



**South Carolina Department of Education**

**English 2**  
**TDA Scoring Sample**

## Table of Contents

**General Introduction . . . . . 3**

**Purpose . . . . . 3**

**Text-Dependent Analysis Scoring Guidelines. . . . . 4**

    Text-Dependent Analysis (TDA) Question . . . . . 7

    Writer’s Checklist . . . . . 8

    A Successful TDA At-a-Glance . . . . . 9

**Sample Student Responses and Annotations . . . . . 10**

## General Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the South Carolina Academic Standards. The text-dependent-analysis (TDA) sampler was designed as a resource for South Carolina educators to provide guidance in classroom instruction.

This document contains an example of a TDA from the End-of-Course Examination Program (EOCEP). The TDA was written to align with the SC English Language Arts Academic Standards. The passage set and prompt were reviewed by a committee of South Carolina educators to ensure appropriateness for the intended grade in terms of bias, text complexity, topic, and wording.

The TDA is composed of a reading passage and a writing prompt related to the passage. The prompt requires that students closely read the text, analyze the text as guided by the prompt, and write an essay to provide supporting evidence from the text. The responses are scored using the South Carolina EOCEP TDA Scoring Guidelines.

The TDA sampler contains student responses that illustrate score points described in the rubric and represent a point range of 4 (highest) to 1 (lowest). These responses contain a combination of reader-scored responses and teacher committee-scored responses established during range finding.

- 4 points: Demonstrates **effective** analysis of text and skillful writing
- 3 points: Demonstrates **adequate** analysis of text and appropriate writing
- 2 points: Demonstrates **limited** analysis of text and inconsistent writing
- 1 point: Demonstrates **minimal** analysis of text and inadequate writing

## Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. The EOCEP assesses content standards in a variety of ways. This document does not include all item types or standards.

# Text-Dependent Analysis Scoring Guidelines

### 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).
- 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.
- 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).
- 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).
- Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.

### 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).
- 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.
- Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts.
- Sufficient reference to the main ideas and relevant key details of the text(s).
- 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).
- Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning.

### 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).
- 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.
- 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).
- 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).
- Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning.

### 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).
- 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.
- 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).
- Few, if any, transitions to link ideas.
- Little or no use of precise language or domain-specific vocabulary drawn from the text(s).
- Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.



Read the *Sample TDA Passage*. Then write your answer.

## excerpt from **A Woman Who Went to Alaska**

by May Kellogg Sullivan

As our ship sailed out into Behring Sea, we were closely followed by the steamer *George W. Elder*, whose master, an old friend of our captain, had decided to follow in our wake, he being less familiar than the latter with Alaskan waters, and having confidence in the ability of his friend to successfully pilot both ships to Cape Nome.

At this plan all the passengers appeared pleased. We were now entering upon the most dangerous part of our voyage. No one knew what was before us. If our ship should receive serious damage from the ice floes or bergs with which we were almost sure to come in contact, it would be well if we were accompanied by a sister ship which could render assistance. If she were in trouble and we unharmed, we could lend a helping hand to her; and so none murmured at the unique arrangement.

Nothing, however, was seen of the much dreaded ice until about noon on Sunday. The air had been steadily growing colder so that woolen clothing and fur wraps were in demand. Men thrust their hands into their pockets, or drew on gloves while they stamped their feet upon the deck to keep themselves warm in the open air. Soon to our right lay a great semicircular field of ice, looking cold, jagged, and dangerous. In the distance those having field glasses saw two clumsy, slow-moving objects which they could easily distinguish as polar bears on floating cakes of ice.

By the latter we were soon surrounded, and were obliged, slowly and cautiously, to pick our way through towards the narrowest spot, or where the nearest open water could be seen beyond. Floating ice now lay all around us, appearing only a few feet above the water; below it the bergs extended many times that distance. Sometimes they were small and looked harmless enough; but many were large, massive, and full of death-dealing power if urged against the sides of a ship by the wind or struck accidentally. Carefully we picked our way along, watched as we were by the *Elder* following, until we had successfully made our way through the ice pack and glided out into the blue waters beyond. Then came a great shout from the throats of spectators on both ships, and praises for the master and his crew who were doing such good work.

Immediately our maneuvers were repeated by the *Elder*, and we watched her with interest equal to their own; then as she passed the danger point and swung safely through the icebergs and out, both ships, like fresh, uncaged birds, sped lightly and swiftly over the water northward.

Now in the early evening, while I sat with a few friends in the dining salon, suddenly the ship's bell rang out upon the still night air. Instantly there came a jar, a quiver, and all rushed out upon deck to see what had happened. We had been rudely jostled by an unseen ice floe while the eyes of the pilot had been occupied by the ones visible. Several times this happened. We were in the midst of a sea of ice floes. There was no visible egress<sup>1</sup> ahead . . . our steamer was stopped for the night.

It was a solemn moment for all. Outside the ice drifted slowly about, thick fog settled over us, the ship's whistle sounded, and night came on. The loneliness increased. There was yet no breath of wind stirring. Had the wind risen, our lives would have been in jeopardy indeed. In that case the massive ice cakes would have been blown swiftly and heavily about to crush all ships like eggshells and send them to the bottom of the sea.

