

DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1 Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	2 Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	3 Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	4 Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
Analysis of Text 1.6* 1.6.i	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s) Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses some part(s) of the task to demonstrate partial understanding of text(s) Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate sufficient understanding of the text(s) Analyzes text(s) by addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate thorough understanding of the text(s) Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas 	<ul style="list-style-type: none"> Partially integrates evidence from the text(s) by using some details, examples, and/or quotes Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas 	<ul style="list-style-type: none"> Integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas 	<ul style="list-style-type: none"> Skillfully integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience Limited or no use of paraphrases or quotes that attribute information to the text(s) Limited or no use of precise word choice and/or content-specific vocabulary from the text(s) Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning 	<ul style="list-style-type: none"> Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience Weak use of paraphrases or quotes that attribute information to the text(s) Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) Partially demonstrates conventions of standard English; errors may interfere with meaning 	<ul style="list-style-type: none"> Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Clear use of paraphrases or quotes that attribute information to the text(s) Uses precise word choice and content-specific vocabulary from the text(s) Demonstrates conventions of standard English; if present, errors seldom interfere with meaning 	<ul style="list-style-type: none"> Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions Skillfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Strong use of paraphrases or quotes that attribute information to the text(s) Skillfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning

*Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

Writer's Checklist for Text-Dependent Analysis

PLAN before you write

- Read the prompt carefully.
- Read the text(s) carefully.
- Think about how the prompt relates to the text(s).
- Organize your ideas on scratch paper. You may use a thought map, outline, or other prewriting activity to plan your response.

FOCUS while you write

- Analyze the information from the text(s) as you write.
- Use relevant and accurate evidence from the text(s) to support your response.
- Organize your response with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final draft in the response box.
- I wrote my response in English.
- I stayed focused on answering the question.
- I used/cited evidence from the text(s) to support my response.
- I corrected for errors in capitalization, spelling, sentence structure, punctuation, and word choice.