

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS™ (CEOE™)**

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 116: SPEECH/DRAMA/DEBATE

TEST FRAMEWORK

September 2019

Subarea	Range of Competencies
I. Public Speaking and Debate	0001–0006
II. Drama	0007–0012
III. Pedagogical Content Knowledge	0013

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 116: SPEECH/DRAMA/DEBATE

TEST FRAMEWORK

- I. Public Speaking and Debate
- II. Drama
- III. Pedagogical Content Knowledge

SUBAREA I—PUBLIC SPEAKING AND DEBATE

Competency 0001

Apply knowledge of the functions, characteristics, and components of the human communication process.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of elements and steps in the communication process, roles and characteristics of participants in the communication process, and internal and external influences on communication.
- Demonstrate understanding of elements and functions of verbal and nonverbal communication, including types and purposes of verbal and nonverbal cues and messages.
- Analyze the listening process, including barriers to listening, methods for overcoming barriers to listening, and strategies for developing effective listening habits and critical listening skills.
- Demonstrate understanding of the demands of communication in different settings and principles and practices for communicating effectively in interpersonal, cross-cultural, professional, and public communication situations.
- Apply knowledge of interpersonal and professional communication skills and strategies for participating in interviews (e.g., preparing in advance, role-playing, using effective listening skills).
- Describe the roles and responsibilities of group members and leaders in small-group communication, factors that affect group communication, and procedures and tools for conducting meetings and discussions (e.g., parliamentary procedure).
- Analyze ways in which interpersonal and group communication can be used as a framework for brainstorming, critical thinking, consensus building, decision making, problem solving, and conflict resolution.
- Demonstrate understanding of social, cultural, geopolitical, historical, and other influences on communication and strategies and criteria for analyzing, interpreting, and evaluating verbal and nonverbal messages in various contexts.
- Apply knowledge of principles and practices of ethical communication, including how to use language (e.g., written, verbal, nonverbal) responsibly and detect potential bias in communication.

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

Competency 0002

Apply knowledge of planning, preparing, and organizing public speeches.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of characteristics, purposes, and development strategies associated with different types of speeches.
- Apply guidelines and procedures for selecting topics and locating and evaluating information relevant to the purpose, context, and audience of a speech, including citing sources.
- Demonstrate knowledge of characteristics of different types of organizational patterns (e.g., chronological order, comparison and contrast, problem-solution) and procedures for organizing and outlining speeches (e.g., considering the order in which points are made, making connections).
- Determine how to anticipate an audience's concerns, strengths, and limitations and adapt messages to various contexts, purposes, and audience attitudes.
- Apply knowledge of persuasive strategies, patterns, and appeals used in speech communication (e.g., unfolding of an analysis or series of ideas or claims in a particular order, introducing a claim and distinguishing it from other claims, identifying logical fallacies).
- Apply knowledge of elements of effective introductions, organized bodies, and logical conclusions and the use of transitions, rhetorical devices, language strategies, and supporting evidence to achieve speech communication goals.

Competency 0003

Apply knowledge of effective speech presentation and delivery.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the influence of verbal and nonverbal language and cues on public speaking (e.g., volume, rate, word choice, jargon, diction, grammar, emphasis, eye contact, posture, gestures).
- Apply knowledge of the preparation and use of notes in public speaking.
- Apply knowledge of how to use technology, multimedia tools and formats, and other communication aids to accomplish specific communication goals and enhance speech content and delivery.
- Analyze speech presentation and delivery considerations across traditional, digital, social media, and multimedia platforms.
- Evaluate the benefits of rehearsing speeches and strategies for managing public speaking and communication anxiety.
- Apply knowledge of strategies and skills for evaluating the credibility of research, reasoning, and evidence used in a speech (i.e., one's own and that presented by others).

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

Competency 0004

Apply knowledge of principles and practices of argumentation and debate.

The following topics are examples of content that may be covered under this competency.