---

<sup>1</sup>egress—exit

The night of June twelfth, about eleven o'clock, just after having retired, but being still awake, I heard a sudden and piercing scream. The English madam with me, being still dressed, rushed upon deck to find out the cause of the disturbance. Rushing towards her with pale and frightened face was her daughter who had been lurching in the dining salon. An iceberg of immense proportions and greater height than usual had struck the ship with a crash, coming up suddenly and most unexpectedly from underneath the fogbank so that the watchful pilot was taken unawares. The English girl said the berg, when alongside the ship, reached the height of the upper deck and appeared like a huge mountain of ice from her place at the window. It was consternation at the sight of what was apparently sure and speedy destruction which had caused the woman's scream.

Investigation was immediately made of the ship's plates, which, though considerably dented by the ice, were still intact; and again I settled myself for the night and slept. Next day men were restless. They wanted to be on their way to Nome. It was not for this that they had paid a large price for their tickets and assurances that they would arrive early at Nome; and they agreed that there was no more danger in steaming ahead than in lying anchored with the ice bumping into us and liable to break through the ship's sides at any moment.

"Will you sign a petition to the captain asking that he proceed on his way to Nome without further delay?" asked a friend of mine while the *St. Paul* was anchored and the ice still drifting around us.

"They are circulating such a petition, and have a good many signers, or those who are willing to sign it, and I wanted to know how you feel about it," said my friend.

"What is the matter with the captain? Did they not announce their confidence in him by coming aboard this steamer, and has he done anything to cause them to lose faith in his ability to pilot them safely through? Has he not brought them on their voyage thus far without accident?" I asked.

"Oh, yes, certainly."

"Then I, for one, shall abide by the captain's judgment, and remain anchored here so long as he sees fit to order it. You can say to the others that I will sign no petition," said I.

Whether my decision and firmness in the matter had any weight with others, I know not; but the petition was dropped, and the captain probably never knew that such a thing had been proposed.

The morning of June thirteenth the sun shone out clear and bright. Great fields of ice surrounded us, and many other ships were also hemmed in at different places. The *Elder* lay contentedly beside us. It was not so cold when the fog had lifted, and the clearer atmosphere made it possible to see for many miles over the berg-strewn waters.

The captain looked jaded and worn, but happy and relieved, being able now to get some of the much-needed rest so long denied him when in the ice fields. When congratulated by the passengers upon his skill, for by this time they had entirely forgotten their discontent of the previous days and were willing to give him and his crew due praise, he smiled and thanked them kindly, then went away to rest.

Early next morning anchor was dropped at Nome. At last we had reached our destination. We had traveled thirty-one hundred and thirty-nine miles in nineteen days and could have done it in much shorter time had it not been for the ice. Several small ships lay at anchor before us, but we were immediately followed by many large steamers bringing thousands of people to Nome. The weather was splendid.

**Text-Dependent Analysis (TDA) Question**

The passage is an account of the author's trip through Alaska. Write an essay analyzing how the author uses specific words and phrases to impact tone in the passage. Use evidence from the passage to support your response.

### Writer's Checklist

#### **PLAN before you write**

- Make sure you read the question carefully.
- Make sure you have read the passage(s) carefully.
- Think about how the question relates to the passage(s).
- 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 passage(s) as you write your essay.
- Make sure you use evidence from the passage(s) to support your essay.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your essay with an introduction, body, and conclusion.

#### **PROOFREAD after you write**

- I wrote my final response in the appropriate place.
- I stayed focused on answering the question.
- I used evidence from the passage(s) to support my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## A Successful TDA At-a-Glance

**A SUCCESSFUL TDA****1****DEMONSTRATES A DEEP UNDERSTANDING OF THE PASSAGE.****ANALYZES THE PASSAGE TO SUPPORT CLAIMS, OPINIONS, AND IDEAS.****2****3****USES AN ORGANIZATIONAL STRUCTURE—INTRODUCTION, DEVELOPED IDEAS, AND CONCLUDING STATEMENT OR SECTION.****REFERENCES THE PASSAGE USING MAIN IDEAS, RELEVANT DETAILS, EXAMPLES, QUOTES, AND/OR FACTS AS EVIDENCE.****4****5****USES PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY DRAWN FROM THE PASSAGE.****USES TRANSITIONS TO LINK IDEAS AND SUPPORTING INFORMATION.****6****7****USES GRADE-APPROPRIATE GRAMMAR AND CONVENTIONS.**

## Sample Student Responses and Annotations

### Sample 1 Student Response Score Point 4

Alaska has gained a reputation as a far-off, wild, and isolated state, in which one might find savage creatures such as polar bears or moose. Nonetheless, people have colonized and travelled to the frigid landscape for centuries. One such example of the gruelling journey is well-documented in May Kellogg Sullivan's *A Woman Who Went to Alaska*. She uses specific words and phrases throughout the excerpt in question to influence the tone of the passage and provide a mysterious and perilous air to her writing. The words in question that are used by Sullivan to create a dangerous tone in her writing are "speedy," "immense," and "surrounded."

To begin with, the author uses words and phrases such as "speedy," "swiftly," and "suddenly" to show how quickly their lives could be over. In the seventh paragraph, she writes; ". . . ice cakes would have been blown swiftly and heavily . . ." as she describes the peril both ships are in. This adds suspense and danger to the passage because the reader is made aware of the intense situation the passengers are in. Within a millisecond, they could be crushed by icebergs or destroyed by floes. May continues on to say that "sure and speedy destruction [was inevitable]," furthering the plot of the story. At this point, the audience doesn't know if the boats will survive or be wrecked, and the close encounter causes more suspense. Thus, adjectives and adverbs to describe the speed at which the lives of the characters could be changed forever add to the perilous tone of the story.

Additionally, throughout the excerpt, Sullivan uses adjectives that mean "big" to describe the icebergs, showing how large their enemy actually is. Smaller floes or ice would prove to be harmless to the boats, but huge, hulking hunks of the frozen substance show how much danger they are actually in. For example, consider the following sentence: "An iceberg of immense proportions and greater height than usual had struck the ship with a crash, coming up suddenly and most unexpectedly . . ." This phrase describes the ice in detail, and helps the reader understand why the characters, especially the English madam's daughter, might be so frightened of the ice. Speed, as mentioned in the previous paragraph, along with enormous sizes, combine to make a deadly foe that cannot be combatted. Furthermore, she writes that the "huge mountain of ice . . . considerably dented [the ship]," creating a metaphor that compares the ice to one of the largest things a person could picture to display the perilous situation. Therefore, adjectives are used to prove the immensity and dominance of the ice.

Finally, the author consistently personifies the ice. She states at one point that the "much dreaded ice . . . soon surrounded [us]," which causes the reader to picture wild animals encircling the ships, waiting for their defenses to slip so they can close in for the kill. The ice is certainly deadly, as proved previously, but it also seems to take on a life of its own, using inanimate intelligence to capture the boats. This detail is clearly shown later on in the passage- "the ice pack . . . drifted slowly about . . ." giving the feel of a predatory creature, perhaps a pack of wolves, surrounding the boats. A bestial instinct stirs in the audience after reading this segment; they don't know why, but they must avoid this threat at all costs. This echoes the feelings of the passengers and crew when they create a petition to move through the ice as soon as possible- the danger is just too great to continue resting. So, in conclusion, personified phrases also add to the perilous tone.

**Sample 1 Student Response Score Point 4 (continued)**

As shown through the three paragraphs above, quick, huge, and animalistic words are used to create a dangerous and threatening tone in the passage *A Woman Who Went to Alaska* by May Kellogg Sullivan. She captures the attention of the audience as swiftly and fluidly as the ice captures the boats and characters of her story. Without a doubt, the reader is left feeling as if he or she has also travelled through the peril-filled waters on the way to Alaska, having only narrowly escaped with his or her life. It only follows that ice is more threatening than any other danger in the savage state. The first-person perspective and harrowing adjectives leave the reader with a feeling of terror every time he or she dares open the freezer . . .

## Sample 1 Annotation Score Point 4

This response demonstrates effective analysis of text and skillful writing. The effective use of precise language is a strength of this thorough and insightful response. The response effectively addresses all parts of the task, focusing on how the author uses specific words to create a perilous tone in the passage. The thorough analysis explains how the author uses words related to speed, immensity, and being surrounded to create a tone of peril and why these strategies are effective. In the first body paragraph, the use of words related to speed is supported by an inference (*the author uses words and phrases such as “speedy,” “swiftly,” and “suddenly” to show how quickly their lives could be over . . . describes the peril both ships are in*) **based on text** (“ice cakes would have been blown swiftly and heavily” . . . “sure and speedy destruction [was inevitable]”). **The thorough explanation connects the word choice, inferences, and text details to the overall perilous tone of the story** (*This adds suspense and danger to the passage because the reader is made aware of the intense situation the passengers are in. Within a millisecond, they could be crushed by icebergs or destroyed by floes . . . At this point, the audience doesn’t know if the boats will survive or be wrecked, and the close encounter causes more suspense. Thus, adjectives and adverbs to describe the speed at which the lives of the characters could be changed forever add to the perilous tone of the story*). **In the second body paragraph, the use of words synonymous with big or immense is supported by inferences** (*Sullivan uses adjectives that mean “big” to describe the icebergs, showing how large their enemy actually is . . . This phrase describes the ice in detail, and helps the reader understand why the characters, especially the English madam’s daughter, might be so frightened of the ice . . . creating a metaphor that compares the ice to one of the largest things a person could picture to display the perilous situation*) **based on text** (“An iceberg of immense proportions and greater height than usual had struck the ship with a crash, coming up suddenly and most unexpectedly” . . . “huge mountain of ice . . . considerably dented [the ship]”). **The explanation that follows thoroughly connects the ideas of speed and size to the danger of the ice and the perilous situation** (*Smaller floes or ice would prove to be harmless to the boats, but huge, hulking hunks of the frozen substance show how much danger they are actually in . . . Speed, as mentioned in the previous paragraph, along with enormous sizes, combine to make a deadly foe that cannot be combatted . . . Therefore, adjectives are used to prove the immensity and dominance of the ice*). **The last body paragraph addresses the personification of the ice, as if it is a living animal, with inferences** (*personifies the ice . . . causes the reader to picture wild animals encircling the ships, waiting for their defenses to slip so they can close in for the kill . . . giving the feel of a predatory creature, perhaps a pack of wolves, surrounding the boats*) **based on text** (“much dreaded ice . . . soon surrounded [us]” . . . “the ice pack . . . drifted slowly about”). **The explanations clarify the beastly nature of the ice, relating it to tone and connecting it to the incident of the petition** (*The ice is certainly deadly, as proved previously, but it also seems to take on a life of its own, using inanimate intelligence to capture the boats . . . A bestial instinct stirs in the audience after reading this segment; they don’t know why, but they must avoid this threat at all costs. This echoes the feelings of the passengers and crew when they create a petition to move through the ice as soon as possible- the danger is just too great to continue resting. So, in conclusion, personified phrases also add to the perilous tone*). **While the student misunderstood the meaning of personification, which attributes human characteristics to an animal or inanimate object, the student does make clear that the ice has the characteristics of a wild beast, and it is these characteristics that are related to the tone. There is substantial and direct reference to the text through the use of relevant text quotes and further integrated text details to support ideas. The response has a strong organizational structure, beginning with an effective introduction that sets up the context and presents the controlling idea. The body of the response has logically grouped ideas which are thoroughly developed with analysis and text. An effective conclusion skillfully reiterates the ideas presented in the response and considers the effect of the tone on the reader. Transitions between and within paragraphs are skillfully used** (*Nonetheless; One such; To begin with; This adds; Within a millisecond; At this point; Thus; Additionally; For example; Furthermore; Therefore; Finally; in conclusion; As shown; Without a doubt; It only follows*) **to provide a strong progression of ideas. The consistent and effective use of precise language enhances the response** (*isolated; savage; colonized; gruelling; mysterious; perilous; lives could be over; suspense; millisecond; furthering; close encounter; hulking; enormous; deadly foe; combatted; metaphor; dominance; encircling; close in for the kill; inanimate; predatory; bestial; at all costs; echoes; animalistic; threatening; fluidly; peril-filled; perspective; harrowing; dares*), **and the few errors present in conventions do not interfere with meaning.**

