The 2019 data review committees for SC READY ELA 6-8 and the EOCEP for English 1 closely analyzed students' TDA responses. Committees paid particular attention to the skill division of the rubric score of 2 and the rubric score of 3. In an effort to provide instructional feedback to the field, the committees decided that it is important to establish a common language for the process of analysis as it relates to text dependent analysis. **This process is not intended to be prescriptive, but to be used as a guideline for teachers to deepen their understanding of the TDA process and how it is assessed on SC READY and the EOCEP assessments.**

### Process for Analysis
to Support Text Dependent Analysis

To analyze is to explore a text critically.

**Step 1:** Read the text to gain an overall understanding of the work.

**Step 2:** Re-read the text. While reading
- Consider Specific Elements
  - Attributes of literary or informational text
  - Craft
  - Structure
  - Purpose or message
  - Vocabulary or word choice
  - Perspective and/or point of view
- Determine and explain the interconnectedness of the specific elements.
- Make inferences using textual evidence.
- Make generalizations and draw conclusions.
- Construct meaning.
- Explain the significance of the impact of the author’s use of specific elements.

*The TDA prompt will guide students to the specific elements they should consider while reading.*

**Step 3:** Write to convey your detailed analysis using the writing process.

- As part of the data review process, committee members were presented with the following text, prompt, and student responses. Using the *South Carolina TDA Scoring Rubric*, the panels worked together to score student essays and provide detailed score justifications. The panels’ score justifications were then verified by the scoring director at our testing vendor, Data Recognition Corporation (DRC). The committee members also worked together to provide some suggested improvements for some of the students’ essays.
- Teachers may locate more samples of scored student essays for this prompt under “Quick Links for Teachers” on the South Carolina Department of Education website: [https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers](https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers).
Drew Brophy: Living Life His Way

Drew Brophy grew up along the coast of South Carolina, searching for big waves and drawing whatever caught his interest. From an early age, Brophy knew his two passions in life, but few people believed in his chosen path.

When he was in high school, his guidance counselor warned him, “Drew, you can’t just surf and paint your whole life.” Some might label Drew Brophy stubborn or naïve; others will see him as confident and determined; but the life he has lived will lead most people to label him nothing short of amazing.

Today Brophy is an acclaimed artist on an international scale, and his surfing remains a major incentive to his travels around the world. He now lives in San Clemente, California, where he paints, designs, and—waits for the next opportunity to surf.

Drew Brophy was asked to talk about his life. “I had it in my head that I had one life to live, and I wanted to do the things that I wanted to do. When people told me, ‘You can’t do that,’ I didn’t listen.”

There were times when Brophy was “broke and starving.” With only his confidence, his insatiable curiosity for the world around him, and his ability to paint, Drew Brophy held true to his dreams.

“Every day, I read and study about the things I’m interested in. I study physics and weather and ancient cultures and nature.”

Brophy delved into one of his driving beliefs—that everything in the universe is interconnected. “You see patterns in nature, the way cells divide. You see it in snowflakes. Now that I’m aware of it [interconnectedness], I see it everywhere. I learn something new every day that blows my mind.”

When he was young, Brophy knew he looked at life differently from everybody else. He knew that he needed to keep working at his love of surfing and at his love of art so that he could make a living. A ravenous appetite to know more and a willingness to take risks were driving forces behind Brophy’s constantly emerging style. According to Brophy, “It’s my job to make things look cool.”

Have you ever seen a surfer riding a wave, perfectly timing the wall of water just above his head? Brophy has crafted a way to translate that level of “coolness” onto much more than surfboards. Though owning a Drew Brophy surfboard is certainly a status symbol among surfers, Brophy knew he could broaden his audience by painting murals and canvases. Selling his art is how Drew Brophy finances his yearning to search out the next wave.

He has crisscrossed the globe to locales where big waves attract great surfers. For a time he lived in Hawaii, riding that perfect crest of Pipeline, the big daddy of all waves. His success as an artist has afforded him opportunities to find these unique places—California, Australia, South
Africa, Belize—where the wind and the sea come together in spectacular ways that test the skill of even the best surfers.

By most standards, Drew Brophy is already a success, yet he continues to learn and practice both surfing and artistic techniques. Reflecting on what he has learned as an artist, Brophy says his style continues to evolve. Brophy refers to his style as “edgy.” He is called upon by surfboard shapers around the globe to ply his craft of painting, and he teaches others his techniques along the way.

Because he didn’t go to art school, Drew Brophy says he gets to paint the way he wants. His style and techniques are inspired by experience, along with constant reading. Once he earned the means to travel, he immersed himself into other cultures and came away with more authentic knowledge, which collectors note in Brophy’s work.

