Preparing Students for Text-Dependent Analysis

Leveraging Text-Dependent Analysis for Learning

NSCAS NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

Preparing Students for Text-Dependent Analysis

Setting the Stage

From the Research

Strategies

Implications

Reflection and Planning

Setting the Stage

Learning targets

- Identify student strengths and challenges

- Develop a rubric to score text-dependent analysis (TDA) responses

- Identify instructional strategies to support responsive lessons

Success criteria

- Identify the characteristics of a quality TDA prompt

- Identify skills necessary to respond to a TDA prompt

- Draft a TDA prompt

- Analyze student TDA responses to identify strengths and challenges

- Collaboratively draft a grade-appropriate rubric to use for scoring TDA responses

- Use the data from analyzing student work and other sources to identify strategies that would build skills necessary for successful responses to TDA prompts

Monitor Your Learning

Learning targets		New to me	I can define it	I get it	I can teach it	I can apply it another way
Identify student strengths and challenges	Pre:	☐	☐	☐	☐	☐
	Post:	☐	☐	☐	☐	☐
Develop a rubric to score text-dependent analysis (TDA) responses	Pre:	☐	☐	☐	☐	☐
	Post:	☐	☐	☐	☐	☐
Identify instructional strategies to support responsive lessons	Pre:	☐	☐	☐	☐	☐
	Post:	☐	☐	☐	☐	☐

Our Students' Work

Use the guiding questions below as you and your group members chart your thoughts on the student work you collected and sorted.

1. What did you notice about using the text and prompt with your students?

2. What surfaced as you sorted student work into high, average, and low (H-A-L)?

   - What did students demonstrate they understood/mastered?

   - In what ways was close reading of the text evident in student responses?

   - What concepts did students show they struggled with?

3. What common characteristics did you notice within each H-A-L group?

Prompt feedback
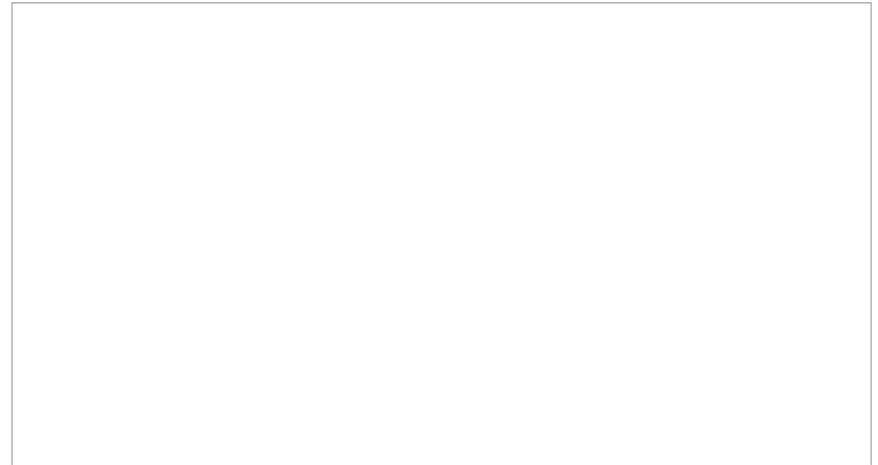
From the Research

TDA Habits

In a group of four, brainstorm the habits students need to master to support text-dependent analysis. You may want to refer to your cohort's skills list from Day 1. Then create a flow chart that displays the sequence of actions necessary for students to build habits to support TDA.
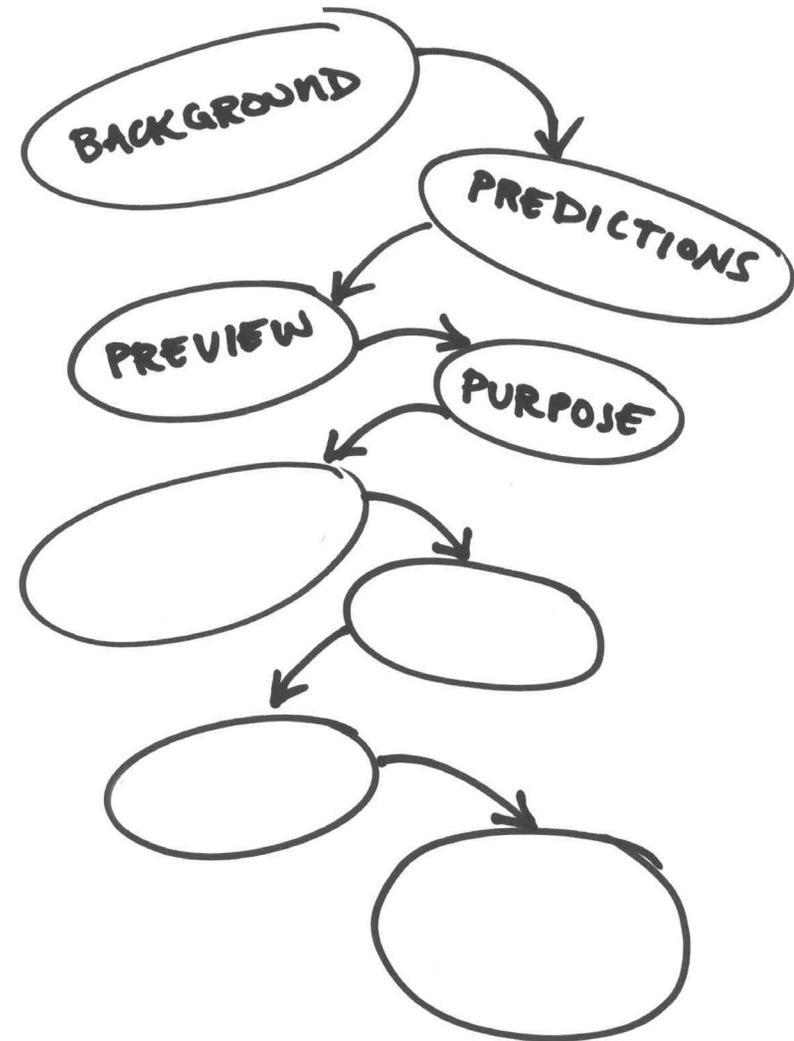
Strategies

