



Grade 3

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 3

Developed by
The Wisconsin Department of Public Instruction
Office of Student Assessment



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Introduction

Overview

The English language arts (ELA) section of the Forward Exam includes a Text-dependent Analysis (TDA) question. A TDA requires students to use their best writing skills to compose an essay. Within the essay, the student must respond to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. The TDA allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.

In order to write a TDA successfully, students must:

- demonstrate a deep understanding of the passage(s).
- thoroughly analyze passage(s) to support claims, opinions, and ideas.
- use a strong organizational structure with effective introduction, body, and conclusion paragraphs.
- reference the passage(s) using main ideas, details, examples, quotes, and/or facts as evidence.
- use precise language from the passage(s).
- use proper grammar and punctuation.

Students will have up to 5,000 characters to formulate their response.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, and
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

This document contains samples of TDA test questions, stimulus passages, and student responses. It is intended to be used as a guide for educators and students when preparing for the Forward Exam.

Connection to the Standards

Wisconsin's Academic Standards for English Language Arts (ELA) are divided into the four areas of reading, writing, speaking and listening, as well as language use.

The ELA writing standards include a cluster of three standards called "Text Types and Purposes" which are:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

The writing standards also include a cluster called “Research to Build and Present Knowledge.” Standard 9 in this cluster is: draw evidence from literary or information texts to support analysis, reflection, and research.

The ELA reading standards include a cluster of three standards called “Key Ideas and Details” which are:

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Questions or prompts require students to prove their knowledge and abilities as stated in the above referenced reading and writing standards. Further, these prompts show that literacy is an integrated process where reading and writing (and speaking and listening and language use) are not separate skills, but work together. However, it is important to recognize that Forward Exam results on the TDA portion are reported as an assessment of purely the writing standards noted above.

Rubric and Scoring

The TDA is scored using a [four point holistic rubric](#) that measures writing skills and the students’ ability to analyze and use information from the passage in order to develop a comprehensive essay. The rubric is provided with each sample TDA in this document. Students may receive an initial score of 0-4. This score is then multiplied by 2 giving the student a final TDA score of 0, 2, 4, 6, or 8.

Automated essay scoring or artificial intelligence (AI) scoring is used to score student responses to the TDA. AI scoring of essays is reliable when compared to traditional human scoring. Successful models rely heavily on accurately scored student responses from which the AI training sets are derived. To develop the AI training sets, student responses are scored twice, independently, by DRC’s professional hand scoring staff. Once a representative sample is scored, responses and corresponding scores are delivered to the AI team for model development. Using previously scored student responses, specialists create task specific algorithms that are used to accurately predict how humans would score these student responses. To validate AI scoring accuracy, DRC conducts a 20 percent human read-behind of randomly selected student responses. This double check of scoring provides an additional quality check of the AI scoring engine.

There may be some instances where AI is unable to score a student response. These types of responses are routed to DRC’s hand scoring team for evaluation. DRC will either complete human hand scoring for these responses or confirm that the responses are not-scoreable. The following is a list of reasons the TDA would not be scoreable and would receive a score of zero:

- Blank
- Almost all copied text (from passage or question)
- In a language other than English
- Incoherent (e.g., best day school teacher inspired so I car)
- Insufficient length
- Responses that address some part of the question, but do not refer to the passage as evidence.
- Responses that consist solely, or almost solely, of text copied directly from the passage(s)
- Refusal
- Off topic

Purpose and Uses

The TDA samples in this booklet will **not** be used on the Forward Exam and may, therefore, be used for professional development, improving instruction, and student practice. The sample questions in this document illustrate the layout of the TDA that students will encounter on the Forward Exam. This document also includes student responses at each score level as well as the comments that accompany each response.

Professional Development

Sample questions are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the Forward Exam relative to the Wisconsin Academic Standards for ELA. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use the TDA sample questions in classroom activities in order to help students understand how to:

- respond to TDA questions in essay form using with complete, thought-out answers; and
- use good test-taking strategies.

Student Practice and Test Preparation

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of questions they will be required to answer. All students should have the opportunity to practice with the Online Tools Training (OTT) to work with the item types and tools they will encounter on the exam within the online testing system. The OTT includes a sample TDA.

While using this TDA Sampler for test preparation practice, care should be taken that this is done in a **balanced manner and one that helps to enhance student knowledge of subject matter** as well as test performance. It is not recommended that excessive time be spent prepping students for any item type. TDAs measure specific standards and therefore should be incorporated into day-to-day classroom instruction. Additional TDA resources are available for use during instruction on the [Forward Exam Resources web page](#).

Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

Additional TDA Resources

TDA Resources for educators and students are available on the Forward Exam Resources Webpage. These resources include:

- How to Organize a TDA,
- TDA Training Presentation (for educators),
- TDA Fact Sheet,
- TDA Frequently Asked Questions,
- TDA Item Samplers by grade level,
- TDA Rubric,
- TDA Writer's Checklist, and
- Tips for Writing a TDA.

Testing Time for the Forward Exam

The suggested testing time for the TDA is 40-60 minutes. As the Forward Exam is an untimed test, students should be given as much time as necessary to complete the TDA within reason. It is strongly recommended that the TDA be administered first thing in the morning, allowing students ample time to complete their essay without having to return to it another day. Students should not be writing the TDA for several hours so please make sure students are making progress and completing the TDA in a reasonable amount of time.

Sample Items

Each TDA is displayed with a scoring rubric and examples of student responses with scores and annotations.

Directions

The following pages show the sample reading passages, corresponding TDAs, and sample student responses.

Directions for Text-Dependent Analysis (TDA) Questions:

The ELA TDA question will ask you to analyze the passage and use the evidence from the passage to write a response.

For the TDA response:

- Be sure to read the passage or passages and TDA question carefully.
- Review the Writer's Checklist to help you plan and organize your essay.
- You may look back at the passage to help you write your response.
- Be sure you have an introduction, supporting paragraphs, and conclusion.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure you explain your evidence.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

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Passage 1

Read the following passage.

The Rhinoceros and the Bird

The rhinoceros was the grumpiest animal in all of Africa. He was always in a horrible mood. He stamped his feet, charged at any animal that passed by, and frightened all animals with his long, pointed horn. He almost seemed to enjoy throwing his weight around. He was so unpleasant and mean, none of the other animals would have anything to do with him. Because of this, he was also very lonely. That made him even grumpier.

One day, the rhinoceros stood alone snorting and grumbling to himself under a ginkgo tree. He noticed a little bird perched cheerfully on a branch above him.

“Hello down there,” chirped the bird.

“Go away and leave me alone!” huffed the rhinoceros.

“I would like to ask you a question,” the bird insisted.

The rhinoceros was so surprised that the bird was still speaking to him that he forgot to be grumpy. “Aren’t you afraid of me?” asked the rhinoceros.

“Not at all,” answered the bird. He was safely out of reach of the rhinoceros. Besides, the bird was too curious to be afraid.

“I was just wondering,” continued the bird, “what in the world makes you so grumpy? You must know that’s why you have no friends.”

The rhinoceros stamped impatiently. “I know. I can’t help it,” he snapped. “You would feel bothered too, if your back were always as itchy as mine.”

The bird looked down at the rhinoceros’s back. “I see your problem!” tweeted the bird, as he hopped excitedly on his branch. “You have little bugs crawling all over your back.”

“Well, now I know the reason,” the rhinoceros shook his head. “But it still doesn’t solve anything.”

The little bird fluttered down to a lower branch to look more closely. “I think I can help you,” said the bird.

“You?” The rhinoceros laughed. “How?”

The bird replied, “You are itchy, and I am hungry. Those bugs look delicious. If you will let me ride along on your back, I will get rid of those unwelcome visitors for you.”

The rhinoceros thought about this. “Won’t I look foolish walking around with a little bird on my back?” he worried.

“Some might say you look pretty foolish now,” reasoned the bird, “standing here grumbling to yourself under a tree.”

The rhinoceros could not argue with the bird's point. He agreed, and the little bird hopped onto his back.

The next day, the other animals saw an amazing sight. The rhinoceros was trotting across the plain with a tiny bird perched on his wrinkled shoulder. The rhinoceros felt so much better without the bugs on his back. He felt so good that he did not mind the strange looks he got from the others. His itch and his loneliness were both gone.

Even today, in Africa, you can still see little birds riding on the back of a rhinoceros.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

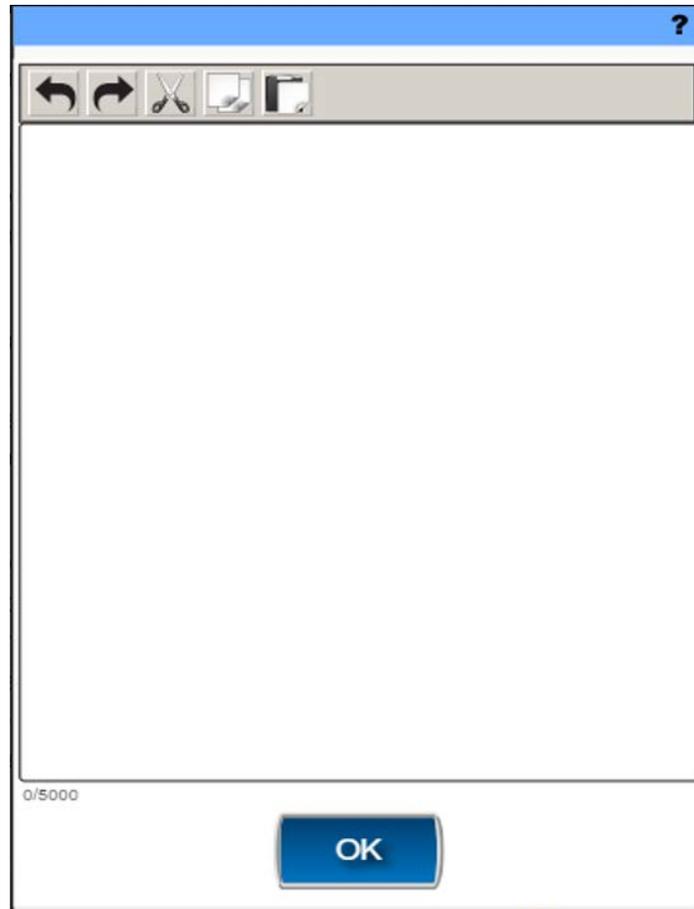
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 1

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.



The image shows a digital writing interface. At the top, there is a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area is a large, empty white rectangle for writing. At the bottom left of this area, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • 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.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • 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.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • 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. • 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.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<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.

Text-Dependent Analysis Sample Student Responses

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 4

?

The rhinoceros changes throughout the beginning of the story to the end. In the beginning of the story the rhinoceros was the grumpiest animal in all of Africa, according to the passage.