In his own words, “I guess you could say I believed in myself more than others did.” Though Drew Brophy lived through some difficult times, he never gave up. He was always buoyed by his indomitable spirit.

Prompt
Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage. Use evidence from the text to support your response.
• The committees first worked to breakdown the prompt and closely examine what the prompt is asking and to which reading standards the prompt is aligned.

**Format of the TDA Prompt**
The TDA prompt requires students to analyze a text and communicate their analysis through writing. In general, the TDA item is written as a three-prong prompt.

**Statement 1:** Identifies or leads students to reading element(s) they are expected to analyze.

**Statement 2:** Provides the task.

**Statement 3:** Provides a clear expectation to use evidence from the text to support analysis.

**Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage.** Use evidence from the text to support your response.

<table>
<thead>
<tr>
<th>Statement 1</th>
<th>Statement 2</th>
<th>Statement 3</th>
</tr>
</thead>
</table>
| • Central Idea (RI.6.1)  
  • Text Structure (RI.11.1) | • Analyze the interconnectedness of text structure (RI.11.1) and central idea (RI.6.1) to make inferences and generalizations and draw conclusions to construct meaning.  
  • Write an essay. | • Reminds students to use textual evidence. |
The Role of the Reading Standards in Text Dependent Analysis

- The committee members stressed the importance of the reading standards in the TDA process. The table below emphasizes the reading skills required by students (for RI.6 and RI.11) and provides a side-by-side view of the addressed reading standards with Writing Standard 2 and the language of the TDA Scoring Rubric.

<table>
<thead>
<tr>
<th>Skills From Reading Standards RI.6 and RI.11</th>
<th>Skills from Writing Standard 2</th>
<th>Language of the TDA Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>*This list only relates to the provided prompt and does not represent all of the skills required for RI.6 and RI.11.</td>
<td>• Introduce a topic or claim. For the TDA response, the claim will come from the TDA writing prompt.</td>
<td>• Address the task</td>
</tr>
<tr>
<td>• Understand the term central idea.</td>
<td>• Develop the topic or claim.</td>
<td>• Demonstrate an understanding of the text</td>
</tr>
<tr>
<td>• Identify the central idea of this passage as it is directly stated in the title.</td>
<td>• Use facts, definitions, details, examples, and quotations from the provided text to develop the claim.</td>
<td>• Analysis based on explicit and implicit meaning from the text to support claims, opinions, and ideas</td>
</tr>
<tr>
<td>• Understand that key details explain, describe, expand, clarify, or illustrate a central idea in order to help a reader better understand a text.</td>
<td>• Group related information. This does not mean that students must follow a set formula for writing.</td>
<td>• Reference to the text using details, examples, quotes, and/or facts</td>
</tr>
<tr>
<td>• Determine how a central idea is shaped by key details.</td>
<td>• Paraphrase, quote, and summarize the provided text.</td>
<td>• Organizational structure</td>
</tr>
<tr>
<td>• Understand that an author purposely shapes and refines the central idea of a text.</td>
<td>• Use a variety of transitional words and phrases to create cohesion and clarify relationships among ideas and concepts.</td>
<td>• Focus on the task</td>
</tr>
<tr>
<td>• Know that text structure provides a framework for an author to share information with a reader and that an author purposely organizes (or structures) a text.</td>
<td>• Use precise language to improve clarity in writing.</td>
<td>• Grouped and related ideas</td>
</tr>
<tr>
<td>• Describe how text structure contributes to the meaning of a text.</td>
<td>• Write using an objective tone.</td>
<td>• Introduction, development, and conclusion</td>
</tr>
<tr>
<td></td>
<td>• Provide a concluding statement or section.</td>
<td>• Reference to the text using a combination of details, examples, quotes, and/or facts</td>
</tr>
<tr>
<td></td>
<td>• Plan, edit, revise, and rewrite as necessary.</td>
<td>• Use of transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Precise language and domain-specific vocabulary drawn from text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sentence formation, grammar, usage, spelling, capitalization, and punctuation</td>
</tr>
</tbody>
</table>
Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage. Use evidence from the text to support your response.

Student 1
Score: Insufficient

The central idea of this passage is to live your life the way Drew Brophy does.

Score Justification for Student 1
This essay received a score of insufficient because there is no evidence that the student read the text. Additionally, there is no evidence of student thought beyond the prompt and the title.
Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage. Use evidence from the text to support your response.

Student 2
Score: 1
The central idea of the passage “Drew Brophy: Living Life His Way” is to live your life no matter what people tell you. I know this because Drew Brophy didn’t listen to his guidance counselor. Drew Brophy became an artist and a surfer who goes to places in Hawaii and California. He also did not go to art school.

