Wisconsin Forward Exam
Text-Dependent Analysis (TDA)
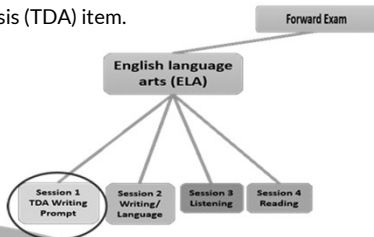**Training**

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

PUBLIC INSTRUCTION

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.

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.

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.

What the TDA is Not

Scavenger Hunt
TDAs 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 TDAs.

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.

TDAs 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

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

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

WISCONSIN FORWARD EXAM   ITEM SAMPLERS

Online Tools Training   Item Samplers Sign In
Test Sign In

DRC INSIGHT Online Assessments Tutorials
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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.

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.
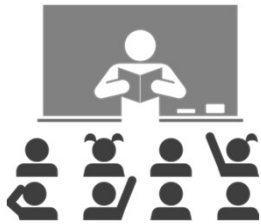
Quality Assurance
A standard practice during hand scoring is to have human readers score validity papers, student responses that have been scored and reviewed by content experts. To monitor the accuracy of the AI and human scoring, the same validity papers will be routed through both processes. Professional 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.

WISCONSIN STANDARDS for
English Language Arts

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

Reading
Examining
Analyzing
Writing

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.

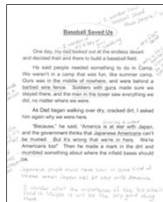It is a key requirement of the State Standards and directs the reader's attention to the text itself.

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

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.

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	TDA
• 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?	• 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.

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)

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

TDA Equation

Text Dependent Question + Close Read Passage(s) + Restate the Question + State Thesis + Cite Evidence (2-3) + Explain Purpose of Selected Evidence + Conclusion = TDA

The Successful TDA

- Demonstrate a deep understanding of the passage(s).
- Use proper grammar and punctuation.
- Thoroughly analyze passage(s) to support claims, opinions, and ideas.
- Successful TDA
- Use precise language from the passage(s)
- Use a strong orgnanizational structure with effective introduction, body, and conclusion paragraphs.
- Reference the passage(s) using main ideas, details, examples, quotes, and/or facts as evidence.

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

QUESTIONS?