



Standardized Assessment Tasks for  
STAAR Alternate

# Grade 4 Writing

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| <b>STAAR 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.</b>  |   |
| <b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>  | <b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b> |
| <p><b>(4.15) Writing/Writing Process.</b><br/>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <ul style="list-style-type: none"> <li>(B) develop drafts by categorizing ideas and organizing them into paragraphs; Readiness Standard</li> <li>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; Readiness Standard</li> <li>(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].<br/>Readiness Standard</li> </ul> | <p><b>Essence Statement A:</b> Uses elements of the writing process to develop text.</p>    |

### **Level 3**

**Prerequisite skill:** plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)

The student will be presented a variety of pictures or objects that tell about himself or herself. The student will determine a key idea from at least three of the pictures or objects. The student will generate words or phrases about himself or herself to further develop the key ideas. The words and phrases will be recorded as sentences and each will be randomly presented. The student will organize the sentences to develop a first draft.

Predetermined Criteria

1. The student will determine a key idea from three of the pictures or objects.
2. The student will generate words or phrases about himself or herself to further develop the key ideas.
3. The student will organize the sentences to develop a first draft.

Writing Grade 4; Reporting Category 1 (4.15); Essence Statement: A

## Level 2

**Prerequisite skill:** plan a first draft by generating ideas for writing through class discussion

The student will be presented pictures or objects that represent himself or herself engaged in a variety of activities. The student will choose the picture or object that he or she wants to write about. The student will identify three words or phrases that tell about himself or herself engaged in the selected activity. The student will arrange the words or phrases as he or she would like them to appear in a draft. The student will share the first draft with others to gain input.

Predetermined Criteria

1. The student will identify three words or phrases that tell about himself or herself engaged in the selected activity.
2. The student will arrange the words or phrases as he or she would like them to appear in a draft.
3. The student will share the first draft with others to gain input.

## Level 1

**Prerequisite skill:** use scribbles/writing to convey meaning

The student will be presented his or her written name. The student will be presented the first letter of his or her name. The student will respond to his or her written name. The student will acknowledge the first letter of his or her name. The student will participate in pairing the letter to his or her name.

Predetermined Criteria

1. The student will respond to his or her written name.
2. The student will acknowledge the first letter of his or her name.
3. The student will participate in pairing the letter to his or her name.

| <b>STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.</b>   |  |
|---|--|
| <b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</b>   | <b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</b> |
| <p><b>(4.15) Writing/Writing Process.</b><br/>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience. Readiness Standard</p> | <p><b>Essence Statement B:</b> Revises text to clarify and improve meaning.</p>            |

**Level 3**

**Prerequisite skill:** develop drafts by sequencing ideas through writing sentences

The student will generate a minimum of three phrases and ideas that describe a special object or person. The phrases and ideas will be recorded as sentences and individually presented in the order they were generated. The sentences will be read. The student will determine another way to organize the sentences to revise the original order. The sentences will be read again. The student will select the organization that he or she prefers. The student will justify why the selected organization is preferred.

Predetermined Criteria

1. The student will generate phrases and ideas that describe a special object or person.
2. The student will determine another way to organize the sentences to revise the original order.
3. The student will justify why the selected organization is preferred.

## **Level 2**

**Prerequisite skill:** revise drafts by adding or deleting a word, phrase, or sentence

The student will be presented a draft of three sentences that describe a special object. Two sentences will describe the object accurately, and one sentence will not describe the object accurately. The sentences will be read. The student will review the three sentences about the object. The student will identify the sentence that does not accurately describe the object. The student will identify the inaccuracy in the sentence. The student will revise the sentence to accurately describe the object.

Predetermined Criteria

1. The student will identify the sentence that does not accurately describe the object.
2. The student will identify the inaccuracy in the sentence.
3. The student will revise the sentence to accurately describe the object.

## **Level 1**

**Prerequisite skill:** use letters or symbols to make words or parts of words

The student will be presented and read an action sentence with the teacher's name as the subject. The teacher will perform the action in the sentence. The student will respond to the teacher's action. The student will be presented his or her written name. The student will participate in replacing the teacher's name with his or her name in the action sentence. The sentence will be read. The student will experience the action in the sentence.

Predetermined Criteria

1. The student will respond to the teacher's action.
2. The student will participate in replacing the teacher's name with his or her name in the action sentence.
3. The student will experience the action in the sentence.

## Definitions/Examples for STAAR Reporting Category 3 (4.20) Essence Statement C

The following definitions clarify terms used in the grade 4 writing assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 8

A **declarative sentence** forms a statement.

Examples:

- Yesterday I went to the mall.
- I told her to wear the red dress.
- He did not eat the ice cream at the party.

An **interrogative** sentence asks a question.

Examples:

- What did the teacher say?
- Did you like the movie?
- Should I wear the pink shoes or the black sneakers?

| <b>STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.</b>   |   |
|--|---|
| <b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>   | <b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b> |
| <p><b>(4.20) [Oral and] Written Conventions/Conventions.</b> 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. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: Readiness Standard <ul style="list-style-type: none"> <li>(i) verbs (irregular verbs); Supporting Standard</li> <li>(ii) nouns (singular/plural, common/proper); Supporting Standard</li> <li>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); Supporting Standard</li> <li>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); Supporting Standard</li> <li>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; Supporting Standard</li> <li>(vi) reflexive pronouns (e.g., myself, ourselves); Supporting Standard</li> <li>(vii) correlative conjunctions (e.g., either/or, neither/nor); Supporting Standard</li> <li>(viii) use time-order transition words and transitions that indicate a conclusion; Supporting Standard</li> </ul> </li> <li>(B) use the complete subject and the complete predicate in a sentence; Readiness Standard</li> <li>(C) use complete simple and compound sentences with correct subject-verb agreement. Supporting Standard</li> </ul> | <p><b>Essence Statement C:</b> Edits text for correct word usage.</p>                       |

### **Level 3**

**Prerequisite skill:** distinguish among declarative and interrogative sentences

The student will create a declarative statement about something he or she wants to know more about. The student will generate an interrogative sentence from the declarative sentence using an appropriate question word. Using reference materials, the student will generate a declarative sentence that answers his or her question about the topic. The student will select the punctuation mark for each sentence.