- Demonstrate understanding of elements and components of argumentation (e.g., purpose, context, audience, claim, warrant, appeal, delivery).
- Demonstrate knowledge of types and applications of philosophical theories and schools of thought (e.g., Locke, Hobbes, humanitarianism, libertarianism).
- Demonstrate knowledge of types and applications of logical reasoning (e.g., deductive, inductive) and how to identify and avoid common logical fallacies.
- Apply knowledge of types of evidence and the importance of drawing on evidence from a range of sources organized around a central thesis.
- Apply knowledge of characteristics of various debate formats (e.g., Lincoln–Douglas, open-ended, cross-examination, public forum, informal, public, congressional, big questions, extemporaneous, policy).
- Apply knowledge of principles and procedures for preparing for debates (e.g., researching, compiling notes, using graphic organizers, practicing for addressing points of information and controlling the floor).
- Demonstrate knowledge of principles and techniques for presenting persuasive arguments with a confident, informative, and engaging delivery style.
- Analyze speaker roles, duties, and types and elements of speeches in debate (e.g., first proposition, second opposition, rebuttals that summarize and compare arguments).
- Evaluate the rules of evidence (e.g., relevant facts and statistics, availability of evidence, proper citation, verifiable authoritative sources) governing the presentation of arguments in debate and the effectiveness of various types of evidence in supporting a proposition.
- Apply knowledge of refutation and cross-examination skills and strategies (e.g., direct, indirect, four-step refutation, making a counter-assertion and providing reasoning, attacking the opponent's evidence).
- Demonstrate understanding of fundamental debating procedures (e.g., taking notes, using flow sheets, generating bills and resolutions), rules, judging criteria, time considerations, and appropriate roles for nondebating students.

**FIELD 116: SPEECH/DRAMA/DEBATE
TEST FRAMEWORK**

Competency 0005

Analyze issues, functions, and influences related to mass communication and mass media and evaluate and interpret written, oral, visual, and digital media messages.

The following topics are examples of content that may be covered under this competency.

- Differentiate among characteristics and functions of different types of media (e.g., broadcast, digital, podcast, social).
- Analyze the influences of mass communication on society and the influences of government, business, politics, cultural and social forces, and advertising on mass media.
- Analyze types of appeals and examples of persuasive strategies used in advertising and marketing.
- Apply knowledge of skills, techniques, and criteria for analyzing and interpreting messages and images used in advertising, marketing, social, and other media.
- Analyze laws, principles, practices, and issues related to public communication and modern media (e.g., copyright, plagiarism, free speech, bias, Internet regulations) as well as related legal and ethical responsibilities.
- Apply knowledge of principles, procedures, and criteria for analyzing and evaluating the accuracy, credibility, reliability, and effectiveness of information in different types of media.

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

Competency 0006

Apply knowledge of content-specific instruction and assessment in speech communication and debate education.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of speech and debate activities (e.g., storytelling, impromptu and extemporaneous speeches about current events, consensus builders, talking circles, class debates).
- Analyze the role of speech and debate activities in promoting students' self-confidence and poise; civic participation; and organizational, research, literacy, analytical, critical thinking, and social skills.
- Apply knowledge of how to use various types of media, materials, and technology tools to enhance speech and debate instruction (e.g., student portfolios or binders for debate materials, video recordings of speech presentations for analysis, multimedia aids).
- Describe strategies and activities for developing students' skills in researching and evaluating written, oral, visual, and digital communication and media to determine the intended purpose of messages, analyze claims, detect inferences, and draw conclusions.
- Apply knowledge of strategies and activities for promoting students' skills in designing and developing visual, auditory, and multimedia content to enhance audience understanding of findings, reasoning, arguments, and evidence.
- Analyze the influences of cultural diversity on the communication process and strategies for creating a communication climate that encourages reflection, creativity, and critical thinking in teaching and learning.
- Apply knowledge of various assessment strategies for evaluating student competencies in a variety of public speaking and debate activities.
- Demonstrate understanding of the role of speech communication and debate activities in multiple subject areas and how to integrate public speaking and debate education with core curriculum areas.
- Demonstrate understanding of the role of speech communication and forensics organizations and cocurricular and extracurricular activities in the development of students' interests and skills (e.g., the Oklahoma Secondary School Activities Association [OSSAA], the Oklahoma Speech Theatre Communication Association, forensics and speech tournaments sponsored by the National Speech & Debate Association).
- Apply knowledge of skills, requirements, and career paths associated with the field of speech communication (e.g., in journalism, public relations, public service, legal services, marketing, advertising, and political consulting).

