Text-Dependent Analysis (TDA)

Educator Resources

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TDA Frequently Asked Questions for Educators

What is a Text-Dependent Analysis (TDA) item?

The English language arts (ELA) section of PEAKS presents students with a Text-Dependent Analysis (TDA) question. A TDA is a text-based analysis, based on a single passage or a multiple passage set that each student has read during the assessment. The passage(s) will consist of either literary or informational text.

In order to successfully answer a TDA, students must analyze and use information from the passage(s) to plan a comprehensive, holistic response. Students will then write their response including supporting evidence from the passage(s). Students will have up to 5,000 characters to formulate their response. Students' responses are scored using a rubric which takes into account both the composition and the conventions of the student's writing.

Why are we assessing in this way?

According to the *Alaska English Language Arts and Mathematics Standards,* "The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is cornerstone of the writing standards," (page 2). Questions or prompts provided in the Text-Dependent Analysis portion of this assessment, require students to demonstrate their abilities and knowledge in the Alaska Standards. By responding to questions in the Text-Dependent Analysis section, students show that they are able to integrate literacy skills and that reading and writing are not separate skills but work together.

How do I prepare my students for a TDA item?

Throughout the year educators are teaching reading and writing skills as outlined in the standards, students should be prepared. This guide and the accompanying PowerPoint presentation provide information regarding some strategies that are aligned to the type of work students are expected to know and be able to do. Strategies include close reading, using text-dependent questions that require students to gather evidence from the text, and practice with the writing process.

The Three Instructional Shifts for ELA provide guidance as to what types of learning experiences should be provided to students.

1. Building knowledge through content-rich nonfiction.
2. Reading, writing, and speaking grounded in evidence from the text-both literary and informational.
3. Regular practice with complex text and its academic vocabulary.

Is standard W-9 the only writing standard on PEAKS?

Writing Standard W-9 is the writing standard associated with TDA. It is the standard that connects reading for evidence and analyzing the text. As students learn the skills associated with writing outlined in the Alaska ELA standards, the foundation for standard W-9 is set. Writing standards W-1 through W-8 cover text types, writing for different purposes, conventions, the production of writing (publishing), and how to conduct research. These standards are assessed as multiple choice, multiple select, short answer, drop down list, or drag and drop items in the writing part of the ELA assessment.

ELA Assessment Blueprint and Estimated Times

The complete *Test Design and Blueprints for ELA and Math Assessments, Spring 2020* are located on the [PEAKS webpage](#).

Estimated Test Time for ELA by Test Part

Test	Estimated Time Per Part
Grade 3 Part 1: Reading	55 Minutes
Grade 3 Part 2: Writing	35 Minutes
Grades 4–5 Part 1: Reading	55 minutes
Grades 4–5 Part 2: Reading and TDA	30 Minutes
Grades 4–5 Part 3: Writing	30 Minutes
Grades 6–8 Part 1: Reading and TDA	85 Minutes
Grades 6–8 Part 2: Writing	35 Minutes
Grades 9 Part 1: Reading and TDA	85 minutes
Grades 9 Part 2: Writing	35 minutes

Estimated Test Time for ELA

Grade Level	Estimated Total Test Time
Grade 3	90 minutes
Grades 4 and 5	115 Minutes
Grades 6 - 9	120 minutes

Additional information in the Blueprint includes:

- Standards associated with each reporting category
- Number of items and possible points for each grade
- Break down of the number of items types for each grade
    - Multiple Choice
    - Technology-Enhanced
    - Multiple Select
    - Text-Dependent Analysis
- Possible points for each reporting category by grade

Text-Dependent Analysis (TDA) Standards

Anchor Standards for Literary and Informational Text

The K-12 grade-specific standards define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards listed by number. The grade-specific standards are necessary complements that can be found in the *Alaska English Language Arts and Mathematics Standards* document.

The Anchor Standards associated with the Text-Dependent Analysis (TDA) items on PEAKS are listed below. The complete list of Anchor Standards can be found in the *Alaska English Language Arts and Mathematics Standards* located on DEED's Standards webpage.

