



The Thompson TDA Model

Module 12: Analyzing Student TDA Responses Using the Learning Progressions

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Warm-Up: Reflection Journal (page 2)

- 1) *How do you use student responses to a TDA prompt?*
- 2) *Why do you think it is important to analyze student work rather than score student work for a grade?*



Similarities and Differences of the Grade-Span Learning Progressions

Text Dependent Analysis Learning Progressions Grades K-2

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Analysis				
Writing and/or Verbal Response				

Text Dependent Analysis Learning Progressions Grades 3-5

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Analysis				
Essay Writing				

Text Dependent Analysis Learning Progressions Grades 6-8

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Analysis				
Essay Writing				



Student Work Analysis

Purposes of Analyzing Student Work:



1. Review the quality and effectiveness of a text dependent analysis prompt and close reading text dependent questions.
2. Make key instructional decisions for individual students and/or groups of students by targeting support and differentiating instruction for comprehension, analysis, and essay writing.
3. Monitor student progress over time for analyzing text.
4. Gain a clearer understanding of how learning and demonstrating analysis occurs over time.
5. Build expertise of how analysis is demonstrated.



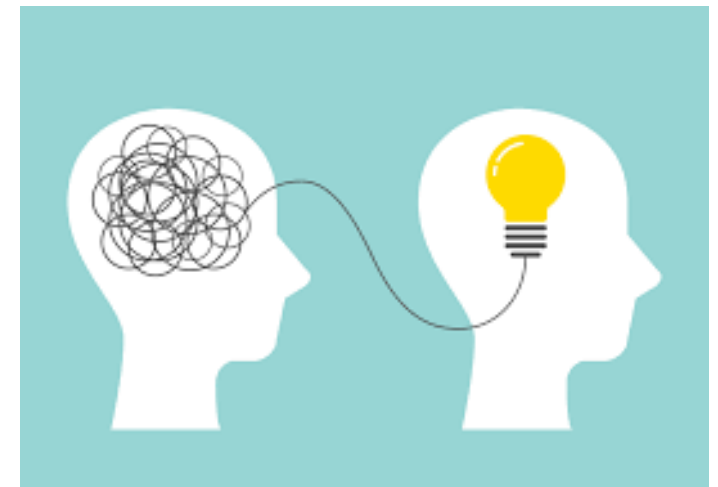
Purposes for Analyzing Student Work: *Reflection Journal (page 3)*

Select one of the purposes for analyzing student work using the TDA Learning Progressions listed on the previous slide. Record how you think the purpose selected will support you and your students in the analysis process.



Review the Quality and Effectiveness of a TDA Prompt and Close Reading Text Dependent Questions

- Is the text selection appropriate?
- Is the TDA prompt written clearly?
- Did the close reading text dependent questions support the TDA response?
- Does the prompt reflect the vocabulary used in the lesson?

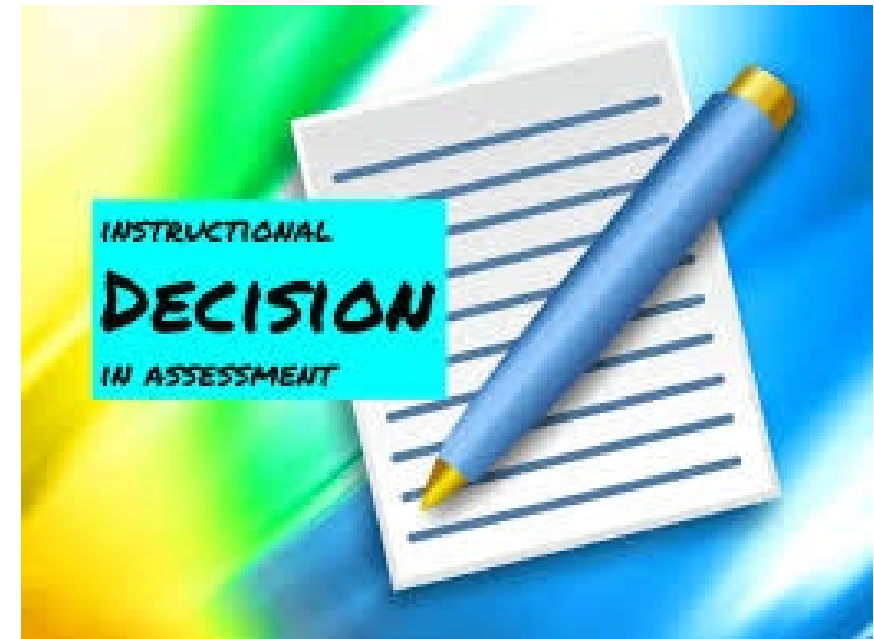




Make Key Instructional Decisions for Individual Students and/or Groups of Students

