

# SC READY Analytical Scoring Template for Text-Dependent Analysis (Grades 3–8)

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Prompt: \_\_\_\_\_

**4 – Demonstrates effective analysis of text and skillful writing:**  
Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)

**3 – Demonstrates adequate analysis of text and appropriate writing:**  
Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)

**2 – Demonstrates limited analysis of text and inconsistent writing:**  
Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)

**1 – Demonstrates minimal analysis of text and inadequate writing:**  
Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)

**Structure & Analysis**  
Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion & thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas

**Structure & Analysis**  
Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion & clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas

**Structure & Analysis**  
Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion & inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas

**Structure & Analysis**  
Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion & minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas

**4 points**

**3 points**

**2 points**

**1 point**

**Reference to the Text**  
Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts & substantial reference to the main ideas and relevant key details of the text(s)

**Reference to the Text**  
Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts & sufficient reference to the main ideas and relevant key details of the text(s)

**Reference to the Text**  
Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts & limited reference to the main ideas and relevant details of the text(s)

**Reference to the Text**  
Insufficient reference to the text(s) using few details, examples, quotes, and/or facts & minimal reference to the main ideas and relevant details of the text(s)

**4 points**

**3 points**

**2 points**

**1 point**

**To score a paper, check the appropriate score-point box.**

**Nonscore Codes** B = Blank, UR = Unreadable, IS = Insufficient, R = Refusal, OL = Other Language, OT = Off Topic, C = Copied.

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Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)

**1 – Demonstrates minimal analysis of text and inadequate writing:**  
Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)

**Transitions, Language, & Vocab.**  
Skillful use of transitions to link ideas within categories of textual and supporting information & effective use of precise language and domain-specific vocabulary drawn from the text(s)

**Transitions, Language, & Vocab.**  
Appropriate use of transitions to link ideas within categories of textual and supporting information & appropriate use of precise language and domain-specific vocabulary drawn from the text(s)

**Transitions, Language, & Vocab.**  
Limited use of transitions to link ideas within categories of textual and supporting information & inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)

**Transitions, Language, & Vocab.**  
Few, if any, transitions to link ideas & little or no use of precise language or domain-specific vocabulary drawn from the text(s)

**4 points**

**3 points**

**2 points**

**1 point**

**Grammar, Spelling, etc.**  
Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning

**Grammar, Usage, Spelling, etc.**  
Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

**Grammar, Usage, Spelling, etc.**  
Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning

**Grammar, Usage, Spelling, etc.**  
Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

**4 points**

**3 points**

**2 points**

**1 point**

### Analysis plot



**TDA Total Score**

\_\_\_\_\_

Structure & Analysis

Reference to Text

Transitions & Language

Grammar, Spelling, etc.