Key Ideas and Details (p. 9)

Standard ID	Alaska Standard
RL-1, RI-1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL-2, RI-2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL-3, RI-3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure (p. 9)

Anchor Standard	Alaska Standard Text
RL-4, RI-4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL-5, RI-5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL-6, RI-6	Assess how point of view or purpose shapes the content and style of a text.

Integrating Knowledge and Ideas (p. 9)

Anchor Standard	Alaska Standard Text
RI-7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RI-8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI-9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing (p. 11)

Anchor Standard	Alaska Standard Text
W-9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Achievement Level Descriptors (ALDs)

Achievement Level Descriptors (ALDs) provide the skills present at each of the proficiency levels for each of the standards listed above by grade level. The ALDs can be found on the PEAKS webpage.

TDA Exemplars

Text-Dependent Analysis (TDA) items will appear on PEAKS for the first time in the spring of 2018. In order to provide examples of student work, links to exemplars from Pennsylvania have been included in this Educator Resource.

Each exemplar includes:
- Reading Passage
- TDA Writing Prompt
- Pennsylvania's Scoring Guide
- Two examples of student work at each level (1, 2, 3, and 4)
  - Computer-based writing sample
  - Paper-based writing sample

Pennsylvania's writing rubric is included in each exemplar. Please note that the embedded writing rubric was developed by and for Pennsylvania and may be slightly different from Alaska's. The Text-Dependent Scoring Guide for Alaska can be found in this resource on page 14. The score ranges for the Scoring Guide range from 0-4.

Pennsylvania is another state that employs Data Recognition Corporation (DRC) as their statewide assessment vendor. Pennsylvania's TDA and standards are similar to Alaska's. Pennsylvania did not administer TDAs on their high school assessment.

Grade 4
Pennsylvania Grade 4 English Language Arts Item and Scoring Guide
Passage – Page 15
TDA Prompt – Page 17
Scoring Guide – Page 21

Grade 5
Pennsylvania Grade 5 English Language Arts Item and Scoring Guide
Passage – Page 19
TDA Prompt – Page 22
Scoring Guide – Page 26

Grade 6
Pennsylvania Grade 6 English Language Arts Item and Scoring Guide
Passage – Page 16
TDA Prompt – Page 20
Scoring Guide – Page 24

Grade 7
Pennsylvania Grade 7 English Language Arts Item and Scoring Guide
Passage – Page 18
TDA Prompt – Page 20
Scoring Guide – Page 24

Grade 8
Pennsylvania Grade 8 English Language Arts Item and Scoring Guide
Passage – Page 18
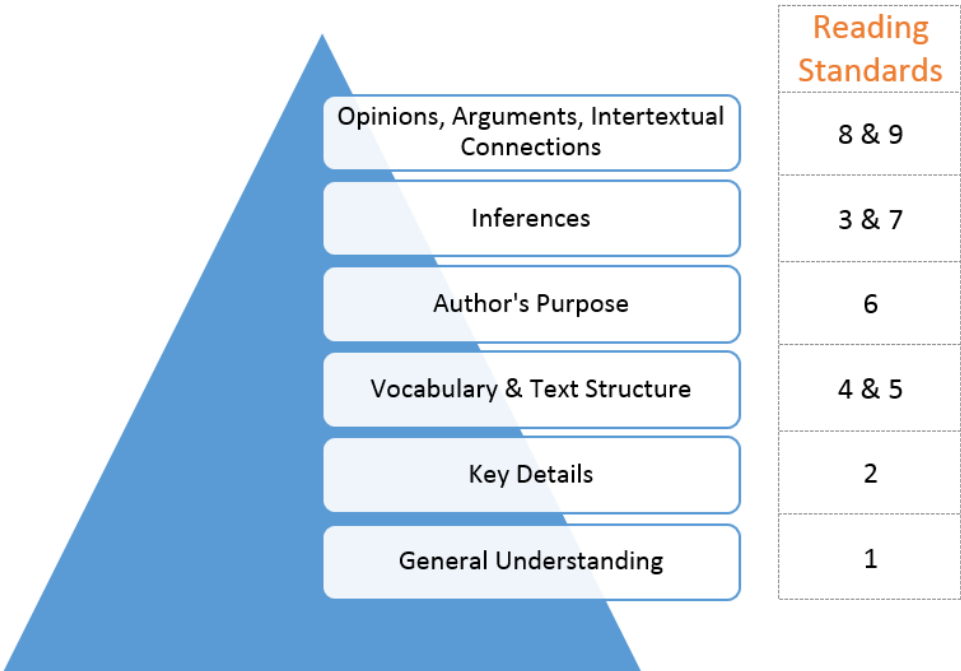TDA Prompt – Page 21
Scoring Guide – Page 25

