



Text Dependent Analysis (TDA) Professional Learning Series:

Script for Module 12 – Analyzing Student TDA Responses Using the Learning Progressions

Slide	Script
1	Welcome to the Text Dependent Analysis Module #12: Analyzing Student TDA Responses Using the Learning Progressions. This module answers the key question: <i>How do I analyze student responses to a TDA prompt using the Learning Progressions?</i> This module is part of a larger series of TDA modules created by the Center for Assessment and Pennsylvania Department of Education. There is an Introduction Module to the TDA Professional Learning Series that explains the purpose, organization, and intended use of the modules and should be watched first if you have not already done so.
2	As a warm-up to this module, we ask you to consider the following questions: <ol style="list-style-type: none">1) <i>How do you use student responses to a TDA prompt?</i>2) <i>Why do you think it is important to analyze student work rather than score student work for a grade?</i> <p>Please pause the video and respond to this question in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.</p>
3	Let's first review the structure of the TDA Learning Progressions. The TDA Learning Progressions illustrate 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 (K-2, 3-5, and 6-8) with 4 levels, [click enter-3x] <i>Beginning, Emerging, Developing, and Meeting</i> . 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



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	<p>indication of student strengths and needs based on what students can do at a specific point in time.</p>
4	<p>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. Analyzing student responses to TDA prompts, using the Learning Progressions, therefore serves multiple purposes. By examining and analyzing student work through a clear and systematic process, teachers can:</p> <ol style="list-style-type: none"> 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. <p>Each of these purposes are discussed in greater detail on subsequent slides.</p>
5	<p>Please pause the video and select one of the purposes for analyzing student work using the TDA Learning Progressions listed on the previous slide. Record in your journal, page 3, how you think the purpose selected will support you and your students in the analysis process. After your reflection, discuss with colleagues, then resume playing the video.</p>
6	<p>Analyzing student work allows educators to review the quality and effectiveness of prompts and questions. Determining if the text selection is appropriate and a text dependent analysis prompt is of high quality depends on the results from student responses. Examining student work helps determine if the prompt was written clearly and whether the text dependent questions in the close reading lesson provided the support necessary for students to respond in the expected manner. When students do not respond in the expected manner, it may be due to either the prompt or the text dependent questions being unclear. For example, a prompt might expect students to analyze different techniques used by an author.</p>



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	Therefore, the TDA prompt must reflect the vocabulary used in the lesson including the word <i>techniques</i> and/or or the techniques students should know and demonstrate understanding of should be embedded in the text dependent questions.
7	Examining student work using the TDA Learning Progressions reveals gaps in student knowledge. The gaps may be due to unknown vocabulary such as the example described above. The gaps may also reveal that an underlying component of text dependent analysis (reading comprehension, analysis, essay writing), or a specific concept (reading element or text structure) requires additional instruction. Using the Student Work Analysis (SWA) process may reveal that a small group of students struggled with vocabulary or concepts. Determining specific needs of students allows the teacher to differentiate instructional decisions to support struggling students and deepen the instruction for other students. Analyzing student work allows for the educators to make these key instructional decisions.
8	Analyzing student work allows educators to monitor student progress over time. Comprehending appropriately leveled texts, selecting accurate and precise evidence, making inferences, explaining and elaborating ideas, writing in an organized manner, using grade appropriate vocabulary and structures, and using appropriate English language arts conventions, remains a constant focus throughout the school year as students respond to TDA prompts. Although texts and the reading elements/structures change throughout the course of the year, analyzing student work for successful analysis does not. Student work analysis using the TDA Learning Progressions provides a lens into determining how individual students and the whole class make progress in demonstrating these skills.
9	Analyzing student work using the Learning Progressions provides educators with a clearer understanding of how learning and the demonstration of analysis occurs over time. Using <i>Student Work Analysis Protocol</i> in conjunction with the TDA Learning Progressions uncovers how the learning and demonstration of text dependent analysis evolves over time. The <i>Student Work Analysis Protocol</i> allows the teacher to describe the performance of students at different levels. Comparing and recording these descriptions helps the teacher to gain a deeper understanding of the expectations of analysis and how novice students differ from more expert



