

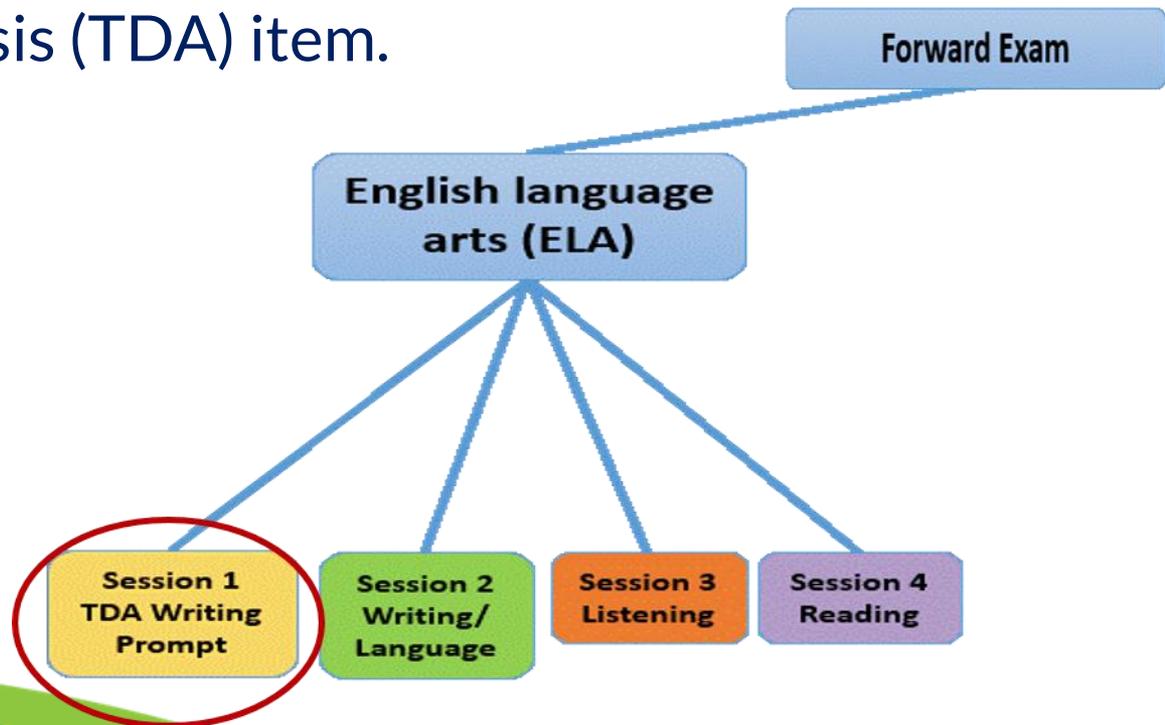
Wisconsin Forward Exam Text-Dependent Analysis (TDA) Training



*Adapted from a presentation created by The Alaska
Department of Education and Early Development, 2018*

Text-Dependent Analysis

The English language arts (ELA) section of the Forward Exam includes a Text-Dependent Analysis (TDA) item.



What is the TDA?

- The TDA presents students with a passage or set of passages, and asks a question about the passage(s)
- Students write an essay response to the question, using **evidence** from a passage(s) to **draw inferences** in order to **support an analysis**.



What does the TDA Require of Students?

Students are required to:

- Close read a passage or set of passages.
- Demonstrate their ability to infer meaning from the passage by writing an essay analysis and providing supporting evidence.
- Use their best writing skills to form an essay (up to 5000 characters.)



The TDA is a “Long-Write” Item

The TDA requires an essay format answer and organization including

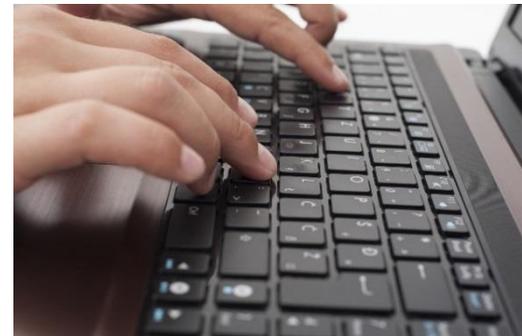
- Introduction
- Body
- Conclusion

Directions have been written into the test administration script that TAs read to the class to remind students what the TDA is and understand what is being asked of them.