Current Practice

Questions from content

Social Studies

Science

What you're already doing

Note the tools you currently use in the **TDA Resources and Strategies table** in Google Docs™.

A Draft Rubric: Parts 1 and 2

PART 1

Review helpful resources

Consider the following resources and information when designing rubrics:

- Criteria for quality rubrics
- TDA Day 1 notes on characteristics
- Notes from today's discussion on H-A-L student work samples
- Connections between depth of knowledge (DOK), TDA, and Achievement Level Descriptors (ALDs)
- TDA habits flow chart

Nebraska resources

TDA What and Why of TDA Supplement, pp. 5–12
https://www.education.ne.gov/ela/text-dependent-analysis-tda

Nebraska Writer's Checklist for Text-Dependent Analysis
https://www.education.ne.gov/wp-content/uploads/2017/07/TDA_Writers_Checklist_08-01-2016.pdf

Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric
https://cdn.education.ne.gov/wp-content/uploads/2017/07/Text_Dependent_Analysis_Scoring_Rubric_08-01-2016.pdf

PART 2

Consider an eighth-grade rubric

After reviewing the Nebraska TDA Scoring Rubric, consider what your group noticed earlier in the day while working on Our Students' Work (see p. 6). Depending on your group's current practice, choose the option that best fits your needs.

- **Option 1:** Reflect on the rubric. Would you make any modifications based on the learning from today and the TDA Day 1 session?
- **Option 2:** Modify the rubric. What modifications will you make based on the learning from today and the TDA Day 1 session? Note any modifications in the **Grade 8 Rubric for TDA** template in Google Docs.
- **Option 3:** Create a new rubric. Using the current Nebraska TDA Scoring Rubric as a guide, draft a new eighth-grade rubric using the **Grade 8 Rubric for TDA** template in Google Docs.

Think about these questions as you reflect, modify, or create an eighth-grade TDA rubric:

- How does the work you did sorting the student samples inform or influence the development of a rubric?
- What common characteristics emerge from each H-A-L stack?
- What makes a quality response?

A Draft Rubric: Part 3

Provide feedback

Using the Comment feature, provide warm and cool feedback on another group's rubric.

Warm feedback highlights the strength of the content and what's effective.

- _____ *was very effective.*

- *The content makes sense to me because _____.*

- *You clearly built _____ by adding _____.*

Cool feedback poses ideas to prompt the presenter to think about the content from a different perspective.

