Grades 7-8 Text-Dependent Writing: To Inform

The SC READY ELA Text-Dependent Writing (TDW) rubric is a holistic scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist teachers with evaluating the strengths and weaknesses of student informational writing in an instructional setting and on released TDW items and responses (when available). The TDW rubric for Informational Writing is a 4-point rubric.

Structure, Development, and Language
Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and language.

Score Point	Level	Descriptor
4	Exceeds Expectations	The 4-point response is a well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).
3	Meets Expectations	The 3-point response is a complete informative response that examines a topic and presents related information based on a text(s).
2	Approaches Expectations	The 2-point response is an incomplete or oversimplified response that minimally attempts to examine a topic and present information based on a text(s).
1	Does Not Meet Expectations	The 1-point response is a weak attempt to write an informative response that may be loosely based on a text(s).

The TDW item will be administered for the first time during the spring of 2024 as a standalone field test. Beginning with the 2024-25 school year, the TDW item will be used operationally on the Writing Session of the SC READY ELA assessment and will replace the TDA item.

Grades 7-8 SC READY TDW Holistic Scoring Rubric To Inform			
Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and language.			
Score Point	**Structure**	**Development**	**Language**
4 **Exceeds** Expectations *A well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).*	- Effectively introduces the topic - Includes a focused controlling idea that is skillfully maintained throughout the response - Uses an organizational structure that effectively strengthens the response and allows for the advancement of the controlling idea - Uses varied transitions to effectively connect and clarify relationships between ideas and concepts - Provides an effective introduction and a concluding statement or section that supports the information presented	- Demonstrates a thorough understanding of the task, topic, and information from the text(s) - Develops the topic effectively using relevant facts, definitions, details, and/or quotes - Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence	- Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas - Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas - Has very few or no errors in usage and conventions - Uses a voice that enhances the overall response - Establishes and maintains a tone appropriate to the task and audience
3 **Meets** Expectations *A complete informative response that examines a topic and presents related information based on a text(s).*	- Introduces the topic - Includes a controlling idea that is maintained throughout the response - Uses an organizational structure that strengthens the response and allows for the advancement of the controlling idea - Uses varied transitions to connect and clarify relationships between ideas and concepts - Provides a sufficient introduction and a concluding statement or section that supports the information presented	- Demonstrates an understanding of the task, topic, and information from the text(s) - Develops the topic adequately using relevant facts, definitions, details, and/or quotes - Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence	- Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas - Uses varied sentence types and phrases to contribute to the fluidity of ideas - Has a few minor errors in usage and conventions with no significant effect on readability
2 **Approaches** Expectations *An incomplete or oversimplified response that attempts to examine a topic and present information based on a text(s).*	- Ineffectively introduces the topic - Includes a controlling idea that is vague, loosely related, or inconsistently sustained throughout the response - Uses an organizational structure that may be repetitive or inconsistent and does not advance the controlling idea - Uses transitions to inconsistently connect ideas - Provides an introduction and concluding statement or section that may be repetitive or ineffective	- Demonstrates a lack of understanding of the task, topic, or information from the text(s) - Partially develops the topic but relies too heavily on the text(s) and may be repetitive - Inconsistently elaborates on thoughts but may be vague, confusing, or loosely related	- Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas - Uses varied sentence types and phrases inconsistently - Has frequent errors in usage and conventions that sometimes interfere with readability
1 **Does Not Meet** Expectations *A weak attempt to write an informative response that*	- Does not introduce the topic - Controlling idea may be confusing or absent, demonstrating a lack of understanding of the task or topic - Demonstrates little to no organizational structure - Transitions may be missing or confusing	- Response may be too brief to demonstrate an understanding of the topic or may consist mostly of a summary of the text(s) - Evidence from the text(s) may be absent or confusing	- Vocabulary and word choice may be unclear or confusing - Sentence structure may be confusing - Has frequent major errors in usage and conventions that interfere with readability

may be loosely based on a text(s).	- Introduction and/or concluding statement or section may be missing or unrelated to the response	- Elaboration of thoughts may consist of vague or confusing ideas	

Non-Scorable Code	Reason	Descriptor
B	Blank	The response area is completely blank.
R	Refusal	The response indicates a refusal to attempt the task (e.g., "I don't know.")
C	Copied	The response consists mostly of material copied from the text and contains little to no original student thinking.
I	Insufficient	The response is too limited to score.
UR	Unreadable	The response is made up of nonsense words, random keystrokes, or illegible handwriting.
OL	Other Language	The response is written in a language other than English.
OT	Off-Topic	The response makes no reference to the item or text provided but does not indicate a refusal.