

TEXT-DEPENDENT ANALYSIS (TDA) SCORING GUIDELINES

4	3	2	1	0
Demonstrates effective analysis of text and skillful writing	Demonstrates adequate analysis of text and appropriate writing	Demonstrates limited analysis of text and inconsistent writing	Demonstrates minimal analysis of text and inadequate writing	Student received the score of 0 due to one of the following
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 of 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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