including non-Western), and Young Adult literature</p> <p>2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature</p>

Task 3 Steps	<i>Praxis</i> <sup>®</sup> Test Specifications
	<ol style="list-style-type: none"> <li>3. Understands the defining characteristics of primary literary genres</li> <li>4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry, ballad, haiku)</li> <li>5. Understands how textual evidence supports interpretation of a literary text</li> <li>6. Understands how authors develop themes in a variety of genres</li> <li>7. Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text</li> <li>8. Understands how figurative language contributes to the effect of a text</li> <li>9. Understands how poetic devices and structure contribute to the effect of a poem</li> <li>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</li> <li>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</li> <li>12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts</li> </ol> <p><b>I. Reading: Informational Texts and Rhetoric</b></p> <ol style="list-style-type: none"> <li>1. Understands how textual evidence supports interpretations of an informational text</li> <li>2. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts</li> <li>3. Understands how word choice contributes to the effect of an informational text</li> <li>4. Understands rhetorical strategies that authors use to convey purpose and perspectives in informational texts</li> <li>5. Understands methods that authors use to appeal to a specific audience</li> <li>6. Understands how authors develop and support a written argument</li> <li>7. Knows how to interpret media and non-print texts and how they influence an audience</li> </ol> <p><b>II. Language Use and Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Understands the conventions of standard English grammar, usage, syntax, and mechanics</li> <li>2. Understands the use of affixes, context, and syntax to determine word meaning</li> <li>3. Understands the use of print and digital reference materials to support and enhance language usage</li> <li>4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods</li> <li>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</li> </ol> <p><b>III. Writing, Speaking, and Listening</b></p> <ol style="list-style-type: none"> <li>1. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)</li> </ol>

Task 3 Steps	<i>Praxis</i> <sup>®</sup> Test Specifications
	<ul style="list-style-type: none"> <li>2. Understands how awareness of task, purpose, and audience contributes to effective writing</li> <li>3. Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)</li> <li>4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately</li> <li>5. Understands components of effective speech and presentation delivery</li> <li>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</li> <li>7. Understands commonly used research-based approaches to teaching components of writing</li> <li>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</li> <li>9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)</li> <li>10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</li> </ul>
<p><b>Step 4</b> <b>Reflecting</b> Candidates' ability to reflect on the strengths of their lesson plan as well as on the components of the lesson that are in need of improvement</p>	<ul style="list-style-type: none"> <li><b>I. Reading: Literature</b> <ul style="list-style-type: none"> <li>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</li> <li>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</li> </ul> </li> <li><b>II. Language Use and Vocabulary</b> <ul style="list-style-type: none"> <li>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</li> </ul> </li> <li><b>III. Writing, Speaking, and Listening</b> <ul style="list-style-type: none"> <li>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</li> <li>7. Understands commonly used research-based approaches to teaching components of writing</li> </ul> </li> </ul>

## PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Task 4 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning</b>            Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p><b>I. Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1. Knows major works and authors of United States, British, World (including non-Western), and Young Adult literature</li> <li>2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature</li> <li>3. Understands the defining characteristics of primary literary genres</li> <li>4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry, ballad, haiku)</li> <li>5. Understands how textual evidence supports interpretation of a literary text</li> <li>6. Understands how authors develop themes in a variety of genres</li> <li>7. Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text</li> <li>8. Understands how figurative language contributes to the effect of a text</li> <li>9. Understands how poetic devices and structure contribute to the effect of a poem</li> <li>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</li> <li>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</li> <li>12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts</li> </ol> <p><b>I. Reading: Informational Texts and Rhetoric</b></p> <ol style="list-style-type: none"> <li>1. Understands how textual evidence supports interpretations of an informational text</li> <li>2. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts</li> <li>3. Understands how word choice contributes to the effect of an informational text</li> <li>4. Understands rhetorical strategies that authors use to convey purpose and perspectives in informational texts</li> <li>5. Understands methods that authors use to appeal to a specific audience</li> <li>6. Understands how authors develop and support a written argument</li> <li>7. Knows how to interpret media and non-print texts and how they influence an audience</li> </ol> <p><b>II. Language Use and Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Understands the conventions of standard English grammar, usage, syntax, and mechanics</li> <li>2. Understands the use of affixes, context, and syntax to determine word meaning</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p>3. Understands the use of print and digital reference materials to support and enhance language usage</p> <p>4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods</p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>1. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)</p> <p>2. Understands how awareness of task, purpose, and audience contributes to effective writing</p> <p>3. Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)</p> <p>4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately</p> <p>5. Understands components of effective speech and presentation delivery</p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p> <p>9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)</p> <p>10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</p>
<p><b>Step 2</b>  <b>Implementing the Plan</b>            Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice</p>	<p><b>I. Reading: Literature</b></p> <p>1. Knows major works and authors of United States, British, World (including non-Western), and Young Adult literature</p> <p>2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature</p> <p>3. Understands the defining characteristics of primary literary genres</p> <p>4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry, ballad, haiku)</p> <p>5. Understands how textual evidence supports interpretation of a literary text</p> <p>6. Understands how authors develop themes in a variety of genres</p> <p>7. Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text</p> <p>8. Understands how figurative language contributes to the effect of a text</p> <p>9. Understands how poetic devices and structure contribute to the effect of a poem</p> <p>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</p>

Task 4 Steps	<i>Praxis</i> <sup>®</sup> Test Specifications
	<p>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</p> <p>12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts</p> <p><b>I. Reading: Informational Texts and Rhetoric</b></p> <ol style="list-style-type: none"> <li>1. Understands how textual evidence supports interpretations of an informational text</li> <li>2. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts</li> <li>3. Understands how word choice contributes to the effect of an informational text</li> <li>4. Understands rhetorical strategies that authors use to convey purpose and perspectives in informational texts</li> <li>5. Understands methods that authors use to appeal to a specific audience</li> <li>6. Understands how authors develop and support a written argument</li> <li>7. Knows how to interpret media and non-print texts and how they influence an audience</li> </ol> <p><b>II. Language Use and Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Understands the conventions of standard English grammar, usage, syntax, and mechanics</li> <li>2. Understands the use of affixes, context, and syntax to determine word meaning</li> <li>3. Understands the use of print and digital reference materials to support and enhance language usage</li> <li>4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods</li> <li>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</li> </ol> <p><b>III. Writing, Speaking, and Listening</b></p> <ol style="list-style-type: none"> <li>1. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)</li> <li>2. Understands how awareness of task, purpose, and audience contributes to effective writing</li> <li>3. Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)</li> <li>4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately</li> <li>5. Understands components of effective speech and presentation delivery</li> <li>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</li> <li>7. Understands commonly used research-based approaches to teaching components of writing</li> <li>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p>9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)</p> <p>10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction</p>
<p><b>Step 3</b>  <b>Understanding the Two Focus Students</b>            Candidates' ability to provide evidence of student learning resulting from the implemented lesson</p>	<p><b>I. Reading: Literature</b></p> <p>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</p> <p>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</p> <p><b>II. Language Use and Vocabulary</b></p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p>
<p><b>Step 4</b>  <b>Reflecting</b>            Candidates' ability to reflect on the effectiveness of their lesson for the entire class</p>	<p><b>I. Reading: Literature</b></p> <p>10. Understands how reading strategies (e.g., making predictions, making connections, summarizing,) support comprehension</p> <p>11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling, metacognitive practice, active reading)</p> <p><b>II. Language Use and Vocabulary</b></p> <p>5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners</p> <p><b>III. Writing, Speaking, and Listening</b></p> <p>6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication</p> <p>7. Understands commonly used research-based approaches to teaching components of writing</p> <p>8. Understands purposes and methods of assessing reading, writing, speaking, and listening</p>