- *"I" statements, like I wonder _____ or I was confused by _____.*

- *What if _____?*

- *Tell me about _____.*

- *Might you consider _____?*

Key takeaways
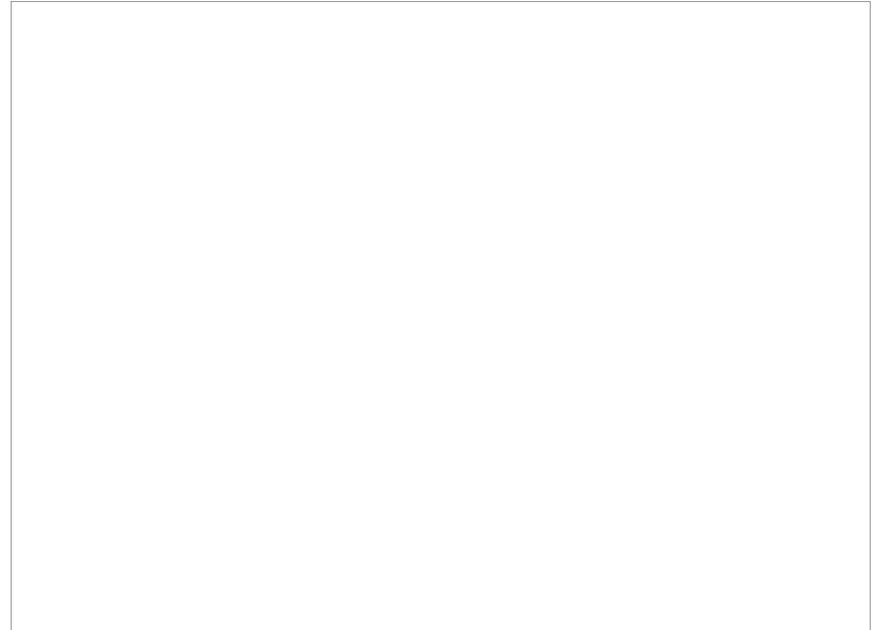
Learning Centers Overview

Choose the topics you'd like to investigate further (one learning center for each round).

LEARNING CENTER 1
Digging into Close Reading

Close reading instruction focuses on students moving through multiple phases of understanding when reading a text. With a partner, explore ways to incorporate close reading strategies into your instruction and plan for the different phases of understanding.

LEARNING CENTER 2
Analytical Writing

Individually or with a partner, explore strategies for including analytical writing throughout TDA instruction. Students become stronger writers when they have opportunities to engage regularly in writing, not just complete a final essay.

LEARNING CENTER 3
Protocols for Looking at Student Work

In a small group, examine several protocols for looking at student work to understand the different options and formats available. Establishing a consistent protocol for analyzing student work helps you understand the relationship between the quality of the work and the rigor of the assigned task. Several established protocols exist that can help guide you in how you examine student work.

LEARNING CENTER 4
Practice Writing Prompts

Build on the Writing Quality Prompts learning center from TDA Day 1 to increase the rigor and practice of writing high-quality prompts. Individually or with a partner, review the different methods of analytical writing and how you can model a process by which students can engage in the different types of analytical writing.
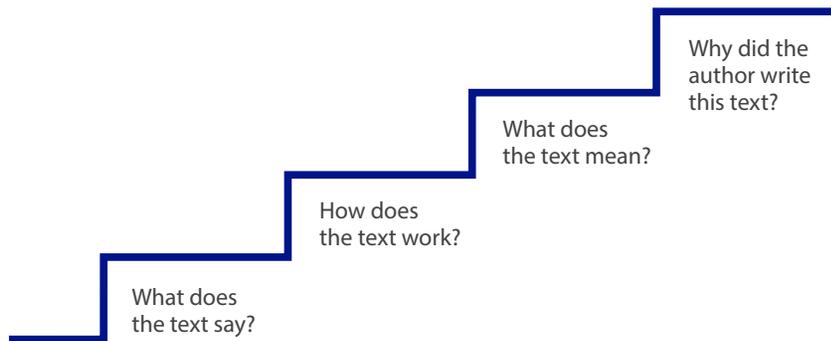
LEARNING CENTER 5
Explore Text Complexity

Consider how a focus on college and career readiness means students need to engage effectively with a variety of texts. Individually or with a small group, practice using the NWEA® Qualitative Rubric to evaluate various aspects of text complexity.

Digging into Close Reading

With a partner, explore the teacher and student practices necessary for close reading. As you work, recall the TDA habits flow chart you created earlier and how those habits might affect this work. Finally, select a close reading planning template that best fits your needs.

Why did the
author write
this text?

What does
the text mean?

How does
the text work?

What does
the text say?

1. **Pre-planning: Teacher moves**

   Read the blog post **Common Core: Close Reading*** by Timothy Shanahan about the planning and types of questions to ask during close reading. Capture notes below.

   https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/

2. **Pre-planning: Student moves**

   Watch the video **Thinking Notes** about actions students can take to interact with and demonstrate understanding of the text. Capture notes below.

   https://www.teachingchannel.org/video/student-annotated-reading-strategy

3. **Templates**

   Review the template options on the next two pages. Which template would you use to plan for close reading instruction?

   ---

   *While the blog post references the Common Core State Standards (CCSS), the focus of this learning center is on the implications of using close reading strategies and TDA, not on the CCSS. Close reading predates the CCSS, this blog focuses on close reading and implications for teachers.

Digging into Close Reading, continued

Template 1

	Literal understanding • What does the text say?	Analytical understanding • How does the text work? • How does the author convey his or her meaning?	Conceptual understanding • What does the text mean?	Evaluative understanding • Why did the author write this text?
Teacher moves				
Student moves				

Digging into Close Reading, continued

Template 2

Text _____   Content area _____   Nebraska content area standards _____

Focus question _____

	Within the text			Beyond the text/content
	Literal understanding • What does the text say?	**Analytical understanding** • Why did the author write this text? • What larger question does this text help you answer?	**Conceptual understanding** • What does the text mean? What is the overall message? • What author biases might you need to consider?	**Evaluative understanding** • What larger question does this text help you answer? • What larger themes/ideas does this text connect to and/or help you understand?
Text-dependent analysis prompts				
Anticipated student responses				

Analytical Writing

Explore strategies for including analytical writing throughout TDA instruction. As you work, recall the TDA habits flow chart you created earlier and how those habits might affect this work.

