Text Dependent Analysis Resources
Grades 3-5

Each fall, a committee of experts comprised of teachers, Literacy Coaches, District- Level Instructional Leaders, and the South Carolina Department of Education (SCDE) work together to analyze the results of SC READY. This Data Review Committee works to provide teachers with useful information to increase success on the assessment.

The Fall 2019 Data Review Committee, placed their emphasis on instructional strategies for reading, and examined the Text Dependent Analysis item.

The committee reviewed the Spring 2019 responses for the Text Dependent Analysis (TDA) item at each score point, including essays that did not receive a score. Their feedback and suggestions were released on the 2019 Grades 3-5 Data Review document, and are also included within this document.

This document outlines the information that was discussed during the Data Review meeting, in addition to the information that was presented during the January 2020 PLO series in conjunction with the Office of Standards and Learning.

At this time, the Office of Assessment is not currently releasing a new Text Dependent Analysis Prompt for SC READY. However, we are providing student responses that were written in December 2019. These responses are from current grade 3 students in South Carolina. The students responded to the previously released passage, “The Rhinoceros and the Bird.” The students’ papers were scored by a committee at the SCDE, and verified by lead scorers from our state testing vendor, Data Recognition Corporation.

Additionally, this document provides a copy of the Process of Analysis, “The Rhinoceros and the Bird” passage and prompt, a chart describing the standards used for this TDA item, and nine student responses along with a Scoring Template for each paper. The score justifications are intended to be used as a guide to support teachers with the expected level of response. Please do not use the Scoring Template chart as a graphic organizer for your students.
Text Dependent Analysis (TDA)

Text Dependent Analysis is aligned to Writing (W) Standard 2. This item accounts for approximately 12% of the students’ total ELA score.

The format of the prompt remains the same for each TDA. The first sentence guides the student’s thinking. The second sentence tells the student the task. The third sentence tells the student to use evidence from the passage to support his or her analysis.

General Suggestions:

- Focus on the reading skills needed for analysis of text.
- Utilize close reading strategies to include multiple readings of text.
- Model analysis for students (This should be done verbally before students are expected to write it out).
- Use the language of the reading standards when instructing students.
- Read, discuss, annotate, and then write as part of your instructional method.
- TDA is not a mode of writing. Students should be comfortable writing across all modes (narrative, informational, argumentative) of writing.
- We strongly discourage writing a TDA on a weekly basis. This practice does not allow teachers or students time to practice the skills needed for analysis. Also, this does not allow teachers time to give students feedback or support in the areas where students are weak.
- There will be two readers who score the students’ response on SC READY. A suggestion would be to allow two readers to score student responses at the school level. This will allow for discussions of strengths and weaknesses to assist with instruction.
General Score Point Observations

The committee reviewed Spring 2019 SC READY student responses. The list provided is generalizations based on the set of student papers that were read. This does not mean that all students had identical papers, but these are common things that were shown amongst students in grades 3, 4, and 5. The list below provides insight to things that students did well at each score point.

Students who scored ‘**Insufficient**’-

- provided evidence or provided thinking
- gave summaries of the text without any thoughts/analysis
- stopped at giving a very short answer to the question without any elaboration

Students who scored a ‘**1**’-

- showed an understanding of the text
- had minimal structure/organization
- responded more like a constructed response instead of a TDA

Students who scored a ‘**2**’-

- gave relevant evidence through quotes
- showed glimmers of their own thoughts, but this was done inconsistently
- understood the passage and the prompt
- often were missing the explanation piece of the analysis

Students who scored a ‘**3**’-

- clearly organized writing
- connected their ideas
- students provided an analysis, but did not extend their thinking consistently
- their thinking and text were not as strongly connected as students who scored a ‘**4**’

Students who scored a ‘**4**’-

- evidence that students were comfortable writing across all modes of writing (narrative, informational, and opinion writing)
- use a variety of sentence stems to extend their thinking
- consistently elaborated their thoughts
- made inferences about the how and why of what the prompt asks and explained those inferences
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.
The Rhinoceros and the Bird

The rhinoceros was the grumpiest animal in all of Africa. He was always in a horrible mood. He stamped his feet, charged at any animal that passed by, and frightened all animals with his long, pointed horn. He seemed to almost enjoy throwing his weight around. He was so unpleasant and mean, none of the other animals would have anything to do with him. Because of this, he was also very lonely. That made him even grumpier.

