

DRAFT Text Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1	2	3	4
	Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	Demonstrates <u>partial</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(s) 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 specifically 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) including 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"> Integrates comprehensive 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.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, and/or conclusion, and includes few, if any, transitions Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience Insufficiently uses appropriately cited quotations and/or paraphrases from the text(s) Rarely uses precise word choice and/or content-specific vocabulary from the text(s) Ineffectively demonstrates conventions of standard English by composing few grammatically correct sentences 	<ul style="list-style-type: none"> Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or appropriate transitions Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience Inconsistently uses appropriately cited quotations and/or paraphrases from the text(s) Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) Partially demonstrates conventions of standard English by composing some grammatically correct sentences 	<ul style="list-style-type: none"> Generates a well-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 Uses appropriately cited quotations and/or paraphrases from the text(s) Uses precise word choice and content-specific vocabulary from the text(s) Demonstrates conventions of standard English by composing grammatically correct sentences 	<ul style="list-style-type: none"> Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions Demonstrates an effective organizational pattern and mode suited to the purpose and intended audience Thoroughly uses appropriately cited quotations and/or paraphrases from 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 by composing grammatically correct sentences

*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. 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 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.