Predetermined Criteria

1. The student will generate an interrogative sentence from the declarative sentence using an appropriate question word.
2. The student will generate a declarative sentence that answers his or her question about the topic.
3. The student will select the punctuation mark for each sentence.

### **Level 2**

**Prerequisite skill:** use complete simple sentences

The student will be presented and read a simple sentence with a noun subject and an action verb. The student will identify the subject. The subject will be replaced with a new subject that makes the context of the sentence incorrect. Given the new subject, the student will identify the word that needs to be changed. The student will identify a new verb that makes the context of the sentence correct.

Predetermined Criteria

1. The student will identify the subject.
2. The student will identify the word that needs to be changed.
3. The student will identify a new verb that makes the context of the sentence correct.



## Level 1

**Prerequisite skill:** use category labels to understand how the words/objects relate to each other

The student will be presented and read a simple sentence in which he or she is the subject performing an action verb with an object. The actual object will be placed next to the corresponding word in the sentence. The student will participate in performing the action with the object. The object and its corresponding word will be removed and a new object and word will be presented to the student. The new object should be capable of performing the same action as the original object. The student will participate in placing the new object and word in the sentence. The student will participate in performing the same action with the new object.

Predetermined Criteria

1. The student will participate in performing the action with the object.
2. The student will participate in placing the new object and word in the sentence.
3. The student will participate in performing the same action with the new object.

## Definitions/Examples for STAAR Reporting Category 3 (4.21) Essence Statement D

The following definitions clarify terms used in the grade 4 writing assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3 and 2: pages 11 and 12

Nouns name people, places, and things. Nouns can further be classified as **common nouns** or **proper nouns**.

A **common noun** is a general name for a person, a place or a thing. It is not capitalized unless it begins a sentence or is a word in a title.

A **proper noun** names a specific item and always begins with a capital letter no matter where it occurs in a sentence.

Examples of sentences using both common and proper nouns:

- Tina offered Tony an oatmeal cookie, but what Tony really wanted was an Oreo.  
common noun = cookie    proper noun = Oreo
  
- Although there were five chairs in the living room, everyone wanted to sit in the new Lazy-Boy recliner.  
common noun = chairs    proper noun = Lazy-Boy
  
- Judy wanted to try a new restaurant, so Bobby took her to Tito's Taco Palace.  
common noun = restaurant    proper noun = Tito's Taco Palace
  
- Bobby wished to be in the class with the new teacher and was happy to find his name on Miss Hackett's class list.  
common noun = teacher    proper noun = Miss Hackett's

| <b>STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.</b>  |   |
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| <b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>  | <b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b> |
| <p><b>(4.21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b><br/>           Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. The student is expected to</p> <p>(B) use capitalization Readiness Standard for<br/>           (i) historical events and documents; Supporting Standard<br/>           (ii) titles of books, stories, and essays; Supporting Standard<br/>           (iii) languages, races, and nationalities; Supporting Standard</p> <p>(C) recognize and use punctuation marks Readiness Standard including<br/>           (i) commas in compound sentences; Supporting Standard<br/>           (ii) quotation marks. Supporting Standard</p> | <p><b>Essence Statement D:</b> Edits text for correct capitalization and punctuation.</p>   |

**Level 3**

**Prerequisite skill:** use capitalization for proper nouns

The student will be presented a paragraph in which a proper noun is used within a sentence. The proper noun will not be capitalized and will not be the first word of the sentence. The paragraph will be read. The student will locate the capitalization error. The student will edit the text to correct the capitalization error. The student will generate a new sentence using a different proper noun with correct capitalization.

Predetermined Criteria

1. The student will locate the capitalization error.
2. The student will edit the text to correct the capitalization error.
3. The student will generate a new sentence using a different proper noun with correct capitalization.

Writing Grade 4; Reporting Category 3 (4.21); Essence Statement: D

## Level 2

**Prerequisite skill:** recognize and use basic capitalization for names of people

The student will be presented five cards. Three cards will have the names of people printed on the cards and two will have common nouns printed on the cards. Two of the cards with names will have the names printed with correct beginning capitalization. One card will not have the name capitalized. All of the cards will be read. The student will identify the cards with names. The student will identify the names with correct capitalization. The student will identify the letter needing capitalization in the name on the third card.

Predetermined Criteria

1. The student will identify the cards with names.
2. The student will identify the names with correct capitalization.
3. The student will identify the letter needing capitalization in the name on the third card.

## Level 1

**Prerequisite skill:** capitalize the first letter in a sentence

The student will be presented a large capital letter that will become the first letter of the first word in a sentence. The letter will be significantly larger than the other letters in the sentence. The student will explore the capital letter. The student will participate in placing the capital letter so that it will become the beginning of a sentence. The teacher will complete writing the sentence. The student will experience the difference in the size of the letters. The teacher will read the entire sentence emphasizing the first word.

Predetermined Criteria

1. The student will explore the capital letter.
2. The student will participate in placing the letter so that it will become the beginning of a sentence.
3. The student will experience the difference in the size of the letters.