One day, the rhinoceros stood alone snorting and grumbling to himself under a ginkgo tree. He noticed a little bird perched cheerfully on a branch above him.

“Hello down there,” chirped the bird.

“Go away and leave me alone!” huffed the rhinoceros.

“I would like to ask you a question,” the bird insisted.

The rhinoceros was so surprised that the bird was still speaking to him, he forgot to be grumpy. “Aren’t you afraid of me?” asked the rhinoceros.

“No at all,” answered the bird. He was safely out of reach of the rhinoceros. Besides, the bird was too curious to be afraid.

“I was just wondering,” continued the bird, “what in the world makes you so grumpy? You must know that’s why you have no friends.”

The rhinoceros stamped impatiently. “I know. I can’t help it,” he snapped. “You would feel bothered too, if your back were always as itchy as mine.”

The bird looked down at the rhinoceros’s back. “I see your problem!” tweeted the bird, as he hopped excitedly on his branch. “You have little bugs crawling all over your back.”

“Well, now I know the reason,” the rhinoceros shook his head. “But it still doesn’t solve anything.”

The little bird fluttered down to a lower branch to look more closely. “I think I can help you,” said the bird.

“You?” The rhinoceros laughed. “How?”

The bird replied, “You are itchy, and I am hungry. Those bugs look delicious. If you will let me ride along on your back, I will get rid of those unwelcome visitors for you.”
The rhinoceros thought about this. “Won’t I look foolish walking around with a little bird on my back?” he worried.

“Some might say you look pretty foolish now,” reasoned the bird, “standing here grumbling to yourself under a tree.”

The rhinoceros could not argue with the bird’s point. He agreed, and the little bird hopped onto his back.

The next day, the other animals saw an amazing sight. The rhinoceros was trotting across the plain with a tiny bird perched on his wrinkled shoulder. The rhinoceros felt so much better without bugs on his back. He felt so good that he did not mind the strange looks he got from the others. His itch and his loneliness were both gone.

Even today, in Africa, you can still see little birds riding on the back of a rhinoceros.

**Text-Dependent Analysis (TDA) Question**

The bird is important to the story. Write an essay explaining how the rhinoceros changes because of the actions of the bird. Use evidence from the story to support your response.
<table>
<thead>
<tr>
<th>Reading Standard RL.8</th>
<th>Writing Standard 2</th>
<th>Language of the TDA Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a general overview of the TDA assessment boundaries for RL.8.</td>
<td>This is a general overview of the TDA assessment boundaries for W.2.</td>
<td>• Address the task</td>
</tr>
<tr>
<td>• Refer to the skills of RL.5 and RL.10.</td>
<td>• Introduce a topic or claim. For the TDA response, the claim will come from the</td>
<td>• Demonstrate an understanding of the text</td>
</tr>
<tr>
<td>• Understand the elements of plot.</td>
<td>TDA writing prompt.</td>
<td>• Analysis based on explicit and implicit meanings from the text to support claims, opinions, and</td>
</tr>
<tr>
<td>• Be able to describe characters’ traits.</td>
<td>• Develop the topic or claim.</td>
<td>ideas</td>
</tr>
<tr>
<td>• Connect the characters of a text to the development of the plot. This includes</td>
<td>• Use facts, definitions, details, examples, and quotations from the provided</td>
<td>• Reference to the text using details, examples, quotes, and/or facts</td>
</tr>
<tr>
<td>theme.</td>
<td>text(s) to develop the claim.</td>
<td>• Reference to the main ideas and key details of the text</td>
</tr>
<tr>
<td>• Identify conflict and explain how conflict impacts characters.</td>
<td>• Group related information. This does not mean that students must follow a set</td>
<td>• Organizational structure</td>
</tr>
<tr>
<td>• Understand how characters resolve conflict.</td>
<td>formula for writing their essays.</td>
<td>• Focus on Task</td>
</tr>
<tr>
<td>• Analyze how characters impact the plot.</td>
<td>• Paraphrase, quote, and summarize the provided text.</td>
<td>• Grouped and related ideas</td>
</tr>
<tr>
<td>• Analyze how characters impact the setting.</td>
<td>• Use a variety of transitional words and phrases to create cohesion and clarify</td>
<td>• Introduction, development, and conclusion</td>
</tr>
<tr>
<td>• Know that context provides the background or setting of events or occurrences.</td>
<td>relationships among ideas and concepts.</td>
<td>• Reference to the text(s) using a combination of details, examples, quotes, and/or facts</td>
</tr>
<tr>
<td>• Know that context helps the reader better understand the relevance of the text.</td>
<td>• Use precise language to improve clarity in writing.</td>
<td>• Use of transitions</td>
</tr>
<tr>
<td>• Explain how an author uses the grade-level indicator elements of RL.9.</td>
<td>• Write using an objective tone.</td>
<td>• Precise language and domain-specific vocabulary drawn from text</td>
</tr>
<tr>
<td>• Analyze how the grade-level indicator elements of RL.9 work together to create</td>
<td>• Provide a concluding statement or a concluding section related to the topic</td>
<td>• Sentence formation, grammar, usage, spelling, capitalization, and punctuation</td>
</tr>
<tr>
<td>mood, contribute to meaning, or emphasize aspects of a character or of a setting.</td>
<td>presented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan, edit, revise, and rewrite as necessary.</td>
<td></td>
</tr>
</tbody>
</table>
The rhinoceros actions change because of the bird.