How long does the TDA take?

- The time suggested for scheduling purposes by DRC is 40-60 minutes.
- Students may use more than the 40-60 minutes provided for scheduling purposes.
- It is recommended that the TDA session be scheduled at the beginning of the school day rather than the end so students have plenty of time to work.



TDA Look and Format



- A Writer's Checklist is available for students to use as a resource and guide while they write. It is available by clicking on the Enlarge button.
- The response area where students type their essay is accessible using the Click to Respond Button. This opens a large, moveable text box.

WBTE Preview 833880 // Albert Einstein

Question 1   

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals more closely than from just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. Then he saw a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough to the shore, Natsilane leaped out of the canoe and swam to the island's shore.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

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(Practice Hint: Use the Sticky Notes tool to write ideas for your response. When you are ready to respond, begin typing in the answer box.)

Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from **both** passages to support your response.

Writer's Checklist



TDA Writer's Checklist



- The Writer's Checklist can be moved around the screen and may be opened and closed as needed.
- The checklist is also available on the Forward Exam webpage under TDA resources and in the TDA Item Sampler.

WBTE Preview 833880 // Albert Einstein

Question 1 Item ID ?

The Legend of the Black Fish

based on a Native American Legend

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shore, Natsilane leaped out of the canoe and swam to the island.

Natsilane started to explore the island. He was amazed by the r...
plants and birds that lived there. Natsilane lost track of the time

Writer's Checklist

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 precise 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 included my own thoughts and ideas in my essay.
- I stayed focused in my writing on answering the question.
- 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 re-read the question and my final essay answers the question.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Review/End Test Pause Flag Options Next



TDA Response Area



- Response area can be moved around the screen, and will scroll as students write.
- Character count and limit (5000) is displayed at the bottom, left corner of the response area.
- A new toolbar is provided at the top of the response area with Undo, Redo, Cut, Copy, and Paste buttons.
- Students cannot copy and paste text from the passage.

The screenshot displays the 'WBTE Preview' interface for 'Question 1' on the 'Albert Einstein' item. The main content is the passage 'The Legend of the Black Fish', which is partially obscured by a floating response area. The response area has a toolbar at the top with icons for Undo, Redo, Cut, Copy, and Paste. A green arrow points to this toolbar. The response area also shows a character count of '0/5000' and an 'OK' button. The passage text includes: 'Long ago, a young man named Natsilane had many talents, including wood carving. He often went into the forest to observe animals and plants. Natsilane could carve just about anything out of rock and wood. His favorite material to work with was wood. His carvings were of people, plants, and animals. He often went into the forest to observe animals and plants as realistic and lifelike as possible. One day, Natsilane decided he wanted to see the island from more than just standing on the shore. He took a canoe and went out on the water. Soon he saw some fish swimming near the shore. He followed a turtle, which he followed until he was close to the shore. When he stopped at the island and explored it, he saw many plants and birds that lived there. Natsilane started to explore the island. He saw many plants and birds that lived there. Natsilane' (Note: the text in the image is partially cut off). To the right of the response area is a 'Writer's Checklist' with an 'Enlarge' button and a 'Click To Respond' button. The bottom of the interface features navigation buttons: 'Review/End Test', 'Pause', 'Flag', 'Options', and 'Next'.



What the TDA is Not

Scavenger Hunt

TDA's dig deeper than questions that only point to an answer in the text. Scavenger hunt type questions fail to pull in the analysis portion of TDA's.

Opinion

Opinion-based and personal experience questions may be part of a TDA question, but should not be considered a TDA on its own. TDA depends on students using information provided in the passage. If a student can answer the question without reading and relying on the passage, the question fails to live up to the TDA standard.



Why is the TDA Important?

College and career bound students need to have mastered the ability to synthesize content. Students who have experience with text complexity and text dependent analysis are more prepared for college and career opportunities.