**FIELD 116: SPEECH/DRAMA/DEBATE
TEST FRAMEWORK**

SUBAREA II—DRAMA

Competency 0007

Analyze dramatic literature, performance, and production from various cultures and historical periods.

The following topics are examples of content that may be covered under this competency.

- Analyze the development and significance of dramatic forms of literature in various cultures and historical periods (e.g., Greek drama, Japanese Kabuki, Commedia).
- Differentiate among significant movements, genres, and traditions in dramatic literature (e.g., tragedy, morality plays, realism, pantomime, Theatre of the Absurd) and evaluate how they relate to their social, cultural, and historical contexts.
- Analyze and construct social, universal, political, and other meanings from literary excerpts and theatrical scenes from various media, cultures, and historical periods.
- Demonstrate knowledge of significant dramatic literature of the United States, including representative playwrights and their works, and major themes, characteristics, and developments in American theatre.
- Describe basic materials, elements, and means of communicating in theatre and how other art forms (e.g., media, dance, music, visual arts) can be integrated and modified to enhance the expression of ideas and emotions in theatrical performances.
- Analyze the role of theatre, film, television, and electronic and digital media in helping individuals understand social, cultural, political, and historical contexts, issues, and concepts.

**FIELD 116: SPEECH/DRAMA/DEBATE
TEST FRAMEWORK**

Competency 0008

Apply knowledge of dramatic structures, script development and analysis, and literary interpretive performance.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of principles and skills involved in writing or adapting a play or script, including how to utilize character, plot, conflict, dialogue, stage directions, and the elements of dramatic structure in a dramatic text.
- Demonstrate knowledge of various techniques (e.g., dramaturgy, creative drama, playmaking, self-scripting, improvisation) for generating ideas for stories, actions, characters, and dramatic environments.
- Apply knowledge of the elements of dramatic structure and the use of plot, character, setting, theme, and dialogue in developing a script.
- Demonstrate understanding of script development through improvisation, writing workshops, and other collaborative approaches to writing and refining scripts based on personal experience, heritage, imagination, literature, and history.
- Apply knowledge of principles and methods for developing interpretations of various works; selecting visual and aural elements for scripts; and communicating story, meaning, and ideas in a script.
- Apply knowledge of characteristics and formats of storytelling and literary interpretive performance (e.g., dramatic, duo, humorous interpretations, monologue) and how to locate, select, and adapt poetry, passages, scenes, and other literature for performance.
- Analyze literary themes and meanings to determine purpose, tone, and style for a performance and to prepare audiences for performances.
- Apply knowledge of techniques and criteria for evaluating and responding to dramatic literature and performance (e.g., peer evaluation, self-critique, audience etiquette).

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

Competency 0009

Apply knowledge of essential acting skills and methods.

The following topics are examples of content that may be covered under this competency.

- Compare and contrast various classical and contemporary acting forms and techniques (e.g., Konstantin Stanislavski, Sanford Meisner, Uta Hagen).
- Demonstrate understanding of vocal techniques used in acting.
- Demonstrate understanding of physical techniques used in acting.
- Apply knowledge of uses and techniques of creative drama and improvisation.
- Demonstrate understanding of how to use script analysis to determine subtext, objectives, actions, and beats.
- Demonstrate knowledge of principles and methods for analyzing the physical, emotional, and social dimensions of characters in dramatic texts from various genres and media.
- Apply knowledge of how to develop, create, and sustain characters that communicate with audiences in creative drama, improvisations, and informal and formal productions.

Competency 0010

Apply knowledge of principles and practices for organizing rehearsals and planning and directing theatrical performances.

The following topics are examples of content that may be covered under this competency.

- Evaluate strategies for selecting, justifying, and communicating design, staging, directorial, and acting choices.
- Apply knowledge of techniques for planning a theatrical production (e.g., selecting a play, interpreting dramatic texts, adapting a script, making concept and design decisions).
- Demonstrate knowledge of cultural, historical, and symbolic material in dramatic texts and how this information informs artistic choices for informal and formal theatrical productions.
- Apply knowledge of how to use script analysis and dramaturgical research to develop ideas and prepare for a theatrical production.
- Demonstrate understanding of the audition, casting, and rehearsal processes (e.g., warm-ups, schedule planning, technical rehearsal procedures) and techniques for coaching actors as they create roles and develop characters.
- Apply knowledge of basic principles of stage composition and blocking.
- Apply knowledge of how to create a unified, shared production concept and a safe and positive working environment that promotes inclusion, collaboration, trust, and creativity.