One reason of how I know that the rhinoceros was grumpy in the beginning of the story is because the author states that the rhinoceros was always in a horrible mood. And a horrible mood is a grumpy mood.

Another reason why I know that he is so unhappy is because the passage said, "He was so unpleasant and mean, none of the other animals would have anything to do with him. Because of this, he was also very lonely. That made him even grumpier." I don't think it would be very nice to be so lonely so the rhinoceros is definitely grumpy.

He is also pretty mean too. A reason of how I think he is probably mean is because before the little bird solved his problem of being itchy (which was because there was bugs crawling all over his back) according to the passage, and said that he could help him, the rhinoceros just laughed and said, "You? How?" According to the passage.

At the end of the story the rhinoceros got a lot more happy. The rhinoceros got a lot more happy because he agreed to let the bird help him take away his itch by eating the bugs off his back. I would be happy if someone helped me not be itchy. "The rhinoceros felt so much better without the bugs on his back." So that is how the bird helped the rhinoceros.

1429/5000

Annotation:

- The response focuses on the changes of the rhinoceros due to the actions of the bird, and explains these changes with thorough analysis that is consistent and accurately supported by relevant text.
- Some of the analysis within this response successfully uses the student's opinion to explain the changes the rhinoceros experienced, and each example cited is linked to the task and the text.
- A less skillful response using the phrase of "I think" or "I know" may have veered off onto an unrelated opinion providing extraneous information about rhinos or birds, thereby losing focus of the task and text.
- The organization within the response is logical, consistent, and combined with thorough analysis that is related to the task.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 3

?



The rino was always grumpy. He also always thought about the negatives in life. But when the bird came along he was always telling the rino positives. It made the rino so happy he forgot to be mean to bird! So when rino was happy bird made a deal with rino. The deal was: If bird got to ride on the rinos back he will take all the bug and ants of his back by eating them. (The bugs were making rino so mean and mad.) Rino was not quite shor about this but he finly disided he said, "OK then." Rino still didn't know if it was a good idea but he just went with it. Till that day rino was not mean or mad. And bird...well bird lets just say he was lucky he is still alive. Rino and bird are still friends. They always have been and always will be.

743/5000

OK

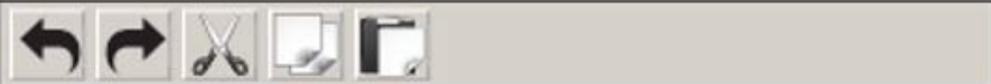
Annotation:

- This response opens with some very insightful thoughts where the student has internalized and made an inference about the rhinoceros being negative and the bird being positive.
- This clearly connects to the text of the bird helping the rhinoceros not be mad anymore and ends with the two being friends.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 3

?



First, one of the reasons he was grumpy is the rhinoceros was very lonely. Another reason is he had small itchy bugs all over his back.

Also, when the bird came one day the rhinoceros was under a tree and when the bird found out what his problem was he helped. I know because the text says he was under a "ginko tree" and "I see your problem! Tweeted the bird, as he hopped excitedly on his branch. You have little bugs crawling all over your back." Furthermore, the bird decided it would help the rhinoceros if he eat the bugs and the rhino agreed.

The next day "the rhino was trotting across the plain with a tiny bird on his shoulder." I think he was as happy as he could be.

In summary, I told you about how the rhinoceros and the bird fixed his problem.

764/5000

OK

Annotation:

- A clear understanding of the task and text is shown in this response. The student begins by pointing out why the rhinoceros was grumpy.
- Next, he/she identifies that the bird understands the problem and has a solution.
- Finally, the response ends with the rhinoceros being as happy as he could be.
- This highlights the transformation the rhino has gone through because of the bird's actions.
- The response integrates the quotes within the piece well, with the text chosen being appropriately connected to the student's analysis.
- This is an adequate response.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 3

?



Everyday so many animals run away from the rhinoceros. But inside he cares. He is to afraid to ask the other animals to be his friend. So evey day he sits under a little ginkgo tree trying to scare away the other animals. He was always so lonely and would not be brave enouhe to just ask them to stay. So as he sits under the little ginkgo tree he hears a little bird he looks up they bird said hello. The rhinoceros said go away. But the bird kept talking. The rhinoceros was surprised that the bird was still talking to him. Aren't you afraid of me the rhinoceros said. Not the bird was to curious to be afraid. You have bugs on your back said the bird. If I take off the bugs on your back can I eat them. Yes but I would look like a fool with a bird on my back. I'm sure you will not. Then lets go. Now the rhinoceros and the bird became friends and lived hapily ever after! The end.

886/5000

OK

Annotation:

- This response is an example of a low 3.
- The paper begins with some very insightful analysis which the student has inferred from the reading of the passage.
- It is a logical interpretation that shows understanding of what the passage means.
- Following this analytical introduction, however, is a large chunk of retelling what happened in the passage.
- It is relevant, but heavy on the text.
- The final sentence is further analysis which saves the paper from dropping to a 2, because it refers back to the friendship of the rhino and the bird, thus connecting to the beginning paragraph about the rhino being friendless.
- A change has been shown in the rhino, due to the bird's actions.
- This response is adequate and shows an understanding of the task and text.
- If the retelling portion had not been so relevant to the task and without the final sentence, this paper would be scored a 2.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 2

?



The rhinoceros changes because he had bugs on his back and now the bird eats the bugs and, now he is happy.

The actions of the rhinoceros at the middle of the story he was grumpy because he said he said he felt so much better with out bugs on his back. The bird was important to the rhinoceros because he helps him with the bugs on his back. The rhinoceros thought he would look foolish with a bird on his back. The bird and the rhinoceros got along well.

The rhinoceros was itchy and the bird was hungry so, the bird ate the bugs and, the rhinoceros felt good and wasn't grumpy any more.

592/5000

OK

Annotation:

- Limited analysis of text and inconsistent writing is demonstrated in this response.
- It consists of disconnected ideas that are accurate to the text, but are unexplained.
- Although the student demonstrates an understanding of the rhinoceros's change from grumpy to not grumpy due to the bird, these ideas are not well supported by relevant text, explained, or organized.
- There is little evidence of preplanning in this response.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 2

?



The Rhino and the Bird

The bird was helpful because the rhino had bugs on his back and he did not like it. So the bird ate the bugs. Then the rhino was happy.

First, the rhino was grumpy, H did not want any one pass him and if they did "he would charge at them."

Next, the bird went on his back to eat the bugs so the rhino was not itchy.

Last, the rhino was happy and did't care what other animal's said.

In conclusion, I think the rhino and the bird could be friends.

479/5000

OK

Annotation:

- This response is more than a summary and shows the student understood what happened in the passage.
- There is very little analysis or original thought to explain why the student understood how the actions of the bird affected the change in the rhinoceros.
- It somewhat follows the chronology of the text, with limited explanations of why the rhino changed with the help of the bird.
- Had the student extended the original thought or explanations and clearly connected those explanations to text details, the response would have been stronger.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 2

?



One reson I thank rhinoceros canged because the little bride helped rhinoceros get all the bugs of his back and I can't bleva he was brave enght to go up and talk to a grumpie rhinoceros and you know how mean they can be. The second reson I thank rhinoceros changed because someone went u to tlak to him and be nice. And tose are some of the resons I thought rhinoceros has changed.

383/5000



Annotation:

- Although some nice conclusions were drawn showing the student understood at least part of the text, this response is weak and inconsistent.
- The analysis given is not clearly supported by text and the limited amount written does not allow for more than a limited response.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 1




How the Rhinoceros changed.

Once upon a time there was a grumpy and very lonely Rhinoceros that thad no friends. One day the Rhinoceros was under a ginkgo tree stamping he feer. Then a bird saw the Rhino and asked it a question. The bird asked him why he was so grumpy. But the Rhino just said "I can't help it." All of the sudden the bird used birds eye view on the Rhino's back and the bird said "I see your problem." Then the ird at all of the bugs off of the Rhino's back. After that the other animals saw an amazing sight they saw the Rhino trotting dow the plain without any bugs on his back. This is how the Rhinoceros changed his actions.

648/5000

OK

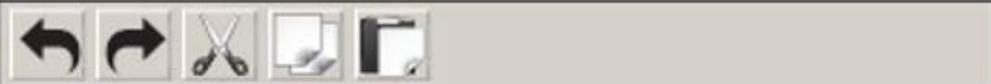
Annotation:

- A misunderstanding of the task, without an attempt at analysis, is the issue that holds this paper to a score of 1.
- The response is merely retelling a portion of the passage related to the rhinoceros and the bird.
- There is no analysis or even original thought within this response explaining how the rhinoceros changes due to the actions of the bird.
- Some of the text chosen is relevant to the task, but the student did not attempt to explain why he chose this information.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 1

?



The bird helps a rino not be so meen. He also helps him with his bug problem to. But the rino does not agree with him because his thinks it will make him look silly. The bird says no it won't. So the rino says ok. The bird helped him with his his anger ishiws and bug problem to.

280/5000

OK

Annotation:

- This response is a minimal analysis with a brief piece of text that is not relevant to the analysis given.
- The student understands that the bird helps the rhino with his bug problem and anger issues (issues), but does not explain how.
- If the student had chosen relevant text details to support the analysis, the response would have been strengthened.
- For example, had there been information about the bird eating the itchy bugs off the rhino's back which led the rhino to feeling better, the analysis would have been supported.
- As it is, there is not sufficient text to support the analysis provided.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 1

?



The bird is important to the passage because he helps the rhino change his mood. It was mostly because he had bugs on his back. Therefore, he was very itchy. So the bird help the rhino lose his grump.

201/5000

OK

Annotation:

- This response demonstrates minimal analysis of the text and inadequate writing.
- Although this response has correct information partially explaining the change of the rhinoceros and does have references to the main idea of the text, there are many questions as to what actually happened. Why is the rhino grumpy? How did the bird help the rhino? How does having bugs on his back make the rhino grumpy? How did his mood change after he lost his grump?
- This is an example of a low 1.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 0

?



The rino changed actions because the bird at the bugs on his back.

67/5000

OK

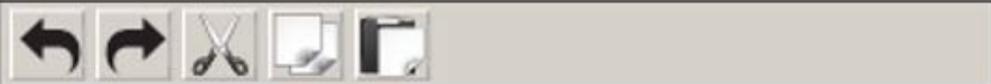
Annotation:

- This response is too insufficient to be assessed by the criteria on the rubric.
- This one sentence response is correct in stating that the rhino changed actions because the bird ate the bugs, but reflects an answer to a question and not an attempt at an essay.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 0

?



The bird is important because they can help echoter and go good. And have fun.

The end.