In the beginning the rhinoceros is grumpy and lonely. The text says, “The rhinoceros was the grumpiest animal of all in Africa.” However the bird is not afraid of the Rhinoceros.

In the middle the bird asks the rhinoceros why he is so grumpy. The rhinoceros stamped impatiently and said, “You would feel bothered too if your back was as itchy as mine.” The bird said he saw the problem he had bugs on his back.

In the end, rhinoceros agreed. The bird go on rhinoceros shoulder and ate the bug. The next day the animals saw an amazing sight. the little bird was sitting on rhinoceros shoulder. In conclusion, rhinoceros felt better and now birds in Africa still sit on rhinoceros shoulders.
The bird is important because, The rhinoceros was grumpy and lonely, then a bird came along and was brave and helped the rinoceros. The rinoceros was grumpy and mean because the bugs on his back made him itchy. The rinoceros was not able to scratch his back because he didn’t have arms. Being itchy all the time made the rhinoceros grumpy. In the text it says, “He was always in a horrible mood.”

The bird was brave because he talked to the rhinoceros. Other animals did not. This even surprised the rhinoceros because he asked the bird. In the story it says, “Aren’t you afraid of me? Asked the rhinoceros.” The bird helped the rhinoceros by eating the bugs off his back. This helped the rhinoceros not itch and the bird was not hungry anymore.

But if the bird was not in the story the rinoceros would still be grumpy and lonely without the bird and the bird would still be hungry. The other animals would still be scared of the rhinoceros.
Paper 3

The bird actions advance the plot in many ways.

The rhino was mean to the animals. The bird was seeing what the rhino was doing to the animals. The rhino was charging at the animals because he was mad.

The bird was in a tree talking to the rhino. The rhino told the bird what his problem was. The bird said he could fix it.

In the end, the bird fixed his problem. The bird and rhino were nice to each other. The other animals thought the rhino was crazy.

The rhino had a problem and the bird fixed it.
The birds actions change the rhino in many ways.

The birds first action was he asked the rhino a question. In the text it states, “The rhinoceros was surprised that a bird was still speaking to him he forgot to be grumpy.” If the bird had been too scared to ask the rhino a question, the rhino would still be grumpy and lonely. They would not be friends.

The birds second action was he hopped on the rhino’s back. Because he had bugs on his back, he was grumpy. In the text it says, “The rhinoceros felt so much better with the bugs on his back.” Because the bird ate all the bugs, the rhino felt better. Because the rhino felt better he was not mean to any of the other animals anymore.

In the end, the bird was perched on the rhinos wrinkled shoulder while the rhino trotted across the plain. In the text it says, “he felt so good that he didn’t mind the strange looks he go from others.” Because he felt better he ignored the strange looks he got from the others. Because he felt better he ignored everyones strange look.

In conclusion, the rhino let something happen and he got better.
In the beginning, the Rhinoceros had little bugs on his back which caused him to be grumpy and treat others rudely. In the text it states, “I see your problem.” Tweeted the bird “You have little bugs crawling all over your back.” The bird was not afraid, so he wasn’t afraid to help.

The Rhinoceros was grumbling under a Ginkgo alone the bird flew over him and perched on a branch and started talking to the Rhinoceros as was nice to him. In the text it states, “Hello down there,” chirped the bird. “Go away and leave me alone!” huffed the Rhinoceros. The bird is being kind and Rhinoceros was grumpy and rude.