Reveals gaps in:

- vocabulary
- comprehension
- analysis
- essay writing
- reading elements
- text structures





Monitor Student Progress Over Time for Analyzing Text

Monitor:

- Comprehension
- Selecting accurate and precise evidence
- Making inferences
- Explaining and elaborating ideas
- Organization of writing
- Grade appropriate vocabulary and structures
- English language arts conventions





Understanding of How Learning and Demonstrating Analysis Occurs Over Time

- Uncover how the learning and demonstration of text dependent analysis evolves over time
- Describe the performance of students at different levels
- Gain a deeper understanding of the expectations of analysis
- Discover how novice students differ from more expert students



Student Work Analysis for Text Dependent Analysis Prompts

Teacher: _____ Grade Level: _____

Task #: _____ Text Used (include page #): _____

Part A: Understanding Proficiency Expectations

Read the text dependent analysis prompt and clarify:

- Which reading elements/structures are the students expected to analyze?
- What do you consider to be a proficient analysis response for this prompt? What evidence would you expect students to select to support their analysis?
- Did the text dependent prompt and passage provide students an appropriate opportunity to demonstrate analysis of the text?

Part B: Diagnosing Student Strengths and Needs

1. Read the student work samples and without scoring, sort students' work by the overall degree of each student's performance in relation to the entire group, not the end-of-year text dependent analysis expectations. In other words, your high pile of student work may still not be meeting your end-of-year expectations. Sort the piles into high, medium, or low. You may need a "not sure" pile. After sorting, the student work in the "not sure" pile should be matched with the papers in one of the existing levels. Student names should be recorded in the columns in order to monitor progress over time.

Class Set Sort		
High	Medium	Low

Criteria	Beginning	Emerging	Developing	Meeting
Reading Comprehension				
Focus on the Prompt	Writes generally about the text using his/her own focus.	Acknowledges the expectations of the prompt and writes about one reading element and/or structure.	Responds to the prompt by addressing each reading element and/or structure separately.	Responds to the prompt by addressing the interrelationship between the reading elements and/or structure, and maintains focus throughout the entire essay.
Understanding of Text	Writes information about the text which includes blatant inaccuracies or misconceptions about the textual information and may incorporate personal narrative.	Writes a retelling/summary, which may include personal connections demonstrating general understanding of the text with some inaccurate details and/or without making inferences.	Writes details from the text which are not fully connected to the inferences made about the reading elements and/or structure identified in the prompt.	Writes using relevant key details from the text that are integrated with the inferences about the reading elements and/or structure identified in the prompt.
Analysis				
Textual Evidence	Copies a variety of words, phrases, or sentences directly from the text(s) in an incoherent manner.	Provides a mix of relevant and inaccurate or irrelevant details from the text(s), some are connected to the reading elements and/or structure identified in the prompt.	Provides a mix of relevant and irrelevant details from the text(s) that are generally connected to the reading elements and/or structure identified in the prompt.	Paraphrases or quotes relevant and precise details from the text(s) that support the reading elements and/or structure identified in the prompt.
Inferences	Restates the text evidence in their own words and makes no inferences.	Makes a weak, underdeveloped, or inaccurate inference about the textual evidence and may rely on prior knowledge rather than text evidence.	Inconsistently makes inferences about the textual evidence identifying its meaning or importance as related to the reading elements and/or structure identified in the prompt.	Consistently makes inferences about each piece of evidence and explains how it supports the meaning or importance of the reading elements and/or structure identified in the prompt.
Explanation and Elaboration	Provides information from the text without an explanation of why it was selected or how it contributes to the understanding of the elements and/or structure.	Attempts to connect details from the text to inferences made, but the explanation is unclear, underdeveloped, or unrelated to the reading elements and/or structure.	Generally draws coherent connections between the text evidence and the inferences about the reading elements and/or structure which are partially explained.	Fully explains and elaborates on the connections between the text evidence and inferences about the reading elements and/or structure with a clear explanation and/or generalization.





Build Expertise of How Analysis is Demonstrated

- Diagnose student work and make instructional decisions to support analysis
- Establish professional understanding of student progress of successful analysis





Instructional Impact: *Reflection Journal* (page 4)

Why do you think analyzing student work supports the teaching-learning-assessment process?



Student Work Analysis

Student work provides a window into how students construct meaning of key concepts and skills.

By analyzing and interpreting student work through a clear and systematic process allows teachers to make a shift from **scoring** student work to **diagnosing** student performance.