89/5000

OK

Annotation:

- This response is too insufficient to be assessed by the criteria on the rubric.
- This one sentence response may have some understanding that the bird and rhino help each other, but one very vague sentence is not sufficient to be scorable.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 0

?



The rhinoceros changes because the bird from the story had to support his response.

83/5000

OK

Annotation:

- This response is too insufficient to be assessed by the criteria on the rubric.
- This response is comprised mainly of the prompt words.

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the passage to support your response.

Response Score 0

?



The rhinoceros changes his actions because of the bird. The rhinoceros was the grumpiest animal in all of Africa. He was so unpleasant and mean, not of the other animals would have anything to do with him. Because of this, he was also very lonely. That made him even grumpier. The rhinoceros was so surprised that the bird was still speaking to him, he forgot to be grumpy. "Aren't you afraid of me?" as the rhinoceros. The little bird fluttered down to a lower brach to look more closely. "I think I can help you." said the bird. "You?" The rhinoceros laughed. "how?" The rhinoceros thought about this. "won't I look foolish walking around with a little bird on my back?" he worried. The rhinoceros could not argue with bird's point. He agreed, and the little bird hopped onto his back. The rhinoceros felt so much better without the bugs on his back. He felt so good, that he didn't mind the strange looks he got from others. His itch and his loneliness were both gone. That was how the bird changes the rhinoceros actions.

205/5000

OK

Annotation:

- This response is not scorable based on the criteria on the rubric.
- The first line and last line have rearranged the words of the prompt.
- The body of the response is fully copied following the passage chronologically, although some sections have been skipped.

Passage 2

Read the following passage.

Elephant Talk

Elephants live in family groups called herds. The herds move often to find new sources of food and water. In Africa, as a herd walks across the plain, the elephants make many different kinds of noises. When elephants snort, thump, grunt, and rumble, they are talking to one another.

Elephants make more than seventy different kinds of calls. Some calls mean “Here I am. Where are you?” Others mean “Follow me for something good to eat.” They also use calls to warn one another of danger and to find mates.

Elephants have a strong system of communication that helps them to keep in touch whether they are close by or far away from each other. In fact, elephants use most of their senses to communicate, or share information, with each other.

With Sound

The main way an elephant “talks” is through sounds. Like a human, an elephant has vocal cords. This is where the sound begins, deep in the throat. Scientists believe an elephant can change its sound by moving its head and ears. An elephant can also change the type of sound it makes by opening its mouth or keeping it closed, holding its head high or holding it low, or even keeping its ears still or flapping them.

The most common elephant noises are deep rumbles. These sounds are like the lowest notes on a piano. Elephants can make and hear sounds lower than humans can. Some elephant rumbles are so low that humans cannot hear them. People who study elephants use special machines to hear these super-low sounds. These rumbles can even be felt in the ground. Scientists think elephants may use the soles of their feet to help “hear” sounds.

Low sounds travel well over long distances. People can sometimes hear the low rumble of thunder from a faraway storm. In the same way, the low sounds of elephants can be heard from far away. Elephants have good hearing. They can hear the rumbles of other elephants up to five miles away. Low sounds help members of the herd keep in touch even when they cannot see one another.

With Its Trunk

Elephants have many uses for their trunks. A mother elephant uses her trunk to teach her baby. She pats the baby on the head to show she cares. She also uses her trunk to tell the baby to keep moving with the herd.

Elephants sometimes wrap their trunks around each other, similar to a big hug. These actions can help individuals to bond with other elephants in the herd.

Using their sense of smell, elephants can keep track of the locations of their group members. A trunk also helps an elephant make its sounds louder. It trumpets to warn others of danger.

With Movement

The way an elephant moves helps it communicate. It may raise its tail or throw its trunk on its head in play. It may raise its head or spread its ears to show it is angry.

When an elephant returns to the herd after it has been gone for a while, the other elephants welcome it. They turn about and flap their ears to announce they are together again. Elephants also stomp their feet to send a message. These sounds can be heard by elephants over twenty miles away.

So Much to Say

People communicate in many different ways. They use words, smiles, frowns, and many other types of body movements. An elephant uses many parts of its body to communicate too, including its eyes, ears, mouth, head, trunk, tail, and feet. Elephants' snorts, thumps, and rumbles help them tell each other how they feel, what they want, and what they are thinking.

What Elephants Are Saying

Spreads ears	"I'm in charge."
Flaps ears	"I'm happy."
Raises tail	"I want to play."
Swats tail	"Keep away!"
Trumpets loudly	"An enemy is near."
Raises trunk	"I'm not moving."

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 2

In “Elephant Talk,” the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.



The image shows a digital writing interface. At the top, there is a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area is a large, empty white rectangle for writing. At the bottom left of this area, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • 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.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • 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.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • 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. • 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.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<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.

Text-Dependent Analysis Sample Student Responses

In “Elephant Talk,” the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 4

?



Grumble, stomp! Did you elephants can use thier five senses in many different ways? As you read on you can find out some interesting ways elephants can thier senses to communicate.

First elephants can hear things in amazing ways. What if an elephant wanted to tell another elephant something but he couldn't see her? Problem solved! That elephant could make a very low noise toward the ground and the other elephants would use their soles of their feet to “hear” the message. It's like a phone without a screen! Also if a elephant spreads their ears it means “I'm in charge”. It can also flap it's ears. That means that he or she is happy.

Also, elephants can use their touch to communicate in many different ways. When a mother anats their baby to do something she can use her smooth soft trunk. For example, if a mother wanted her baby to know that she cares she would pat the baby's head. She would also do another action to tell the aby something else. You see if the baby couldn't feel it he or she wouldn't know what to do.

Next, elephants can use their noses to tell other elephants things. It can make a loud trumpet noise with it's trunk if the elephant senses danger. The elephant can also communicate with it's gray trunk by lifting it up. This specific action means “I'm not moving.” There are some ways that elephants communicate with their trunks.

In conclusion, elephants can talk in many unique ways. Sometimes they use their trunk. Other times they use their ears. Next time you visit the zoo and you see a elephant making a grunt or a rumble always remember that he or she is communicating!

1429/5000

OK

Annotation:

- The response focuses on the changes of the rhinoceros due to the actions of the bird, and explains these changes with thorough analysis that is consistent and accurately supported by relevant text.
- Some of the analysis within this response successfully uses the student's opinion to explain the changes the rhinoceros experienced, and each example cited is linked to the task and the text.
- A less skillful response using the phrase of "I think" or "I know" may have veered off onto an unrelated opinion providing extraneous information about rhinos or birds, thereby losing focus of the task and text.
- The organization within the response is logical, consistent, and combined with thorough analysis that is related to the task.

Response Score 3

?



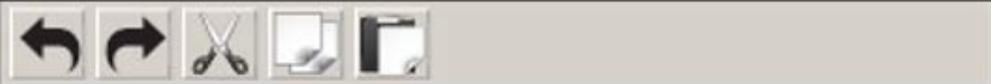
Elephants communicate with each other by making noises or trumpets like snorting, thumping, grunting, rumbling, and that means the elephants are talking to one another. Elephants have a very strong communication to each other.

When elephants move it helps them communicate with other elephants in the herd. Some of the ways they can communicate to each other by movement is they may raise or lift their tail in the air or throw their trunk in the air to play. It also may lift its head or spread its ears wide to show that "I'm angry."

Elephants can use their trunk in many ways to communicate with the herd. Some of the ways they communicate is that the mother elephant teaches her young or her baby how to do stuff. They can also use their trunk to give a great big hug or wrap their trunks around each other. Sometimes these actions may help bond the herd together. Also using the sense of smell, elephants in a herd can keep track of where the elephants go. A trunk can also help the elephants by making loud sounds and they trumpet with their trunk if there is danger coming.

Elephants have a lot of ways to talk but, the main way they talk to the herd or other elephants is through sounds. Some of the sounds they make to communicate with is elephants have vocal cords and that's where it starts. The sound is deep because of the vocal cords. When the elephant makes a sound he or she can move their bodies head or ears to make the sound grow louder or softer. An elephant can also change how they talk to the herd by keeping their mouths closed or open while they talk. While they talk they keep their head up high or low to talk differently. If an elephant speaks lowly her or she will be able to speak and be heard for longer distance. Elephants have very good hearing. They can hear the rumbles of an elephant over five miles away!!! Very low sounds can keep members in a herd in touch if they can not see the members of the herd. Some elephants can make super-sounds that they can be felt into the ground. Elephants may be able to use the soles of their feet to help the elephants hear these sounds.

?



Elephants have very many ways to communicate throughlike there trunks, with there actions and there movement, with sound and many more ways to talk. Elephants can hear very high or low sounds about five miles away.

2334/5000

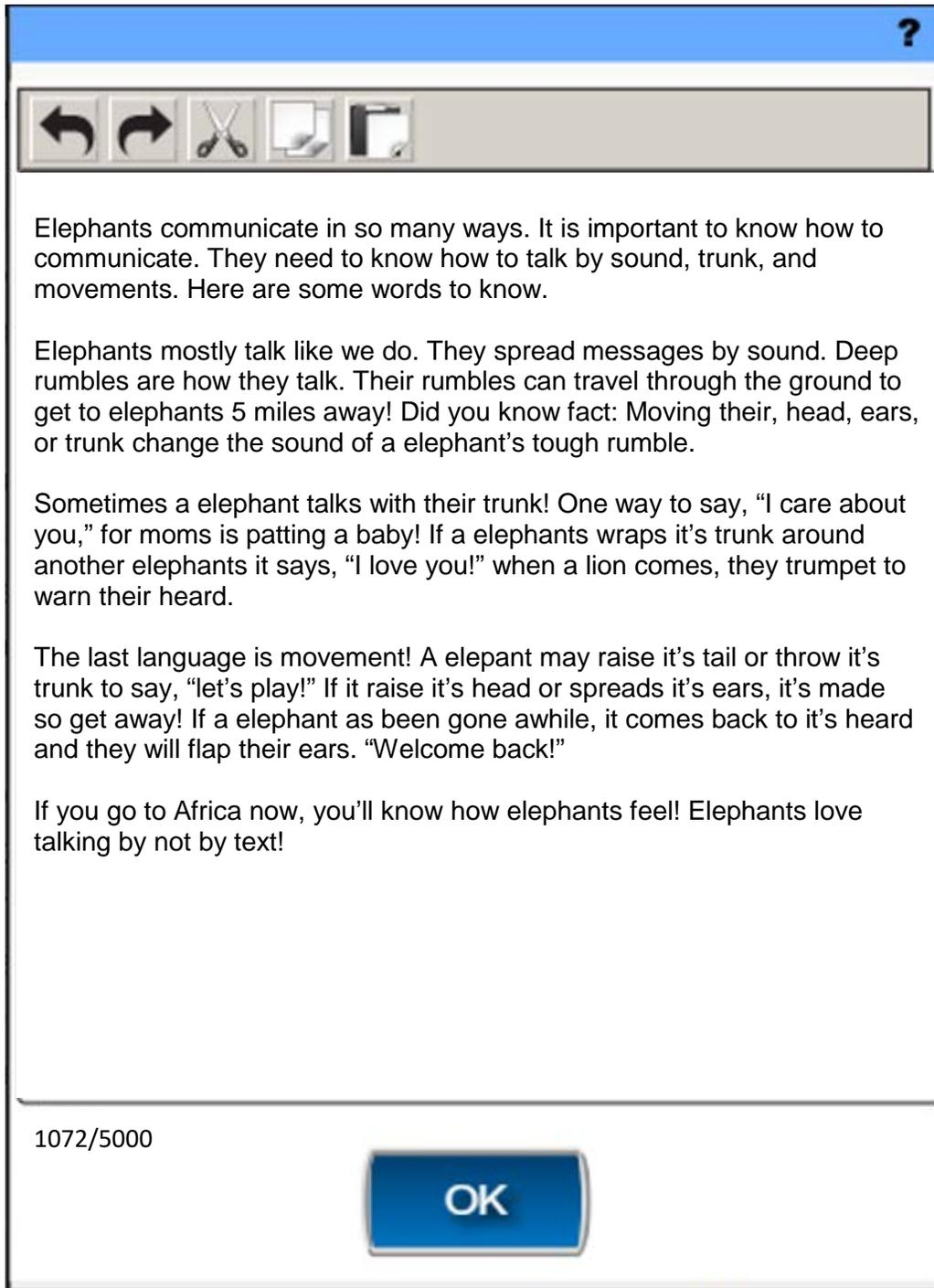
OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses the task and demonstrates understanding of the text. Many explicit and a few implicit ideas from the text are analyzed.
- Specific evidence is integrated into the response.
- The evidence is relevant and accurate and supports the analysis.
- Paraphrases and quotes are partially effective in attributing information to the text.
- The response is focused on how elephants communicate with each other and includes a clear introduction and body and a partially effective conclusion.
- Precise word choice and content-specific vocabulary are utilized.
- Errors in conventions seldom interfere with meaning.