In the end, The Rhinoceros is embarresed cause he’s gonna have a little bird on his back. In the text it states, “wont I look foolish walking around with a little bird on my back?”

The Rhinoceros was happy because he got a friend and those bugs were gone. In conclusion, Rhinoceros wasn’t grumpy cause he had made a friend! So, now that he wasn’t lonely, he wasn’t grumpy.
Because of the actions of the bird, the bird is important to the story.

IN the beginning of the text it states, “The rhinoceros is the grumpiest in Africa.”

“He stamped his feed, charged at any animal that passed by, and frightened all animals with his long, pointed horn.

He was so unpleasant and mean none of the other animals would have anything to do with him.

In conclusion, the rhinoceros let the bird help him and now he is not itchy or grumpy anymore.
Paper 7

In the beginning the bird said “Hello” to the Rhinoceros. In the text the bird did not know why the Rhinoceros did not want help from me the little bird. The little bird asked the Rhinoceros again. But the Rhinoceros said leave me alone I do not need your help! The little bird understood!

The little bird that she or he could help the rhinoceros. The bird is important because it makes the story complete but it makes the Rhinoceros change it’s actskins. The Rhinoceros change’s because of the bird.
The Rhinoceros changes when the bird asked a question and the Rhinoceros forget to be grumpy. The actions of the bird is how the Rhinoceros changed his actions. The actions of the bird is the reason the Rhinoceros changes actions in the story. The bird asked a lot of questions to the Rhinoceros. The reason the bird asked a lot of questions is because the bird was trying to make the Rhinoceros try to forget to be grumpy.
The Rino changes because of the actions of the bird.

In the beginning there was a Rino who was very grumpy. Then a bird popped out of a tree. The text states, “Go away and leave me alone!,” huffed the Rino. The bird changes the Rino because he wasn’t afraid of the Rhino like all of the other animals were. Because he wasn’t afraid and was nice to the Rino the Rino changed from grumpy to nice.

Later in the story, the bird found a solution to why the Rino was so grumpy. The bugs on his back made him itchy and the Rino did not have a way to make the itchy stop. The text states,” You are itchy and I am hungry.” The bird says I’ll eat the bugs on your back if you let me ride. Because the bird helped the Rino and the Rino helped the bird they became friends.

In the end, the Rino told the bird won’t I look foolish! But the Rino could not argue he infact aggred. Then the Rino was trotting across the plain and did not notice the strange looks they gave him.

The conclusion is, since the bird helped the Rino the Rino was never lonely or grumpy again! Because the Rino let the bird ride on his back, other Rinos in Africa let birds ride on their backs. Those Rinos were never grumpy or lonely again!
Paper 1
Score Low 1

- Limited Transitions: “In the beginning,” “in the middle,” “in the end,” “in conclusion”
- Inconsistently addresses some parts of the task.
- Minimal reference to the main ideas and relevant details of the text.
- The essay is organized in the order of the story.
- Limited use of precise language.
- Errors in grammar and conventions do not interfere with meaning.
- There is no evidence of student analysis in this response. The essay summarizes the passage; however, the student was able to select portions of text that are relevant to the task and uses a variety of direct quotations and paraphrasing. It is evident that the student read and understood the passage and the connection between the bird’s actions and the changes in the rhinoceros. This is why the student received a score of a low 1 instead of a score of copied.

<table>
<thead>
<tr>
<th>Inferences (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-the rhinoceros is grumpy and lonely</td>
<td>-“The rhinoceros was the grumpiest animal in all of Africa.”</td>
<td></td>
</tr>
<tr>
<td>-“The rhinoceros was the grumpiest animal in all of Africa.”</td>
<td>-the bird is not afraid of the rhinoceros</td>
<td></td>
</tr>
<tr>
<td>-the bird asks why he is so grumpy</td>
<td>-the rhinoceros stamped impatiently and said, “You would feel bothered too if your back was as itchy as mine.”</td>
<td></td>
</tr>
<tr>
<td>-the rhinoceros stamped impatiently and said, “You would feel bothered too if your back was as itchy as mine.”</td>
<td>-the bird said he saw the problem</td>
<td></td>
</tr>
<tr>
<td>-the bird got on the rhino’s shoulder and ate the bugs</td>
<td>-The next day, the animals saw an amazing sight.</td>
<td></td>
</tr>
<tr>
<td>-The next day, the animals saw an amazing sight.</td>
<td>-Rhino felt better</td>
<td></td>
</tr>
<tr>
<td>-Rhino felt better</td>
<td>-Now birds in Africa still sit on Rhino’s shoulders</td>
<td></td>
</tr>
</tbody>
</table>
Paper 2
Score 4