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

Competency 0011

Apply knowledge of theatrical design, management, and production.

The following topics are examples of content that may be covered under this competency.

- Determine design and production requirements, including visual and aural elements, by analyzing dramatic texts from a variety of perspectives, including cultural and historical.
- Apply knowledge of design principles and technical elements in theatre, including the properties of color, light, and sound.
- Describe techniques, methods, and materials used for costume, scenic, and property design and construction.
- Apply knowledge of techniques, methods, and materials used for lighting and sound design and production.
- Analyze key technical and safety issues and practices related to lighting, sound, costumes, makeup, properties, and scenery.
- Demonstrate understanding of various types of performance spaces and the parts of a stage and their functions.
- Demonstrate knowledge of the roles and responsibilities of individuals involved in theatrical production (e.g., stage manager, technical director, producer).
- Demonstrate knowledge of considerations and procedures for planning, scheduling, budgeting, promoting, staffing, managing, and producing dramatic arts productions and programs.
- Demonstrate understanding of legal factors and issues in selecting and producing a play (e.g., royalties, copyright law, liability) and principles and techniques for facilitating equity, access, and accommodation in a dramatic arts program.

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

Competency 0012

Apply knowledge of content-specific instruction and assessment in a dramatic arts program.

The following topics are examples of content that may be covered under this competency.

- Demonstrate understanding of fundamental principles, concepts, practices, and strategies for teaching the dramatic arts.
- Demonstrate knowledge of state and national standards relevant to a dramatic arts program (e.g., *National Core Arts Standards for Theatre*).
- Apply knowledge of strategies and skills for planning and designing dramatic arts instruction, including the use of creative drama activities and other approaches that meet the needs of students with diverse needs.
- Demonstrate knowledge of the interdisciplinary nature of dramatic arts education and connections between theatre and the related arts (e.g., opera, puppetry, mime, music, dance, visual arts, radio, television, video, film, digital media).
- Apply knowledge of how to develop a learning and performance environment that encourages open communication, collaboration, trust, reflection, creativity, and critical thinking.
- Apply knowledge of instructional strategies and resources, including technology, for promoting students' creativity and understanding of concepts and skills related to dramatic arts education.
- Apply knowledge of how to develop students' ability to articulate aesthetic criteria for evaluating their own and others' artistic choices and to critique dramatic texts, performances, and productions constructively and respectfully.
- Apply knowledge of a variety of assessment strategies and techniques used to evaluate student competencies in dramatic arts, including the use of technology.
- Demonstrate understanding of the role of creative drama and theatre activities in multiple academic areas and how to integrate dramatic arts education with core curriculum areas.
- Demonstrate understanding of the role of theatre education organizations and cocurricular and extracurricular activities in the development of students' interests and skills (e.g., the Educational Theatre Association, the International Thespian Society, the Oklahoma Secondary School Activities Association [OSSAA], the National Speech & Debate Association, the Oklahoma Speech Theatre Communication Association, school plays, interscholastic drama competitions, literary interpretive performance contests).

FIELD 116: SPEECH/DRAMA/DEBATE TEST FRAMEWORK

SUBAREA III—PEDAGOGICAL CONTENT KNOWLEDGE

Competency 0013

Analyze instructional objectives and activity plans, students' assignments and work, and assessment strategies and information in speech, drama, and debate education; and describe how to use these analyses to identify students' strengths and needs and inform instruction.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of meaningful, skill-based learning goals and outcomes for students.
- Explain how specific instructional activities, strategies, and projects promote students' learning and application of knowledge and skills in speech, drama, and debate education.
- Analyze samples of student work for evidence of students' learning and skill development in speech, drama, and debate instruction.
- Apply knowledge of how to analyze student data to identify and address students' strengths and needs in speech, drama, and debate instruction.
- Describe how student learning and progress in speech, drama, and debate education can be effectively evaluated and how assessment information can be used to inform and improve future instruction.