## Score Justification

### Effectively addresses part of the task

- Multiple examples of word choice are identified as leading to a “perilous” tone, and the response remains focused on this controlling idea.

### Thorough analysis based on the text

- In each paragraph, the response analyzes how word choice is impacting tone and connects this to text details describing events.
- At the end of each paragraph, ideas are tied together, connecting them with the controlling idea and task, demonstrating an in-depth understanding of the text.

### Substantial reference to the main ideas and relevant details of the text

- Relevant details from the text are skillfully integrated with the explanation. These added details provide the elaboration that contributes to the thorough analysis.

### Strong organizational structure

- The effective introduction sets up the context and presents the controlling idea.
- The effective conclusion reiterates this information and presents some insightful ideas as to how the tone affects the reader.
- Supporting ideas are logically grouped and effectively developed.
- Topic sentences effectively introduce supporting ideas, with some student thinking that expresses why that idea is important and how it is related to the task.

### Effective usage of precise language

- Precise vocabulary and phrasing enhance the response.

## Suggestions for Improvement

- To improve analysis, add specificity to the explanations. Some explanations are insightful but general.
- To improve text support, add additional text details that support the explanations. These details provide a connection between explanations and events in the passage.

## Sample 2 Student Response Score Point 4

The tale “A Woman Who Went to Alaska” by May Kellogg Sullivan, describes a journey through dangerous Alaskan waters, filled with ice that could sink the ship. As the author describes the voyage through a first person narrator, she uses two distinct tones. A tone of respect which is used when addressing the captain, and a tone of warning when discussing the danger the boat is in. The author uses both of these tones and they compliment each other in the message that the author likely is trying to convey.

The tone of respect is used when the narrator is thinking or speaking about the captain of the ship. The first time this tone was used was when the narrator said “[w]hat is the matter with the captain? Did they not announce their confidence in him by coming aboard this steamer . . . Has he not brought them on their voyage thus far without accident?” (Sullivan 13). This dialog shows the narrator speaking with respect towards the captain as he defends the captain from criticism by the passengers. Furthermore, the narrator also says “. . . I, for one, shall abide by the captain’s judgement, and remain anchored here so long as he sees fit to order it” (Sullivan 15). This further shows the narrator defending the captain, saying things such as “abide by” and “so long as he sees fit” which indicates a tone of great respect. The final case of this tone being used is when the passage reads “[the captain was] congratulated by the passengers upon his skill . . . he smiled and thanked them kindly” (Sullivan 16). This shows the captain being portrayed as a good hearted character in a tone that is respectful towards for the captain’s skill and personality. The author likely wanted to develop a tone of respect when talking about the captain to aid in characterization of the captain. The author probably wanted the captain to be seen as a respectable, good, and skilled man who the reader could put faith into. The characters and readers would need to put faith in the captain since the waters they were trusting him to traverse through are deadly and dangerous. The author wanted you to think that captain could handle getting the people to their destination safely, and the author wanted you to respect the captain for it.

The other tone developed by the author was a tone of warning, specifically, warning regarding the danger of travelling the ice filled water. The story says “. . . but many [icebergs] were large, massive, and full of death-dealing power” (Sullivan 4). The words such as “massive” and “death-dealing” when describing the icebergs creates a tone of warning for the damage that they could cause. Later in the tale it describes an event that took place, “. . . suddenly the ship’s bell rang out upon the still night air. Instantly there came a jar, a quiver, and all rushed out upon deck to see what had happened” (Sullivan 6). The tone that the narrator used when describing what was occurring is one of warning, as if the diction was purposefully designed to make the reader scared of the danger that could befall the ships inhabitants. The final case where the author used the tone of immense warning for the danger that the passengers were in, was when the passage read “[i]n that case the massive, ice cakes would have been blown swiftly and heavily about to crush all ships like eggshells and send them to the bottom of the sea” (Sullivan 7). Once again, words such as “crush” and “bottom of the sea” emphasize the dangers of the water and create a tone that warns of the dangers the ship is in. The most likely reason for the author to use this tone is to emphasize just how dangerous the water is and because the author wanted to warn the reader. The author desired to make the reader scared of the water in order to make the captain navigating them through them even more respectable. This tone of warning adds to the characterization the author is trying to develop for the captain with the tone of respect.