- Effectively addresses all parts of the task.
- Appropriate organizational structure
- Thorough analysis
- Substantial, accurate, and direct reference to the text
- Appropriate use of transitions to link ideas with supporting information: “because,” “then a bird came along,” “this even surprised”
- Appropriate use of precise language: “brave”
- Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inferences (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-the bird was brave</td>
<td>-the rhinoceros was grumpy and lonely</td>
<td>-The rhinoceros was not able to scratch his back because he didn’t have arms.</td>
</tr>
<tr>
<td>-the rhino was grumpy and mean because the bugs on his back made him itchy</td>
<td>-the bird helped the rhinoceros</td>
<td>-If the bird was not in the story the rhinoceros would still be grumpy and lonely without the bird and the bird would still be hungry.</td>
</tr>
<tr>
<td>-being itchy all the time made the rhino grumpy</td>
<td>-“He was always in a horrible mood.”</td>
<td>-The other animals would still be scared of the rhinoceros.</td>
</tr>
<tr>
<td>-the bird was brave because he talked to the rhino. Other animals did not. The even surprised the rhino</td>
<td>-“Aren’t you afraid of me?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-The bird helped the rhinoceros by eating the bugs off his back.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-This helped the rhinoceros not itch and the bird was not hungry anymore.</td>
<td></td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.
Inconsistently addresses some parts of the task. The task asks students to explain how the rhinoceros changes because of the bird’s actions. This essay focuses on how the bird “fixes” the rhinoceros’s problem (his itchy back), but doesn’t address how the rhinoceros changes.

Appropriate organizational structure: The paper is organized in the order of the story.

Minimal analysis

Limited reference to the main ideas and relevant details of the text.

Vague reference to the text. Although the student references the text and some of the relevant details, he/she uses few examples and quotes from the text. The student’s textual evidence is presented in the form of summary. While students may use summary and paraphrasing as text evidence, students in the higher scoring ranges use “an effective or appropriate combination of details, examples, quotes, and/or facts.” For example, in paragraph 2 the student states, “The rhino told the bird what his problem was. The bird said he could fix it.” This would be more effective if the student had used a quoted phrase or sentence from the text explaining what the “problem” is and how the bird “fixed” it. As it is written, the reader has to do the work of making the connection to the text.

Limited use of transitions to link ideas.

Little or no use of precise language.

Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inferences (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-the bird was seeing what the rhino was doing to the animals</td>
<td>-the rhino was mean to the animals</td>
<td></td>
</tr>
<tr>
<td>-the rhino was charging at the animals because he was mad</td>
<td>-the bird was in a tree talking to the rhino</td>
<td></td>
</tr>
<tr>
<td>-the bird and the rhino were nice to each other</td>
<td>-the bird said he could fix it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-the bird fixed his problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-the other animals thought the rhino was crazy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-the rhino had a problem and the bird fixed it</td>
<td></td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.*

Weaknesses:

- Lack of specific details from the text. The student should use more specific examples instead of vague references such as “the bird fixed his problem.”
- Minimal analysis/elaboration of inferences. For example, the student writes, “The bird was seeing what the rhino was doing to the animals.” The student infers that the bird was watching the rhino’s behavior toward the other animals before the bird decided to
approach the rhino and offer help. The student could have elaborated on this by mentioning how approaching the “mean and grumpy” rhino made the bird brave. Additionally, the student could have tied in the bird’s brave actions with the impact those actions had on the rhino. Making this connection would also better address the full task instead of part of the task.
Paper 4
Score 3