This material is part of Pennsylvania's ELA Item and Scoring Sampler. These samplers are a supplement to the Pennsylvania System of School Assessment (PSSA) test. Pennsylvania has granted the Alaska Department of Education & Early Development permission to include these resources in this TDA Educator Resources document.

Instructional Strategy: Text-Dependent Questions

The increased rigor in the *Alaska English Language Arts and Mathematics Standards* requires students to be able to answer questions using evidence from the text. Students are required to determine the meaning of complex texts and make logical inferences. Text-dependent questions do not ask students about their prior experience or feelings on a subject, but rather rely on explicit or implied information from the text. Students are expected to speak and write using evidence presented in the passage(s), and to present analyses based on credible information that is based in the text or is research-based.

One instructional strategy is to create text-dependent questions and assignments. This practice allows students to practice gathering evidence from the text and writing a response using this evidence to support their answer.

Progression of Text-dependent Questions

Reading Standards	
Opinions, Arguments, Intertextual Connections	8 & 9
Inferences	3 & 7
Author's Purpose	6
Vocabulary & Text Structure	4 & 5
Key Details	2
General Understanding	1

Source: Frey, N., & Fisher, D. (in press). Common Core State Standards in Literacy (Grades 3–5). Bloomington, IN: Solution Tree

Text-dependent questions can be developed for a variety of topics as demonstrated in the diagram above. These types of questions can focus on the whole text (the top of the pyramid) or just part of a text (bottom of the pyramid).

Please note that simply asking text-dependent questions will not guarantee that a student will automatically be able to understand complex text. They will need to be taught how to read deeply for evidence in the text and write a response that utilizes the evidence (Fisher & Frey, 2012).

Resources for Text-Dependent Questions

- A Guide to Creating Text-Dependent Questions
- Fisher and Frey: Literacy for Life
- Text-Dependent Questions: Effective questions about literature and nonfiction texts require students to delve into a text to find answers (Fisher and Frey)
- Engaging the Adolescent Learner: Text-Dependent Questions (Fisher and Frey)

Text-Dependent Question Types with Corresponding Anchor Standards

The following chart outlines the different types of text-dependent questions and their corresponding Anchor Standards. The complete list of Anchor Standards can be found in the *Alaska English Language Arts and Mathematics Standards* located on DEED's Standards webpage.

Type of Question	Anchor Standards	Description
General Understanding	R.I.1 and R.L.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Overall view Sequence of information Story arc Main claim and evidence Gist of passage
Key Details	R.I.2 and R.L.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Search for nuances in meaning Determine importance of ideas Find supporting details for main ideas Answers who, what, when, where, why, how much or how many
Vocabulary and Text Structure	R.I.4 and R.L.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.I.5 and R.L.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Denotation Connotation Bridges literal and inferential meanings Figurative language How organization contributes to meaning Text features Text structures
Author's Purpose	R.I.6 and R.L.6 - Assess how point of view or purpose shapes the content and style of a text.	Genre: Entertain, explain, inform, or persuade Point of view: First-person, third-person limited, omniscient, unreliable narrator Critical literacy: Whose story is not represented?
Inferences	R.I.3 and R.L.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.I.7 and R.L.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Probe each argument in persuasive text, Each idea in informational text, Each key detail in a literary text, And observe how these build to a whole
Opinions, Arguments, Intertextual Connections	R.I.8 and R.L.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.I.9 and R.L.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Claims Evidence Author's opinion and reasoning (K-5) Counterclaims Ethos, Pathos, Logos Rhetoric

