



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**
- (16) **Writing.** Students write about their own experiences. Students are expected to
- (A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. **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.

Genres Represented in the Revision and Editing Sections of the Test:

Literary

- Fiction
- Literary Nonfiction

Informational

- Expository
- Persuasive

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**