M-Step Text-Dependent Essay Scoring Rubric Level 4

Explicated

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TEXT DEPENDENT ANALYSIS (TDA) SCORING GUIDELINES

4 Demonstrates effective analysis of text and skillful writing	3 Demonstrates adequate analysis of text and appropriate writing	2 Demonstrates limited analysis of text and inconsistent writing	1 Demonstrates minimal analysis of text and inadequate writing
• Effectively addresses all parts of the task to demonstrate an indepth 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	• 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 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	• 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 ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively 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	• 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

Effectively addresses **all parts of the task** to demonstrate an in-depth understanding of the text(s).

Text-dependent Essay

The passage states that the Ponte Vecchio Bridge is an old bridge. Write telling what makes this bridge considered to be old. Use evidence from the passage to support your response.

Read to find the author's claim and the evidence supporting the claim. "What makes this bridge considered to be old."

Write an essay restating the claim and evidence (details, examples, facts and/or quotes.) "It was built in the 1300s! It was built to take the place of another bridge that had been there." "Its name means 'old bridge.'" "...the shops and the bridge have stood the test of time.")

After writing the essay, use the Writer's Checklist to make sure the essay shows that you understand the text.

Strong organizational structure and focus on the task with logically grouped and related ideas, including an **effective introduction, development, and conclusion.**

Effective Introduction

Development
Claim and Evidence

Conclusion
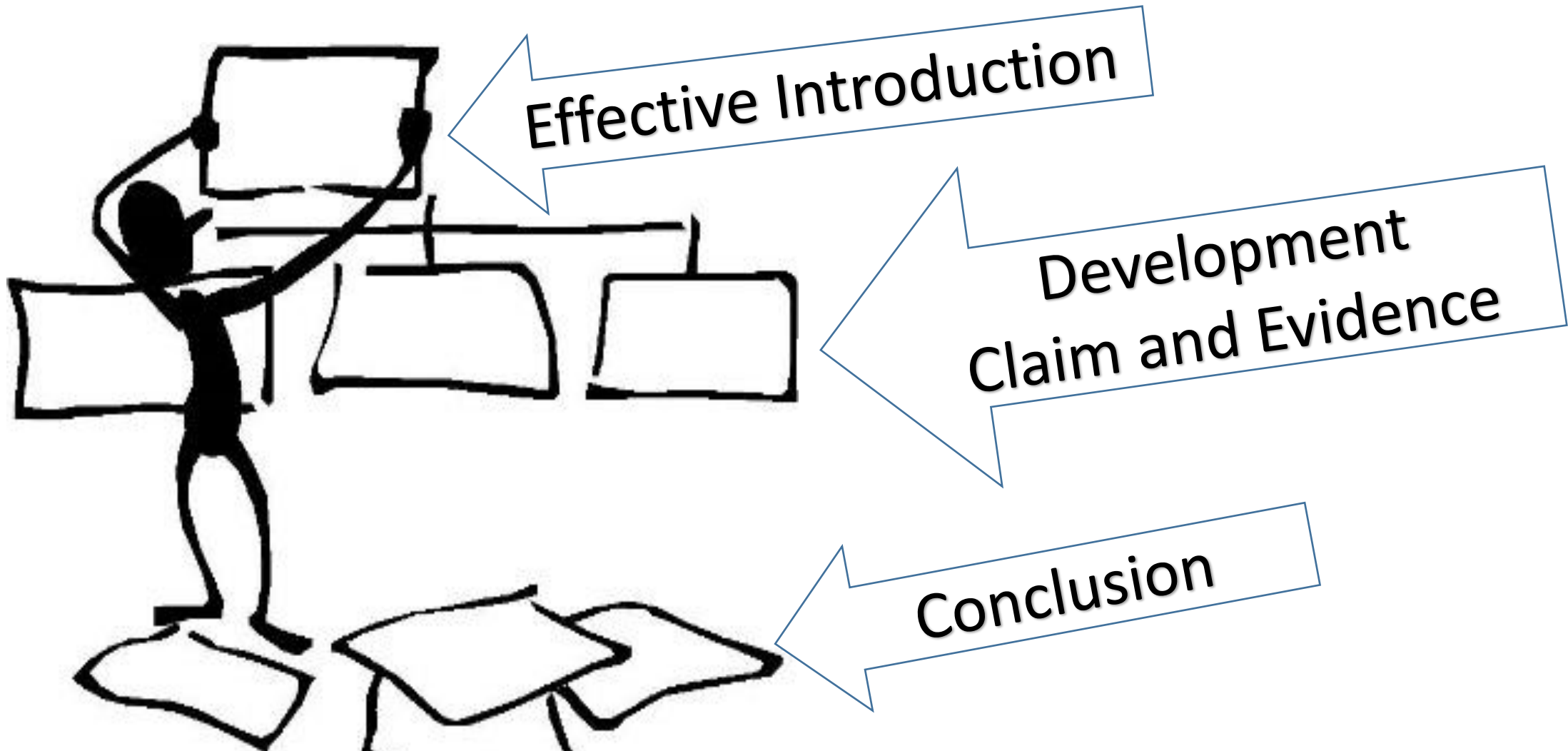
Thorough **analysis** based on **explicit** and **implicit** meanings from text(s) to support claims, opinions and ideas.

Explicit means that it is "**right there**" **in the text.**

The bridge has stood the test of time..

The bridge was built in 1300.

Implicit means read and think. Read "**between the lines.**"

The bridge is old.

Substantial, accurate, and direct reference to the text(s) using an effective combination of **details**, **examples**, **quotes**, and/or **facts**.

Chengyang Bridge

Have you heard of a wind and rain bridge?

This kind of bridge can be found in China. These bridges are meant to ~~people~~ people from wind and rain. So they have a roof. They also have structures called pavilions. People ~~meet~~ or rest inside them.

One famous wind and rain bridge is the Chengyang Bridge. It is very grand. It has five r~~~~

This bridge is also special because of how it was made. **It was made mostly from wood** long ago. But the builders did not use any nails to hold it together! They cut the wood to make it fit together. And the bridge still stands strong today!

Fact

Example

Detail

Substantial reference to the **main ideas** and **relevant key de**tails of the text(s)

(**The Golden Gate Bridge**)

The Golden Gate Bridge is a bridge in San Francisco, California. It is very well known. It is known for being beautiful. And it's known for its bright color... orange!

This bridge is in an area where earthquakes can happen. Bridges and buildings can fall down during earthquakes. So **the Golden Gate Bridge was built to be very strong.**

Main Idea

The bridge has **towers that go into the water**. **Big steel ropes connect the towers**. And **more steel ropes go from those ropes to the roadway.** So the bridge hangs over the water!

Details

Skillful use of **transitions** to **link ideas** within categories of textual and supporting information.

Ideas

Time	Addition	Example	Contrast
while	furthermore	specifically	yet
immediately	also	to illustrate	however
after	too	for example	nevertheless
sometimes	next	to demonstrate	but
always	secondly/ second	such as	though
soon	and/ or/ nor	for instance	otherwise
during	first	as revealed by	on the other hand
now	last/ lastly	**Comparison**	at the same time
in the meantime	further	in the same way	in contrast
so far	in addition	similarly	after all
afterwards	as well	likewise	instead
this time	then	in similar fashion	alternatively
currently	moreover	equally	even though
finally	besides	in like manner	on the contrary

Transition Words And Phrases — English With Life

Ideas

Effective use of precise language and domain-specific vocabulary drawn from the text(s)

Domain Specific
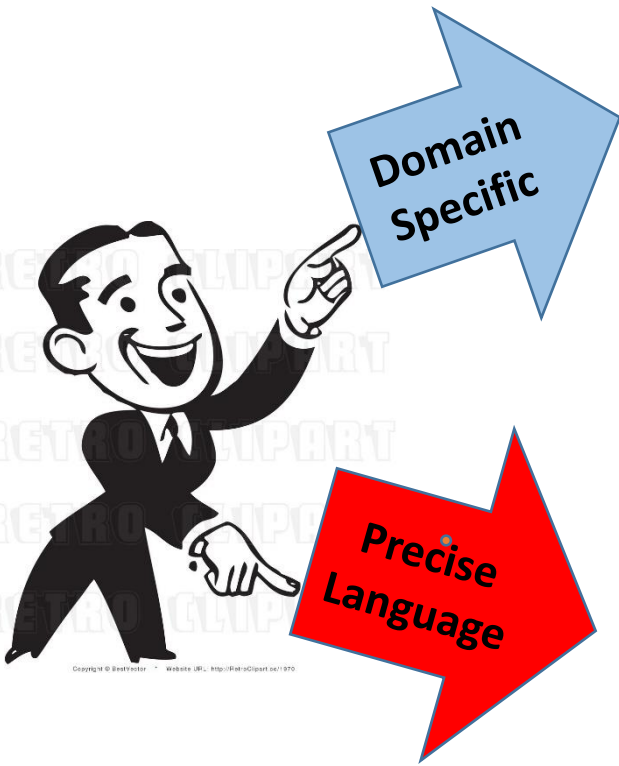
Monarch butterflies often can be found near flowers. They feed on the **nectar** those flowers make. While they go from flower to flower eating **nectar,** they also **pollinate** the flowers. Because of this, those flowers can grow new seeds. Then those seeds can grow into new plants! So monarch butterflies are important **pollinators**.

Precise Language

Many monarch butterflies live in the United States and Canada. But they make a very **special** trip in the winter. The butterflies that are born late in the summer travel to **Mexico and Southern California**. That trip can be up to **3,000 miles long**! That's a far way to go for an insect. The butterflies make this trip to get away from the cold weather. They go to the same forests every year. Some scientists say that up to **a billion** butterflies go to the mountain forests of Mexico each year!

Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.

You have a few errors but I can still read and understand it.