

Table 1
Reporting Categories and Performance Indicators for the EOC English I Operational Tests

Reporting Category, Objective, and Subskill
<p>I. Grammar Conventions</p> <p>1.1.A Use editing skills to correct the following: comparative and superlative form of adjectives or adverbs; sentence fragments; singular and plural possessive nouns; and double negatives</p> <p>1.1.E Select the needed contraction using one of the following: your and you're; its and it's; their, there and they're</p> <p>1.2.A Correct a sentence fragment by using sentence combining techniques within a writing sample</p> <p>1.2.B Recognize correct subject/verb agreement with confusing intervening elements within a writing sample</p> <p>1.2.C Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample</p> <p>1.2.G Select correct pronoun/antecedent agreement for personal pronouns (CVS)</p> <p>1.2.K Choose the correct pronoun case in a sentence in which the pronoun follows "than" within a writing sample or a passage</p> <p>1.2.L Within a writing sample, recognize a shift in either of the following: verb tense or point of view</p> <p>1.3.B Select correct pronoun/antecedent agreement using collective or indefinite pronouns</p>
<p>II. Content</p> <p>1.1.B Identify the targeted audience for a selected passage</p> <p>1.1.C Select the most appropriate title for a passage</p> <p>1.1.D Distinguish fact from opinion from a passage or writing sample</p> <p>1.2.D Choose the sentence that relates the writer's purpose (e.g., to persuade, to inform) in a selected passage</p> <p>1.2.E Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage</p> <p>1.2.F Select sentences to strengthen an argument within either a writing sample or a passage</p> <p>3.1.A Distinguish fact from opinion given a picture (provide statements that are factual and statements that are opinion)</p> <p>3.2.A Select the type of conflict (man vs. man, man vs. environment, man vs. himself, man vs. supernatural, et al.) represented in a four-panel comic strip</p> <p>3.2.B Determine which statement presents an opposing view from those stated on a Web page</p> <p>3.3.A Evaluate Web pages for validity as a source</p>
<p>III. Word Choice</p> <p>1.2.I Select vivid words to strengthen a description (verb, adjective or adverb) within a writing sample or a passage</p> <p>1.2.M Choose the correct word for the sense of the sentence (stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too) (CVS)</p>

Table 4 (continued)
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IV. Organization

- 1.1.F Choose the topic sentence in a paragraph
- 1.1.G Determine the stage of the writing process (using graphics which represent the stages: prewriting, first draft, revision, editing, publishing)
- 1.2.H Select an appropriate transitional word for a given sentence within a paragraph
- 1.2.J Determine the most effective order of sentences within a paragraph
- 1.3.A Rearrange the order of the supporting paragraphs in the specified organizational pattern (e.g., strongest to weakest, time order, cause/effect, comparison/contrast) within a writing sample
- 4.1.A Organize a series of note cards in the most effective order for an oral presentation

V. Meaning

- 2.1.A Identify simile, metaphor, onomatopoeia, or personification, given a poem or part of a poem
- 2.2.A Draw inferences from selected passages
- 2.2.B Determine the meaning of a word in context
- 2.2.C Pinpoint cause and effect relationship using a graphic organizer
- 2.2.D Identify the theme of a passage
- 2.2.F Discern an implied main idea from a passage
- 2.3.A Identify an example of allusion, given the definition of allusion
- 2.3.B Differentiate between verbal, situational, and dramatic irony

VI. Technique

- 2.2.E Interpret an author's point of view (1st person or 3rd person limited/omniscient)
 - 2.2.G Identify how the author reveals character (physical characteristics, dialogue, what other characters say about them, character's own actions)
 - 4.2.A Determine appropriate preparation (for example, proper and valid resources, length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or a special interest group
 - 4.3.A Determine the interest level of an audience through nonverbal communication (e.g., While you are giving a presentation to your classmates, you know that they are interested in what you are saying when . . .)
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