1. Choose a text from your curriculum that you and/or your partner brought today

2. Individually or with a partner, choose one of the forms of analytical writing below to model during instruction

3. Review the resources for your chosen form of analytical writing to inform the teacher model you create

4. Using the planning tool on the next page, capture notes on how you plan to model this process with students

Types of analytical writing
Compare and contrast Review the **Comparing and Contrasting** tip sheet from the Writing Center at the University of North Carolina at Chapel Hill. Read from the beginning through the section called **Deciding What to Focus On**. https://writingcenter.unc.edu/tips-and-tools/comparing-and-contrasting
Assess or evaluate Read this Edutopia blog post, **Teaching Literary Analysis** by Rusul Alrubail, on the five steps of writing literary analysis. https://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail
Make claims supported with text evidence Review the video **Claims, Evidence, Reasoning** from Teaching Channel. https://www.teachingchannel.org/video/support-claims-with-evidence-getty

Writing across the content areas

English Language Arts

Inferring and synthesizing information from the text (along with evidence from the text) and using traditional written response structure

Science

Claim, evidence, response structure for written responses, and how text features (tables, charts, graphics, models, statistics) advance/support the central message of the text

Social Studies

Inferring and synthesizing information from the text (along with evidence from the text) and using primary sources

Analytical Writing, continued

Analytical writing planning tool

Text	Type of analytical writing	Content area
Teacher model		

Protocols for Looking at Student Work

Directions

In a small group, review the following protocols for looking at student work. As you review, think about how you would use them with students, once you are comfortable with the protocols.

>> See p. 24 for additional resources related to this learning center.

Guiding questions

- Which of the sample protocols—or parts of protocols—will you use?

- What are you already doing that you can expand on? How might adopting one of these protocols build on your current practice?

- When will you and your team engage in a protocol for looking at student work?

- What support or resources will you need so that you can implement protocols for looking at student work?

Protocols for looking at student work	Notes
National School Reform Faculty: Student Work Analysis Protocol https://www.nsrfharmony.org/wp-content/uploads/2017/10/StudentWorkAnalysis_0.pdf	
Achieve: EQuIP Student Work Protocol https://www.achieve.org/our-initiatives/equip/all-equip-resources/student-work-protocol/student-work-protocol	
Lois Brown Easton: Protocols for Professional Learning http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Examining-Student-Work.aspx • Tuning Protocol • Rounds Protocol • Vertical Slice Protocol • Collaborative Assessment Conference Protocol	

Practice Writing Prompts

STEP 1

Review Douglas Fisher and Nancy Frey's four levels of understanding

https://www.edutopia.org/blog/questioning-that-deepens-comprehension-douglas-fisher-nancy-frey

- Level 1: *What does the text say?*

- Level 2: *How does the text work?*

- Level 3: *What does the text mean?*

- Level 4: *What does the text inspire you to do?*

STEP 2

With a partner, review the culminating writing task below

- **Written in Bone** by Sally Walker
  https://learnzillion.com/resources/94626

- Note the embedded skills and concepts, such as point of view, text structure, and author's choices

STEP 3

**Together, choose a sample from one of the following options**

- **In Plain Sight** from the TDA Supplement, pp. 23–24
  https://www.education.ne.gov/ela/text-dependent-analysis-tda