	students. This, in turn, provides a stronger foundation for the necessary instructional decisions that are required during close reading instruction.
10	Finally, analyzing student work builds expertise of how analysis is demonstrated. Analyzing student responses using the TDA Learning Progressions provides an opportunity for teachers to diagnose student work and make instructional decisions to support students in demonstrating analysis. Furthermore, when teachers work collaboratively in this process, they expand their expertise in multiple ways. Together they establish a professional understanding of what student progress looks like over time and they become confident in identifying successful analysis in student responses.
11	Please pause the video and record in your journal, page 4, why you think analyzing student work supports the teaching-learning-assessment process. After your reflection, discuss with colleagues, then resume playing the video.
12	<p>Although teachers often review student work in order to provide a grade, a systematic diagnostic analysis of student work allows teachers to determine students' knowledge of specific content expectations and to shape instructional next steps. This analysis is a necessary step in the teaching-learning-assessment process. Student work analysis assists teachers in making a shift from <i>scoring</i> student work to <i>diagnosing</i> student performance. It is only through this diagnostic work that teachers can make thoughtful instructional decisions and appropriate instructional moves that improve student performance.</p> <p>The <i>Student Work Analysis Protocol</i> incorporates diagnostic questions (strengths, needs, and instructional strategies), and provides educators with a clear process for diagnosis. Specifically, teachers are asked to sort student work in three levels, to analyze samples from each level to identify strengths, misconceptions, or needs, to identify class patterns and trends over time, and to determine instructional next steps.</p>
13	Given the value of analyzing student work, we turn our attention to the process and structures of using this important protocol.



	<p>Analyzing student work should occur at the beginning of the year and continue on a regular basis throughout the school year. Depending on grade level, the first response to a text dependent analysis prompt may be administered formally or informally, independently, in pairs, or in small groups. Student responses may consist of one or more body paragraphs.</p> <p>Teachers can analyze student work individually, in grade-level teams or content-alike teams, or in cross-content teams. Analyzing student work can occur during any available time such as common planning time, professional development time, or in Professional Learning Communities (PLCs). There are benefits and drawbacks to each structure and different structures can be used throughout the year.</p>
14	<p>Consider the different ways that analyzing student work can be conducted. Please pause the video and record in your journal (page 5) what the benefits are for analyzing student work individually, in grade- or content-alike teams, or in cross-content teams. After your reflection discuss with colleagues, then resume playing the video.</p>
15	<p>There are multiple benefits to analyzing student work in different contexts. Analyzing student work independently takes less time because the teacher knows what was taught, what was modeled, and what students were able to demonstrate independently. She can examine the student work for one specific concept based on what was taught, and she can examine student work for one specific group of students, if desired.</p> <p>However, there are drawbacks to analyzing student work independently. The teacher can miss helpful insights from colleagues including how students are thinking within the response and different instructional strategies that may assist student learning.</p>
16	<p>Analyzing student work with content-alike teachers, whether teachers of the same grade or of different grades (e.g., 6th, 7th, and 8th grade teachers), the benefits include:</p> <ul style="list-style-type: none"> • forming a consensus around the content expectations for students in the same grade or in a continuum of grades, • calibrating understanding of grade-level expectations for literary elements and the demonstration of analysis in student responses,



	<ul style="list-style-type: none"> • examining student work for one specific concept or a specific group of students, • providing diverse insights about students' thinking within the responses, and • providing diverse ideas for instructional strategies that may assist student learning. <p>This structure also has some drawbacks, however. These include spending additional time summarizing the text(s) used and explaining prior instruction and additional time necessary for analyzing student work from multiple classes.</p>
17	<p>The benefits of analyzing student work by cross-content teachers, whether they are teachers of the same grade or cross grades, includes:</p> <ul style="list-style-type: none"> • calibrating understanding of grade-level concepts and the demonstration of analysis in student responses, • examining student work for the transfer of basic understanding of the concept of analysis across different content areas or for a specific group of students, • providing diverse insights about students' thinking within the responses, and • providing diverse ideas for instructional strategies that may assist student learning. <p>This structure has the same drawbacks as analyzing student work in content-alike teams.</p>
18	<p>Please pause the video and download the Student Work Analysis Protocol from the module folder and take a few minutes to review the process for using this protocol, then resume playing the video.</p>
19	<p>As you may have noted, Part A provides discussion questions that allow teachers to gain clarity regarding what students are expected to know according to grade-level expectations. When teachers are discussing the grade-level expectations, they should move beyond simple identification to a deeper discussion of students' understanding of the reading elements or structures and their interrelationship. For example, a TDA prompt may ask</p>



