

While the writing tests have evolved (TAAS – TAKS – STAAR), the editing skills that are tested each year remain fairly consistent. Below you will find the original TAAS Specs from TEA for Exit Level testing aligned to the introduction of each skill in our current TEKS/SEs. It is important to note the number of student expectations that are introduced in elementary school and included in Exit Level testing.

I. Capitalization										
TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Title used with the last name of a person (e.g., Congressman Alvarez)				3.23B(iii) official titles of people						
Letter opening (e.g., Dear Superintendent Mills:)			2.22B(iii) the salutation and closing of a letter							
First word in a letter closing (e.g., Yours truly)			2.22B(iii) the salutation and closing of a letter							
Appropriate words in the title of a written work (e.g., "Stopping by Woods on a Snowy Evening")					4.21B(ii) titles of books, stories, and essays					
Proper nouns (e.g., North Carolina, Vietnam War, Benton College)			2.22B(i) proper nouns							
Proper Adjectives (e.g., Mexican restaurant)				3.23B(i) geographical names and places						
First word in a direct quotation (e.g., "The meeting has been cancelled", he said.) <i>There is not specific TEKS/SE. This is most likely taught in conjunction with:</i>					4.21C(ii) quotation marks					

II. Punctuation

A. End punctuation

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Period at the end of a declarative sentence (e.g., The Earth revolves around the sun.)	K.17C use punctuation at the end of a sentence	1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences								
Period at the end of an imperative sentence (e.g., Please open the window.)	K.17C use punctuation at the end of a sentence	1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences								
Period at the end of an abbreviation (e.g., U.S. for United States)						5.21A(i) abbreviations				
Question mark at the end of a direct question (e.g., Did you know that mountain climbing can be dangerous?)	K.17C use punctuation at the end of a sentence	1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences								
Exclamation mark at the end of an exclamatory sentence (e.g., How beautiful the sunset is!)	K.17C use punctuation at the end of a sentence	1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences								

II. Punctuation

B. Commas

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
In a series or words, phrases, or clauses (e.g., I looked for my book on the desk, under the bed, and in the closet.)				3.23C(ii) commas in a series and dates	4.21C(I) commas in compound sentences	5.21B(I) commas in compound sentences	6.20B(I) commas in compound sentences	7.20B(i) commas after introductory words, phrases, and clauses		
Between independent clauses joined by a coordinating conjunction (e.g., Austin is the capital of Texas, and Sacramento is the capital of California.)					4.21C(I) commas in compound sentences	5.21B(I) commas in compound sentences	6.20B(I) commas in compound sentences	7.20B(i) commas after introductory words, phrases, and clauses		
To separate coordinate adjectives (e.g., It was a dark, cold December day.)				3.23C(ii) commas in a series and dates	4.21C(I) commas in compound sentences	5.21B(I) commas in compound sentences	6.20B(I) commas in compound sentences	7.20B(i) commas after introductory words, phrases, and clauses		
To set off nonessential clauses and phrases (e.g., Armando Lopez, who is my neighbor, has been elected mayor of the city.)								7.20B(i) commas after introductory words, phrases, and clauses		
To set off nonrestrictive appositives and parenthetical expressions (e.g., This year we will read a novel by Ernest Hemingway, a famous American writer.)										9.18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions
After the opening of a friendly letter (e.g., Dear Andrea,)		1.19B write short letter that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)								
After the closing of a letter (e.g., Sincerely yours,)		1.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)								
Between the day and year in a date (e.g., February 14, 1939)				3.23C(ii) commas in a series and dates						

II. Punctuation

B. Commas *(cont.)*

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Between city and state (e.g., Chicago, Illinois) <i>There is not specific TEKS/SE. This is most likely taught in conjunction with:</i>				3.23B(i)use capitalization for: geographical names and places						
Before a direct quotation (e.g., The referee asked, "Are both teams ready to play?")						5.21B(ii) proper punctuation and spacing for quotations				
To set off a name in direct address (e.g., I am sure, Mr. Sanders, that I will finish this history assignment on time.)								7.20B(i) commas after introductory words, phrases and clauses		
After an introductory word (e.g., Yes, I agree with that opinion.)								7.20B(i) commas after introductory words, phrases and clauses		
After a series of introductory prepositional phrases (e.g., In the middle of the afternoon, it began to rain.)								7.20B(i) commas after introductory words, phrases and clauses		
After an introductory participial phrase (e.g., Traveling by airplane, we reached New York in four hours.)								7.20B(i) commas after introductory words, phrases and clauses		
After an introductory dependent clause (e.g., After Joe graduates from high school, he will join the Air Force.)								7.20B(i) commas after introductory words, phrases and clauses		

II. Punctuation

C. Semicolon

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
To separate independent clauses not joined by a coordinating conjunction (e.g., Martina works at a local store every day after school; she is saving money for college.)								7.20B(ii) semicolons, colons, and hyphens		

