

## Wisconsin Forward Exam TDA Scoring Guidelines

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