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

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<th>Score Point</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 |

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

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| **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 |

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| **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 |