- One of the quality texts you brought from your curriculum

STEP 4

Draft a culminating task for your chosen text

As you work, consider the level of understanding students will need as they work toward the culminating task.
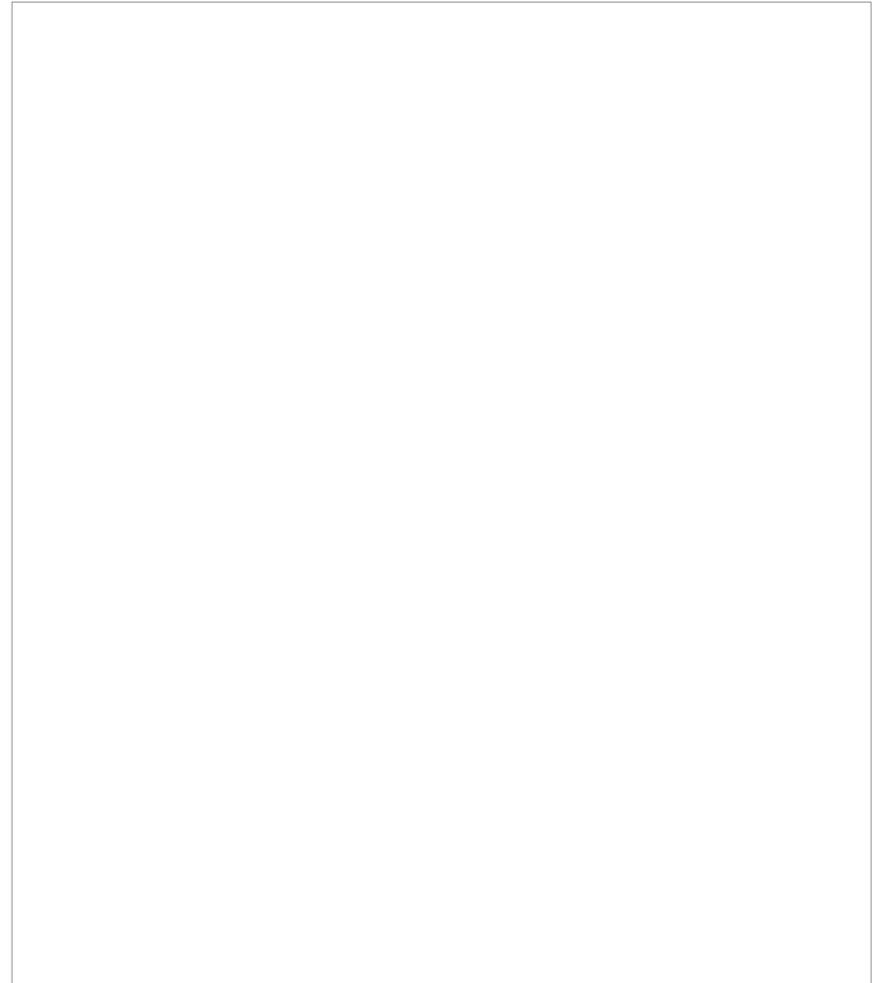
Explore Text Complexity

Individually or with a partner, explore ways to begin analyzing text complexity in preparation for having students engage in text-dependent analysis.

Directions

1. Watch the video **The Value of Deep Text Analysis to Understand Complexity**
   https://www.youtube.com/watch?v=yt0K-TcnAyg&feature

2. Review the document **Text Complexity: Qualitative Measures Rubric**[*]
   http://files.ascd.org/pdfs/onlinelearning/webinars/webinar-handout3-5-9-2012.pdf

3. Read the text selection **In Plain Sight** below and consider what makes the text complex

4. Using the text complexity analysis rubric on the next page, begin a text analysis for the selection

In Plain Sight (from the TDA Supplement)

The phrase "hiding in plain sight" suggests that the best place for concealment is somewhere obvious. People will look past whatever is blatantly not hiding, rarely suspecting what's right in front of them.

Professional spies are trained in deception and concealment. For field agents who secretly collect information on an enemy or competitor, hiding in plain sight can be especially useful.

Yet while spies are trained to deceive, they are recruited for their trustworthiness, among other things. This may seem odd, but the fact is that most spies truly believe that they are working for the right side and the greater good. Personal convictions like these can persuade even unlikely people to become spies. For example, approximately 1,000 girls and women spied for both sides during the American Civil War.

Text complexity comprises three elements:

Quantitative measures

• Readability measures (e.g., word frequency, sentence length)

Qualitative measures

• Levels of meaning/purpose

• Structure

• Language demands

• Knowledge demands

Reader and task considerations

• Student motivation

• Student knowledge

• Student experiences

• Complexities generated by the task or questions asked

*While the source mentions the Common Core State Standards (CCSS), the focus of this learning center is on the implications of text complexity analysis.
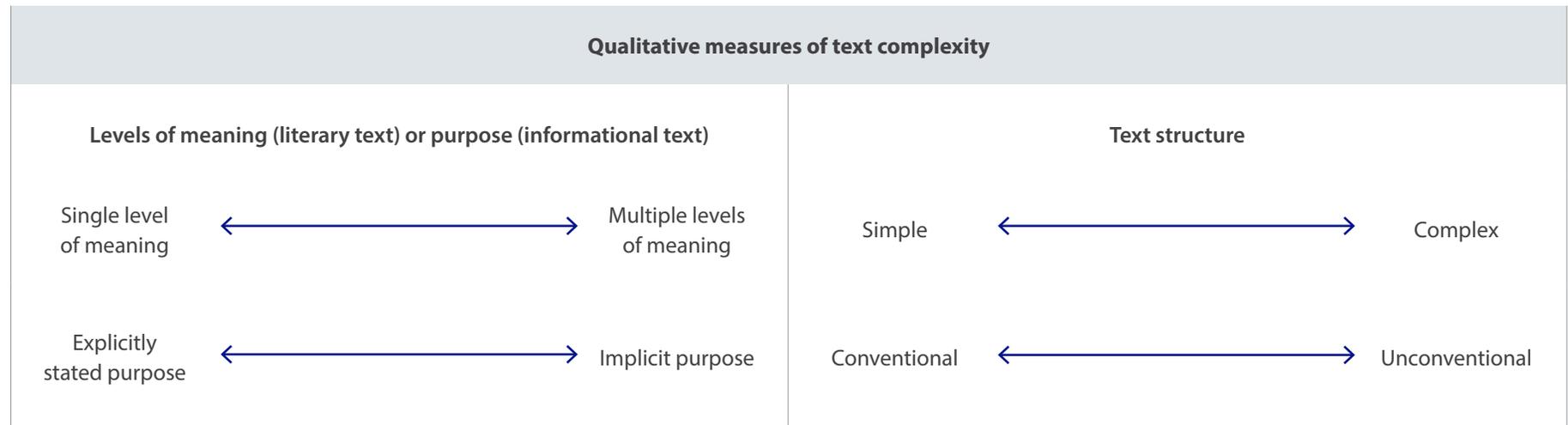
Explore Text Complexity, continued