In "Elephant Talk," the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 3



The screenshot shows a digital writing interface. At the top right, there is a blue bar with a white question mark icon. Below this is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main text area contains five paragraphs of text. At the bottom left, the text "1072/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Elephants communicate in so many ways. It is important to know how to communicate. They need to know how to talk by sound, trunk, and movements. Here are some words to know.

Elephants mostly talk like we do. They spread messages by sound. Deep rumbles are how they talk. Their rumbles can travel through the ground to get to elephants 5 miles away! Did you know fact: Moving their, head, ears, or trunk change the sound of a elephant's tough rumble.

Sometimes a elephant talks with their trunk! One way to say, "I care about you," for moms is patting a baby! If a elephants wraps it's trunk around another elephants it says, "I love you!" when a lion comes, they trumpet to warn their heard.

The last language is movement! A elephant may raise it's tail or throw it's trunk to say, "let's play!" If it raise it's head or spreads it's ears, it's made so get away! If a elephant as been gone awhile, it comes back to it's heard and they will flap their ears. "Welcome back!"

If you go to Africa now, you'll know how elephants feel! Elephants love talking by not by text!

1072/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses the task and demonstrates understanding of the text.
- Explicit ideas are analyzed. Specific evidence is integrated into the response. The evidence is relevant and accurate and supports the analysis that “elephants communicate in so many ways”.
- Paraphrases and quotes attribute information to the text.
- The response is focused on how elephants communicate in many ways and includes a clear introduction and body and a partially effective conclusion.
- Precise word choice and content-specific vocabulary are utilized.
- Errors in conventions seldom interfere with meaning.

In "Elephant Talk," the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 2

?



Elephants use their senses to communicate with each other by doing movements to express their feelings, such as flapping their ears to show that they are happy, or like trumpeting loudly.

Elephants use their body to communicate because they cannot talk and can't really show facial expressions. Their snorts, thumps and rumbles show each other how they feel, what they want, and what they are thinking. They stomp their feet to send each other a message or warning and danger signal. Elephants welcome others like we do, they sort of celebrate by flapping their ears and turning about. They use many tones, such as low rumble (the most common noise).

I conclude that elephant talk is similar to our talk because everything we say and do means something, and we all do something for a reason, just like elephants do.

812/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task by attempting to describe how “elephants use their senses to communicate with each other by doing [body] movements”.
- The response demonstrates partial understanding of the text and partially analyzes explicit and implicit ideas from the text.
- Evidence is partially integrated and the evidence provided partially supports the analysis.
- The response is partially focused and includes a partially effective introduction and body with a clear conclusion.
- Precise word choice and content-specific vocabulary from the text is occasionally utilized.
- Errors in conventions seldom interfere with meaning.

In "Elephant Talk," the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 2

?



An elephant has many ways to communicate with one another. Elephants live in large groups such as a herd. The elephants often move to find new sources of food or water. Elephants have strong communication systems so whether there far or close they always look out for each other.

The main way an elephant talks is through sound. Like a human elephants have vocal cords. This is where the sound starts. Deep in the throat. Scientists believe an elephant can change its sound it makes by moving its head and ears. An elephant can also change sound by opening and closing its mouth or keeping it shut holding its head high or low can change the pitch. An elephant can stomp and another elephant can hear it from over 20 miles away that's a long distance.

If an elephant spreads its ears it means it's in charge. If it flaps its ears it means it's happy. If it raises its tail it wants to play. If it swats its tail it means keep away. If it trumpets loudly it means an enemy is near if it raises its trunk it means it's not moving. Elephants are very fascinating but I would make sure you stay away when it's swatting its tail. All animals have different ways to communicate and humans are all different too.

1200/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- This low 2 response partially addresses the task of explaining how elephants communicate with their senses.
- The response demonstrates partial understanding of the text through restating some explicit ideas from the text.
- Some of the evidence provided is relevant and accurate and supports the analysis that elephants use their senses to communicate.
- The response is partially focused and contains a partially effective body and conclusion.
- Precise word choice and content specific vocabulary from the text are occasionally utilized.
- Errors in conventions seriously interfere with meaning.

In "Elephant Talk," the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 2

?



Did you know that elephants use their trumpet to tell them that there is danger. They live in herds. They call for their families to tell them that they are ok and where are they at. Elephants are very strong. Elephants have vocal cords just like us too. They can make different sounds by opening their mouths. Elephants make deep sounds. The mom uses its trumpet to teach their kids and pat their heads to show they care and to tell their kids to keep going in the herd of elephants. They use their senses to help them stay around their families so it can tell its family to leave. When they communicate they help them communicate. Elephants stomp their feet to say that they are trying to send a message to someone. They are just like humans in many different ways.

747/5000

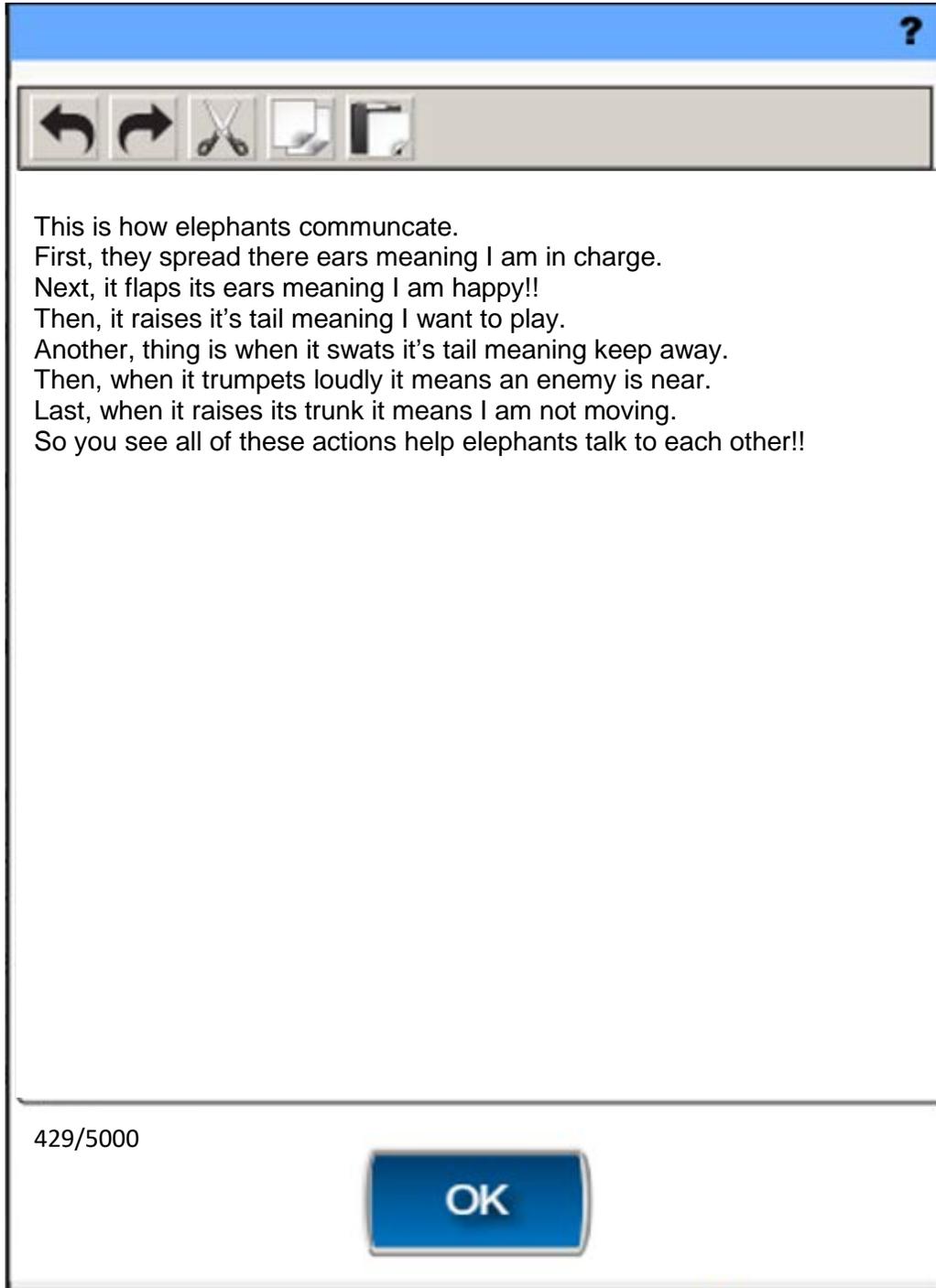
OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response addresses some parts of the task and demonstrates partial understanding of the text.
- The response is primarily a summary of parts of the text, including the chart, in which paraphrasing and quoting are used ineffectively.
- However, evidence is partially integrated and some relevant and accurate details are used to partially support the idea that elephants use their senses in many ways to communicate with each other.
- The response is partially focused and includes a partially effective introduction, body, and conclusion.
- Errors in conventions may interfere with meaning.

