Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	**1** Demonstrates <u>minimal</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
Analysis of Text 1.6* 1.6.i	• Minimally addresses part(s) of the task • Demonstrates minimal understanding of the text(s) • Ineffectively analyzes explicit and/or implicit ideas from the text(s)	• Addresses some part(s) of the task • Demonstrates partial understanding of text(s) • Partially analyzes explicit and/or implicit ideas from the text(s)	• Addresses all parts of the task • Demonstrates understanding of the text(s) • Analyzes explicit and implicit ideas from the text(s)	• Thoroughly addresses all parts of the task • Demonstrates thorough understanding of the text(s) • Thoroughly analyzes explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.1.i 2.2.b 4.1.a 4.1.b	• Minimally 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 analysis • Ineffective use of paraphrases or quotes that attribute information to the text(s)	• Partially integrates evidence from the text(s) by using some details, examples, and/or quotes • Provides some relevant and/or accurate evidence from the text(s) to partially support analysis • Partially effective use of paraphrases or quotes that attribute information to the text(s)	• Integrates specific evidence from the text(s) by using details, examples, and/or quotes • Provides relevant and accurate evidence from the text(s) to support analysis • Uses paraphrases or quotes that attribute information to the text(s)	• Skillfully integrates specific evidence from the text(s) by using details, examples, and/or quotes • Provides relevant and accurate evidence from the text(s) to thoroughly support analysis • Skillfully uses paraphrases or quotes that attribute information to the text(s)
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.2.a 2.2.d	• Generates a minimally focused response which lacks an introduction/thesis, body, conclusion, and/or transitions • Ineffectively demonstrates an organizational pattern and/or mode suited to the task • Minimally uses precise word choice and/or content-specific vocabulary from the text(s) • Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning	• Generates a partially focused response which includes a partially effective introduction/thesis, body, conclusion, and/or transitions • Partially demonstrates an organizational pattern and/or mode suited to the task • Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) • Partially demonstrates conventions of standard English; errors may interfere with meaning	• Generates a focused response which includes a clear introduction/thesis, body, conclusion, and transitions • Demonstrates an appropriate organizational pattern and mode suited to the task • Uses precise word choice and content-specific vocabulary from the text(s) • Demonstrates conventions of standard English; if present, errors seldom interfere with meaning	• Generates a well-focused response which includes a purposeful introduction/thesis, body, conclusion, and transitions • Skillfully demonstrates an appropriate organizational pattern and mode suited to the task • Skillfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas • Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning

Writer's Checklist for
Text-Dependent Analysis

PLAN before you write
- ☐ I read the task carefully.
- ☐ I read the text(s) carefully.
- ☐ I thought about how the task connects to the text(s).
- ☐ I organized my ideas on scratch paper.

FOCUS while you write
- ☐ I responded to all parts of the task.
- ☐ I analyzed the information from the text(s) in my response.
- ☐ I chose relevant and accurate evidence from the text(s) to support my response.
- ☐ I organized my response with an introduction, body, and conclusion.

REVISE after you write
- ☐ I wrote my response in English.
- ☐ I wrote my final draft in the response box.
- ☐ I focused my writing on the task.
- ☐ I used/cited evidence from the text(s) to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence structure, punctuation, and word choice.