**Sample 2 Student Response Score Point 4 (continued)**

In this passage the author uses both a tone of respect and a tone of warning. The tone of respect to address the captain and the tone of warning to address the ice surrounding him. Together these two tones helped characterize the captain as a respectable and skilled figure who could handle navigating through the dangers of the Alaskan sea. By the end of the story the reader is relieved to see all the passengers make it safely to shore, and the reader looks up to the captain for getting them there. The author probably wanted someone to remember the characterization of the captain when thinking about ones own life and the figures who hold that life in their hands, just like the captain. It can help us compare those figures in our life to this captain and it can help us learn to respect those figures instead of challenging every decision they make.

## Sample 2 Annotation Score Point 4

This response demonstrates effective analysis of text and skillful writing. The response effectively addresses all parts of the task, relating word choice to the tones in the passage. There is thorough analysis throughout the response, as the writer remains focused on explaining how the words chosen by the author are related to tone, thereby revealing the author's attitude toward the subject of the passage. In the first body paragraph, the tone of respect is inferred (*dialog shows the narrator speaking with respect towards the captain as he defends the captain from criticism . . . This further shows the narrator defending the captain, saying things . . . which indicates a tone of great respect . . . This shows the captain being portrayed as a good hearted character in a tone that is respectful towards for the captain's skill and personality*) from several text examples (“[w]hat is the matter with the captain? Did they not announce their confidence in him by coming aboard this steamer . . . Has he not brought them on their voyage thus far without accident?” . . . “I, for one, shall abide by the captain's judgement, and remain anchored here so long as he sees fit to order it” . . . “[the captain was] congratulated by the passengers upon his skill . . . he smiled and thanked them kindly”). The author's purpose in using particular words to indicate the feeling of respect toward the captain is then explained by relating the information to broader ideas in the passage, demonstrating an in-depth understanding of events (*The author likely wanted to develop a tone of respect when talking about the captain to aid in characterization . . . wanted the captain to be seen as a respectable, good, and skilled man who the reader could put faith into . . . need to put faith in the captain since the waters they were trusting him to traverse through are deadly and dangerous . . . wanted you to think that captain could handle getting the people to their destination safely . . . wanted you to respect the captain for it*). In the second body paragraph, the tone of warning is inferred (*describing the icebergs creates a tone of warning for the damage that they could cause . . . one of warning, as if the diction was purposefully designed to make the reader scared of the danger that could befall the ships inhabitants . . . emphasize the dangers of the water and create a tone that warns of the dangers the ship is in*) from several text examples (“but many [icebergs] were large, massive, and full of death-dealing power” . . . “suddenly the ship's bell rang out upon the still night air. Instantly there came a jar, a quiver, and all rushed out upon deck to see what had happened” . . . “crush all ships like eggshells and send them to the bottom of the sea”). The idea of danger presented in these inferences is then combined with further text details and student thinking as part of a thorough and insightful explanation (*The most likely reason for the author to use this tone is to emphasize just how dangerous the water is and because the author wanted to warn the reader. The author desired to make the reader scared of the water in order to make the captain navigating them through them even more respectable. This tone of warning adds to the characterization the author is trying to develop for the captain with the tone of respect*). There is substantial and direct reference to the text, as the writer uses carefully chosen and relevant text quotes as well as integrated text details to support ideas. This is skillfully done, as the longer quotes provide context for the reader, but then the student clarifies which specific words within the quotes are related to the tone. The response has a strong organizational structure and maintains focus on the task. The effective introduction presents the controlling idea and is followed by logically grouped and effectively developed supporting ideas. Transitions are appropriately used to link ideas between and within paragraphs (*The first time; Furthermore; This further shows; The final case; The other tone; Once again; In this passage; Together; By the end*), providing a progression of ideas throughout the response. There is consistent and effective use of precise language (*addressing; discussing; compliment; convey; criticism; portrayed; good hearted; personality; characterization; respectable; faith; traverse; specifically; diction; befall; inhabitants; navigating*), and the few errors in conventions do not interfere with meaning.

## Score Justification

### Effectively addresses part of the task

- Multiple examples of word choice are related to tone, and the elaboration provides a thorough explanation.

### Thorough analysis

- In each paragraph, the response describes how the author uses specific word choice to impact tone. In some instances, this was more skillfully done, as the student identified specific words within the quote and explained how they were used to impact the tone.
- At the end of each paragraph, the student thinks about all these examples and inferences and ties the ideas together, connecting them with tone and the overall themes of the passage, demonstrating an in-depth understanding of the text.

### Substantial reference to the main ideas and relevant details of the text

- Multiple relevant examples are used to support each tone.

### Strong organizational structure

- The effective introduction sets up the context and presents the controlling idea.
- The effective conclusion reiterates these ideas, connecting both tones to the characterization of the captain and reminding us of why the attitude toward him is important.
- Topic sentences effectively introduce supporting ideas.

## Suggestions for Improvement

- To address the task, sharpen the focus to the tone of the passage. The second paragraph was considered weaker, as it discussed how the author used word choice to show the respectful attitude of the passengers toward the captain, which is not the tone of the passage.
- To improve analysis, identify specific words within the chosen text quotes and explain how the use of those specific words impacts tone. For some of the examples given in this response, the reader had to look back at the quote to see how it might specifically connect to the task.
- The response would be enhanced by more skillful internal transitions that clarify how examples/elaboration are connected within each paragraph. While transitions are adequate to connect ideas (The first time; Furthermore; this shows; The other tone; Later; The final case; Once again), transitions could be more effective by using sentence variety, especially more specific introductory phrases, to show how the ideas are connected.

## Sample 1 Student Response Score Point 3

All throughout history, authors, whether it be of novels or speeches, have used certain words and phrases to impact the tone that they want to convey in the passage. In all pieces of literature, authors are cognizant of the help that such words and phrases can produce in making their tone of their writing more impactful. In the given text, *A Woman Who Went to Alaska*, the author recounts a trip that she took through the seas of Alaska. In the excerpt from *A Woman Who Went to Alaska*, the author, May Kellogg Sullivan, uses certain words and phrases to impact the tone of her writing several times throughout the passage.

Sullivan utilizes such words to impact her writing when the people on the boat come upon the more dangerous part of their journey. Sullivan writes, “Soon, to our right lay a great semicircular field of ice, looking cold, jagged, and dangerous.” (Paragraph 3). Sullivan uses powerful words such as cold, jagged, and dangerous to impact the tone of the passage at this point in the story. In the passage, the people on the boat have just come upon the ice filled waters that make up the most dangerous part of their journey. To convey that it is dangerous to be going through those iceberg filled waters and impact what the readers receive from the tone, Sullivan uses words like jagged, dangerous, and cold, because these descriptive words help make the readers understand, from their connotation, just how dangerous it is for the people to be traveling in those waters.

Sullivan also uses specific words and phrases to impact the joyous tone in the passage. In the text Sullivan writes, “. . .as she passed the danger point and swung safely through the icebergs and out, both ships, like fresh, uncaged birds, sped lightly and swiftly over the water northward” (Paragraph 5). The boat has just maneuvered out of the dangerous and icy waters, and the people on the boat are thrilled that no harm came to the boat or them. The moment is meant to be one of happiness and relief, and, resultingly, the author uses the phrases, “swung safely through. . .” and “sped lightly and swiftly over the water. . .” to impact and excecuntuate the exuberance the passengers feel at making it out unharmed.

Sullivan later uses specific words and phrases to impact the somber tone the passage adopts. In the text Sullivan writes, “It was a solemn moment for all. Outside the ice drifted slowly about, thick fog settled over us, the ship’s whistle sounded, and night came on. The loneliness increased” (Paragraph 7). The passengers, after thinking they were in the all clear for danger, are poorly mistaken when a bell rings out and they discover that they are surrounded by a sea of ice floes with no visible exit. Sullivan wanted to convey the tone as somber, and so uses phrases like, “solemn moment for all,” “ice drifted slowly. . .thick fog settled. . .” and “loneliness increased.” The passengers are realizing that they are stuck for now, and Sullivan uses the aforementioned phrases to increase the impact they have on the tone of somberness and helplessness the passengers are feeling.

All throughout the passage, Sullivan uses specific words and phrases to affect the overall tone that her writing creates, which can be seen in the worry, happiness, and helplessness of the characters in her work. Authors often use different words and phrases to produce an impactful tone in their writing that makes the readers feel and understand what is being felt in the writing. Throughout the existence of written literature, words and phrases have been utilized to impact the tone that the author is trying to achieve in their writing, and is a very effective technique that makes the writing have more of an effect on readers. It not only brings the meaning and tone closer to readers, but it also makes the author’s writing a better piece because it is more developed and more lively than regular writing without certain words.

### Sample 1 Annotation Score Point 3

This response demonstrates adequate analysis of text and appropriate writing. There is evidence of original student thinking that goes beyond what is stated in the passage. The response adequately addresses all parts of the task, as the student analyzes the impact of the author’s word choice on the tone of the passage and makes the connection to the feelings of the passengers on the boat. There is clear analysis based on explicit and implicit meanings from the text. In the first body paragraph, there is an inference of a “dangerous” tone from word choice (*To convey that it is dangerous to be going through those iceberg filled waters and impact what the readers receive from the tone, Sullivan uses words like jagged, dangerous, and cold*) based on text (“Soon, to our right lay a great semicircular field of ice, looking cold, jagged, and dangerous”). Further text details are used to describe the situation of the passengers (*In the passage, the people on the boat have just come upon the ice filled waters that make up the most dangerous part of their journey*). The importance of the author’s word choice is then explained (*these descriptive words help make the readers understand, from their connotation, just how dangerous it is for the people to be traveling in those waters*), as a connection is made between the conditions of the journey, the word choice, and the inferred tone. In the next paragraph, this pattern repeats as an inference concerning tone (*to impact the joyous tone in the passage . . . The moment is meant to be one of happiness and relief*) is based on text (“as she passed the danger point and swung safely through the icebergs and out, both ships, like fresh, uncaged birds, sped lightly and swiftly over the water northward”). Again, there are further text details to describe how the passengers feel after the escape from danger (*The boat has just maneuvered out of the dangerous and icy waters, and the people on the boat are thrilled that no harm came to the boat or them*). This is elaborated with an explanation that connects the feelings of the passengers to the joyous tone inferred from the word choice (*the author uses the phrases, “swung safely through. . .” and “sped lightly and swiftly over the water. . .” to impact and excecuntuate the exuberance the passengers feel at making it out unharmed*). The analysis in the third body paragraph is stronger. Another inference about tone is provided (*Sullivan wanted to convey the tone as somber; and so uses phrases like, “solemn moment for all,” “ice drifted slowly. . .thick fog settled. . .” and “loneliness increased”*) based on text (“It was a solemn moment for all. Outside the ice drifted slowly about, thick fog settled over us, the ship’s whistle sounded, and night came on. The loneliness increased”). The feelings of the passengers are then illuminated by text details (*The passengers, after thinking they were in the all clear for danger, are poorly mistaken when a bell rings out and they discover that they are surrounded by a sea of ice floes with no visible exit*). The explanation then connects the somber tone inferred from word choice to the way the passengers were feeling (*Sullivan uses the aforementioned phrases to increase the impact they have on the tone of somberness and helplessness the passengers are feeling*). The clear analysis is the result of consistently relating the inferences of tone from specific word choice and then, each time, adding relevant key details concerning the feelings of the passengers, which are then connected to the tone by the final analytical statement in each paragraph. Text support is sufficient, as the student chooses appropriate and relevant text quotes and then elaborates with further paraphrased text. There is an appropriate organizational structure, beginning with a clear introduction that begins with generalizations and then narrows to a vague controlling idea. The body of the response has logically grouped and adequately developed ideas that make the connection between word choice, tone, and passage events. There is a progression of ideas within each body paragraph and throughout the response. The adequate conclusion reiterates the ideas presented in the response and ends with generalizations based on the student’s understanding of tone. Transitions are used appropriately to link ideas (*In the passage; To convey; Sullivan also uses; In the text*). There is appropriate use of precise language (*cognizant; recounts; descriptive; connotation; maneuvered; exuberance; all clear for danger; no visible exit*). The few errors in conventions do not interfere with meaning.

### Score Justification

#### **Adequately addresses all parts of the task**

- The response explains how the author uses specific words to impact tone.

#### **Clear analysis**

- There are inferences to connect text quotes to tone.
- These are elaborated with generalizations to clarify how/why the author used specific words and how the tone created is related to events in the passage.

#### **Sufficient reference to the main ideas and relevant details of the text**

- There are text quotes followed by additional text details to clarify the context.

#### **Appropriate organizational structure**

- The introduction and conclusion are clear, with generalizations.
- Supporting ideas are elaborated with inferences, text quotes, and paraphrased text to provide adequate development.

### Suggestions for Improvement

- To improve analysis, increase the specifics in the elaboration.
- To improve organization, make the introduction more specific, presenting the ideas to be discussed in the essay. Topic sentences need to be more specific, with inferences that relate tone to word choice or to an event that is later connected to word choice that supports that tone.

### Sample 2 Student Response Score Point 3

*A Women Who Went to Alaska* tells the riskful and dangerous journey of traveling by ship to Alaska. Filled with several challenges and life-threatening obstacles, the story holds a dangerous, serious, and hopeful tone. The author uses descriptive language to explain the events in the story and add to the tone.

The tone of danger is expressed throughout the author's journey by using much descriptive language to describe obstacles. "Soon to our right lay a great semicircular field of ice, looking cold, jagged, and dangerous" (Sullivan). The use of the words "great semicircular field" reflect the large size of the obstacle the ship crew faced. The words "jagged" and "dangerous" show the amount of potential harm the ice field could do the ship and crew. Another example to add to the tone of danger is "Sometimes they were small and looked harmless enough; but many were large, massive, and full of death-dealing power if urged against the side of a ship by the wind or struck accidentally" (Sullivan). The author compared many of the bergs she encountered, saying some seem harmless, while others were "massive" and "full of death-dealing power." This comparison shows the large amount of life-threatening danger that the author has encountered, which creates the tone. This tone of danger is expressed throughout the author's statements by using descriptive words to describe the frightening obstacles the ship faces.

Another tone of the story expressed is the tone of seriousness. "Next day men were restless. They wanted to be on their way to Nome. It was not for this that they paid a large price for their tickets and assurances that they would arrive early at Nome" (Sullivan). This quote reflects the urgency of the men to quickly leave the ship and change the direction, due to the severity of the obstacles previously encountered. This urgency shows how serious the problems are that the ship and crew are facing. "Investigation was immediately made of the ship's plates, which, though considerably dented by ice, were still intact" (Sullivan). The immediate investigation also adds to the urgency and importance of the obstacles being faced. The author used words or phrases to explain how the problems on the ship created immediate and urgent reactions, causing a tone of seriousness throughout the story.

The tone of hopefulness is also shown in this story. The first example is "The *Elder* lay contentedly beside us. It was not so cold when the fog had lifted, and the clearer atmosphere made it possible to see for many miles over the berg-strewn waters" (Sullivan). The words such as "clearer" and "possible" show how there is hope for a better outcome and things are beginning to take a turn for the better. The quote, "The captain looked jaded and worn, but happy and relieved, being able now to get some of the much-needed rest so long denied him when in the ice fields" (Sullivan). The description of the change in mood of the captain shows a change from a tone of danger and seriousness to a tone of hopefulness that things could get better, and there are better outcomes coming in the story. The tone of hopefulness is reflected through the change of tone.

The author of *A Woman Who Went to Alaska* uses a variety of descriptive language to ensure the tones of danger, seriousness, and hope in the story. Using descriptions, a sense of urgency, a change in moods of characters, and several changing events, she emphasizes the several different tones throughout the story.

