Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

• Make sure you read the prompt carefully.
• Make sure you have read the entire passage carefully.
• Think about how the prompt relates to the passage.
• Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

• Analyze the information from the passage as you write your essay.
• Make sure you use evidence from the passage to support your response.
• Use precise language, a variety of sentence types, and transitions in your essay.
• Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

☐ I wrote my final essay in the answer booklet.
☐ I stayed focused on responding to the prompt.
☐ I used evidence from the passage to support my response.
☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
### Text-Dependent Analysis Scoring Guidelines

<table>
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<th>Score</th>
<th>Description</th>
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| **4** | Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)  
Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  
Strong organizational structure that effectively supports the focus and ideas  
Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences  
Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions  
Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  
Skillful use of transitions to link ideas  
Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning |
| **3** | Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)  
Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  
Appropriate organizational structure that adequately supports the focus and ideas  
Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences  
Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions  
Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  
Appropriate use of transitions to link ideas  
Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning |
| **2** | Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)  
Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)  
Weak organizational structure that inconsistently supports the focus and ideas  
Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences  
Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions  
Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose  
Inconsistent use of transitions to link ideas  
Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning |
| **1** | Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)  
Minimal evidence of an introduction, development, and/or conclusion  
Minimal evidence of an organizational structure  
Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences  
Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions  
Minimal reference to the main idea(s) and/or 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 |

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