- Adequately addresses all parts of the task.
- Appropriate organizational structure. The student organizes the essay in the order of the bird’s actions.
- Clear analysis based on explicit and implicit meanings from the text.
- Sufficient, accurate, and direct reference to the text.
- Appropriate use of transitions to link ideas: “The birds first action,” “The birds second action,” “because the rhino felt better…”
- Appropriate use of precise language.
- Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inference (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-If the bird had been too scared to ask the rhino a question, the rhino would still be grumpy and lonely. -Because the bird ate all the bugs, the rhino felt better.</td>
<td>-The bird’s first action was he asked the rhino a question -“The rhino was surprised…” -The birds second action was he hopped on the rhino’s back. -Because he had bugs on his back, he was grumpy. -“The rhino felt so much better…” -“The bird was perched on the rhino’s wrinkled shoulder while the rhino trotted across the plain.” -“He felt so good that he didn’t mind the strange looks he got from others.” -Because he felt better he ignored the strange looks he got from others.</td>
<td>-they would not be friends -Because the rhino felt better he was nicer to the other animals too. -The rhino let something happen and he got better.</td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.

Weaknesses:

- Body paragraph 3 is repetitive and does not connect the bird’s actions to the rhino’s new ability to ignore the strange looks from the other animals.
- The conclusion is weak and vague. The student writes, “…the rhino let something happen and he got better.” What is “something” and how does it tie into the bird’s actions?
Paper 5
Score Low 3

- Adequately addresses all parts of the task.
- Weak organizational structure.
- Clear analysis based on explicit and implicit meanings from the text.
- Sufficient, accurate, and direct reference to the text.
- Sufficient reference to the main ideas and relevant key details.
- Limited use of transitions.
- Appropriate use of precise language: “embarrassed”
- Errors in grammar and conventions do not interfere with meaning.
- The analysis in paragraph 4 pushes this paper from a 2 to a low 3.

<table>
<thead>
<tr>
<th>Inference (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-he wasn’t afraid to help -and was nice to him -the bird is being kind -Rhino is embarrassed because he is gonna have a little bird on his back -The rhino was happy because he got a friend and the bugs were gone</td>
<td>-The rhino had bugs on his back which caused him to be grumpy and treat others rudely. -“I see your problem.” -The bird was not afraid… -Rhino was grumbling under a Ginko alone… -The bird perched on a branch and started talking to the rhino -“Hello down there.” -“Go away and leave me alone.” -“Wont I look foolish?”</td>
<td>-Rhino wasn’t grumpy cause he had made a friend. Now that he wasn’t lonely he wasn’t grumpy.</td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.

Weaknesses:

- Paragraph 3: The student makes an inference that “looking foolish” with a bid on his back will embarrass the rhino; however, the student does not elaborate on why this would be embarrassing or how being willing to “look foolish” is a change for the rhino that was brought about by the bird’s actions.
- Organization: There is repetition of ideas and text evidence.
Paper 6
Score 1

- Minimally addresses part of the task.
- Minimal evidence of an organizational structure.
- Minimal analysis. The student makes a weak inference that the rhino let the bird help him. (This is not directly stated in the passage.) Because the student shows evidence of thinking about the text, he/she received a score of 1 instead of a score of Copied.
- Few transitions: “In the beginning,” “In conclusion”
- Little or no use of precise language.
- Insufficient reference to the text and minimal use of relevant details. The student incorporates the text through a retelling of the story.
- Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inferences (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-The rhino let the bird help him and now he is not itchy or grumpy anymore.</td>
<td>-“the rhino is the grumpiest in Africa.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-“He stomped his feet, charged at any animal that…”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-“He was so unpleasant and mean…”</td>
<td></td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.

Weaknesses:

- This response is mostly a retelling of the story and reads more like a short answer response than an essay response. While it is evident that the student read all of the story, it is not evident that the student fully understood the task. The student wrote “Because of the actions of the bird, the bird is important to the story” at the top of his paper, but the student only discusses the actions of the rhinoceros and one way the rhino changes. The student does not connect the change in the rhino to the actions of the bird except to say that “the rhinoceros let the bird help him…”
Paper 7
Score Low 2

- Minimally addresses the task.
- Minimal evidence of an organizational structure.
- Minimal analysis. The student’s inference in paragraph one is what pushes this paper into a score of low 2 instead of a 1. “In the text the bird did not know why the Rhinoceros did not want help from the little bird.”
- Limited reference to the text.
- Limited reference to the main ideas of the text.
- Limited use of transitions.
- Inconsistent use of precise language.
- Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inferences (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-the bird does not know why the rhino did not want help from me the little bird</td>
<td>-the bird said, “Hello to the rhinoceros.”</td>
<td>-The bird is important because it makes the story complete but it makes the Rhino change it’s actshins.</td>
</tr>
<tr>
<td>-the little bird understood</td>
<td>-the rhino said leave me alone</td>
<td></td>
</tr>
<tr>
<td>-the rhino changes because of the bird</td>
<td>-the little bird knew that she or he could help the rhino</td>
<td></td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.

