



The Thompson TDA Model

Module 11: Text Dependent Analysis Learning Progressions

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National Center for the Improvement of Educational Assessment





Warm-Up: Reflection Journal (page 2)

- 1) *Describe your understanding of a learning progression.*
- 2) *How do you analyze your students' work to make instructional decisions?*



Learning Progressions Defined

“descriptions of the successively more sophisticated ways of thinking about an important domain of knowledge and practice that can follow one another as children learn about or investigate a topic over a broad span of time. They are crucially dependent on instructional practices if they are to occur” (Corcoran, Mosher & Rogat, 2009, p. 37).

“descriptions of successively more sophisticated ways of reasoning within a content domain” (Smith, Wiser, Anderson, & Krajcik, 2006, p. 1).

“descriptions of the successively more sophisticated ways of thinking about an idea that follow one another as students learn” (Wilson & Berthenthal, 2005).

“picture of the path students typically follow as they learn...a description of skills, understandings, and knowledge in the sequence in which they typically develop” (Masters & Forster, 1996).

How does your understanding of a Learning Progression compare to these definitions?



TDA Learning Progressions

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.



TDA Learning Progression Structure

Grade Spans:

- K-2
- 3-5
- 6-8




Levels:

- Beginning
- Emerging
- Developing
- Meeting





Underlying Expectations and Criteria

			
Underlying Components	Reading Comprehension	Analysis	Essay Writing
Criteria	<ul style="list-style-type: none">• Focus on the Prompt• Understanding of Text	<ul style="list-style-type: none">• Textual Evidence• Inferences• Explanation and Elaboration	<ul style="list-style-type: none">• Organization• Word and Sentence Choice• Conventions of Spelling, Punctuation, and Grammar



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				



Similarities and Differences of the Grade-Span Learning Progressions

Grades 3-5 and 6-8

Reading Comprehension

- Focus on the Question/Prompt
- Understanding of Text **Analysis**
- Textual Evidence
- Inferences
- **Explanation and Elaboration Writing** and/or **Verbal Response**
- Organization
- Word and Sentence Choice
- **Conventions of Spelling, Punctuation, and Grammar**



TDA Learning Progression Descriptors

Text Dependent Analysis Learning Progressions

Criteria	Grades 3-5	Grades 6-8
	Meeting	Meeting
Textual Evidence	Paraphrases or quotes relevant and precise details from the text(s) that support the reading elements and/or structure identified in the prompt.	Paraphrases and quotes relevant and precise details from the text that support the reading elements and/or structure of the prompt; includes definitions, and multiple examples when appropriate, and correctly acknowledges the source of the evidence.
Inferences	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.	Makes sophisticated inferences and interpretation about each piece of text evidence and connects to ideas related to the meaning of the text and the reading elements and/ or structure identified in the prompt.





Grade-Span Learning Progression: *Reflection Journal (page 3)*

Identify one similarity and one difference in the grade span TDA Learning Progressions. Describe how the descriptions align to the grade level standards.



Resources Aligned to the Learning Progressions



Model

Text Dependent Analysis –
Instructional Prompt Guide

Grade 4 Annotated Student Responses
Based on the Text Dependent Analysis
Learning Progressions



A Model

Text Dependent Analysis – Close Reading
Lessons for *Blueberry Picking* by Donald Hall

Grade 4 Comprehension and Analysis of
Characterization and Theme Based on the Text
Dependent Analysis Annotated Student
Responses

