

**Writing Assessment Framework
Grade 4**

BOLD=Eligible for CRT

Italics=Classroom Assessment Only

Underlining=Performance standard moved to another Benchmark

All CAPS=Performance standard moved from another Benchmark

Content Standard II - WRITING AND SPEAKING FOR EXPRESSION: Students will communicate effectively through *speaking* and writing.

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

1. Use simple and compound sentences in writing *and speaking*.
2. Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
3. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing *and speaking*.
4. Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
5. Use underlining, quotation marks, or italics to identify titles of documents.
6. Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns, and the first word in quotations when appropriate.
7. Spell correctly roots, inflections, affixes, and syllable constructions.
8. Compose multiple paragraphs with:
 - *topic sentences*
 - *specific, relevant details*
 - *logical progression and movement of ideas*
 - *coherence*
 - *elaboration*
 - *concluding statement related to topic* (moved to II-3, position 4M)
9. *Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

1. **Produce a variety of written compositions using:**
 - *descriptive writing* (e.g., using relevant details and ideas that figuratively recreate an event or experience)
 - **narrative writing** (e.g., using sequence, point of view, and character to tell a story) (**Descriptive Narrative**)
 - *expository writing* (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations)
2. **Use planning strategies that generate topics and organize ideas** (e.g., brainstorming, mapping, webbing, reading, discussion).
3. *Focus revision on:*
 - *sequence of events and ideas*
 - *transitional words*
 - *sentence patterns*
- 4M. **COMPOSE MULTIPLE PARAGRAPHS WITH:**
 - **TOPIC SENTENCES**
 - **SPECIFIC, RELEVANT DETAILS**
 - **LOGICAL PROGRESSION AND MOVEMENT OF IDEAS**
 - **COHERENCE**
 - **ELABORATION**
 - **CONCLUDING STATEMENT RELATED TO TOPIC** (moved from II-B.8)