In "Elephant Talk," the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 1



The image shows a digital writing interface. At the top right, there is a blue header bar with a question mark icon. Below this is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main writing area contains the following text:

This is how elephants communcate.
First, they spread there ears meaning I am in charge.
Next, it flaps its ears meaning I am happy!!
Then, it raises it's tail meaning I want to play.
Another, thing is when it swats it's tail meaning keep away.
Then, when it trumpets loudly it means an enemy is near.
Last, when it raises its trunk it means I am not moving.
So you see all of these actions help elephants talk to each other!!

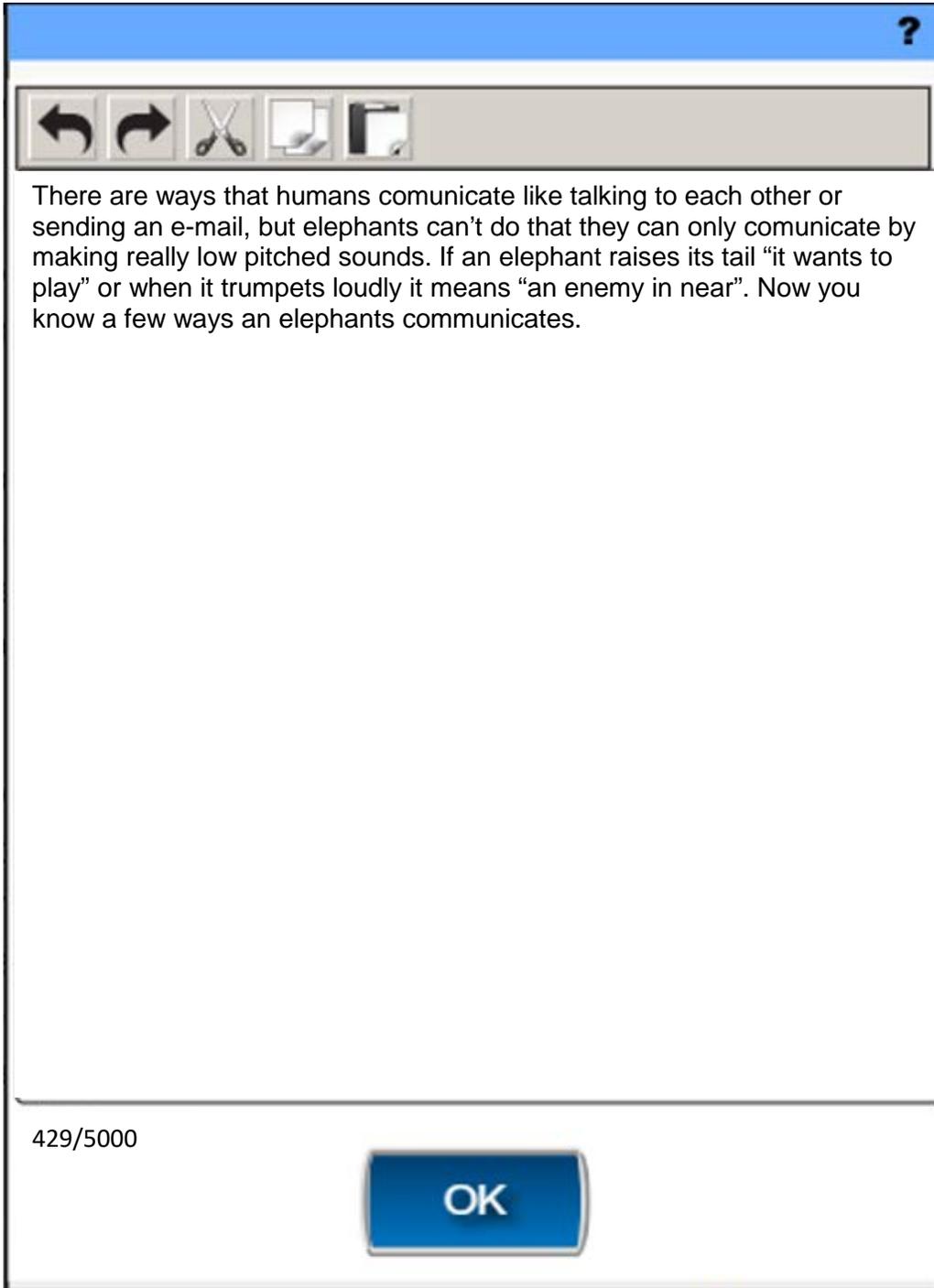
At the bottom left of the writing area, the text "429/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally address the task and demonstrates minimal understanding of the text.
- Explicit and implicit ideas are ineffectively analyzed, as the response is a restatement of the information in the table with the addition of a minimal introduction and conclusion.
- Evidence is minimally integrated and paraphrasing is ineffective.
- Errors in conventions may interfere with meaning.

In "Elephant Talk," the author tells how elephants share information with each other. Write an essay explaining how elephants use most of their senses to communicate. Use evidence from the passage to support your answer.

Response Score 1



The screenshot shows a digital writing interface. At the top right, there is a blue header bar with a white question mark icon. Below this is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main text area contains the following paragraph:

There are ways that humans communicate like talking to each other or sending an e-mail, but elephants can't do that they can only communicate by making really low pitched sounds. If an elephant raises its tail "it wants to play" or when it trumpets loudly it means "an enemy in near". Now you know a few ways an elephants communicates.

At the bottom left of the interface, the text "429/5000" is displayed. At the bottom center, there is a blue button with the white text "OK".

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task and demonstrates minimal understanding of the text.
- A few explicit and implicit ideas from the text are present in the response, but are ineffectively analyzed.
- Little evidence is provided and is minimally integrated into the response. Paraphrases and quotes are used ineffectively.
- The response includes a partially effective introduction and conclusion.
- Precise word choice is minimally used.
- Errors in conventions may interfere with meaning.

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Passage 3

Read the following passage.

Luke's Paper Crane

Luke sat down and opened his reading book. A folded paper crane fell out. Luke picked it up and held it in his hand. His ojiichan (grandfather) had made it for him when he came to visit from Japan. Ojiichan had taken the paper wrapped around a pair of wooden chopsticks that he used to eat meals and folded it into a crane. He was always making things out of pieces of paper. Luke missed his grandfather.

He held up his grandfather's gift. The crane had been flattened between the pages of his book, so Luke gently pulled to straighten its neck. As he folded down its wings, his friend Brian noticed.

"Luke, what's that?" Brian asked.

"It's something my grandfather made me," he said, showing it to Brian. Now all the kids in the class wanted to see it too.

"Luke, what do you have that's more interesting than reading?" his teacher, Mr. Cruz, asked.

"Sorry," Luke said, putting his paper crane away. When Mr. Cruz returned to his desk, Luke took another peek at his paper crane.

"Luke," Mr. Cruz said, "may I please have that? You may have it back after school."

Luke could hardly wait for the school day to end. When it was finally over, he sped like a racecar up to Mr. Cruz's desk. "Mr. Cruz, may I have my paper crane back?"

"Of course, Luke," Mr. Cruz said, smiling. He opened his drawer and took out the paper crane. "I just hope next time you will pay more attention in class."

"Yes, Mr. Cruz," Luke said. Then he gently flattened the paper crane and carefully tucked it between the pages of his book.

"Did you make that crane, Luke?" his teacher asked. "It's very nice."

"No, my grandfather made it for me," Luke said proudly. "It reminds me of him, so I like to keep it with me."

"Ah, yes, Luke," Mr. Cruz said. "I understand. I also have one of those specially folded birds made by my grandfather. He could make all kinds of paper animals."

"Did your grandfather grow up in Japan, like mine, Mr. Cruz?" Luke asked.

"Oh, no," he said, laughing. "My grandfather grew up in Spain. A long time ago, the Spanish learned how to fold paper animals from the Japanese. In Spanish, we call a paper crane a pajarita. My grandfather folded paper animals his whole life. I always think of him when I make one myself."

“He sounds just like my grandfather,” Luke said.

The next day, Luke opened his book in class. His paper crane was missing! He looked under the table and in his desk.

Luke was so upset. He couldn’t wait until he could look for it after class. When all the kids had gone out to recess, Luke stayed behind.

“Luke, aren’t you going to go outside?” Mr. Cruz asked.

“I’ve lost my grandfather’s paper crane,” he said, trying not to show he was upset.

“Oh, Luke,” Mr. Cruz said, feeling bad, “let me help you look for it.” Mr. Cruz and Luke looked all over the classroom but couldn’t find it.

“Would it help to make one yourself?” Mr. Cruz asked Luke.

“No,” he said, shaking his head. “I never learned how to make one from my grandfather.”

“Would you like to learn, Luke?” Mr. Cruz asked. “I can teach you.”

“Could you?” Luke asked excitedly. “I would really like to send one to my grandfather.”

“Of course, Luke.” Mr. Cruz reached into his desk. He took out several pairs of wooden chopsticks wrapped in paper.

Luke’s eyes grew wide. He was so happy. “Thank you, Mr. Cruz!” he said, smiling at his teacher.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 3

A theme of “Luke’s Paper Crane” is the importance of family. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.



A text entry box for an essay response. The box has a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area of the box is a large, empty white rectangle. At the bottom left of the box, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • 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.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s.) • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • 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.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • 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. • 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.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<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.

Text-Dependent Analysis Sample Student Responses

A theme of “Luke’s Paper Crane” is the importance of family. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 4

?



Luke’s Grandfather is important to him even though he lives far away in Japan. When Luke holds the paper crane it reminds him of his grandfather. His grandfather made it and gave it to Luke. Luke keeps the crane in his reading book but then he fixes it during class. The teacher ends up taking the crane away until after school.

As soon as school was over Luke was anxious to get the crane back. Luke and the teacher talked about their grandfathers. It made Luke smile when he learned that Mr. Cruz’s grandfather could fold paper animals too. Also it made Mr. Cruz think of his grandfather when he made paper animals.

At the end of the story the paper crane is lost and that makes Luke very sad. He is sad because he won’t have it to remind him of his grandfather. But Mr. Cruz says he will show him how to make a new one and. Luke is excited because he can send it to his grandfather and then his grandfather will have something from Luke and his grandfather will know that Luke has learned a new skill.

