

Cassidy Buescher
Artifact D

TDA requires students to:

- **Read** text (informational and/or literature)
- **Respond** to a writing prompt based on the text(s)
- Draw on basic **writing skills** while **inferring** and **synthesizing** information from the passage(s) to develop a comprehensive response
- Provide **evidence** from the passage(s) to support response

TDA Format on the NeSA-ELA:

1. Students read one or two passages
2. Students answer 8-10 questions (Combination of MC, EBSR, ASCR)
3. Students respond to one TDA prompt

TDA Prompt Guidelines:

- Prompts will be written in the following 3 sentence structure:
 1. Set up/lead in with passage(s) named
 2. The prompt
 3. "Write a well-organized, structured response using specific evidence from the (*passage/poem/story*) to support your answer."
- No "pop quizzes" (Question guides student to answer, does not quiz them on words/terms that may be unfamiliar.)
- Go beyond what has been considered typical grade level complexity. Prompts should be at DOK 3.
- Prompts provide *road signs*--point students in the right direction.
- Use a variety of modes. (i.e. persuasive, descriptive, expository, etc.)

TDA is not just for ELA. You can use TDA to help students practice written expression while achieving a high depth of knowledge on content specific concepts!

How to choose a text:

- Not every text is worthy of a close reading that requires an analysis lead by text dependent questions. Choose wisely.
- A worthy text
 - ✓ is complex.
 - ✓ is aligned to content standards and supports understanding of topic, solves a problem, or informs citizens.
 - ✓ is engaging for readers.

Annotate the Text: Demonstrate for students how to:

- the central ideas and key details of the text.
- key academic vocabulary and text structure.
- the sections of the text that will present the most difficulty (difficult sentence structure, dense or unfamiliar information, tricky inferences).
- areas critical to gaining the desired content knowledge.

To create questions:

- Develop questions that support tough sections of text presenting the greatest difficulty for deep understanding.
- Sequence the series of questions to build toward deeper analysis.
- Identify which standards are aligned with the questions.
- Ask yourself:
 - Is the question text-dependent?
 - Is the question worth asking?
 - Does the question support the understanding of the core idea(s)?

What might it look like in the classroom?

- Students read the text independently (annotation).
- Teacher facilitates a close reading and analysis of the text by asking text-dependent questions.
- Students re-read sections of the text and discuss or write about answers to questions before class discussion.
- Teacher ask probing and clarifying questions as students share text based answers to questions.

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TDA Presentation Handout
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While NeSA's new Text-Dependent Analysis assessment is intended to assess ELA standard based learning, the process can be used effectively across content areas. I presented this information to a small group of teachers and will be sharing it with the rest of the staff in the fall, utilizing this handout that I compiled to help teachers understand how to get students reading and responding to text in their own content areas. Instructional Leadership calls for leaders who participate actively in the design and implementation of curriculum, instruction, and assessment, and good leaders also must promote effective teaching and learning styles and promote assessing student progress using a variety of techniques. Utilizing TDA in the science or social studies classroom will be effective in not only helping students to analyze at a deeper level and learn concepts in depth, but it might also be an effective way to assess student knowledge and their ability to analyze a content-specific topic. It can also give teachers a common vocabulary to use when encouraging a deeper level of thinking.