|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | GRADES 4-8 ~ Text Dependent Analysis Rubric | **Not Yet** | **Starting To** | **Yes** |
|  | I effectively addressed all parts of the task demonstrating in-depth understanding of the text(s).   * Read question/task, read closely, stop and jot, (annotate) take notes, reread notes | □ | □ | □ |
|  | I have a strong organizational structure that effectively supports the focus and ideas.   * Use Boxes & Bullets (claim, reasons, examples) | □ | □ | □ |
|  | I effectively introduced, developed, and concluded by identifying an opinion, topic, or controlling idea related to the text(s).   * Restate the task by using ways readers state theme or ideas of the text | □ | □ | □ |
|  | I included thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences.   * What did I find? Where did I find it? What does it make me think? | □ | □ | □ |
|  | I included substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions.   * Use quotations from the text | □ | □ | □ |
|  | I included substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose. | □ | □ | □ |
|  | I skillfully used transitions to link ideas; appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | □ | □ | □ |
|  | I provided a concluding section that follows from and supports the analysis presented. | □ | □ | □ |
|  | Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events. | □ | □ | □ |
|  | I reread the piece to make sure words I know are spelled accurately, and to ensure spelling does not take away from the meaning; errors present do not interfere with meaning. | □ | □ | □ |
|  | I reread the piece to make sure few errors, if any, are present in sentence formation, grammar, usage, capitalization, and punctuation; errors present do not interfere with meaning. | □ | □ | □ |
| Adapted from: Calkins, L. (2014). *Writing pathways: Performance assessments and learning progressions, Grades K-8*. Portsmouth, NH: Heinemann; and the Pennsylvania Department of Education Text Dependent Analysis Rubric (2014) | I established and maintained a formal style. | □ | □ | □ |

Adapted from: Calkins, L., & Hohne, K. (2015). *Writing pathways: Performance assessments and learning progressions, Grades K-8*. Portsmouth, NH: Heinemann; and the Pennsylvania Department of Education Text Dependent Analysis Rubric (2014)