TDA's are DOK 3

Depth of Knowledge (DOK) is the different levels of cognitive expectation required to successfully complete a task.

DOK 1

Recall and Reproduction

- Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts

DOK 2

Basic Application of Skills and Concepts

- Includes the engagement of some mental processing beyond recalling or reproducing a response

DOK 3

Strategic Thinking

- Requires deep understanding as exhibited through planning, using evidence, and exhibiting higher levels of cognitive reasoning.
- Requires some decision making with justification and evidence

DOK 4

Extended Thinking – Not usually on Summative Assessments

- Requires high cognitive demand and is very complex
- An investigation that requires time to research, think, or process multiple conditions
- Non-routine manipulations or connections across disciplines/content/areas/multiple sources



Text-Dependent Analysis (TDA) Sampler



Grades
3 & 4

Text-Dependent Analysis Sampler



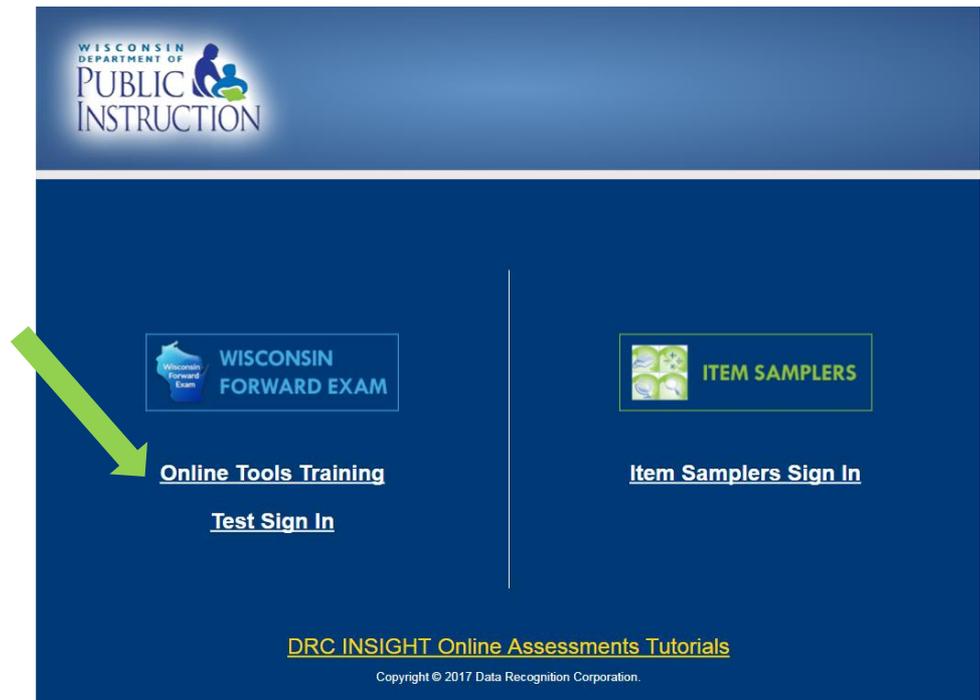
- Updated for 2018-19
- This document contains samples of TDA test questions, stimulus passages, and student responses.
- Writer's checklist added

<http://dpi.wi.gov/assessment/forward/sample-items>



Online Tools Training (OTT)

- All students should have the opportunity to practice the TDA within the OTT.
- A hands-on preview of the item as it is on the Forward Exam
- Allows students to practice using the tools available to them during the TDA
- Not scored
- Not for practicing content or to see how well students will perform on the Forward Exam
- Available all year, even during the testing window



TDA Scoring Rubric

- The TDA is scored using a four point holistic rubric that measures writing skills and the student's ability to analyze and use information from the passage in order to develop a comprehensive essay.
- 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.