TDA Item Examples and Non-Examples

Not Text-Dependent Analysis	Text-Dependent Analysis
In the text there once was a curious bird who says to Tortoise, "And you showed yourself, too." Describe a time when you *showed yourself* you could do something.	The text begins with: There once was a curious bird who wondered, *What can a small bird be?* Write an essay that analyzes why the authors chose to begin the text with this question. Use evidence from the text to support your response.
Amelia Earhart has been depicted as a daring, courageous person. Identify at least three events that demonstrate these traits. Then write a summary of Amelia Earhart's life.	The authors of the two texts about Amelia Earhart have stated that she was a daring courageous person. Consider the argument each author made to demonstrate her bravery. Write an essay that analyzes the strength of the arguments using textual evidence to support your ideas.
In "Casey at the Bat", Casey strikes out. Compare yourself to Casey by describing a time when you failed at something.	The author of "Casey at the Bat" uses humor to describe Casey's experiences. Write an essay analyzing the author's techniques. Be sure to use textual evidence to support your analysis.

The TDA questions in the table above are from Fisher, D. & Frey, N. (2012, April) Text-dependent questions.

Instructional Strategy - Close Reading

"Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc." (Beth Burke, NBCT)

Close reading includes (taken from: A Close Look at Close Reading: Scaffolding Students with Complex Texts by Beth Burke):

- Using short passages and excerpts
  - Appropriate text complexity
- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Rereading deliberately
- Reading with a pencil
- Noticing things that are confusing
- Discussing the text with others
  - Think-Pair Share or Turn and Talk frequently
  - Small groups and whole class
- Responding to text-dependent questions

Resources for Close Reading and Close Reading Strategies:

- A Close Look at Close Reading: Scaffolding Students with Complex Texts (B. Burke, NBCT)
- Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension (Porter O'Donnell)
- Close Reading in Elementary Schools (Fisher and Frey)
- Closing in on Close Reading (*Educational Leadership,* ASCD*)*
- Fisher and Frey: Literacy for Life
- Text Complexity and Close Readings (Fisher and Frey)
- Close Reading and the Reading of Complex Text Are not the Same Thing (T. Shanahan, 2016)

Resources for Complex Text and Text Complexity:

- A Beginners Guide to Text Complexity
- Fisher and Frey: Literacy for Life

Additional Online Resources

Text Features

- Text Features Chart

Text Structure

- Text Structure Poster (Hard copies available through DEED.)

For more information regarding Text-Dependent Questions, Close Reading and Text Complexity, browse Journal Publications created by Fisher and Frey.

PEAKS Writer's Checklist

PLAN before you write

- Read the question carefully.
- Think about what the question is asking about the passage.
- Read the passage again, as needed.
- Organize your ideas on scratch paper.

FOCUS while you write

- Think about the information from the passage as you write.
- Support the ideas in your response by using evidence from the passage.
- Use clear language, a variety of sentences, and transitions in your response.
- Include in your response an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final response in the correct place.
- ☐ I wrote my ideas in my own words, except when quoting from the passage.
- ☐ I answered the question that was asked.
- ☐ I used evidence from the passage to support my ideas in my response.
- ☐ I used correct capitalization, spelling, sentence structure, punctuation, and word choice in my response.

TEXT-DEPENDENT ANALYSIS (TDA) SCORING GUIDELINES

4 Demonstrates effective analysis of text and skillful writing	3 Demonstrates adequate analysis of text and appropriate writing	2 Demonstrates limited analysis of text and inconsistent writing	1 Demonstrates minimal analysis of text and inadequate writing	0 Student received the score of 0 due to one of the following
• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts • Substantial reference to the main ideas and relevant key details of the text(s) • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from the text(s) • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning	• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts • Sufficient reference to the main ideas and relevant key details of the text(s) • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning	• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning	• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning	• Completely blank response • Response indicates a refusal to attempt the task • Response is illegible. • Response is too insufficient to be assessed • Written entirely in a language other than English • No reference to the item or passage provided, but does not seem to constitute an intentional refusal • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing