

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

Nebraska English Language Arts Standards	1	2	3	4
	Demonstrates <u>minimal</u> analysis of text, use of evidence, and writing skills	Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	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 Demonstrates minimal understanding of the text(s) Ineffectively analyzes explicit and/or implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses some part(s) of the task Demonstrates partial understanding of text(s) Partially analyzes explicit and/or implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task Demonstrates understanding of the text(s) Analyzes explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Thoroughly addresses all parts of the task Demonstrates thorough understanding of the text(s) Thoroughly analyzes explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.1.i 2.2.b 4.1.a 4.1.b	<ul style="list-style-type: none"> Minimally 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 analysis Ineffective use of paraphrases or quotes that attribute information to the text(s) 	<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/or accurate evidence from the text(s) to partially support analysis Partially effective use of paraphrases or quotes that attribute information to the text(s) 	<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 support analysis Uses paraphrases or quotes that attribute information to the text(s) 	<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 analysis Skillfully uses paraphrases or quotes that attribute information to the text(s)
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.2.a 2.2.d	<ul style="list-style-type: none"> Generates a minimally focused response which lacks an introduction/thesis, body, conclusion, and/or transitions Ineffectively demonstrates an organizational pattern and/or mode suited to the task Minimally uses 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 partially effective introduction/thesis, body, conclusion, and/or transitions Partially demonstrates an organizational pattern and/or mode suited to the task 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 transitions Demonstrates an appropriate organizational pattern and mode suited to the task 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 purposeful introduction/thesis, body, conclusion, and transitions Skillfully demonstrates an appropriate organizational pattern and mode suited to the task 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