Student Work Analysis for Text Dependent Analysis Prompts

Teacher: _____ Grade Level: _____

Task #: _____ Text Used (include page #): _____

Part A: Understanding Proficiency Expectations

Read the text dependent analysis prompt and clarify:

- Which reading elements/structures are the students expected to analyze?
- What do you consider to be a proficient analysis response for this prompt? What evidence would you expect students to select to support their analysis?
- Did the text dependent prompt and passage provide students an appropriate opportunity to demonstrate analysis of the text?

Part B: Diagnosing Student Strengths and Needs

1. Read the student work samples and without scoring, sort students' work by the overall degree of each student's performance in relation to the entire group, not the end-of-year text dependent analysis expectations. In other words, your high pile of student work may still not be meeting your end-of-year expectations. Sort the piles into high, medium, or low. You may need a "not sure" pile. After sorting, the student work in the "not sure" pile should be matched with the papers in one of the existing levels. Student names should be recorded in the columns in order to monitor progress over time.

Class Det Sort		
High	Medium	Low



Analyzing Student Work

TDA #1

TDA #2

TDA #3

	Individually	Grade-Level or Content-Alike Teams	Cross-Content Teams
Benefits			
Drawbacks			



Benefits of Analyzing Student Work: *Reflection Journal (page 5)*

Consider the different ways that analyzing student work can be conducted. What are the benefits for analyzing student work individually, in grade- or content-alike teams, or in cross-content teams?



Analyzing Student Work Individually

	Individually
Benefits	<p>The teacher...</p> <ul style="list-style-type: none">• knows what was taught, what was modeled, and what students were able to demonstrate independently.• examines student work for one specific concept.• examines student work for one specific group of students.
Drawbacks	<p>The teacher...</p> <ul style="list-style-type: none">• misses helpful insights from colleagues.• misses students' thinking within the response.• misses different instructional strategies that may assist student learning.



Analyzing Student Work by Grade- or Content-Alike Teachers

	Grade- or Content-Alike Teachers
Benefits	<p>The teachers...</p> <ul style="list-style-type: none">• form a consensus around the content expectations for students in the same grade or in a continuum of grades.• calibrate their understanding of grade-level expectations for literary elements and the demonstration of analysis in student responses.• examine student work for one specific concept or a specific group of students.• provide diverse insights about students' thinking within the responses.• provide diverse ideas for instructional strategies that may assist student learning.
Drawbacks	<p>The teachers...</p> <ul style="list-style-type: none">• spend additional time summarizing the text(s) and explaining prior instruction.• require extended time when analyzing student work from multiple classes.



Analyzing Student Work by Cross-Content Teachers

	Cross-Content Teachers
Benefits	<p>The teachers...</p> <ul style="list-style-type: none">• calibrate their understanding of grade-level concepts and the demonstration of analysis in student responses.• examine student work for the transfer of basic understanding of the concept of analysis across different content areas or for a specific group of students.• provide diverse insights about students' thinking within the responses.• provide diverse ideas for instructional strategies that may assist student learning.
Drawbacks	<p>The teachers...</p> <ul style="list-style-type: none">• spend additional time summarizing the text(s) and explaining prior instruction.• need extended time when analyzing student work from multiple classes.



Student Work Analysis Protocol



Student Work Analysis for Text Dependent Analysis Prompts

Teacher: _____ Grade Level: _____

Task #: _____ Text Used (include page #): _____

Part A: Understanding Proficiency Expectations

Read the text dependent analysis prompt and clarify:

- Which reading elements/structures are the students expected to analyze?
- What do you consider to be a proficient analysis response for this prompt? What evidence would you expect students to select to support their analysis?
- Did the text dependent prompt and passage provide students an appropriate opportunity to demonstrate analysis of the text?

Part B: Diagnosing Student Strengths and Needs

1. Read the student work samples and without scoring, sort students' work by the overall degree of each student's performance in relation to the entire group, not the end-of-year text dependent analysis expectations. In other words, your high pile of student work may still not be meeting your end-of-year expectations. Sort the piles into high, medium, or low. You may need a "not sure" pile. After sorting, the student work in the "not sure" pile should be matched with the papers in one of the existing levels. Student names should be recorded in the columns in order to monitor progress over time.

Class Set Sort		
High	Medium	Low

Download the “*Student Work Analysis Protocol*” from the module folder and take a few minutes to review the process for using this protocol





Part A: Understanding Proficiency Expectations

Discussion questions that allow teachers to gain clarity regarding what students are expected to know according to grade-level expectations:

- Which reading elements/structures are the students expected to analyze?
- What do you consider to be a proficient analysis response for this prompt? What evidence would you expect students to select to support their analysis?
- Did the text dependent prompt and passage provide students an appropriate opportunity to demonstrate analysis of the text?



