

## TEXT-DEPENDENT ANALYSIS (TDA) SCORING GUIDELINES

<b>4</b> <b>Demonstrates effective analysis of text and skillful writing</b>	<b>3</b> <b>Demonstrates adequate analysis of text and appropriate writing</b>	<b>2</b> <b>Demonstrates limited analysis of text and inconsistent writing</b>	<b>1</b> <b>Demonstrates minimal analysis of text and inadequate writing</b>	<b>0</b> <b>Student received the score of 0 due to one of the following</b>
<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>Limited reference to the main ideas and relevant details of the text(s)</li> <li>Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>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</li> <li>Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>Minimal reference to the main ideas and relevant details of the text(s)</li> <li>Few, if any, transitions to link ideas</li> <li>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Completely blank response</li> <li>Response indicates a refusal to attempt the task</li> <li>Response is illegible.</li> <li>Response is too insufficient to be assessed</li> <li>Written entirely in a language other than English</li> <li>No reference to the item or passage provided, but does not seem to constitute an intentional refusal</li> <li>Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing</li> </ul>