

TCAP-EOC English III Framework

Reporting Category 1: Language		% of Test	# of Items
		9-16	5-9
3003.1.1	Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.		
3003.1.2	From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.		
3003.1.4	Use phrases and clauses in a variety of ways to create sophisticated complex sentences.		
3003.1.5	Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.		
3003.1.6	Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit, illicit, discreet/discrete, censor/censure/sensor, conscience/conscious).		
3003.1.8	Choose correctly or incorrectly spelled words.		
3003.1.9	Proofread for errors in capitalization and punctuation.		
3003.1.10	Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.		
3003.1.11	Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.		

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Reporting Category 2: Writing and Research		% of Test	# of Items
		20-27	11-15
3003.3.1	Proofread a passage for correct punctuation, mechanics, and usage.		
3003.3.2	Choose the most effective order of sentences in a paragraph.		
3003.3.3	Select the most vivid and compelling word to strengthen a description.		
3003.3.4	Select the most precise word from a given list of synonyms.		
3003.3.5	Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.		
3003.3.6	Revise to correct a nonparallel construction.		
3003.3.7	Select the thesis statement in a writing sample or passage.		
3003.3.8	Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.		
3003.3.10	Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.		
3003.3.11	Determine the writer's purpose in a writing sample.		
3003.3.12	Identify a statement that reveals the writer's attitude.		
3003.3.14	Select the proper format to convey a set of work-related information.		
3003.4.1	Select the research topic with the highest degree of focus.		
3003.4.3	Evaluate the reliability and credibility of sources for use in research.		
3003.4.4	Evaluate the validity of Web pages as sources of information.		
3003.4.5	Determine which statement presents an opposing view from those stated on a Web page.		
3003.4.6	Identify information that must be cited or attributed within a writing sample.		

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Reporting Category 3: Communication and Media		% of Test	# of Items
		9-16	5-9
3003.2.1	Identify the thesis and main points of a complex speech.		
3003.2.2	Distinguish between a summary and a paraphrase.		
3003.2.3	Distinguish between a critique and a summary.		
3003.2.4	Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).		
3003.2.5	Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).		
3003.2.6	Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team towards its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).		
3003.7.1	Draw an inference from a non-print medium.		
3003.7.5	Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.		
3003.7.6	Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).		

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Reporting Category 4: Logic		% of Test	# of Items
		11-18	6-10
3003.5.1	Make inferences and draw conclusions based on evidence in text.		
3003.5.2	Choose a logical word to complete an analogy.		
3003.5.4	Analyze cause-effect relationships in text.		
3003.5.7	Differentiate between the implied and stated evidence of a given argument.		
3003.5.9	Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.		
3003.5.10	Identify a false premise in text.		
3003.5.11	Identify the main claim, premise(s), evidence, or conclusion of a given argument.		
3003.5.12	Select an additional sentence to add to an argument within a persuasive text.		
3003.5.13	Select a rebuttal statement that best refutes the writer's viewpoint.		
3003.5.14	Distinguish the strongest or weakest point of a given argument.		

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Reporting Category 5: Informational Text		% of Test	# of Items
		7-11	4-6
3003.6.1	Discern the stated or implied main idea and supporting details of a complex informational or technical passage.		
3003.6.2	Analyze information presented graphically in a complex informational or technical passage.		
3003.6.3	Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.		
3003.6.4	Synthesize information across multiple complex informational or technical texts.		

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Reporting Category 6: Literature		% of Test	# of Items
		9-16	5-9
3003.8.3	Analyze the effect of literary point-of-view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.		
3003.8.4	Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).		
3003.8.5	Identify the symbol of a literary passage and determine the theme it supports.		
3003.8.6	Identify and Analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).		
3003.8.7	Analyze the impact of setting on the mood and plot of a literary passage.		
3003.8.10	Analyze the development of similar or contrasting themes across two or more literary passages.		
3003.8.11	Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).		
3003.8.12	Locate words or phrases in a passage that provide historical or cultural cues.		
3003.8.16	Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).		