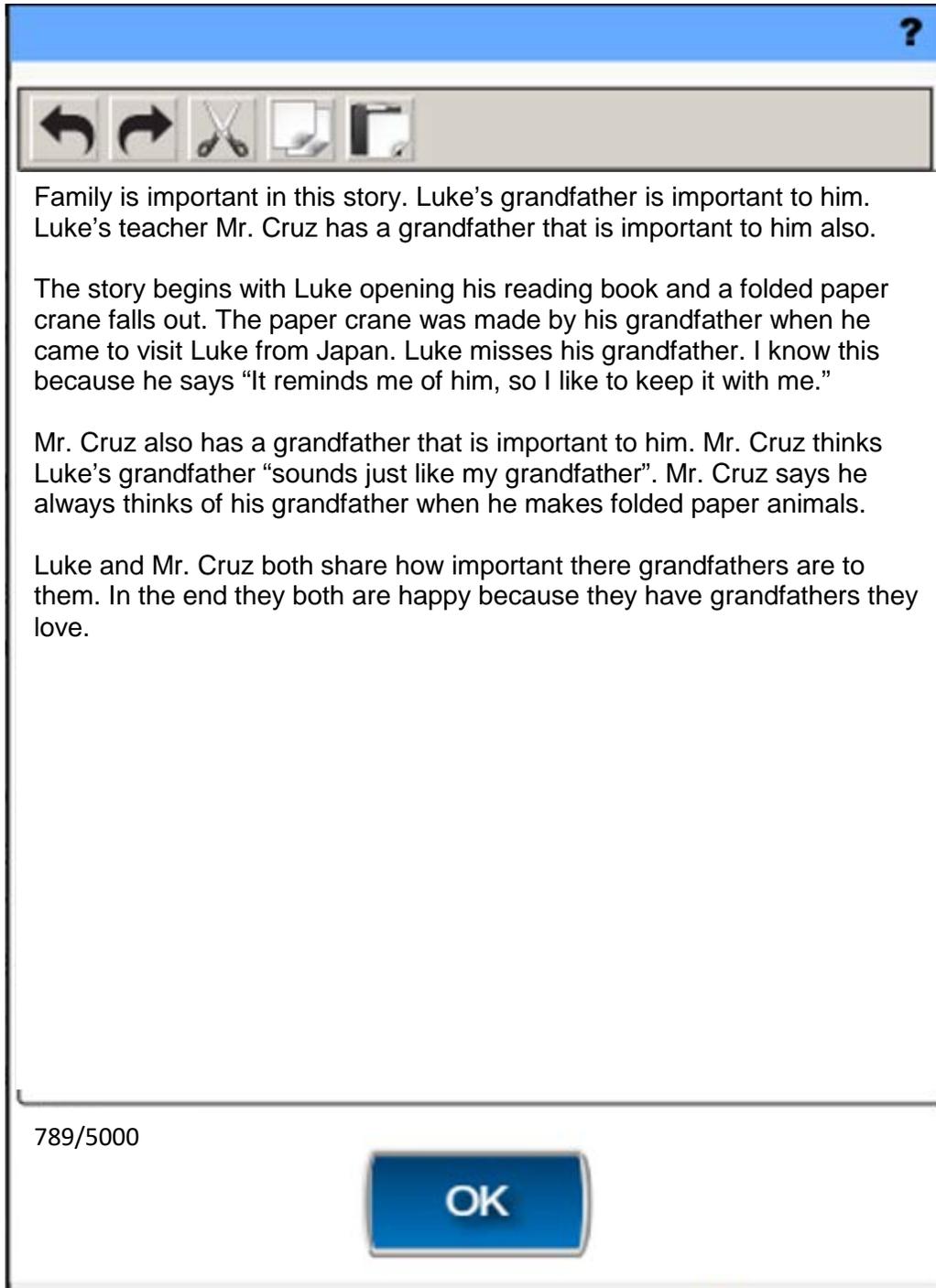
So because of all these details Luke’s Grandfather is an important part of his family even though he lives far away in Japan. I can also tell Mr. Cruz’s Grandfather is an important of his family even though he lives in Spain.

1230/5000

OK

A theme of “Luke’s Paper Crane” is the importance of family. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 3



Family is important in this story. Luke’s grandfather is important to him. Luke’s teacher Mr. Cruz has a grandfather that is important to him also.

The story begins with Luke opening his reading book and a folded paper crane falls out. The paper crane was made by his grandfather when he came to visit Luke from Japan. Luke misses his grandfather. I know this because he says “It reminds me of him, so I like to keep it with me.”

Mr. Cruz also has a grandfather that is important to him. Mr. Cruz thinks Luke’s grandfather “sounds just like my grandfather”. Mr. Cruz says he always thinks of his grandfather when he makes folded paper animals.

Luke and Mr. Cruz both share how important there grandfathers are to them. In the end they both are happy because they have grandfathers they love.

789/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task of explaining how key details in the story support the theme and provides specific, relevant analysis and text support to show how important both Luke's and Mr. Cruz's grandfathers are to them.
- The response is focused on the theme of the importance of family and is appropriately organized.
- Some precise word choice and content-specific vocabulary from the text are evident.

A theme of “Luke’s Paper Crane” is the importance of family. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 2

?



Key details in the story support the theme of the importance of family. One detail is the grandfather who lives in Japan. The grandfather made a paper crane for Luke. Luke shows it to his friend Brian and the kids in the class. When his teacher takes it away from him Luke can hardly wait for the end of school so he can ask for it back from his teacher. This shows how much Luke loves his grandfathers gift. Luke said it reminds him of his grandfather so we know his grandfather is important to him. At the end of the story Luke is happy when he learns how to make another paper crane from his teacher.

603/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task of explaining how key details in the story support the theme, and provides partial analysis and text support to show that Luke's grandfather is important to him.
- The writer generates a partially focused response and occasionally uses precise word choice and vocabulary from the text.

A theme of "Luke's Paper Crane" is the importance of family. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 1

?



Luke liked his paper crane that his grandpa made for him. He kept playing with it during class. He thought of his grandpa when he played with it. He missed his grandpa. his friends wanted his paper crane. his teacher took it away from him but luke wants it back.

263/5000

OK

Annotation:

- This response demonstrates limited analysis of text, use of evidence, and writing skills.
- The response does not explain how key details in the story support the theme of the importance of family.
- Little or no evidence from the passage has been provided to support the writer's ideas.
- The writer has simply provided a very brief summary of the passage.
- This response demonstrates limited understanding of the text.

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Passage 4

Read the following passage.

Spring Discoveries

Mrs. Alvarez, our science teacher, announced that today the class would be going outside to learn about spring. We were all puzzled as to why she decided to do that on such a cold, windy day. Even though it was the first day of spring, the weather felt more like winter.

Needless to say, the class was not happy as we made our way out of the building. The grumbling really started when Mrs. Alvarez handed out big, black garbage bags and said that our assignment was to rake leaves and pick up trash around the schoolyard.

Here it was, the first day of spring, and here I was cold. I was not happy. I hadn't even worn a jacket to school that morning because spring is supposed to be warm!

I didn't want to get my hands all cold and dirty, so when I saw two pieces of paper on the ground, I walked as slowly as I could to pick them up. I was hoping that someone else would see them first and rush over to pick them up. Then I noticed that Mrs. Alvarez was looking at me as if she were wondering why I wasn't working. I bent over to pick up the wet, dirty papers.

Mrs. Alvarez walked over to me and placed a rake in my hands. "Okay, Pete," she said. "let's see how well you can rake up those leaves." She pointed to some leaves under a tree that had been left there since fall.

I don't like to rake leaves. At home I always manage to have lots of homework on the afternoons our yard needs raking. But seeing the look on Mrs. Alvarez's face, I thought I should begin raking.

As I raked, I saw some tiny purple flowers poking through the ground. I raked some more and saw more flowers. This was interesting. I didn't know that flowers bloomed so early in the spring. It made me curious to know how many more flowers I could find beneath the pile of wet leaves. I began to rake so fast that Mrs. Alvarez stopped what she was doing to watch me.

I raked and raked, and when I was finished there were hundreds of tiny flowers standing out and blooming under the tree. It was like a garden. I just stood there and looked at what my raking had done. I didn't even feel cold anymore.

Mrs. Alvarez grinned. "All that hard work was worth it. Right, Pete? Raking away those we leaves made it possible to see those flowers."

"What kind of flowers are they?" I asked.

"They're called crocuses and they're one of the first flowers to bloom in the spring," Mrs. Alvarez said and patted me on the shoulder. "Well, Pete, the flowers prove that spring is really here."

"If I rake faster, do you think I'll find any more flowers?" I asked eagerly.

"Yes, Pete," Mrs. Alvarez said with a smile. "You can count on it. Now let me see if the other students have discovered spring too!"

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 4

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.



The image shows a digital text entry interface. At the top, there is a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area is a large, empty white rectangle for writing. At the bottom left of this area, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric

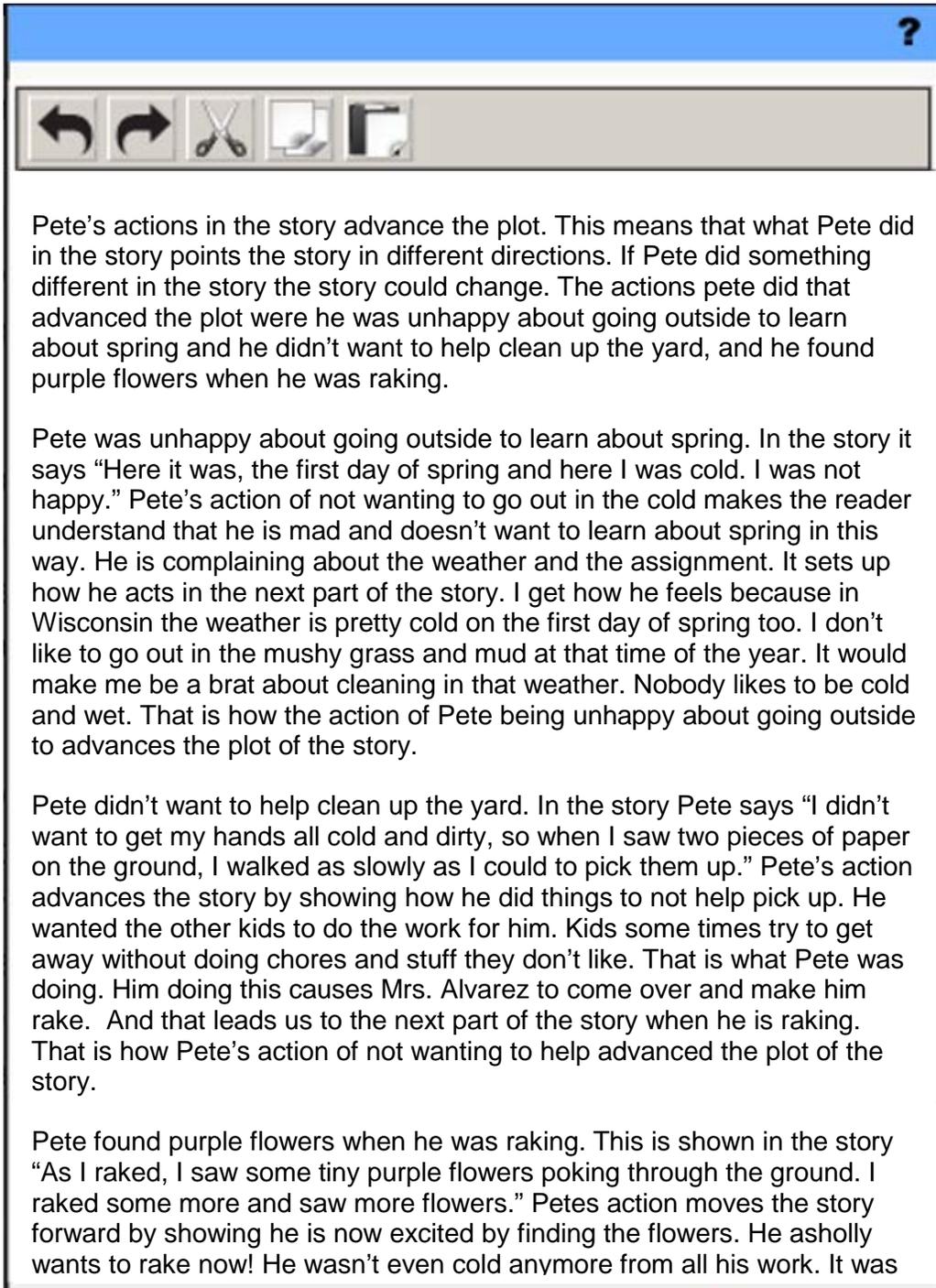
Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • 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.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • 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.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • 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. • 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.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<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.

