



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**
- (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.

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**

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**

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