4	3	2	1	0
<p>4 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) Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<p>3 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) Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<p>2 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) Weak organizational structure and focus on the task with superficially grouped ideas, including a weak introduction, development, and/or conclusion Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that superficially supports claims, opinions, and ideas Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts Limited reference to the main ideas and relevant details of the text(s) Limited use of transitions to link ideas within categories of textual and supporting information Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<p>1 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 evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas Insufficient reference to the text(s) using few details, examples, quotes, and/or facts Minimal reference to the main ideas and relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning 	<p>0 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 Contents solely, or almost solely, of text copied directly from the text(s) with little or no original student writing

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The TDA scoring rubric is available at <https://dpi.wi.gov/assessment/forward/resources#TDA>



How is the TDA Scored

The TDA is scored using Artificial Intelligence (AI).

How accurate is AI Scoring?

AI scoring of essays is very reliable when compared to traditional human scoring. The results have been validated in independent third party studies.

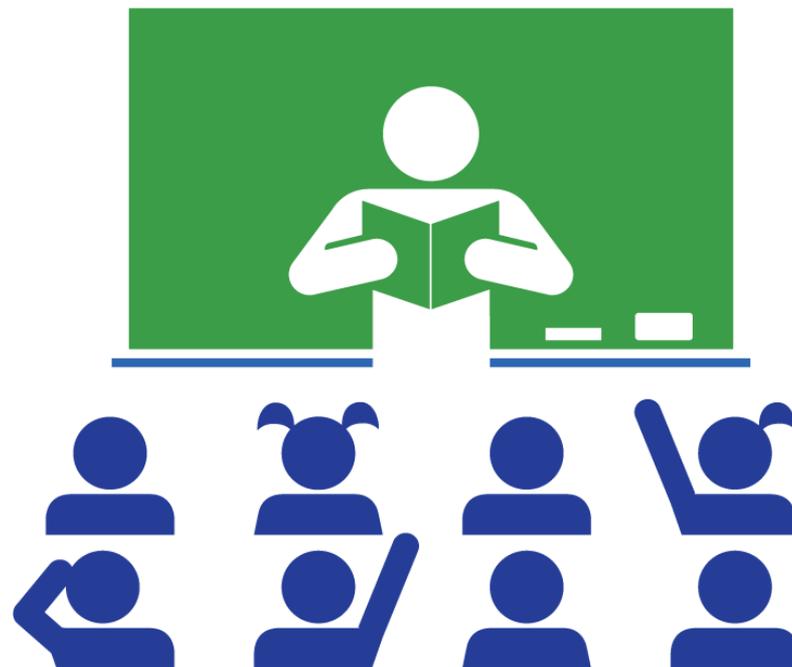
Quality Assurance

A standard practice during hand scoring is to have human readers score validity papers, student responses that have been scored and reviewed by content experts. To monitor the accuracy of the AI and human scoring, the same validity papers will be routed through both processes. Professional scoring staff will score a set percentage of student responses after AI scoring has been completed. This double check of scoring will provide a continued monitoring of the accuracy of the AI scoring.

More information about AI Scoring is available at <https://dpi.wi.gov/assessment/forward/resources#development>



TDA Instruction in the Classroom



Teach to the Standards

By teaching the Wisconsin Academic Standards in their classrooms, educators are teaching the reading and writing skills needed for the TDA.

More information about effective writing instruction is available at <https://dpi.wi.gov/ela/professional-learning/writing>.



<https://dpi.wi.gov/standards>



Connection to the Writing Standards

The writing standards (both ELA and Literacy in All Subjects) include a cluster of three standards called “Text Types and Purposes” which are:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

The writing standards (both ELA and Literacy in All Subjects) 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.



Connection to the Reading Standards

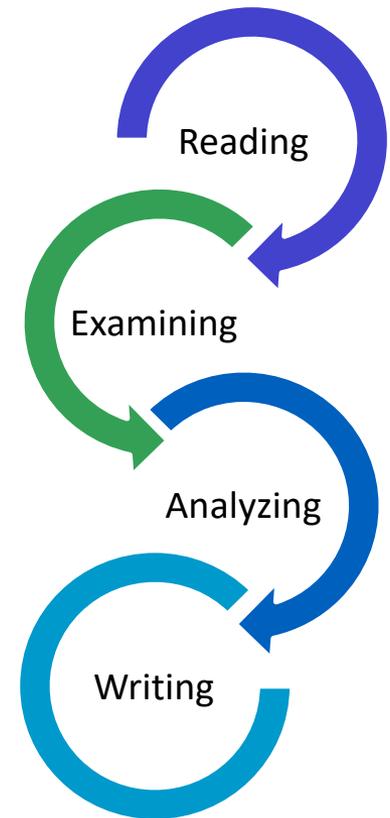
The reading standards (both ELA and Literacy in All Subjects) include a cluster of three standards called “Key Ideas and Details” which are:

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



Integration of Skills

- The TDA requires students to prove their knowledge and abilities as stated in the reading and writing standards.
- The TDA demonstrates that literacy is an integrated process where reading and writing are not separate skills, but work together.
- Forward Exam TDA scores are reported as an assessment of the writing standards under “Text types and purposes” on the Individual Student Report



What is Close Reading?

The TDA requires close reading of a passage(s).

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

It is a key requirement of the State Standards and directs the reader's attention to the text itself.

DPI Close reading resources available at
<https://dpi.wi.gov/ela/instruction/reading-vocabulary-strategies>



What is Involved in Close Reading?

Close reading includes:

- Using short passages and excerpts
- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Re-reading deliberately
- Reading with a pencil
- Noticing things that are confusing
- Discussing the text with others (classroom only)
 - Think-Pair Share or Turn and Talk frequently
 - Small groups and whole class
- Responding to text-dependent questions

Baseball Saved Us

One day, my dad looked out at the endless desert and decided then and there to build a baseball field.

He said people needed something to do in Camp. We weren't in a camp that was fun, like summer camp. Ours was in the middle of nowhere, and were behind a barbed wire fence. Soldiers with guns made sure we stayed there, and the man in the tower saw everything we did, no matter where we were.

As Dad began walking over dry, cracked dirt, I asked him again why we were here.

"Because," he said, "America is at war with Japan, and the government thinks that Japanese Americans can't be trusted. But it's wrong that we're in here. We're Americans too!" Then he made a mark in the dirt and mumbled something about where the infield bases should be.

Japanese people must have been in some kind of Prison when Japan was at war with America.

I wonder what the importance of the baseball field is. Maybe it will be the only good thing there.

Handwritten notes:

- I wonder how baseball saved these people ("us")
- I wonder if it's a boy or girl speaking
- dry flat land
- why is this capital in the middle of nowhere?
- guards in a Prison
- during a war
- I like it in pair
- ends up frustrated
- I wonder what the importance of the baseball field is. Maybe it will be the only good thing there.



What does Close Reading Look like on the Forward Exam?

During the Forward Exam students have access to:

- online highlighters and “sticky notes” allowing them to make notes and call out any information they would like to reference during their writing.
- scratch paper for notes, organizing their thoughts, and pre-writing.

Grade 4 ELA - Session 1 (TDA Writing Prompt) Training Student

Question 1

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals more closely than from just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. Then he saw a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough to the shore, Natsilane leaped out of the canoe and swam to the island's shore.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

Page 1 / 4

Review/End Test Pause Flag

Sticky Note: Animals were his favorite to carve. They were lifelike.

Practice Hint: Use the Sticky Notes tool to write ideas for your response. When you are ready to respond, begin typing in the answer box.

Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from both passages to support your response.

Grade 4 ELA - Session 1 (TDA Writing Prompt) Training Student

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Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from both passages to support your response.



Master the Writing of TDA Questions

- Exposure to TDA questions in the classroom prepares students for the Forward Exam and provides an opportunity to practice deep thinking and analysis skills
- Ask questions that prompt students to synthesize answers based on specific evidence within a reading passage and demonstrate their ability to interpret the meaning behind that evidence.



Master the Writing of TDA Questions

A well written TDA question will require the student to:

- return to the text
- use evidence to support their ideas or claims
- move from text-explicit to text-implicit knowledge
- analyze, evaluate, and create



Reading Comprehension Vs. TDA

Requires students to get the point of the passage

Requires students to provide evidence from the passage(s) to draw inferences based on what the text says in order to support an analysis.