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	students to <i>analyze how a character contributes to the plot</i> . Teachers should move beyond simply identifying the two reading elements of character and plot. They should discuss which aspect(s) of the plot students are expected to analyze, such as the conflict or rising action. In addition, teachers anticipate what evidence students should select as support. Part A will help determine the quality of the text and the effectiveness of the text dependent analysis prompt.
20	In Part B teachers begin the diagnostic process. The first step in the diagnostic process shifts teachers away from scoring student work to considering the underlying expectations of a response given the time of the year, the instruction students have received, and the grade level of the students. With these considerations in mind, teachers sort student work into three piles—high, medium, and low. In other words, the sorting process should be focused on what students are able to do at that moment in time based on the end-of-year expectations. The initial quick sort calibrates the teacher to the students’ current demonstration of skills. In other words, the students are loosely ranked into high, medium, and low performance based on the descriptions in the TDA Learning Progressions. This sorting allows the teacher to make determinations about the need and focus for differentiated instruction and provides clarification of any student misconceptions.
21	Then teachers should diagnose student strengths. While it is easier to identify what students do not do, determining what students have learned focuses the teacher on using a positive mindset. Remember, students are learning! This step reveals the prerequisite knowledge that students have and what they have learned due to the teacher’s instruction. Focusing on this information provides a solid starting place for the next instructional moves. Although there may be multiple students in each pile, the teacher identifies the overall strengths of these students with respect to reading comprehension, analysis, and essay writing based on the descriptions in the TDA Learning Progressions.
22	Finally, the teacher diagnoses student needs. Determining student needs using the TDA Learning Progressions requires consideration of the students’ zone of proximal development (Vygotsky, 1978). In other words, determining instructional next steps should not be a long list of all the



	<p>knowledge and skills that students need to be successful at the end of the year, but rather what are the next instructional needs based on the response to the current TDA prompt. The learning progressions provide guidance for supporting students' needs, which are based on the criteria for reading comprehension, analysis, and essay writing.</p>
23	<p>Part C focuses on making decisions about instructional next steps for the whole class and for differentiating instruction for small groups. Although student work has been sorted into three piles (high, medium, low), there may be specific patterns that are noted across all three groups. For example, the teacher may note that all students struggled with an organizational structure for writing the essay. Therefore, this area of focus would be appropriate for whole group instruction and is recorded in the table. The strategies that are recorded in the table should move beyond general statements, such as, <i>teach RACE organizer</i>. It may be necessary for teachers to brainstorm different strategies for teaching essay writing organization. Brainstorming with colleagues encourages diverse ideas for instructional strategies. It allows teachers to expand their instructional repertoire for teaching text dependent analysis.</p>
24	<p>Differentiating instruction allows the teacher to focus on the specific instructional needs of each group of students. The teachers use the TDA Learning Progressions to make determinations about the instructional needs for each group. Using the criteria for reading comprehension, analysis, and essay writing helps identify specific instructional strategies. This information should be recorded in the table.</p> <p>The teacher can refer to the table when planning close reading lessons and when making determinations about student growth. The SWA process should be conducted throughout the school year. It is not necessary to review an entire class set of responses each time students respond to a TDA prompt. It is, however, recommended that teachers use the full SWA process initially to provide baseline data about students' ability to demonstrate the knowledge and skills necessary for text dependent analysis. Subsequent responses can be analyzed for different areas of focus individually, in grade-level teams, in content-alike teams, or in cross-content teams.</p>



25	<p>We believe that it is essential to take a few minutes to reflect upon what you just heard, organize it in your own mind, and to apply it to your professional practice. Pause to reflect and respond to the following questions in your journal (pages 6-7):</p> <p>Consider your instructional practices:</p> <ol style="list-style-type: none">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?
26	<p>If you are interested in further information about the content of this module, see the resource, <i>Student Work Analysis Using the Text Dependent Analysis Learning Progressions</i> in the module folder.</p>
27	<p>This module answered the key question: <i>How do I analyze student responses to a TDA prompt using the Learning Progressions?</i> This module is part of a comprehensive series of TDA modules created to help you go deeper and extend your learning about text dependent analysis.</p>
28	<p>Additional information for this module can be found using these references.</p>
29	<p>Thank you for taking the time to engage in Module 12.</p>