Score Justification for Student 2
- Minimally addresses task
  - Within the first sentence, the student states the central idea, but never connects back to the task.
- Minimal evidence of organizational structure
  - Feels more like a short answer response
  - No development of the ideas listed
- Minimal analysis
  - Evidence of an attempt to make an inference “… no matter what people tell you” and “I know this because…”
- Missing the interconnectedness of text structure and central idea
  - No purposeful use of relevant evidence

<table>
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<th>Inferences (based on…)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
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<tbody>
<tr>
<td>Live your life your way no matter what people tell you</td>
<td>Didn’t listen to his guidance counselor</td>
<td>Drew Brophy became an artist and a surfer</td>
</tr>
</tbody>
</table>

*This chart is not intended to serve as a formula for writing. This chart does not evaluate the quality of the student’s inferences, text evidence, or analysis and elaboration.*
Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage. Use evidence from the text to support your response.

Student 3
Score: 2
The title of the passage “Drew Brophy: Living Life His Way” is the central idea of the story. Drew Brophy did not listen to people when they told him, “you can’t do that.”

In the text it says, “When people told me you can’t do that, I didn’t listen.” Drew is stubborn but determined. This means that he found a way to do what he loves but still pay his bills.

Additionally, Drew held true to his dreams even when he was “broke and starving.” He lived through difficult times and never gave up. He has an indomitable spirit.

In conclusion, the central idea of the passage is living life your way like Drew Brophy. Even when people tell you that you can’t do something, you should never give up. Hard work helps you achieve your dreams.

Score Justification for Student 3
• Inconsistently addresses task
  o The central idea is referenced throughout the writing but never connects back to the task.
  o Weak organizational structure and focus on the task
  o Lack of development of the task
• Inconsistent analysis
  o Missing the interconnectedness of text structure and central idea
  o Reference to text, but limited and not connected to the task
  o Weak inferences
  o *This is based on implicit meanings from the text, but goes beyond the text.

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<tr>
<td>Drew Brophy did not listen to people</td>
<td>“you can’t do that” “I didn’t listen” Drew Brophy is stubborn but determined</td>
<td>He found a way to do what he loves but still pay his bills</td>
</tr>
<tr>
<td></td>
<td>He lived through difficult times “broke and starving” “indomitable spirit” He never gave up</td>
<td>*You should never give up *Hard work helps you achieve your dreams</td>
</tr>
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*This chart is not intended to serve as a formula for writing. This chart does not evaluate the quality of the student’s inferences, text evidence, or analysis and elaboration.
Student 3
Suggestions for Improvement

- To adequately address the task, the student would have had to not only explain the central idea and address the title, but also connect the two elements (central idea and title).
- For clear analysis, the student would have to consistently make explicit (or implicit) inferences about each piece of textual evidence and explain how it supports the response.
- Appropriate use of transitions to link or connect ideas within supporting information
- Increase use of precise language:
  Example: “He lived through difficult times and never gave up” could be worded as “He persevered throughout challenging times.”
Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage. Use evidence from the text to support your response.

**Student 4**  
**Score: 3**

In the passage “Drew Brophy: Living His Way,” the reader learns about a man named Drew Brophy who fought the odds and ignored the people who told him to give up when all he wanted to do was follow his two passions in life, painting and surfing. The author uses the title to reveal the central essay of the passage, which is living life your way. This title is appropriate to the passage because the author shows the reader how Drew lives his life and that he does it on his own terms.

One way the author shows the reader that Drew lives his life his own way is when Drew ignored his guidance counselor’s warning, “you can’t just paint and surf your whole life.” This is important because it shows Drew’s self-confidence and drive. He was confident enough in himself as a teenager that he followed his own hart despite what the adults in his life were telling him to do. This scene also makes the reader wonder if this incident with the guidance counselor made Drew even more determined to live his life on his own terms.

The author also uses the title to show the reader how Drew’s choice to live his life his own way has paid off in the long run. By ignoring the naysayers and following his heart, even “through some difficult times,” Drew has created a life that allows him to travel, paint, and surf. His different view of life and his willingness to take risks have provided him a life of adventure and passion. But Drew isn’t stopping there. He continues to push forward in life and learn new and exciting things about the world and himself.