Reading Comprehension

- Who was the girl with the glass slipper?
- How did the pumpkin turn into a carriage?
- What do you do when you are disappointed because you cannot do something fun? Is that how the girl in this story reacted?

TDA

- Write an essay analyzing the impact of the Prince's Ball on the story. Use evidence from the passage to support your analysis.
- Write an essay analyzing the importance of the glass slipper in this story. Use evidence from the passage to support your analysis.
- Write an essay analyzing why the girl's stepmother is so cruel to her. Use evidence from the passage to support your analysis.



Strategies

No matter what strategy you use to support your students in producing analytical, text-based writing, like the TDA, be sure they are grasping the general concepts.

R **RESTATE THE QUESTION**
Restate or reword the question or prompt.

A **ANSWER THE QUESTION**
What is being asked?
Answer all parts of the question.

C **CITE EVIDENCE**
Use quotations.
Tell where you found it:
The text states. The author says. In paragraph _____.

E **EXPLAIN EVIDENCE**
Explain your citation and why it is relevant to the question.
This shows. This means. This demonstrates.

S **SUM IT UP**
Sum up your answer in a closing sentence.

Writing an essay can be as cool as ICE!

I State your inference. (Implicit)
In my opinion... I know... I feel...
The best thing about... Everyone should...

C Cite your text evidence. (Explicit)
According to the text... For example... In paragraph... In the text...
The author said... In paragraph... An example is...

E Explain how your implicit evidence is supported by your text evidence.
This shows that... because...
This means... and shows...

TDA

Tackling Text Dependent Analysis Questions like a READER

R- Read the question and underline key words.

E- Explore the text and highlight/underline information that helps you answer the question.

A- Answer the question. Make sure to restate the question using key words in your first sentence.

D- Defend your answer by citing evidence you found in the text.

E- Explain why you are including the evidence you are choosing. Make a connection if possible.

R- Repeat (Citing and defending evidence)
Restate or summarize your answer to the question.
Revise for spelling, capitalization, etc.

Your Paragraph Should Include:

P POINT
A main point

E EVIDENCE
Evidence & examples to support your main point

E EXPLANATION
Explanation of your evidence (how and why it supports your main point)

L LINK
A link (transition) to your next point or from your last point

S STYLE
A formal style throughout

RAPS

R- Restate the question.
A- Answer the question.
P- Prove it with text evidence.
S- Sum it up.



A TDA is an Essay

The essay should have multiple paragraphs.

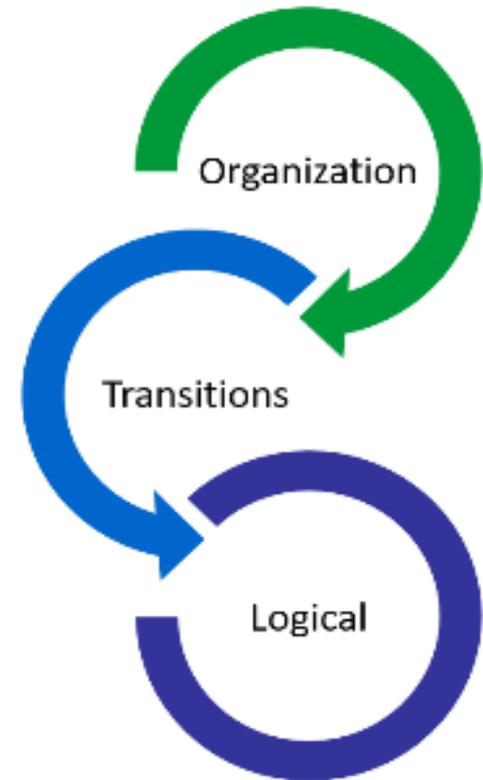
- Introduction
- Body (2-3 paragraphs)
- Conclusion



The Flow of the Writing Matters

The flow of the writing matters

- Organization of paragraphs and details must be logical
- Should use transition words and/or phrases



Evidence, Evidence, Evidence

Evidence from the text must be provided to support your answer.