Text complexity analysis rubric

As you read each of the qualitative measures, use an **x** to indicate where the excerpt from **In Plain Sight** falls on the qualitative measure scales (arrows in the rubric below). Use the document **Text Complexity: Qualitative Measures Rubric** as a resource for text analysis.
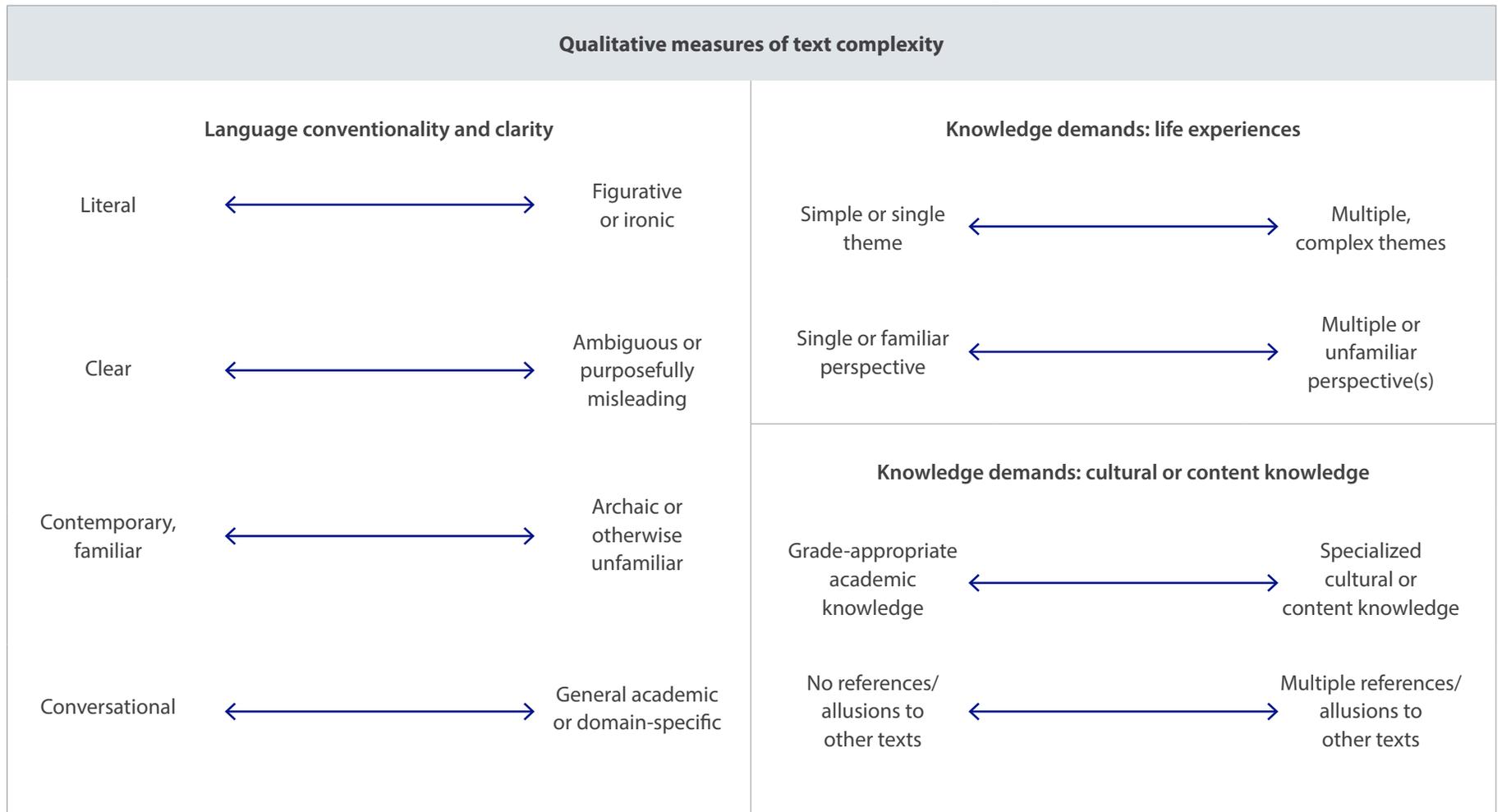
http://files.ascd.org/pdfs/onlinelearning/webinars/webinar-handout3-5-9-2012.pdf

Note: The quantitative measures are prefilled to focus your time on the qualitative measures.

