

# Texas Assessment of Knowledge and Skills Performance Level Descriptors

## Writing Grade 4

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the writing TEKS curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the writing TEKS curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the writing TEKS curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> <li>1. Have difficulty remaining focused on a topic</li> <li>2. Rarely plan before writing</li> <li>3. Struggle with organizing ideas</li> <li>4. Leave many ideas undeveloped and vague</li> <li>5. Frequently write incomplete or unclear sentences</li> <li>6. Often choose simplistic or repetitive vocabulary</li> <li>7. Have some difficulty with language usage</li> <li>8. Show limited ability in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling)</li> <li>9. Rarely reread writing to revise and improve it</li> <li>10. Often struggle with reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Can usually focus on a topic</li> <li>2. Sometimes formulate a plan before writing</li> <li>3. Demonstrate some ability to organize ideas in a logical order</li> <li>4. Attempt to develop ideas, although development may be uneven</li> <li>5. Usually write clear and complete sentences</li> <li>6. Sometimes exhibit appropriate and varied word choice</li> <li>7. Usually show proficiency in language usage</li> <li>8. Usually show proficiency in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling)</li> <li>9. Sometimes reread writing to revise and improve it</li> <li>10. Are able to read material that is on or near grade level</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on a topic, often showing creativity, imagination, or a unique approach</li> <li>2. Almost always formulate a plan before writing</li> <li>3. Usually transition from idea to idea smoothly and logically</li> <li>4. Develop most ideas clearly and thoroughly</li> <li>5. Write more complex sentences and express ideas in different ways</li> <li>6. Use rich and varied vocabulary to enhance writing</li> <li>7. Consistently show proficiency in language usage</li> <li>8. Consistently show proficiency in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling)</li> <li>9. Routinely and carefully reread writing to revise and improve it</li> <li>10. Read frequently for enjoyment and to gather information</li> </ol>

# Texas Assessment of Knowledge and Skills Performance Level Descriptors

## Writing Grade 7

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the writing TEKS curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the writing TEKS curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the writing TEKS curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> <li>1. Have difficulty remaining focused on a topic</li> <li>2. Seldom use or apply pre-writing strategies effectively</li> <li>3. Struggle to organize ideas</li> <li>4. Leave many ideas undeveloped and vague</li> <li>5. Have difficulty writing clear and complete sentences</li> <li>6. Use simplistic, repetitive vocabulary</li> <li>7. Show limited proficiency in English language usage</li> <li>8. Show limited ability in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling)</li> <li>9. May reread writing but rarely revise and edit effectively</li> <li>10. Have little proficiency with reference sources and seldom use them</li> <li>11. Often struggle with reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Can usually focus on a topic</li> <li>2. Usually use pre-writing strategies</li> <li>3. Demonstrate some ability to organize ideas in a logical order</li> <li>4. Attempt to develop ideas, although development may be uneven</li> <li>5. Usually write clear and complete sentences, including simple and complex</li> <li>6. Sometimes exhibit appropriate and varied word choice</li> <li>7. Usually show proficiency in usage of the English language</li> <li>8. Usually show proficiency in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling)</li> <li>9. Use rereading to revise and edit writing</li> <li>10. Sometimes use reference sources to improve and correct writing</li> <li>11. Can read material on or near grade level</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on a topic, often showing innovation, imagination, or a unique approach</li> <li>2. Independently select and use appropriate pre-writing strategies</li> <li>3. Consistently transition from idea to idea smoothly and logically</li> <li>4. Develop most ideas clearly and thoroughly</li> <li>5. Consistently and accurately vary sentence structures</li> <li>6. Use rich and varied vocabulary to enhance writing</li> <li>7. Consistently show proficiency in usage of the English language</li> <li>8. Consistently show proficiency in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling)</li> <li>9. Carefully and meticulously reread to enhance and polish writing</li> <li>10. Frequently use reference sources to enhance writing</li> <li>11. Read frequently for enjoyment and for a variety of other purposes</li> </ol>

**Texas Assessment of Knowledge and Skills  
Distinguishing Features**

**Writing**

<b><u>GRADE 4</u></b>	<b><u>GRADE 7</u></b>
<b>Did Not Meet the Standard vs. Met the Standard</b>	<b>Did Not Meet the Standard vs. Met the Standard</b>
<p>Students Who Met the Standard</p> <ol style="list-style-type: none"> <li>1. Read on or near grade level</li> <li>2. Have a basic understanding of how to focus on a topic and organize and develop ideas</li> <li>3. Have a basic understanding of on-grade-level sentence structure, English language usage, and mechanics</li> </ol>	<p>Students Who Met the Standard</p> <ol style="list-style-type: none"> <li>1. Read on or near grade level</li> <li>2. Have a basic understanding of how to focus on a topic and organize and develop ideas</li> <li>3. Have a basic understanding of on-grade-level sentence structure, English language usage, and mechanics</li> </ol>
<b><u>GRADE 4</u></b>	<b><u>GRADE 7</u></b>
<b>Met the Standard vs. Commended Performance</b>	<b>Met the Standard vs. Commended Performance</b>
<p>Students Who Achieved Commended Performance</p> <ol style="list-style-type: none"> <li>1. Are able to use effective organizational strategies, frequently showing an innovative, imaginative, or unique approach</li> <li>2. Are able to develop ideas clearly, thoughtfully, and thoroughly by creating strong links between those ideas</li> <li>3. Have a strong foundation of writing skills (sentence structure, usage, and mechanics)</li> </ol>	<p>Students Who Achieved Commended Performance</p> <ol style="list-style-type: none"> <li>1. Are able to use effective organizational strategies, frequently showing an innovative, imaginative, or unique approach</li> <li>2. Are able to develop ideas clearly, thoughtfully, and thoroughly by creating strong links between those ideas</li> <li>3. Have a strong foundation of writing skills (sentence structure, usage, and mechanics)</li> </ol>