II. Punctuation

D. Apostrophe

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
In possessives (e.g., Eric's homework, the students' lockers)			2.22C(iii) apostrophes and possessives							
In contractions (e.g., you'll)			2.22C(ii) apostrophes and contractions							

II. Punctuation

E. Colon

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
After the opening of a business letter (e.g., Dear Sir or Madam:)								7.20B(ii) semicolons, colons, and hyphens		
Before a list of words or phrases (e.g., These are my favorite sports: basketball, baseball, and tennis.)								7.20B(ii) semicolons, colons, and hyphens		
Between the hour and minutes expressing time (e.g., 11:30)								7.20B(ii) semicolons, colons, and hyphens		

II. Punctuation

F. Quotation Marks

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 use capitalization for:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
At the beginning and end of a direct quotation from a text or speech (e.g., Tony said, "My family is going to Mexico on vacation this summer.")				3.21C(ii) quotation marks						

III. Usage

A. Agreement

TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
<p>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 understand and use the following parts of speech in the context of reading, writing, and speaking:</p>										
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
<p>Subject-verb agreement (Simple subjects, compound subjects, subjects separated from the verb by an intervening phrase, and indefinite pronoun subjects must agree with the verb in person and number. Example of error: One of my brothers are going to camp. Correction: On of my brothers is going to camp.)</p>				3.22C use complete simple and compound sentences with correct subject-verb agreement						
<p>Pronoun-antecedent agreement (Pronouns must agree with their antecedents in person and number. Example of error: Each of the boys showed the teacher what they had written. Correction: Each of the boys showed the teacher what he had written.)</p>								7.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents , parallel structures, and consistent tenses		

III. Usage

B. Verbs

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	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 understand and use the following parts of speech in the context of reading, writing, and speaking:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Appropriate tense (Example of error: Vietnam War ends in April 1975. Correction: The Vietnam war ended in April 1975.)		1.20A(i) verbs (past, present, and future)								
Correct form of tense of irregular verbs (Example of error: I have wrote you many letters this year. Correction: I have written you many letters this year.)					4.20A(i) verbs (irregular verbs)					
Shifts in tense (Example of error: Because Aaron studied for the test, he receives a good grade. Correction: Because Aaron studied for the test, he received a good grade.)								7.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses		

III. Usage

C. Pronouns

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TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 understand and use the following parts of speech in the context of reading, writing, and speaking:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Subject pronouns (A subject pronoun must be used for the subject of a sentence or clause. Example of error: Neither Rosa nor her won the prize. Correction: Neither Rosa nor she won the prize.)			2.21A(vi) pronouns (e.g., he, him)							
Object pronouns (An object pronoun must be used for the object of a verb or preposition. Example of error: My mother met my sister and I for dinner. Correction: My mother met my sister and me for dinner.)	K.16A(iv) pronouns (e.g., I, me)									

III. Usage

C. Pronouns (cont.)

III. Usage										
C. Pronouns (cont.)										
TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 understand and use the following parts of speech in the context of reading, writing, and speaking:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Possessive pronouns (A possessive pronoun must be used to show possession and must be formed correctly. Example of error: Them's hobbies include basketball and computer games. Correction: Their hobbies include basketball and computer games.)				3.22A(vi) possessive pronouns (e.g., his, hers, theirs)						

III. Usage

D. Adjectives/Adverbs

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TAAS Specs from TEA	STAAR Writing TEKS/Student Expectations									
	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 understand and use the following parts of speech in the context of reading, writing, and speaking:									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Comparative & superlatives forms (Examples of errors: beautifuller, beautifullest. Corrections: more beautiful, most beautiful)					4.40A(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and the comparative and superlative forms (e.g., fast, faster, fastest)					
Usage (Adjectives must be used to modify nouns or pronouns, and adverbs just be used to modify verbs, adjectives, or other adverbs. Example of error: Talk quiet. Correction: Talk quietly.)			2.21A(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21A(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)							

III. Usage

D. Adjectives/Adverbs (cont.)

TAAS Specs from TEA	<p style="text-align: center;">STAAR Writing TEKS/Student Expectations</p> <p>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 understand and use the following parts of speech in the context of reading, writing, and speaking:</p>									
Exit Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
<p>Double negatives (Only one negative word should be used to negate a single thought in a sentence. Example of error: We can't hardly wait for vacation to start. Correction: We can hardly wait for vacation to start.)</p> <p><i>There is not a specific TEKS/SE addressing double negative. This is most likely taught in conjunction with:</i></p>				3.22C use complete simple and compound sentences with correct subject-verb agreement	4.20C use complete simple and compound sentences with correct subject-verb agreement	5.20C use complete simple and compound sentences with correct subject-verb agreement	6.20C use complete simple and compound sentences with correct subject-verb agreement	7.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses	8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses	9.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)