Part B: Sorting Student Work

Class Set Sort		
High	Medium	Low



Part B: Diagnosing Student Strengths

Reading Comprehension	Analysis	Essay Writing
	Beginning	
	Emerging	
	Developing	
	Meeting	



Part B: Diagnosing Student Needs

Reading Comprehension	Analysis	Essay Writing
	Beginning	
	Emerging	
	Developing	
	Meeting	



Part C: Identifying Instructional Next Steps

1. After diagnosing what students know and still need to learn, record the instructional next steps for the class considering the following questions.

What patterns are noted for the entire class that would allow for whole group instruction?

What strategies would be beneficial for whole group instruction?



Part D: Differentiating Instruction

2. Based on the diagnosis of student responses at each level, what content/strategies will students at each level benefit from? Record this information for each level in the boxes below.

What strategies would be beneficial for students in the High group?

What strategies would be beneficial for students in the Medium group?

What strategies would be beneficial for students in the Low group?



Final Thoughts-*Reflection Journal*, pages 6-7

Consider your instructional practice:

- 1) Create a plan for how you and your grade level colleagues could begin to analyze student work using the Protocol and the TDA Learning Progressions.
- 2) Describe how you could provide feedback to students based on the student work analysis. How would this support student learning? How would this support your instructional decisions?



For More Information...

Thompson, J. (2022). [Student Work Analysis Using the Text Dependent Analysis Learning Progressions](#). Center for Assessment (www.nciea.org)

Or

[Pennsylvania Department of Education: Text Dependent Analysis \(TDA\) Toolkit](#)



The Thompson TDA Model

Student Work Analysis Using the Text Dependent Analysis Learning Progressions

The Text Dependent Analysis (TDA) Learning Progressions¹ illustrates the pathway in which students demonstrate their ability to integrate reading comprehension and analysis through a written essay. The TDA Learning Progressions are structured in grade spans (3-5 and 6-8) with 4 levels, *Beginning*, *Emerging*, *Developing*, and *Meeting*. The levels describe the typical path we see in student responses as they move toward demonstrating more sophisticated understanding. The levels described on the TDA Learning Progressions are not intended to coincide with the rubric scores, which provide a holistic view of students' ability to demonstrate the criteria on the TDA Scoring Guidelines. Rather, these levels provide the teacher with an indication of student strengths and needs based on what students can do at a specific point in time. The purpose of this resource is to guide educators through a diagnostic process that meets students' needs. The entire *Student Work Analysis Protocol* is located at the end of this guide.

Purposes for Student Work Analysis (SWA)

Responses to text dependent analysis prompts provide a window into how students construct meaning of key concepts and skills as described in the TDA Learning Progressions. By examining and analyzing student work through a clear and systematic process, teachers can:

1. Review the quality and effectiveness of a text dependent analysis prompt and close reading text dependent questions;
2. Make key instructional decisions for individual students and/or groups of students by targeting support and differentiating instruction for comprehension, analysis and essay writing;
3. Monitor student progress over time for analyzing text;
4. Gain a clearer understanding of how learning and demonstrating analysis occurs over time;
5. Build expertise of how analysis is demonstrated.

(adapted from Hess, K., 2018)

¹ See TDA Learning Progressions





Going Deeper with Text Dependent Analysis

- Introduction:** Introduction to the TDA Professional Learning Series
- Module 1:** Text Dependent Analysis: A need for curriculum and instructional shifts
- Module 2:** Understanding Text Dependent Analysis
- Module 3:** Anatomy of Text Dependent Analysis Prompts
- Module 4:** Selecting Complex Texts for Analysis
- Module 5:** The Difference Between Inference and Analysis
- Module 6:** Purposeful Annotations
- Module 7:** Close Reading Questions Leading to Analysis
- Module 8:** Analyzing Reading Elements and Text Structures
- Module 9:** Collaborative Discussions
- Module 10:** Modeling a Text Dependent Analysis Response
- Module 11:** The Purpose of Text Dependent Analysis Learning Progressions
- Module 12:** Analyzing Text Dependent Analysis Responses
- Module 13:** Developing Close Reading Lessons Leading to Analysis
- Module 14:** Developing Replacement Units Leading to Analysis
- Module 15:** Using the Grades K-8 Deconstructed Standards



References

- 1) Hess, K. (2018). *A local assessment toolkit to promote deeper learning: Transforming research into practice*. Thousand Oaks, CA: Corwin Press.
- 2) Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.



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Thank You