Text	
In Plain Sight (excerpt)	
Quantitative measures of text complexity	
Word count	137
Lexile® measure	1000L–1100L
Flesch-Kincaid grade level	n/a

Qualitative measures of text complexity	
Levels of meaning (literary text) or purpose (informational text)	**Text structure**

Levels of meaning		Text structure	
Single level of meaning ⟵⟶ Multiple levels of meaning		Simple ⟵⟶ Complex	
Explicitly stated purpose ⟵⟶ Implicit purpose		Conventional ⟵⟶ Unconventional	

Explore Text Complexity, continued

Qualitative measures of text complexity

Language conventionality and clarity

Literal ⟷ Figurative or ironic

Clear ⟷ Ambiguous or purposefully misleading

Contemporary, familiar ⟷ Archaic or otherwise unfamiliar

Conversational ⟷ General academic or domain-specific

Knowledge demands: life experiences

Simple or single theme ⟷ Multiple, complex themes

Single or familiar perspective ⟷ Multiple or unfamiliar perspective(s)

Knowledge demands: cultural or content knowledge

Grade-appropriate academic knowledge ⟷ Specialized cultural or content knowledge

No references/ allusions to other texts ⟷ Multiple references/ allusions to other texts

Additional Resources for Learning Centers

LEARNING CENTER 1
Digging into Close Reading

Watch the video **The Omnivore's Dilemma: Close Reading of a Non-fiction Text**. The video shows a teacher modeling a close reading lesson for *The Omnivore's Dilemma: Young Readers Edition*. She explains her pre-planning, during-the-lesson instructional moves, and post-lesson follow-up. Note how she weaves content-specific writing throughout this close reading lesson.
https://www.teachingchannel.org/video/omnivore-dilemma-close-reading-of-non-fiction-text-core-challenge

LEARNING CENTER 2
Protocols for Looking at Student Work

Watch the video **Critical Friends: Looking at Student Work** to see how educators engage in a protocol from Critical Friends Group® to examine student work.
https://www.teachingchannel.org/video/reflection-on-student-work-ntn

LEARNING CENTER 3
Analytical Writing

Read this Association for Middle Level Education blog post, **Getting Students Excited About Analytical Writing**, about a school that recently established scoring processes for student analytical writing.
https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/687/Getting-Students-Excited-about-Analytical-Writing.aspx

Implications

Supporting and Remediating

How can we support students when we know their work can improve? Consider how to use examples of student work in your instruction for supporting and remediating.

1. Choose one question below to respond to individually

2. Discuss with colleagues who responded to the same question

3. Summarize your ideas as a group

4. Be ready to share your summary with the whole group

Guiding questions

1. What ideas do you need to revisit or reinforce? Do you need to pull in another text or reference to do this?

3. What student work provides strong examples for the focus of this task? What work is "almost there"?

2. Do you need additional concepts/pieces of information so that you can model or exemplify another student's work to increase all students' understanding?

4. What questions can you ask to help students find an entry point to the learning? What questions can you ask to elicit evidence of understanding of the text?

Just Part of Instruction

Identify quality texts in curriculum

Working with your ESU, refer to the following resources from your **TDA Day 1 Learning Guide**:

- Texts Worthy of Text-Dependent Analysis: Characteristics of Quality Texts, pp. 17–18

- Learning Center 3: Choosing Quality Texts (if completed), p. 26

https://www.education.ne.gov/ela/text-dependent-analysis-tda/

List of potential quality texts
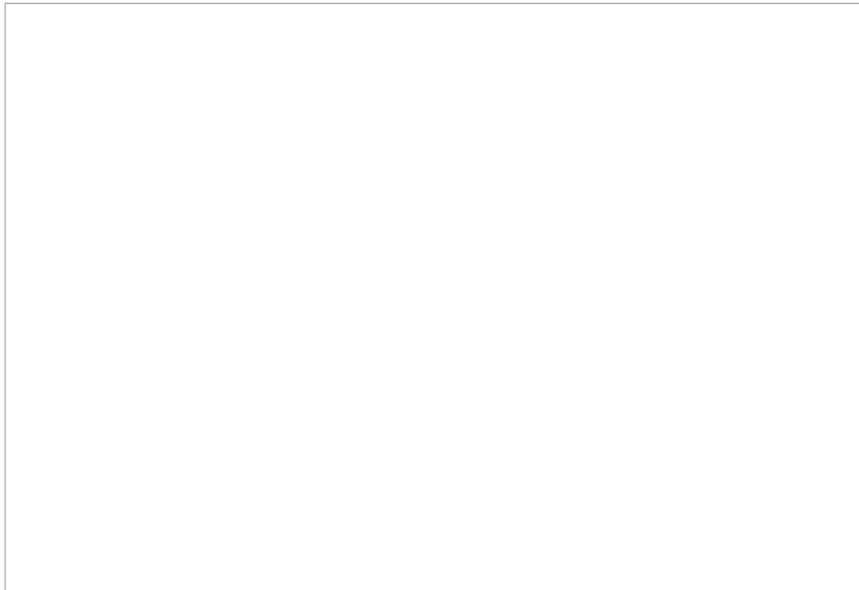
Draft a quality prompt