The author of “Drew Brophy: Living Life His Way” uses the title of the passage to further emphasize Drew’s life journey and how his belief in himself created his indomitable spirit.
Score Justification for Student 4

- **Adequately addresses all parts of the task.**
  - Clear connection between title and central idea was evident
- **Appropriate organizational structure and focus on the task.**
  - Clear introduction, development, and conclusion
  - Evidence group logically
- **Clear analysis**
  - Interconnectedness of text structure and central idea
    - Ex: paragraph 3 shows evidence of interconnectedness
  - Made inferences and generalizations
    - Ex: paragraph 2, sentences 2-3
  - Constructed meaning
    - Ex: paragraph 2, sentence 4
  - Combination of details, quotes, and paraphrasing to support response

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<td>Shows Drew Brophy’s self-confidence and drive</td>
<td>Drew Brophy ignored his guidance counselor’s warning</td>
<td>Makes the reader wonder if this incident with the guidance counselor made Drew even more determined to live his life on his own terms</td>
</tr>
<tr>
<td>Followed his own heart despite what adults in his life were telling him to do</td>
<td>“through some difficult times”</td>
<td>His different view of life and his willingness to take risks have provided him a life of adventure and passion Continues to push forward</td>
</tr>
<tr>
<td>Author uses the title to show the reader how Drew Brophy’s choice to live his life has paid off Ignoring naysayers following his heart</td>
<td></td>
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*This chart is not intended to serve as a formula for writing. This chart does not evaluate the quality of the student’s inferences, text evidence, or analysis and elaboration.

Suggestions for Improvement

- Authentic use of skillful transitions as opposed to more formulaic transitions
- Use a variety of sentence structures, including complex sentences, in a manner that enhances the flow of the writing.
- Use of more precise language:
  - Example: repetition of the word “shows.” Replace it with “illustrates,” “conveys,” “depicts”
Writers often use titles to introduce a central idea in a text. Write an essay analyzing why the title is appropriate for the passage. Use evidence from the text to support your response.

**Student Sample 5**  
**Score: Low 4**  
Drew Brophy lives an adventurous life as an artist, surfer, and world traveler. He has achieved this quality of life through determination and by blazing his own path. From a young age, Drew had an inner drive to do what he wanted to do—despite the adults in his life telling him otherwise. This is reflected in the central idea of the text, and is expressed in the title as “living life his way.” The title of the text is appropriate to the author’s intent of further capturing Drew’s spirit and illustrating Drew’s unique view on life.

In paragraph 4, the author provides the image of a “surfer riding a huge wave, perfectly timing the wall of water above his head.” This image also serves as a metaphor for Drew’s life, meaning that despite the impending wall of water, or life, Dre continues to elude the dangers and hard times hanging over his head to do what he most enjoys. This is a powerful image because the danger of the wave mirrors the struggles in Drew’s life that he has overcome.

Another way that the author conveys the central idea of “living his life his own way,” is by sharing the fact that Drew, a successful artists, did not attend or receive formal training in art school. Like so many other areas of his life, Drew developed his own techniques that are primarily based on his life experiences. Just as in life, Drew is constantly reflecting on his past experiences to improve himself, he is also constantly reflecting on his part artistic experiences to evolve in his artistic endeavors.

By structuring the central idea of the text around the title, “Drew Brophy: Living His Way,” the author relates the extraordinary life of a man, Drew Brophy, who has lived an adventurous life his way and on his own terms.
Score Justification for Student 5

- **Demonstrates effective analysis of text and skillful writing**
  - Ex: Paragraph 2, sentence 2
  - In every paragraph a connection is made between the title and central idea
    - Ex: paragraph 1, last sentence
  - Effective introduction, development, and conclusion
  - Offers claims, opinions, and ideas which are supporting evidence from the text

- **Skillful use of authentic transitions**
  - Internal and external
    - Ex: paragraph 2, sentence 2 (internal)
    - Paragraph 3, sentence 1 (external)

- **Effective use of precise language**
  - “ex: “Powerful image, “inner drive,” “precise,” “metaphor,” “mirrors the struggle,” “by structuring,” “techniques

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<td>Drew Brophy lives an adventurous life</td>
<td>Living life his way</td>
<td>The author’s intent of further capturing Drew’s spirit and unique view on life</td>
</tr>
<tr>
<td>This image serves as a metaphor for Drew Brophy’s life</td>
<td>Surfer riding a huge wave, perfectly timing the wall of water above his head</td>
<td>Despite the impending wall of water, or life, Drew continues to elude the dangers and hard times hanging over his head. Powerful because the danger of the wave mirrors the struggles in Drew Brophy’s life</td>
</tr>
<tr>
<td>Like many other areas of his life, Drew Brophy developed techniques primarily based on his life experiences Drew Brophy is constantly reflecting on his past artistic experiences</td>
<td>Did not attend or receive formal training in art school</td>
<td>Drew is constantly reflecting on his past experiences to improve himself</td>
</tr>
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- The committees scored this paper as a “low 4” because paragraph 3 contains some wobbles in analysis and elaboration of ideas.
Resources: