

Table 1
Reporting Categories and Performance Level Indicators for the *Gateway Language Arts Operational Test*

Reporting Category, Objective, and Subskill
<p>A. Grammar Conventions</p> <p>Writing</p> <p>1.1.A Combine sentences using a comma and coordinating conjunction or correct a run-on sentence within a writing sample</p> <p>1.2.A Combine or correct sentence fragments using a subordinate conjunction within a writing sample</p> <p>1.2.B Recognize correct subject/verb agreement with confusing intervening prepositional phrases within a writing sample</p> <p>1.2.D Select correct pronoun/antecedent agreement within a writing sample</p> <p>1.2.L Recognize a shift in any of the following: verb tense, point of view, tone, or pronoun usage within a writing sample</p> <p>1.2.M Recognize the correct use of quotation marks in a direct quote</p> <p>1.2.N Recognize the correct use of a semicolon in compound sentence within a writing sample or a passage</p> <p>1.2.R Recognize the correct use of the comma to set off nonessential elements in a sentence</p>
<p>B. Content</p> <p>Writing</p> <p>1.1.B Distinguish fact from opinion from a passage or writing sample</p> <p>1.1.C Identify the targeted audience for a selected passage</p> <p>1.1.D Choose the sentence that relates writer's purpose (e.g., to persuade, to inform) in a selected passage</p> <p>1.1.E Evaluate the relevance of each supporting sentence by deleting an irrelevant sentence in a passage</p> <p>1.1.F Select the most appropriate title for a passage</p> <p>1.2.C Select sentences to strengthen an argument within either a writing sample or a passage</p> <p>1.2.F Distinguish the strongest or weakest point of an argument within a passage</p> <p>1.3.A Determine which rebuttal statement best refutes the writer's viewpoint or a line that reveals the writer's biases, assumptions, or values within a passage</p> <p>Viewing and Representing</p> <p>3.1.A Select the type of conflict (man vs. man, man vs. environment, man vs. himself, man vs. supernatural, et al.) in a photograph</p>
<p>C. Word Choice</p> <p>Writing</p> <p>1.1.G Recognize the proper use of the comparative and superlative form of adjectives</p> <p>1.1.H Select the correct word for the sense of the sentence (your and you're; where and were; it's and its; their, they're and there; to and too)</p> <p>1.1.I 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)</p> <p>1.2.H Select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage</p> <p>1.2.I Select vivid words to strengthen a sentence (verb) within a writing sample or a passage</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>

Table 5 (continued)
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<p>D. Organization</p> <p>Writing</p> <p>1.1.J Determine the stage of the writing process (using graphics which represent the stages: prewriting, first draft, revision, editing, publishing)</p> <p>1.2.E Select the appropriate transitional word for a given sentence within a paragraph</p> <p>1.2.G Select the most effective method of combining three sentences to improve the structure within a passage</p> <p>1.2.J Determine the most effective order of sentences within a writing sample or a passage</p> <p>1.2.P 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</p> <p>1.2.Q Select the best placement for an additional supporting sentence within a writing sample</p> <p>1.3.B Revise sentences using effective parallelism within a writing sample</p> <p>1.3.C Choose the transitional device that appropriately connects paragraphs (e.g., transitional adverbs, verbal phrases, unambiguous pronoun references) within a writing sample</p>
<p>E. Meaning</p> <p>Writing</p> <p>1.2.O Choose the thesis that is more effective than the underlined thesis statement (given an introductory paragraph of a student essay)</p> <p>Reading</p> <p>2.1.A Discern an implied main idea from a passage</p> <p>2.2.A Draw inference(s) from a selected passage</p> <p>2.2.B Determine the meaning of a word in context</p> <p>2.2.D Pinpoint a cause/effect relationship in a given passage</p> <p>2.2.E Discover the common theme in series of passages</p> <p>2.2.F Determine the significance/meaning of a symbol in a written selection</p> <p>2.2.G Determine the analogous relationship of a vocabulary word from one of the passages</p> <p>Viewing and Representing</p> <p>3.2.B Infer the mood or tone in a photograph</p>

Table 5 (concluded)
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<p>F. Technique</p> <p>Reading</p> <p>2.1.B Interpret an author's point of view (1st person or 3rd person limited/omniscient)</p> <p>2.1.C Identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem</p> <p>2.1.D Identify how the author reveals character (physical characteristics, dialogue, what others say about them, character's own actions)</p> <p>2.2.C Differentiate between verbal and situational irony</p> <p>2.3.A Select the allusion in a given passage</p> <p>Viewing and Representing</p> <p>3.2.A Select the appropriate persuasive device in a given ad (e.g., famous people say, new and improved, everybody's using it, et al.)</p> <p>3.3.A Prioritize the most reliable media sources given 4 different sources (e.g., personal journal, interview, biography, magazine, et al.)</p> <p>Speaking and Listening</p> <p>4.1.A Determine appropriate preparation for an oral presentation to a specified audience or a special interest group</p> <p>4.2.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...)</p> <p>4.3.A Choose the appropriate volume, pitch, rate, diction, inflection, gestures, or body language when giving a speech (e.g., when delivering a speech, you can best convey your enthusiasm for a topic by...)</p>