



Standardized Assessment Tasks for
STAAR Alternate

Grade 4 Writing

Definitions/Examples for STAAR Reporting Category 1 (4.15) Essence Statement A

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 3

The Level 3 task requires the student to generate a list of personal facts. A **list** must include two or more items.

Level 1: page 4

A **cloze sentence** is a sentence with an open blank. Students are asked to fill in the blank with missing words.

For this Level 1 task, students are to complete a cloze sentence about themselves that describes a physical characteristic.

For example:

- I am a ____ girl. (tall)
- I have ____ hair. (curly)
- I have _____ eyes. (green)

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.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(4.15) Writing/Writing Process. 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"> (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 	<p>Essence Statement A: 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 generate a list of personal facts about himself or herself. The student will generate a sentence developing each fact. The student will organize the sentences into an autobiographical profile.

Predetermined Criteria

1. The student will generate a list of personal facts about himself or herself.
2. The student will generate a sentence developing each fact.
3. The student will organize the sentences into an autobiographical profile.

Level 2

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

The student will identify personal facts about himself or herself. The student will complete sentences in an autobiographical profile using the personal facts. The autobiographical profile will be presented to others and discussed. The student will identify another fact based on what others would like to know about himself or herself.

Predetermined Criteria

1. The student will identify personal facts about himself or herself.
2. The student will complete sentences in an autobiographical profile using the personal facts.
3. The student will identify another fact based on what others would like to know about himself or herself.

Level 1

Prerequisite skill: use scribbles/writing to convey meaning

The student will be presented a word for a physical characteristic about himself or herself. The word will be paired with the physical characteristic. The student will acknowledge the physical characteristic about himself or herself. The student will participate in placing the word in a cloze sentence about himself or herself. The student will respond to the reaction of others when the sentence is read.

Predetermined Criteria

1. The student will acknowledge the physical characteristic about himself or herself.
2. The student will participate in placing the word in a cloze sentence about himself or herself.
3. The student will respond to the reaction of others when the sentence is read.

Definitions/Examples for STAAR Reporting Category 2 (4.18)
Essence Statement B

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, 2, and 1: pages 6 and 7

Informational text includes expository, persuasive, and procedural text.

A **topic sentence** is a sentence in an expository paragraph that introduces the main idea and summarizes the paragraph. **Supporting details** are the smaller ideas that work together to support the topic.

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>(4.18) 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. The student is expected to</p> <p>(A) create brief compositions that</p> <ul style="list-style-type: none"> (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 	<p>Essence Statement B: Revises topic sentence and supporting details in expository text.</p>

Level 3

Prerequisite skill: write brief comments on literary or informational text

An informational text will be read. As the text is read, the student will select supporting details to be recorded on adhesive notes. The student will generate a topic sentence summarizing the notes. The student will organize the notes to form a paragraph.

Predetermined Criteria

1. The student will select supporting details to be recorded on adhesive notes.
2. The student will generate a topic sentence summarizing the notes.
3. The student will organize the notes to form a paragraph.

Level 2

Prerequisite skill: write brief comments on literary or informational text

An informational text will be read. The student will identify the topic of the text. The student will choose supporting details from the text to be recorded as sentences. The topic will be developed into a recorded topic sentence. The student will arrange the topic sentence and supporting details into a logical order.

Predetermined Criteria

1. The student will identify the topic of the text.
2. The student will choose supporting details from the text to be recorded as sentences.
3. The student will arrange the topic sentence and supporting details into a logical order.

Level 1

Prerequisite skill: dictate or write information for lists, captions, or invitations

The student will be read an informational text on a topic paired with a representation for the topic attached to the book title. The student will explore the representation as the text is read. The student will be presented an incorrect topic sentence about the book with a corresponding representation. The student will participate in removing the incorrect representation from the topic sentence and replacing it with the topic representation that was paired with the book. The student will participate in revising the text of the topic sentence to correspond with the correct topic representation.

Predetermined Criteria

1. The student will explore the representation as the text is read.
2. The student will participate in removing the incorrect representation from the topic sentence and replacing it with the topic representation that was paired with the book.
3. The student will participate in revising the text of the topic sentence to correspond with the correct topic representation.

Definitions/Examples for STAAR Reporting Category 3 (4.15) 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 9

A **run-on** sentence is a sentence with two or more complete sentences not connected with the correct conjunction or punctuation.

Examples that demonstrate the progression of the Level 3 task:

- The girl ran the boy jogged. (teacher-presented run-on sentence)
The girl ran. The boy jogged. (student-corrected sentences)
They were both tired. (third sentence generated by the student related to the edited run-on sentence)

- The lady sang the band played. (teacher-presented run-on sentence)
The lady sang. The band played. (student-corrected sentences)
The music they made was beautiful. (third sentence generated by the student related to the edited run-on sentence)

- The bird flew away the lion roared. (teacher-presented run-on sentence)
The bird flew away. The lion roared. (student-corrected sentences)
The animals were afraid of the lion. (third sentence generated by the student related to the edited run-on sentence)

STAAR Reporting Category 3 – Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>(4.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p>(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. Readiness Standard</p>	<p>Essence Statement C: Edits text using correct grammar, mechanics, and spelling.</p>

Level 3

Prerequisite skill: develop drafts by sequencing ideas through writing sentences

The student will be presented a run-on sentence that has two different subject nouns and two different action verbs describing the same activity. The student will locate subject nouns and action verbs. The student will determine where the first sentence ends and the second sentence begins. The student will edit each sentence for capitalization and punctuation. The student will generate a third sentence about the activity that includes appropriate capitalization and punctuation. The third sentence should be related to the other two sentences.

Predetermined Criteria

1. The student will determine where the first sentence ends and the second sentence begins.
2. The student will edit each sentence for capitalization and punctuation.
3. The student will generate a third sentence about the activity that includes appropriate capitalization and punctuation.

Level 2

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

The student will be presented a sentence containing one word that is incorrectly repeated. The sentence will be read. The student will identify the error in the sentence. The student will identify a solution to edit the sentence. The student will edit the sentence.

Predetermined Criteria

1. The student will identify the error in the sentence.
2. The student will identify a solution to edit the sentence.
3. The student will edit the sentence.

Level 1

Prerequisite skill: develop drafts by sequencing the action or details in the story

The student will be presented a sentence for two scheduled activities in incorrect order. Each part will contain corresponding representations for the activities. The student will explore the representations. The student will participate in performing the activities in the correct order. The student will participate in editing the words to correct the order of the activities in the sentence.

Predetermined Criteria

1. The student will explore the representations.
2. The student will participate in performing the activities in the correct order.
3. The student will participate in editing the words to correct the order of the activities in the sentence.

Writing Grade 4; Reporting Category 3 (4.15); Essence Statement: C

Definitions/Examples for STAAR Reporting Category 3 (4.20) **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.

Level 3: page 13

The Level 3 task requires the student to create a **declarative sentence** about something he or she wants to know more about. A **declarative sentence** forms a statement.

Examples:

- I want to know what animals live in the ocean.
- I want to know how ice cream is made.
- I want to know who won the basketball game.

The student is then required to use his or her declarative sentence to generate an **interrogative sentence**. An **interrogative sentence** asks a question.

Examples:

- What animals live in the ocean?
- How is ice cream made?
- Who won the basketball game?

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(4.20) [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. The student is expected to</p> <ul style="list-style-type: none"> (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"> (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 	<p>Essence Statement D: 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.