



Grade 7 Writing Assessment

2019-2020 and 2020-2021

**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, central idea; coherent organization; sufficient development; and effective use of language and conventions.

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(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.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align because both require students to develop and organize ideas in a written composition.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(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</p>
<p>Notes: The above standards are aligned because both focus on revising drafts to improve clarity and coherence using genre characteristics.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions.</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(D) edit drafts for grammar, mechanics, and spelling.</p> <p>Readiness Standard</p>
<p>Notes: The above standards require the student to edit drafts for grammar, mechanics, and spelling.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p>	<p>(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</p> <p>(A) write a multi-paragraph essay to convey information about a topic that</p> <p>Readiness Standard</p> <p>(i) presents effective introductions and concluding paragraphs.</p> <p>(ii) contains a clearly stated purpose or controlling idea.</p> <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.</p> <p>(iv) accurately synthesizes ideas from several sources.</p> <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.</p> <p>Readiness Standards</p>
<p>Notes: The above standards align because both require students to compose multi-paragraph essays that convey information using genre characteristics and craft. Student expectations 17.A.i-17.A.v are subsumed in student expectations 10.B.i and 10.B.ii.</p>	

Reporting Category 2: Revision

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

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(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</p>
<p>Notes: The above standards are aligned because both focus on revising text by improving its structure and coherence.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p>	<p>(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</p> <p>(A) write a multi-paragraph essay to convey information about a topic that</p> <p>(i) presents effective introductions and concluding paragraphs.</p> <p>(ii) contains a clearly stated purpose or controlling idea.</p> <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.</p> <p>(iv) accurately synthesizes ideas from several sources.</p> <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.</p> <p>Supporting Standards</p>
<p>Notes: The above standards align because both require students to revise texts so that they include genre characteristics and craft. Student expectations 17.A.i-17.A.v are subsumed in student expectations 10.B.i and 10.B.ii.</p>	
<p>None</p>	<p>(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</p> <p>(A) establishes a clear thesis or position.</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>None</p>	<p>(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</p> <p>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	

Reporting Category 3: Editing

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

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. (ii) consistent, appropriate use of verb tenses. (iii) conjunctive adverbs. (iv) prepositions and prepositional phrases and their influence on subject-verb agreement. (v) pronoun-antecedent agreement. (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor. (vii) correct capitalization. (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons. (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too. 	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(D) edit drafts for grammar, mechanics, and spelling.</p> <p>Readiness Standard</p>
<p>Notes: The above standards require the student to edit for grammar, mechanics, and spelling. Although the 2017 standards provide for more specificity, the underlying skills are the same.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(ii) consistent, appropriate use of verb tenses.</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(i) verbs (perfect and progressive tenses) and participles.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on editing for the appropriate use of verb tenses.</p>	
<p>None</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(ii) appositive phrases.</p> <p>(iii) adverbial and adjectival phrases and clauses.</p> <p>Supporting Standards</p>
<p>Notes: No alignment to this SE has been identified.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(iii) conjunctive adverbs.</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed). Supporting Standard</p>
<p>Notes: The above standards are aligned because both focus on editing for conjunctive adverbs.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement.</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(v) prepositions and prepositional phrases and their influence on subject-verb agreement. Supporting Standard</p>
<p>Notes: The above standards both require students to edit for prepositions and prepositional phrases and how they influence subject-verb agreement.</p>	

2017 Student Expectation	2009 Student Expectation
<p>None</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(vi) relative pronouns (e.g., whose, that, which).</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(vii) subordinating conjunctions (e.g., because, since).</p> <p>Supporting Standard</p>
<p>Notes: The above standards both require students to edit for subordinating conjunctions.</p>	

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p>	<p>(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</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <p>(viii) transitions for sentence to sentence or paragraph to paragraph coherence.</p> <p>Supporting Standard</p>
<p>Notes: The above standards are aligned because both focus on editing texts for the appropriate use of transitions.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>	<p>(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</p> <p>(B) write complex sentences and differentiate between main versus subordinate clauses.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both require students to use complex sentences.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. (ii) consistent, appropriate use of verb tenses. (v) pronoun-antecedent agreement. 	<p>(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</p> <p>(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.</p> <p>Readiness Standard</p>
<p>Notes: The above standards both focus on editing for the appropriate use of complete complex sentences, including correct use of verb tenses and pronoun-antecedent agreement.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (vii) correct capitalization. 	<p>(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</p> <p>(A) use conventions of capitalization.</p> <p>Readiness Standard</p>
<p>Notes: The above standards are aligned because both focus on editing for correct capitalization.</p>	

2017 Student Expectation	2009 Student Expectation
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons.</p>	<p>(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</p> <p>(B) recognize and use punctuation marks including</p> <p>Readiness Standard</p> <p>(i) commas after introductory words, phrases, and clauses.</p> <p>(ii) semicolons, colons, and hyphens.</p> <p>Supporting Standards</p>
<p>Notes: Both standards focus on editing for punctuation marks, including commas and semicolons.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.</p>	<p>(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</p> <p>(A) spell correctly, including using various resources to determine and check correct spellings.</p> <p>Readiness Standard</p>
<p>Notes: The above standards are aligned because they require students to edit drafts for correct spelling.</p>	