Text-Dependent Analysis Sample Student Responses

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 4



Pete's actions in the story advance the plot. This means that what Pete did in the story points the story in different directions. If Pete did something different in the story the story could change. The actions Pete did that advanced the plot were he was unhappy about going outside to learn about spring and he didn't want to help clean up the yard, and he found purple flowers when he was raking.

Pete was unhappy about going outside to learn about spring. In the story it says "Here it was, the first day of spring and here I was cold. I was not happy." Pete's action of not wanting to go out in the cold makes the reader understand that he is mad and doesn't want to learn about spring in this way. He is complaining about the weather and the assignment. It sets up how he acts in the next part of the story. I get how he feels because in Wisconsin the weather is pretty cold on the first day of spring too. I don't like to go out in the mushy grass and mud at that time of the year. It would make me be a brat about cleaning in that weather. Nobody likes to be cold and wet. That is how the action of Pete being unhappy about going outside to advances the plot of the story.

Pete didn't want to help clean up the yard. In the story Pete says "I didn't want to get my hands all cold and dirty, so when I saw two pieces of paper on the ground, I walked as slowly as I could to pick them up." Pete's action advances the story by showing how he did things to not help pick up. He wanted the other kids to do the work for him. Kids some times try to get away without doing chores and stuff they don't like. That is what Pete was doing. Him doing this causes Mrs. Alvarez to come over and make him rake. And that leads us to the next part of the story when he is raking. That is how Pete's action of not wanting to help advanced the plot of the story.

Pete found purple flowers when he was raking. This is shown in the story "As I raked, I saw some tiny purple flowers poking through the ground. I raked some more and saw more flowers." Petes action moves the story forward by showing he is now excited by finding the flowers. He asholly wants to rake now! He wasn't even cold anymore from all his work. It was



like finding a treasure. He even asked if he could rake more. His action at this part of the story shows he changed his mind about learning about spring and a cold day. He was having fun now. That is how Pete's action of raking advanced the plot of the story.

In conclusion the actions pete did that advanced the plot were he was unhappy about going outside to learn about spring and he didn't want to help clean up the yard, and he found purple flowers when he was raking. Pete's actions made him go from mad to excited in the story. Pete's actions in the story advance the plot.

2797/5000



Annotation:

- The response effectively addresses all parts of the task.
- The strong organizational structure is enhanced by the effective introduction which explains what it means to advance the plot.
- Ideas are logically grouped and effectively developed.
- The analysis is thorough and insightful as the student understands how Pete's attitude led him to an action which then led to the next part of the story.
- Explanations as to how these actions are advancing the plot could be more specific.
- Text support is substantial and is enhanced by examples from the writer's personal knowledge which clarify our understanding of Pete's mindset.
- Transitions are used appropriately, connecting ideas within each body paragraph.
- Precise language is used to enhance the response.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 3

?



Wow! I cannot belive how fast pete was rakeing! Pete and his class went to go cleen up outside the school. Pete's since class teacher Mrs. Alvarez, Told Pete to go try to rake some leaves.

Pete began rakeing and he was starting to see little purple flowers comeing up out of the ground. This was interesting to Pete. Pete didn't know flowers bloomed so erly in spring.

When Pete cept rakeing, he saw more flowers. he helped me relize, if you keep going you will reach your goal. Also. I am glad he understood why they came outside.

The class came outside to discover clues that tell you it's spring. like the crocuses you can also call them the purple flowers. They are a shighn that spring is here.

And now you how Pete's actions advanced the plot of the Story. Now I bet Pete will love rakeing leves and discovering new things. That is my ansor.

852/5000

OK

Annotation:

- In this response adequate analysis of text and appropriate writing are demonstrated. However, there are missed opportunities within this piece.
- The insightful ideas are adequately, but not effectively, supported by text. For example, if further explanations of reaching your goals had been connected to text, or a further explanation of why Pete will now love raking and discovering new things had been connected to text, the probability for a higher score would be likely.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 3

?



Pete had really changed at the end. At first he didn't like picking up trash. Raking leve's or getting his hand's dirty. He didn't even want to pick up a wet pice of paper. He also didn't like spring.

The way he changed was when his teacher, Mrs. Alvarez, told Pete to rake some leve's. At first he didn't like it. But then while he was raking the leve's he saw a flower. He started to rake faster. When he saw all the flower's Pete started to love spring and cleaning.

Pete kept on raking and finding flowers. He really like to find the flower's. Pete really loved spring. the flowers and cleaning.

Pete had chaged a lot. In the story. He went from not liking a bunch of thing's to loving spring, cleaning and flowers.

This is how Pete changed a lot in the story.

769/5000

OK

Annotation:

- This response demonstrates adequate analysis of text and appropriate writing. It is a focused paper on how Pete changed.
- First, he didn't like any of the tasks he was given.
- Then he raked. He found flowers.
- Finally, he loved spring, cleaning and flowers.
- There is a clear logical flow of ideas, with the analysis being clearly connected to the relevant text.
- This paper would need to have extended some of the ideas to be stronger. For example it could have been better explained why "At first he didn't like it." Or more explanation as to why he started to love spring and cleaning when he saw all the flowers would have strengthened the response. How did it make him feel when he saw the flowers?
- However, even without those extensions this paper meets the criteria on the rubric of a 3.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 3

?



In the story spring discovies this boy discovers the first site of spring, even when he was'nt trying to.

The boy Pete was having a nice day befor his teach said they were going to rake levaes today. She also said they were going to pick up trash so pete was not happy. So when they got out there pete was cold not warm like it was suppous to be So Pete did not want to pick up trash so his techer made him rake and he hates raking. But when he ws raking he found some flowers and was very exited. So his techer was very proud of him for finding the first bit of spring. The end.

581/5000

OK

Annotation:

- At first glance this paper may appear to be not much more than a summary, but upon closer inspection you see that there is evidence of preplanning in that the introduction touches on the idea of a boy discovering the first sight of spring and the conclusion also highlights finding spring.
- The organization, although repetitive in the use of “so” “so” “so” is showing some cause and effect by leading the reader through how Pete did find spring, thus indicating how his actions move the plot forward.
- There is insightful analysis within the piece that shows an understanding that goes beyond the literal meaning of the text.
- The student response is quite concise, with no wasted words.
- If any part of this paper were missing it would move down to a 2.
- This response is an example of a low 3.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 2

?



In the story spring Discoveris Petes actions changed the plot from being misorbole to being carious.

First Pete did not want to get his hand wet and dirty so when he saw a piece of garbage he walked slowly there. Next his teacher told Pete to Rake Leaves instead.

Finally Pete states, "racking away those wet leaves made it possible to see those flowers, what kind of flowers are they?"

In Conclusion petes action changes by when he did not wet and district hands and did not like racking leaves eather but than he finds flowers that make him curious.

555/5000

OK

Annotation:

- Limited analysis of the text and inconsistent writing are demonstrated in this response.
- If the student had explained some of the actions listed in the body paragraph and connected the actions to their assertion that Pete went from being miserable to curious, this paper would have been strengthened.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 2

?



Pete's actions advance in how he feels. He went from going slow to fast.

He expressed his emotions. If you read the story you have probably figured that out. The question is to find out how Pete's actions advanced in the story. He wasn't excited about anything and then he got excited. He was curious to find out if any other flowers had bloomed. Mrs. Alvarez actually said that the flower he looked at called crocuses it is one of the first flower to bloom in Spring.

470/5000

OK

Annotation:

- This response demonstrates limited analysis of the text and has inconsistent writing.
- There is a partial understanding of the task and text shown in this response.
- Comprehension is demonstrated by the expression of “going slow to fast” and “he wasn’t excited about anything and then he got excited”.
- But the comprehension is stilted by the student not explaining why and how he went from slow to fast, and also why and how he went from not being excited to being excited.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 1

?



"I can infer that Pete didn't want to rake leaves but when she was done raking she found flowers." She didn't want to rake because it was cold." I used these clues cause it says Mr. Alvarez put a rake in her hands. She pointed at leaves under a tree. "She started raking when the teacher made a face and also sighed. The leaves have been there since last fall. The teacher wonderd why Pete wasn't working." I think the class wasn't happy either." The text also says the class was curious. She manages to have lots of homework. She didn't want to get her hands cold and dirty. She didn't want to do pick up trash rake leaves finally she didn't want to go outside to anything. From the text it shows when you do the right things you get rewards.

