

Grade 4 Writing Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 4 Writing Assessment

Reporting Category 1: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
 - (B) develop drafts by categorizing ideas and organizing them into paragraphs; **Readiness Standard**
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; **Readiness Standard**
 - (D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. **Readiness Standard**
- (17) **Writing.** Students write about their own experiences. Students are expected to
 - (A) write about important personal experiences. **Readiness Standard**
- (18) **Writing/Expository [and Procedural] Texts**. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
 - (A) create brief compositions **Readiness Standard** that
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement.

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Genres Represented in the Revision and Editing Sections of the Test:

Literary Informational • Fiction • Expository

Literary Nonfiction
 Persuasive (Editing only)

Reporting Category 2: Revision

The student will demonstrate an ability to revise a variety of written texts.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience. **Readiness Standard**
- (18) **Writing/Expository [and Procedural] Texts**. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
 - (A) create brief compositions that
 - (i) establish a central idea in a topic sentence; **Supporting Standard**
 - (ii) include supporting sentences with simple facts, details, and explanations; **Supporting Standard**
 - (iii) contain a concluding statement. Supporting Standard

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Reporting Category 3: Editing

The student will demonstrate an ability to edit a variety of texts.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
 - (D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. **Readiness Standard**
- (20) **[Oral and] Written Conventions/Conventions**. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to
 - (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

 Readiness Standard
 - (i) verbs (irregular verbs); Supporting Standard
 - (ii) nouns (singular/plural, common/proper);
 Supporting Standard
 - (iii) adjectives (e.g., descriptive, including purpose: *sleeping bag*, *frying pan*) and their comparative and superlative forms (e.g., *fast*, *faster*, *fastest*); *Supporting Standard*
 - (iv) adverbs (e.g., frequency: *usually*, *sometimes*; intensity: *almost*, *a lot*); *Supporting Standard*
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;Supporting Standard
 - (vi) reflexive pronouns (e.g., myself, ourselves);
 Supporting Standard
 - (vii) correlative conjunctions (e.g., either/or, neither/nor);
 Supporting Standard
 - (viii) use time-order transition words and transitions that indicate a conclusion; **Supporting Standard**
 - (B) use the complete subject and the complete predicate in a sentence; **Readiness Standard**
 - (C) use complete simple and compound sentences with correct subject-verb agreement. **Supporting Standard**

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- (21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to
 - (B) use capitalization *Readiness Standard*

for

- (i) historical events and documents; **Supporting Standard**
- (ii) titles of books, stories, and essays; **Supporting Standard**
- (iii) languages, races, and nationalities; **Supporting Standard**
- (C) recognize and use punctuation marks **Readiness Standard** including
 - (i) commas in compound sentences; **Supporting Standard**
 - (ii) quotation marks. **Supporting Standard**
- (22) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to
 - (A) spell words with more advanced orthographic patterns rules: **Readiness Standard**
 - (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); **Supporting Standard**
 - (ii) irregular plurals (e.g., man/men, foot/feet, child/children); **Supporting Standard**
 - (iii) double consonants in middle of words; **Supporting Standard**
 - (iv) other ways to spell sh (e.g., -sion, -tion, -cian);
 Supporting Standard
 - (v) silent letters (e.g., knee, wring); **Supporting Standard**
 - (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); **Supporting Standard**
 - (C) spell commonly used homophones (e.g., there, they're, their; two, too, to); **Supporting Standard**

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(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings. **Supporting Standard**

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