- Examine the passage for evidence that supports your answer
- Use 2-3 examples (evidence) from the text
- Cite the text word-for-word from the passage (paraphrasing is fine if it is done correctly)

When people realized that a pesticide (DDT) was contaminating the eagles' food supply and making their eggs weak, the government banned DDT and that helped eagles when the poison wore off. **They were able to have strong eggs again, so the babies had a better chance to survive.** The government also put the eagle on the Endangered Species List because "fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states." The government also protected their habitat and kept people away because eagles like peaceful spots near lakes and rivers.

At the Patuxent Wildlife Research Center in Maryland, people raised eagle chicks to be set free in the wild, and they also helped by taking two eggs from one pair of eagles and giving them to another pair of eagles to raise. **The first pair usually had another set of eggs, so then two pairs of eagles were each able to raise 2 babies each.** "By the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild."

Show Me the Evidence!

The following are examples of how to provide evidence in your responses.

- * For instance.....
- * For example.....
- * The author stated...
- * According to the text...
- * On page ___ it said...
- * From the reading, I know that...
- * Based on what I read...
- * The author shows by...
- * The author explains by...
- * In the ___ paragraph it says...
- * In the ___ stanza it says...
- * The text explicitly states...
- * Based on the visual clues from the illustrations...

- **In the text it says,** "....."
- **The text explicitly states,** "....."
- **One example from the text is,** "....."
- **On page _____ it says,** "....."
- **In paragraph _____ it states,** "....."
- **The author/text stated,** "....."



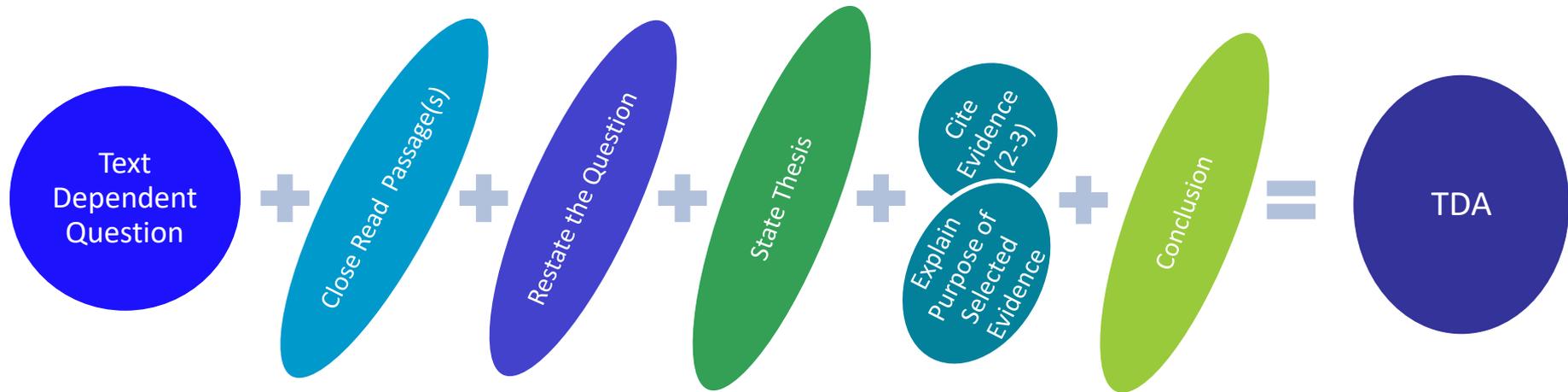
Think, Explain, Discuss

- Elaborate – the explanation must tell the reader what the evidence means
- Infer – Explain why the evidence matters and how it supports your answer

What does the text mean?
• The reader can infer from this text that.....
• This text tells/shows that.....
• Because of this,
• This shows that.....
• Therefore,
• This text reveals.....



TDA Equation



The Successful TDA



TDA Resources

- TDA Fact Sheet
- How to Organize a TDA Response
- Tips for Writing a TDA
- TDA Frequently Asked Questions
- TDA Item Sampler
- Online Tools Training
- TDA Rubric
- TDA Educator Training (this presentation)

<https://dpi.wi.gov/assessment/forward/resources#TDA>



Please send questions you
may have after viewing
this presentation to
osamail@dpi.wi.gov