744/5000

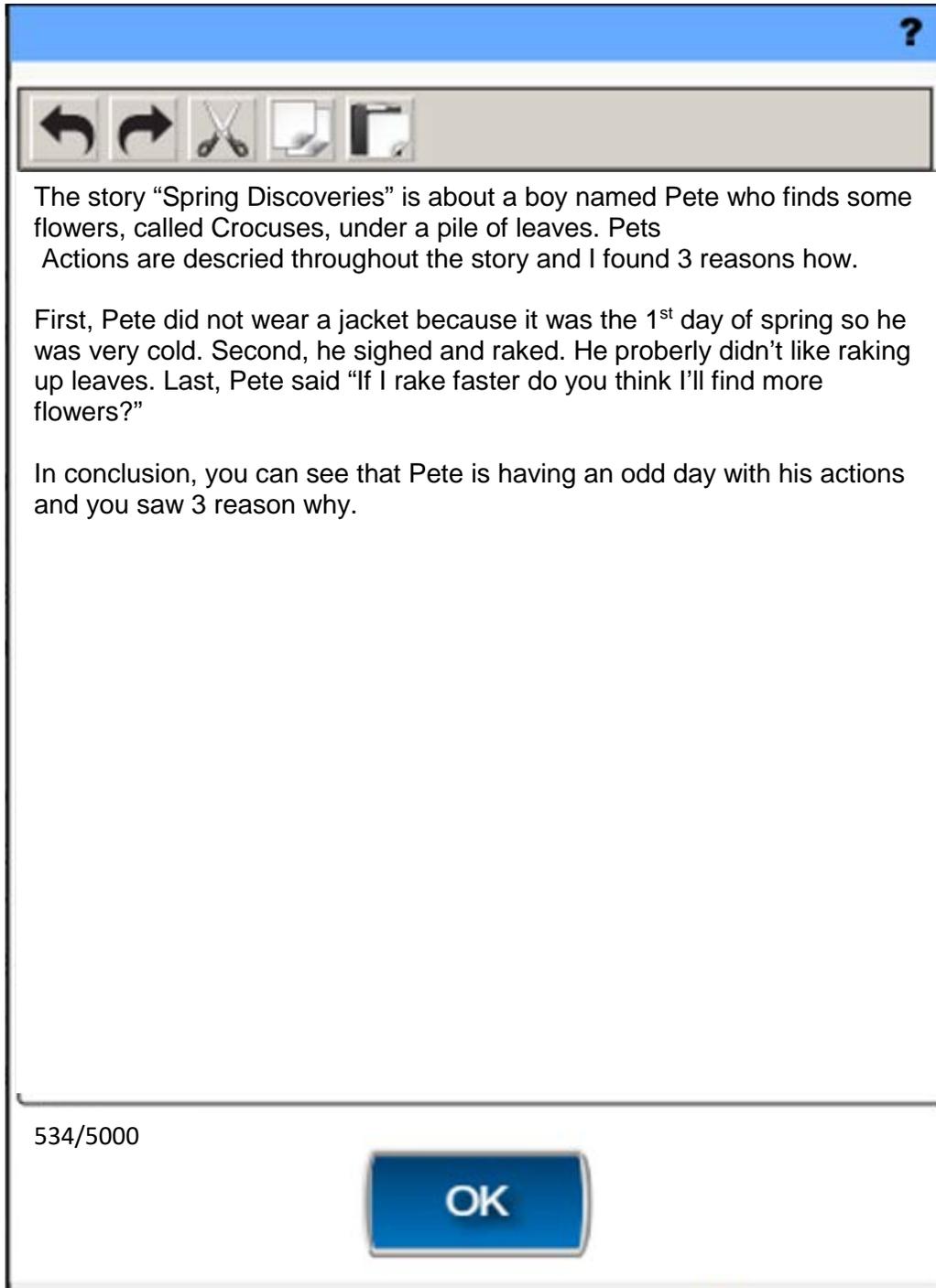
OK

Annotation:

- Minimal analysis of the text with inadequate writing is demonstrated in this response.
- This piece is largely an unorganized summary with a minimal attempt at analysis that the student has not linked to the text.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 1



The screenshot shows a writing application window. At the top right, there is a question mark icon. Below it is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

The story "Spring Discoveries" is about a boy named Pete who finds some flowers, called Crocuses, under a pile of leaves. Pete's actions are described throughout the story and I found 3 reasons how.

First, Pete did not wear a jacket because it was the 1st day of spring so he was very cold. Second, he sighed and raked. He probably didn't like raking up leaves. Last, Pete said "If I rake faster do you think I'll find more flowers?"

In conclusion, you can see that Pete is having an odd day with his actions and you saw 3 reasons why.

534/5000

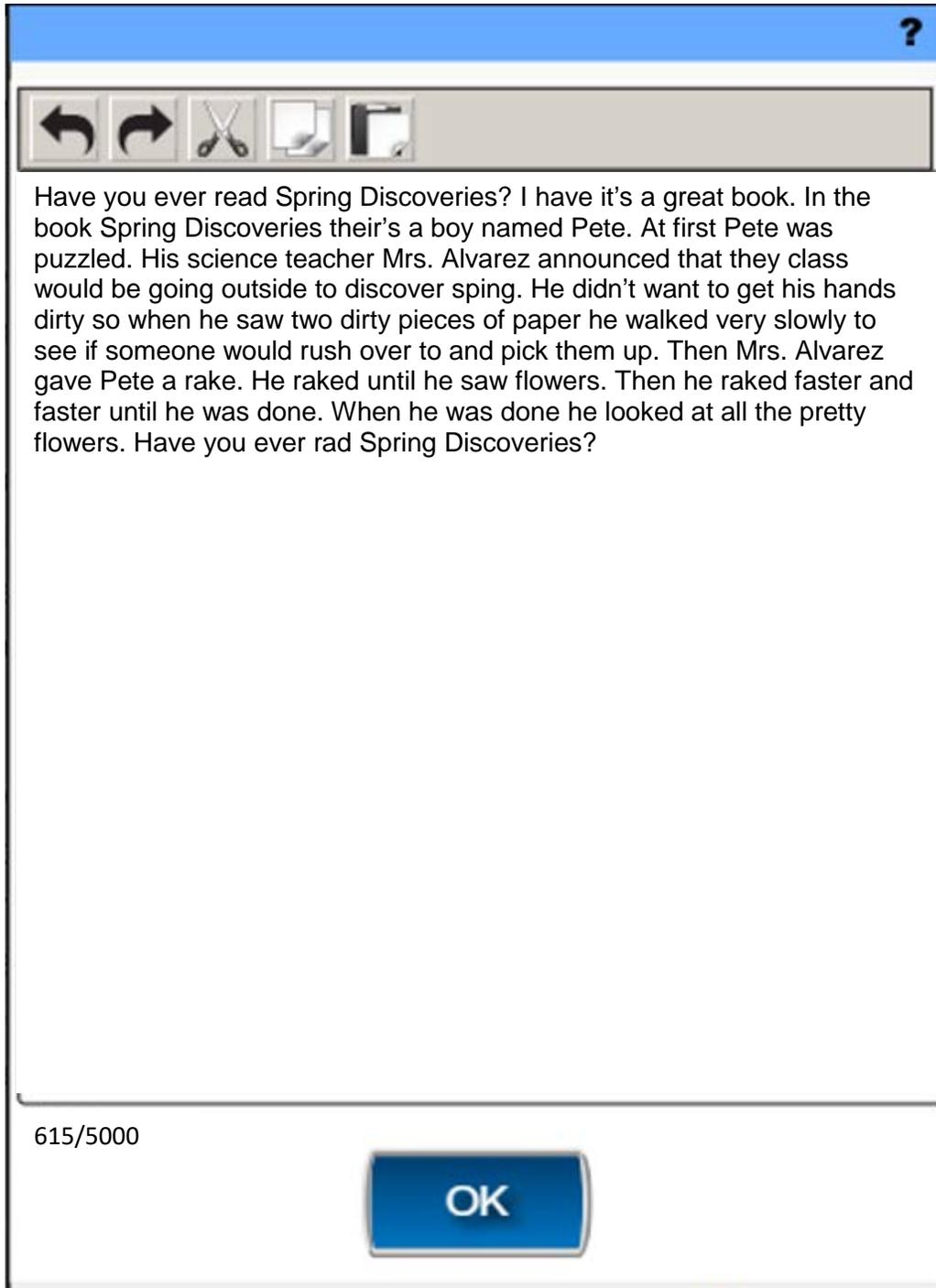
OK

Annotation:

- A misunderstanding of the task, without an attempt at analysis, is what holds this paper to a score of 1.
- The response appears organized, but provides no information beyond listing three of Pete's actions from the story.
- If the student had explained what any of those actions meant or why he/she chose them the paper would have been strengthened.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 1



The screenshot shows a digital writing interface. At the top right, there is a blue header bar with a question mark icon. Below this is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main text area contains the following text:

Have you ever read Spring Discoveries? I have it's a great book. In the book Spring Discoveries their's a boy named Pete. At first Pete was puzzled. His science teacher Mrs. Alvarez announced that they class would be going outside to discover sping. He didn't want to get his hands dirty so when he saw two dirty pieces of paper he walked very slowly to see if someone would rush over to and pick them up. Then Mrs. Alvarez gave Pete a rake. He raked until he saw flowers. Then he raked faster and faster until he was done. When he was done he looked at all the pretty flowers. Have you ever rad Spring Discoveries?

At the bottom left of the interface, the text "615/5000" is displayed. In the center bottom, there is a blue button with the text "OK".

Annotation:

- A misunderstanding of the task, without an attempt at analysis, is what holds this paper to a score of 1.
- The response is merely retelling the actions of Pete in the story.
- There is no analysis or even original thought within this response explaining how these actions advance the plot of the story.
- Even though the text chosen is relevant to the task, the student did not attempt to explain why he chose the information that he gave us.
- He/she received the minimal score of 1.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 0

?



At the plot of the story I think He felt happy because after that he hlepd the flowers gtrow from rakeing the leaves away.

123/5000

Annotation:

- This response is too insufficient to be assessed by the criteria on the rubric.
- The one sentence demonstrates some understanding that finding the flowers made Pete happy, but is not scorable based on the small amount written.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 0

?



Pete actions were to help and rack leaves and science and pigin up thash on the school yard pete have a lot of actions.

120/5000

OK

Annotation:

This response is too insufficient to be assessed by the criteria on the rubric. It is not scorable due to the brevity of the response.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 0

?



Pete's class went outside there school to try to find spring and pete found flowers under the leaves he raked up from fall.

124/5000

Annotation:

- This response is too insufficient to be assessed by the criteria on the rubric.
- The responses consists of a single sentence that retells part of the passage.

Pete's actions are described throughout the story. Write an essay explaining how Pete's actions advance the plot of the story. Use evidence from the story to support your answer.

Response Score 0

?



I hate to rake leaves. At home I always manage to have lots of homework on the afterns our yard nees raking but see the look on Mr.s Alvarez's face I thought should begin raking. I sighed and went to work As I raked I saw some tiny purple flowers poking through the ground. I raked some more Mr.s Alvarez grinned.

313/5000

OK

Annotation:

- This response consists solely of copied text from a couple sections of the passage.
- This makes the response unscorable.