As you and your partner draft your prompt:

- Consider the characteristics of high-quality texts and prompts

- Refer to the following resources from your **TDA Day 1 Learning Guide:**

  - Questions Worth Asking, pp. 11–12

  - Learning Center 1: Writing Quality Prompts (if completed), pp. 22–23

  - The Standards and Text-Dependent Analysis: Draft a Prompt, p. 35

Prompt
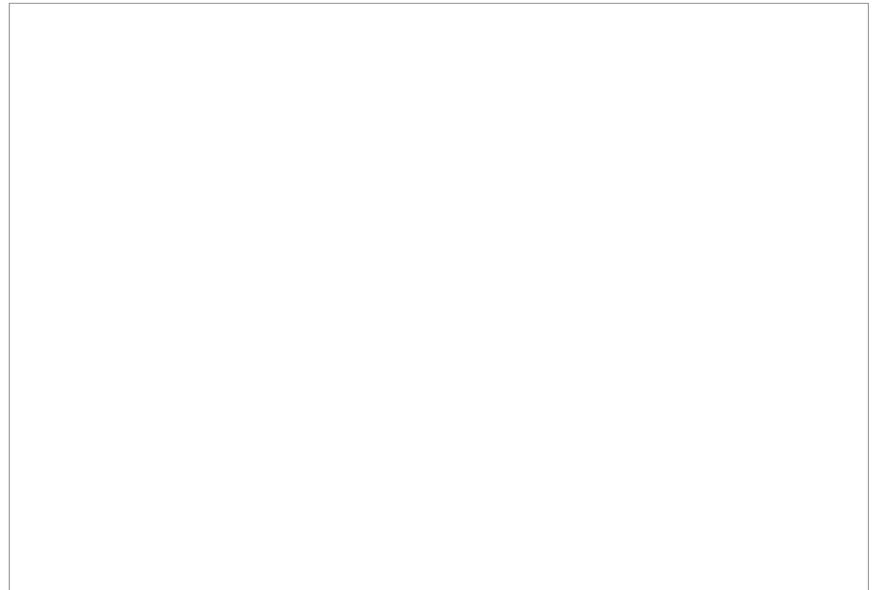
Reflection and Planning

Responsive Lesson Planning

Learning target _____

Related standard _____

(refer to the TDA Supplement, pp. 5-12, https://www.education.ne.gov/ela/text-dependent-analysis-tda)

Possible texts/sources of texts

Strategies to support close reading

Quality prompts

Strategies to help students respond to TDA prompts

Responsive Lesson Planning Tips

Possible texts/sources of texts

Places to look

Our classroom library, curriculum, school library, online subscriptions

People to consult

Library media and reading specialists, content area and
ELA colleagues

To decide on the text you'll use, consider:

- ☐ value and relevance
- ☐ opportunities for thinking and learning
- ☐ readability and accessibility
- ☐ time required

Strategies to support close reading

What skills will students need help with?

- ☐ Cite relevant evidence and make inferences
- ☐ Identify strategies
- ☐ Determine author's purpose

How will you support them?

- ☐ Using other media
- ☐ Modeling
- ☐ Using Socratic seminar
- ☐ Other

Quality prompts

- ☐ Use the text content (e.g., words, phrases, character quotes) in questions
- ☐ The questions should specifically focus on the nuances and challenges that this text presents
- ☐ Each question should be worth asking and be worded in a way that guides student thinking
- ☐ Together, the questions should establish a path that leads to more complex thinking

Tip: Start with what you want to ask, and then spend time on how you will ask it.

Strategies to help students respond to TDA prompts

- ☐ How will you check for understanding?
- ☐ How will you provide feedback? (How can you use the rubric strategically?)

Planning for Day 3: Developing Responsive Lesson Plans

To do

☐ Email your draft rubric to ne.tda.day2@gmail.com by March 21, 2019

☐ NWEA will return one draft rubric compiled from your cohort's draft rubrics

☐ Use the returned rubric to score a few samples of student work from each of the High-Average-Low stacks

☐ Bring your scored student work samples from the High-Average-Low stacks to Day 3

Day 3 session description

This is a one-day offering for participants to share their experiences in implementing TDA prompts and to engage in learning opportunities focused on instructional strategies and their impact on student performance. Participants will examine student responses in relation to multiple measures (including rubric scores) to evaluate student learning needs. Participants will leave with a TDA lesson plan that is both tiered and responsive.

Learning targets

- Develop text-dependent analysis (TDA) items for instruction and evaluation

- Design responsive lesson plans that support differentiation of TDA-focused instruction to meet varying student needs

NSCAS NEBRASKA STUDENT-CENTERED
ASSESSMENT SYSTEM