Weaknesses:

- Although the student makes some inferences, he/she does not use the text to support those inferences. The student could have chosen better key details to support his/her ideas. For example, in paragraph one, the student supports the idea that the bird did not know why the Rhino didn’t want help from the bird with, “In the beginning the bird sed ‘Hello’ to the Rhinoceros.” The bird saying hello does not connect with the student’s inference. Also in paragraph 1, the student notes that “The little bird understood,” but it is unclear what the bird understands. In the second paragraph, the student mentions that the bird “could help the rhinoceros.” Because of the way the essay is organized, it is unclear if this statement is referring to the little bird understanding in paragraph 1.

Text Dependent Analysis Grades 3-5
Paper 8
Score 1

- Inconsistently addresses some of the task.
- Minimal evidence of an organizational structure.
- Inconsistent analysis. Although this response is very brief, the student makes the inference that the bird intentionally asks “a lot of questions to the Rhinoceros” and the reason is because “the bird was trying to make the Rhinoceros try to forget to be grumpy.”
- Insufficient reference to the text.
- Minimal reference to the text.
- Few, if any, transitions.
- Little or no use of precise language.
- Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inferences (based on)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-the rhino changes when the bird asked a question and the rhino forgot to be grumpy.</td>
<td></td>
<td>-the reason the bird asked a lot of questions is because the bird was trying to make the rhino forget to be grumpy</td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.

Weaknesses:

- This response seems more like a short answer response than an essay. The student shows that he/she understands the text and task; however, he or she does not use key details from the text to support his/her response. The student does connect the actions of the bird to the change in the rhino (Sentence 2), but does not use the text to support this idea. It is evident that the student read most of the text.
Paper 9
Score High 3

- Effectively addresses all parts of the task.
- Clear analysis. In the concluding paragraph, the student not only elaborated on how the bird helped this particular rhino change, but also how the actions of this bird affected all of the rhinos in Africa.
- Appropriate organizational structure. Some of the ideas could be better, more logically, arranged.
- Appropriate use of transitions: “In the beginning,” “Because he wasn’t,” “Later in the story,” “Because the bird helped,” “In conclusion”
- Appropriate use of precise language: “a bird popped out of a tree,” “the bird found a solution”
- Sufficient reference to the main ideas and key details.
- Sufficient reference to the text.
- Errors in grammar and conventions do not interfere with meaning.

<table>
<thead>
<tr>
<th>Inferences (drawn from)</th>
<th>Key Details (from the text)</th>
<th>(extended with) Analysis and Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>-The bird changes the rhino because he wasn’t afraid of the rhino like all of the other animals were. -The bugs on his back made him itchy and the rhino did not have a way to make the itchy stop. -Since the bird helped the rhino the rhino was never grumpy or lonely again.</td>
<td>-There was a rhino who was very grumpy. -“Go away and leave me alone…” -“You are itchy and I am hungry…” -“I’ll eat the bugs on your back.” - “I won’t look foolish!” -The rhino was trotting across the plain and did not notice the strange looks they gave him.</td>
<td>-Because he was not scared and was nice to the rhino the rhino changes from grumpy to nice. -Because the bird helped the rhino and the rhino helped the bird, they became friends. -Because the rhino let a bird ride on his back other shinos in Africa et birds on their backs too. Those rhinos were never grumpy or lonely again!</td>
</tr>
</tbody>
</table>

*This chart does not evaluate the quality of the student’s inference, evidence, and analysis.*

Weaknesses:

- In body paragraph 3, the student paraphrases the text but does not provide any inference or explanation as to why these details are important. This also impacts the conclusion. In the first sentence of the conclusion, the student writes, “The conclusion is, since the bird helped the Rino the Rino was never lonely or grumpy again!” The idea of the Rino not being lonely because of the bird’s actions is supported by paragraph 2 when the student explains that the Rhino and the bird became friends. The first paragraph attempts to explain why the Rhino changes from grumpy to nice, “Because he wasn’t afraid and was nice to the Rino the Rino changed from grumpy to nice;” however, the student doesn’t connect the bird’s actions of eating the bugs to the rhino no longer being grumpy.
Resources: