



## English 2 Text-Dependent Writing: To Inform

The English 2 Text-Dependent Writing (TDW) rubric is a holistic scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist teachers with evaluating the strengths and weaknesses of student informational writing in an instructional setting and on released TDW items and responses (when available). The TDW rubric for Informational Writing is a 6-point, 2-trait rubric.

### Trait 1

This trait examines a student's ability to establish a controlling idea, support the idea with evidence from the text(s), and elaborate on the controlling idea using facts, definitions, details, and/or quotes. Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and coherence.

Score Point	Level	Descriptor
4	Exceeds Expectations	The 4-point response is a well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).
3	Meets Expectations	The 3-point response is a complete informative response that examines a topic and presents related information based on a text(s).
2	Minimally Meets Expectations	The 2-point response is an incomplete or oversimplified response that minimally attempts to examine a topic and present information based on a text(s).
1	Does Not Meet Expectations	The 1-point response is a weak attempt to write an informative response that may be loosely based on a text(s).

### Trait 2

This trait examines a student's ability to demonstrate control of language usage, conventions, and mechanics as embodied in E2.C.4 of the *2023 South Carolina College-and-Career-Ready ELA Standards* (SC CCR). Students are scored as *Meets Expectations* or *Does Not Meet Expectations*.

# EOCEP for English 2 TDW Holistic Scoring Rubric

## Six-point, Two-trait Rubric: To Inform

**Trait 1:** This trait examines a student's ability to effectively establish a controlling idea, support the idea with evidence from the text(s), and elaborate on the controlling idea using relevant facts, definitions, details, and/or quotes.

Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and coherence.

Score Point	Structure	Development	Coherence
<b>4</b> <b>Exceeds</b> Expectations  <i>A well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).</i>	<ul style="list-style-type: none"> <li>- Effectively introduces the topic</li> <li>- Includes a focused controlling idea that is skillfully maintained throughout the response</li> <li>- Uses an organizational structure that effectively strengthens the response and allows for the advancement of the controlling idea</li> <li>- Uses varied transitions to effectively connect and clarify relationships between ideas and concepts</li> <li>- Provides an effective introduction and a concluding statement or section that supports the information presented</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively demonstrates a thorough understanding of the task, topic, and information from the text(s)</li> <li>- Effectively develops the topic using relevant facts, definitions, details, and quotes</li> <li>- Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Integrates precise vocabulary to skillfully strengthen and further ideas</li> <li>- Skillful use of varied sentence types and phrasing that contributes to the fluidity of ideas</li> <li>- Uses a voice that enhances the overall response</li> <li>- Establishes and purposely maintains a tone and style appropriate to the task and purpose</li> </ul>
<b>3</b> <b>Meets</b> Expectations  <i>A complete informative response that examines a topic and presents related information based on a text(s).</i>	<ul style="list-style-type: none"> <li>- Introduces the topic</li> <li>- Includes a focused controlling idea that is consistently maintained throughout the response</li> <li>- Uses an organizational structure that strengthens the response and allows for the advancement of the controlling idea</li> <li>- Uses varied transitions to connect and clarify relationships between ideas and concepts</li> <li>- Provides a sufficient introduction and a concluding statement or section that supports the information presented</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates a sufficient understanding of the task, topic, and information from the text(s)</li> <li>- Develops the topic adequately using relevant facts, definitions, details, and/or quotes</li> <li>- Provides adequate elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Integrates vocabulary to strengthen and further ideas</li> <li>- Uses varied sentence types and phrases to contribute to the fluidity of ideas</li> <li>- Establishes and maintains a style and tone appropriate to the task and purpose</li> </ul>
<b>2</b> <b>Minimally Meets</b> Expectations  <i>An incomplete or oversimplified response that attempts to examine a topic and present information based on a text(s).</i>	<ul style="list-style-type: none"> <li>- Introduces the topic</li> <li>- Controlling idea may be unclear or insufficiently sustained throughout the response</li> <li>- Uses an organizational structure that may be repetitive or inconsistent</li> <li>- Uses transitions to connect ideas but cohesion is inconsistent</li> <li>- Introduction and concluding statement or section may be repetitive or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates a partial or incomplete understanding of the task and topic</li> <li>- Inconsistently develops the topic with little relevant information and may over-rely on the text</li> <li>- Elaborates on thoughts but ideas may be repetitive or loosely related to the controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas</li> <li>- Sentence structure may be simplistic or lacking grade-appropriate language</li> <li>- Establishes a style and tone appropriate to the task and purpose but does not maintain throughout the response</li> </ul>
<b>1</b> <b>Does Not Meet</b> Expectations  <i>A weak attempt to write an informative response that may be loosely based on a text(s).</i>	<ul style="list-style-type: none"> <li>- Controlling idea may be confusing or absent, demonstrating a misunderstanding of the topic or task</li> <li>- Demonstrates little to no organizational structure</li> <li>- Transitions may be missing or confusing</li> <li>- Introduction and concluding statement or section may be missing or unrelated to the response</li> </ul>	<ul style="list-style-type: none"> <li>- Response may be too brief to demonstrate an understanding of the topic or may consist mostly of a summary of the text(s)</li> <li>- Evidence from the text(s) may be missing or confusing</li> <li>- Elaboration of thoughts may consist of vague or confusing ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary and word choice may be unclear or confusing</li> <li>- Sentence structure may be confusing</li> <li>- Style and tone may be inappropriate to the task and purpose</li> </ul>

**EOCEP for English 2 TDW Holistic Scoring Rubric**  
**Six-point, Two-trait Rubric: To Inform**

**Trait 2:** *This trait examines a student's ability to demonstrate control of language usage, conventions, and mechanics as embodied in the 2023 SC CCR ELA Standards.*

Score Point	Descriptor
<b>2</b> <b>Meets</b> Expectations	<p>The student's response demonstrates a command of language usage and conventions.</p> <ul style="list-style-type: none"> <li>• Demonstrates a consistent command of punctuation, capitalization, and spelling</li> <li>• Uses clear and complete sentence structure, with variety</li> </ul> <p>Has minor errors in usage and/or conventions that do not interfere with meaning</p>
<b>1</b> <b>Does Not Meet</b> Expectations	<p>The student's response demonstrates a weak command of language usage and conventions.</p> <ul style="list-style-type: none"> <li>• Demonstrates an inconsistent command of punctuation, capitalization, and spelling</li> <li>• Has patterns of fragments, run-ons, and other sentence structure errors that interfere with meaning</li> </ul> <p>Has frequent errors in usage and conventions that interfere with meaning</p>
<b>0</b>	The student's response demonstrates a pattern of errors that significantly interfere with meaning.

Non-Scorable Code	Reason	Descriptor
<b>B</b>	Blank	The response area is completely blank.
<b>R</b>	Refusal	The response indicates a refusal to attempt the task (e.g., "I don't know.")
<b>C</b>	Copied	The response consists mostly of material copied from the text and contains little to no original student thinking.
<b>I</b>	Insufficient	The response is too limited to score.
<b>UR</b>	Unreadable	The response is made up of nonsense words, random keystrokes, or illegible handwriting.
<b>OL</b>	Other Language	The response is written in a language other than English.
<b>OT</b>	Off-Topic	The response makes no reference to the item or text provided but does not indicate a refusal.