

Directions for Text-Dependent Analysis Questions: Read the prompt below and write your response in an organized essay.

Prompt:

A Separate Peace, by John Knowles, focuses on the relationship between Finny and Gene. The boys are different in so many ways (rules, spontaneity, sports, academics, beliefs, jealousy, backgrounds), and yet they are drawn together in a special bond. After reading the novel, would you classify the relationship between Finny and Gene as **friendship**? Support your reasoning with specific examples from the story as you create your definition of friendship.

For the TDA Essay:

- Be sure to read the novel and the TDA question carefully.
- You may look back at the novel to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the novel to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Writer's Checklist

PLAN before you write

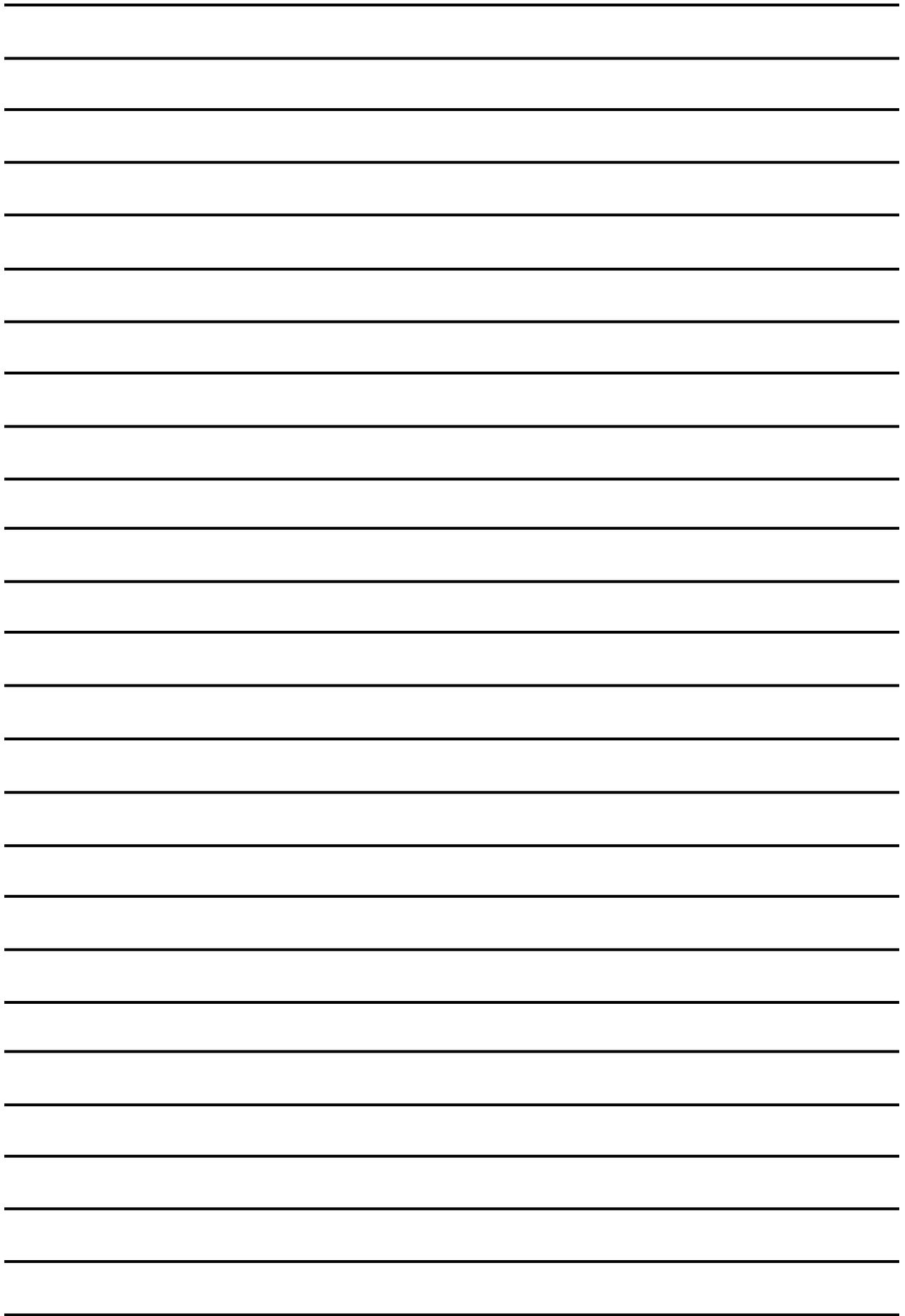
- Make sure you read the question carefully.
- Make sure you have read the novel carefully.
- Think about how the question relates to the novel.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

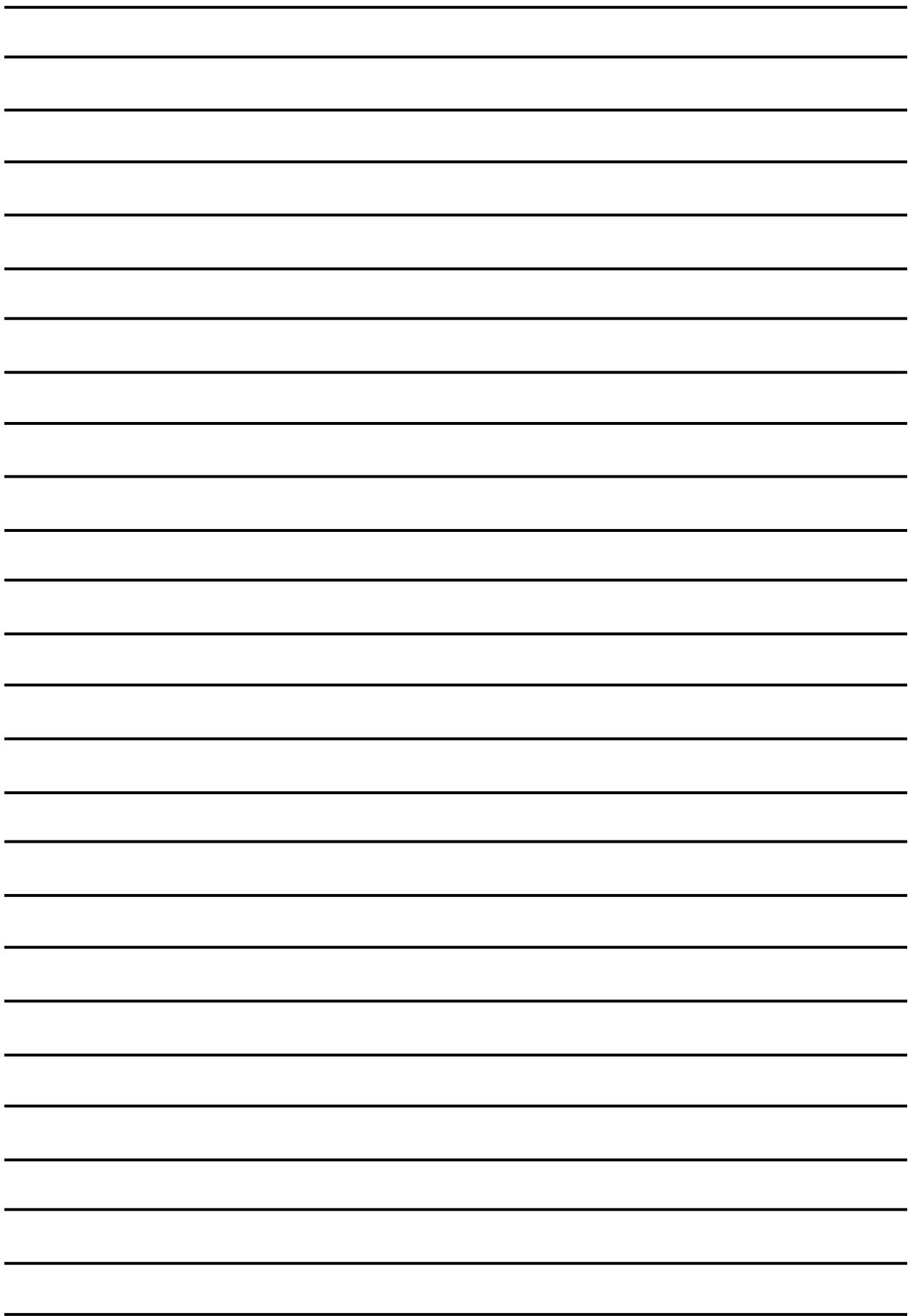
FOCUS while you write

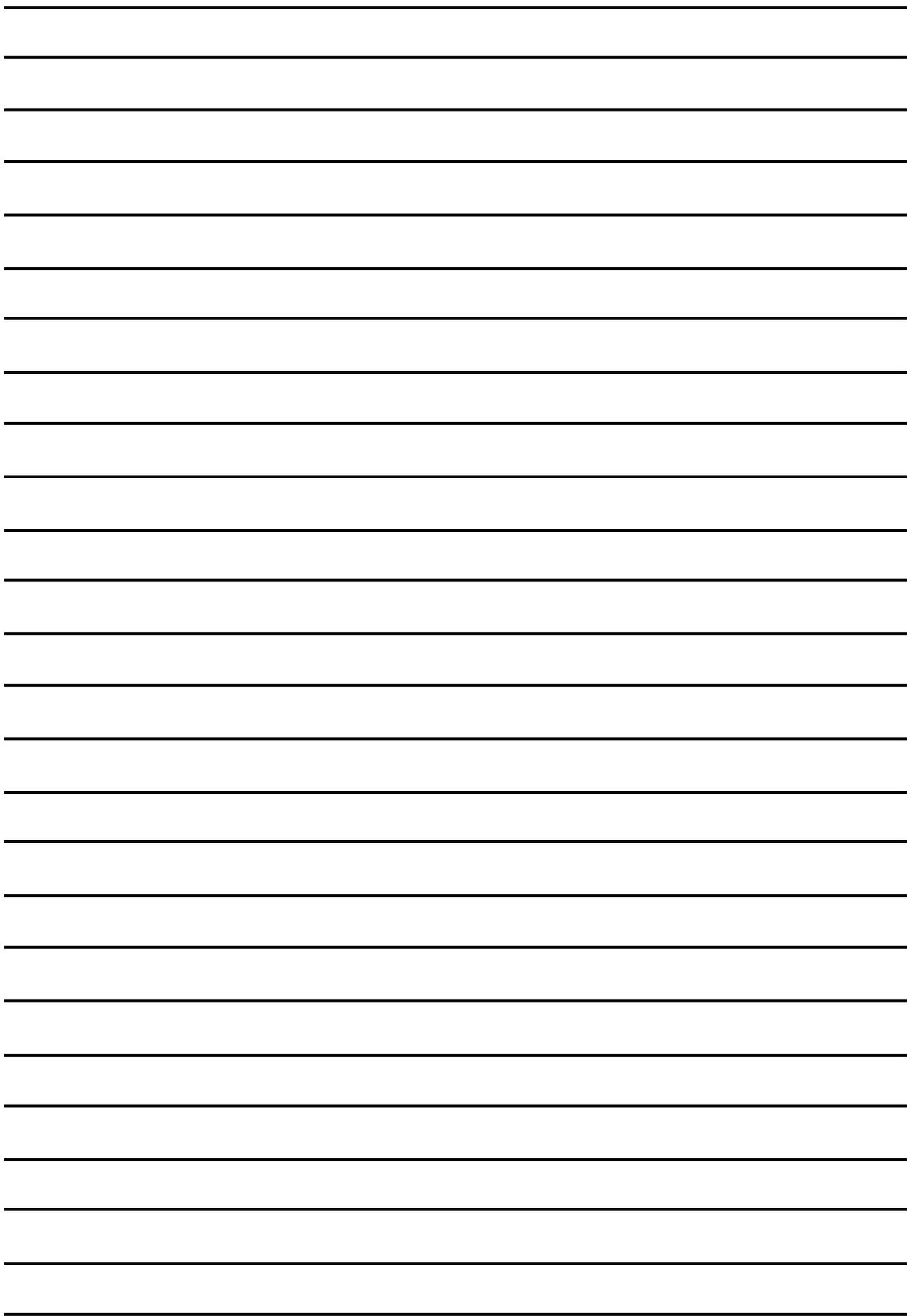
- Analyze the information from the novel as you write your essay.
- Make sure you use evidence from the novel to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ✓ I wrote my final essay in the answer booklet.
- ✓ I stayed focused on answering the question.
- ✓ I used evidence from the novel to support my response.
- ✓ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.







Text-Dependent Analysis Question Scoring Guideline

Score Point	Description
4 11-12 points	<p>Effectively addresses all parts of the task demonstrating in-depth understanding of the text(s)</p> <p>Effective introduction, development and conclusion indentifying an opinion, topic or controlling idea related to the text(s)</p> <p>Strong organizational structure that effectively supports the focus and ideas</p> <p>Thorough analysis of explicit and implicit meanings from the text(s) to effectively support claims, opinions, ideas and inferences</p> <p>Substantial, accurate, and direct reference to the texts(s) using relevant key details, examples, quotes, fact, and/or definition</p> <p>Substantial reference to the main idea(s) and relevant key details of the texts(s) to support the writer’s purpose</p> <p>Skillful use of transitions to link ideas</p> <p>Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or convey experiences/events</p> <p>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</p>
3 9-10 points	<p>Adequately addresses all parts of the task demonstrating sufficient understanding of the texts(s)</p> <p>Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</p> <p>Appropriate organizational structure that adequately supports the focus and ideas</p> <p>Clear analysis of explicit and implicit meanings from the text(s) to support claims, opinions, ideas and inference</p> <p>Sufficient, accurate, and direct reference to the text(s) using relevant details, example, quotes, facts, and/or definitions</p> <p>Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</p> <p>Appropriate use of transitions to link ideas</p> <p>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or convey experiences/events.</p> <p>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</p>
2 8 points	<p>Inconsistently addresses some parts of the task demonstrating partial understanding of the text(s)</p> <p>Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</p> <p>Weak organization structure that inconsistently supports the focus and ideas</p> <p>Weak or inconsistent analysis of explicit an/or implicit meaning from the text(s) that somewhat supports claims, opinions, ideas, and inferences</p> <p>Vague reference to the text(s) using some details, example, quotes, facts, and/or definitions</p> <p>Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose</p> <p>Inconsistent use of transitions to link ideas</p> <p>Inconsistent use of precise language and domain-specific vocabulary drawn from the texts(s) to explain the topic and/or to convey experiences/events</p> <p>Errors may be present in sentence formation, grammar, usage, spelling, capitalization and punctuation; errors present may interfere with meaning</p>
1 7 points	<p>Minimally addresses part(s) of the task demonstrating inadequate understanding of the text(s)</p> <p>Minimal evidence of an introduction, development and/or conclusion</p> <p>Minimal evidence of an organization structure</p> <p>Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</p> <p>Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</p> <p>Minimal reference to the main idea(s) and/or relevant details of the text(s)</p> <p>Few, if any, transitions to link ideas</p> <p>Little or no use of precise language or domain-specific, vocabulary drawn from the text(s)</p> <p>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</p>
Non-scorable	<p>Categories within zero reported separately: BLK (blank) – No response or written refusal to response or too brief to determine response; OT – Off task/topic; LOE – Response in a language other than English; IL - Illegible</p>