



Grade 7 Writing Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 7 Writing Assessment

Reporting Category 1: Composition

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

- (14) **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 choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; **Readiness Standard**
 - (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; **Readiness Standard**
 - (D) edit drafts for grammar, mechanics, and spelling. **Readiness Standard**
- (17) **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) write a multi-paragraph essay to convey information about a topic **Readiness Standard**
 - that
 - (i) presents effective introductions and concluding paragraphs;
 - (ii) contains a clearly stated purpose or controlling idea;

- (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- (iv) accurately synthesizes ideas from several sources; and
- (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.

Reporting Category 2: Revision

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

- (14) **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 to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
Readiness Standard
- (17) **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) write a multi-paragraph essay to convey information about a topic that
 - (i) presents effective introductions and concluding paragraphs; **Supporting Standard**
 - (ii) contains a clearly stated purpose or controlling idea; **Supporting Standard**
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; **Supporting Standard**
 - (iv) accurately synthesizes ideas from several sources; **Supporting Standard**
 - (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs. **Supporting Standard**
- (18) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that
- (A) establishes a clear thesis or position; **Supporting Standard**
 - (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. **Supporting Standard**

Reporting Category 3: Editing

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

- (14) **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.
Readiness Standard
- (19) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to
- (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
Readiness Standard
 - (i) verbs (perfect and progressive tenses) and participles;
Supporting Standard
 - (ii) appositive phrases; **Supporting Standard**
 - (iii) adverbial and adjectival phrases and clauses;
Supporting Standard
 - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); **Supporting Standard**
 - (v) prepositions and prepositional phrases and their influence on subject-verb agreement; **Supporting Standard**
 - (vi) relative pronouns (e.g., *whose, that, which*);
Supporting Standard
 - (vii) subordinating conjunctions (e.g., *because, since*);
Supporting Standard
 - (viii) transitions for sentence to sentence or paragraph to paragraph coherence; **Supporting Standard**
 - (B) write complex sentences and differentiate between main versus subordinate clauses; **Supporting Standard**
 - (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses. **Readiness Standard**

- (20) **[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
- (A) use conventions of capitalization; **Readiness Standard**
 - (B) recognize and use punctuation marks **Readiness Standard** including
 - (i) commas after introductory words, phrases, and clauses; **Supporting Standard**
 - (ii) semicolons, colons, and hyphens. **Supporting Standard**
- (21) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. Students are expected to
- (A) spell correctly, including using various resources to determine and check correct spellings. **Readiness Standard**