

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

\*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.