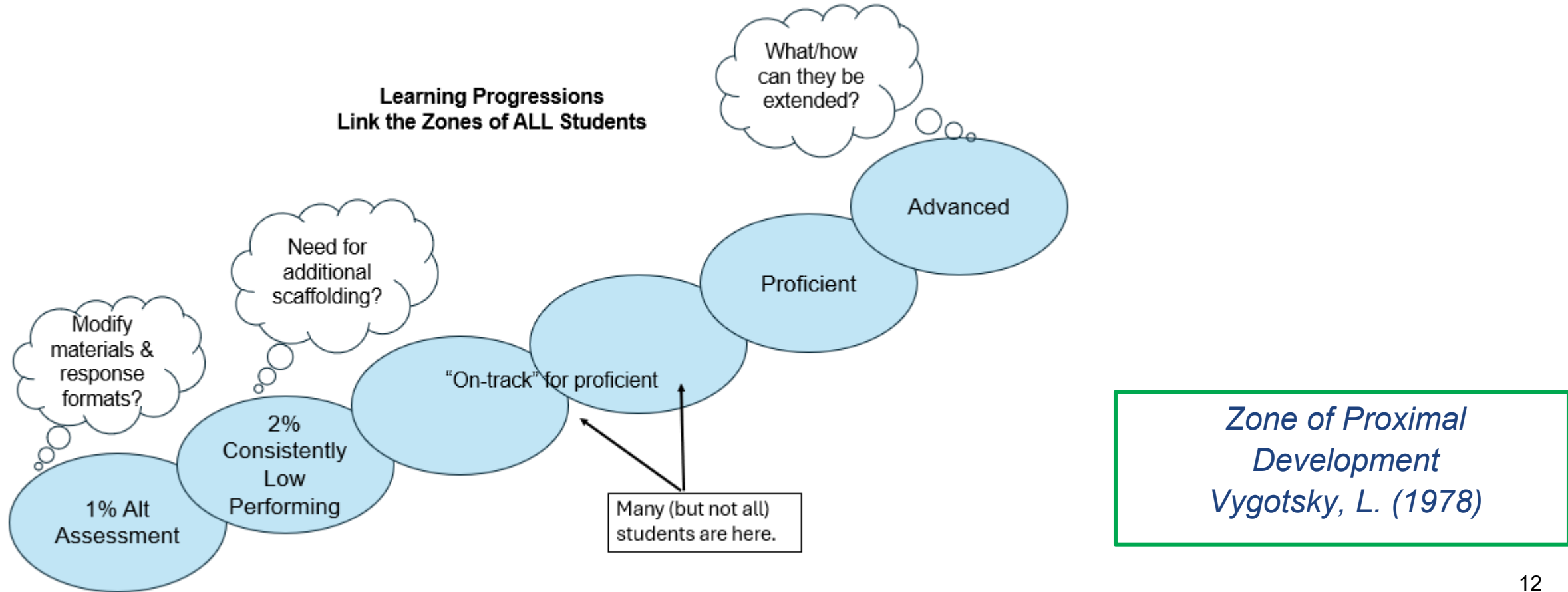


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Text Dependent Analysis –
Replacement Unit for
Grade 4 Analysis of Characterization and Theme



Use of the TDA Learning Progressions and Resources





Zone of Proximal Development: *Reflection Journal (page 4)*

Criteria	Beginning	Emerging	Developing	Meeting
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.

Describe the instructional moves a teacher could include that supports students moving from the beginning to emerging level.



Multiple Dimensions

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.



Instructional Impact: *Reflection Journal* (page 5)

Describe how the fine-grained information about students' strengths and needs from the TDA Learning Progressions will impact your instruction of reading comprehension, analysis, and essay writing.



Possible Uses of the TDA Learning Progressions

- Analyze student work to make instructional decisions appropriate for students.
- Create instructional TDA prompts that allow students to practice deconstructing them.
- Create close reading lessons that allow students to comprehend text, identify reading elements, engage in collaborative discussions with peers, and practice analyzing with teacher guidance.
- Use or create replacement units that function as curricular materials to aid student understanding of the underlying components of a text dependent analysis response.



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 using the TDA Learning Progressions in your school.
- 2) Describe how you think you and your students would benefit from engaging in the use of the TDA Learning Progressions.



For More Information...

Thompson, J. (2022). [Text Dependent Analysis \(TDA\) Learning Progressions](#).
Center for Assessment (www.nciea.org)

Or

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



The Thompson TDA Model

Text Dependent Analysis (TDA) Learning Progressions

This resource has been developed to provide educators with an understanding of the purpose and use of the Text Dependent Analysis Learning Progressions, specifically its use for instructional planning and as a tool for analyzing student responses based on Text Dependent Analysis prompts.

Learning Progressions have been defined in multiple ways...

"descriptions of the successively more sophisticated ways of thinking about an important domain of knowledge and practice that can follow one another as children learn about or investigate a topic over a broad span of time. They are crucially dependent on instructional practices if they are to occur" (Corcoran, Mosher & Rogat, 2009, p. 37).

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"picture of the path students typically follow as they learn...a description of skills, understandings, and knowledge in the sequence in which they typically develop" (Masters & Forster, 1996).

The Text Dependent Analysis Learning Progressions have been developed as an instructional tool that illustrates the pathway in which students typically demonstrate their ability to integrate reading comprehension and analysis through a written essay. These learning progressions began as a potential continuum of student responses to TDA prompts using complex texts over the course of time. Based on the results of the exploratory research (Thompson & Lyons, 2017) conducted in partnership with the Pennsylvania Department of Education (PDE), classroom teachers in grades 3-8 from across the state of Pennsylvania came together to refine and validate the TDA Learning Progression level descriptions. Teachers refined these descriptions by examining student work at multiple points throughout the course of a school year.

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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) Thompson, J. (2018, 2022). Text Dependent Analysis Toolkit: Text Dependent Analysis (TDA) Learning Progressions. www.nciea.org, <http://www.education.pa.gov>, and <http://pdesas.org>.
- 2) Vygotsky, L. (1978). *Mind in Society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, MAL Harvard University Press.



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Thank You