## Sample 2 Annotation Score Point 3

This response demonstrates adequate analysis of text and appropriate writing. The response adequately addresses all parts of the task, as the writer connects word choice and descriptive language to tones of danger, seriousness, and hopefulness. The analysis is clear, as the student presents text quotes, draws inferences from them, and then elaborates with general statements to explain the importance of the words and phrases used by the author and their relation to tone. **The first tone of danger is supported with descriptive text** (“*Soon to our right lay a great semicircular field of ice, looking cold, jagged, and dangerous*” . . . “*Sometimes they were small and looked harmless enough; but many were large, massive, and full of death-dealing power if urged against the side of a ship by the wind or struck accidentally*”) **and inferences based on specific word choice** (The use of the words “*great semicircular field*” reflect the large size of the obstacle the ship crew faced. The words “*jagged*” and “*dangerous*” show the amount of potential harm the ice field could do the ship and crew . . . The author compared many of the bergs she encountered, saying some seem harmless, while others were “*massive*” and “*full of death-dealing power*”). **These inferences, which demonstrate understanding of the meaning of the words used, relate the word choice to the ideas of harmful obstacles. An explanation then connects these ideas to the tone of danger** (This comparison shows the large amount of life-threatening danger that the author has encountered, which creates the tone. This tone of danger is expressed throughout the author’s statements by using descriptive words to describe the frightening obstacles the ship faces), **completing the clear analysis. The second tone of seriousness is also supported with descriptive text** (“*Next day men were restless. They wanted to be on their way to Nome*” . . . “*Investigation was immediately made of the ship’s plates, which, though considerably dented by ice, were still intact*”) **and inferences that relate the text quotes to events in the passage** (This quote reflects the urgency of the men to quickly leave the ship and change the direction, due to the severity of the obstacles previously encountered . . . The immediate investigation also adds to the urgency and importance of the obstacles being faced). **The explanation connects these inferences to events while clarifying how the author’s use of words and phrases created the tone** (This urgency shows how serious the problems are that the ship and crew are facing . . . The author used words or phrases to explain how the problems on the ship created immediate and urgent reactions, causing a tone of seriousness throughout the story). **The last tone of hopefulness is also supported with text** (“*It was not so cold when the fog had lifted, and the clearer atmosphere made it possible to see for many miles over the berg-strewn waters*” . . . “*The captain looked jaded and worn, but happy and relieved*”) **and an inference based on specific word choice** (The words such as “*clearer*” and “*possible*” show how there is hope for a better outcome and things are beginning to take a turn for the better . . . The description of the change in mood of the captain shows a change from a tone of danger and seriousness to a tone of hopefulness). **This is elaborated with a weak explanation** (things could get better; and there are better outcomes coming in the story. The tone of hopefulness is reflected through the change of tone) **that does not clarify how the author used these words to impact tone. There is sufficient and direct reference to the main ideas and relevant details of the text, with appropriate use of quotes and integrated relevant text details to support the writer’s ideas. There is an appropriate organizational structure and focus on the task, as the response opens with a clear introduction followed by logically grouped ideas that are adequately developed with text and analysis. The conclusion repeats ideas presented in the introduction. Appropriate transitions are used to connect ideas from one sentence to the next** (Another example; This comparison shows; Another tone; This quote reflects; This urgency shows; also). **There is appropriate use of precise language** (life-threatening obstacles; descriptive; reflect; potential; encountered; comparison; urgency; severity; immediate; outcome; turn for the better), **and the few errors in conventions do not interfere with meaning.**

## Score Justification

### Adequately addresses all parts of the task

- The response makes a clear connection between word choice and tone.

### Clear analysis

- Inferences connecting word choice and tone are elaborated with details of events and generalizations.

### Sufficient reference to the main ideas and relevant details of the text

- Text quotes are used to support each idea, but the response lacks further text details to clarify the inferences drawn from the text quotes.

### Appropriate organizational structure

- The clear introduction presents the controlling idea. Supporting ideas are logically grouped and adequately developed with text details and elaboration.

### Appropriate use of precise language

- While there is some precise language, some transitional words are repetitive (e.g., “show”/“shows”).

## Suggestions for Improvement

- To improve analysis, show a deeper understanding of the events in the text. The analysis consists of inferences and then a generalization. There could be more elaboration to further convey what the student understands about the consequences of events that take place in the passage. This is especially true in the fourth paragraph, which needs further elaboration of the inferences relating word choice to tone beyond the vague “there are better outcomes coming.” Details are needed to tell the reader what is getting better and why that is important.
- To improve organization, expand the introduction to better inform the reader of the ideas that will be discussed in the response. More skillful topic sentences could be used to clarify what each paragraph is going to discuss. The topic sentence in the second paragraph is more skillful and informative by telling how the author expressed the tone of danger. Topic sentences in the third and fourth paragraphs are adequate, just announcing the tone to be discussed with no further detail.
- While there are many examples of the use of precise language, the word “show” is used repeatedly throughout the response. This could be replaced with various appropriate synonyms (e.g., depict, portray, convey, illustrate, represent, characterize).

Sample 1 Student Response Score Point 2

The author uses diction to develop the tone in the passage. Tone is the authors attitude, and diction is the authors word choice. The author also uses other rhetorical statigies. The tone changes throughout the passage. In the beginning, the tone is frightening. As the story goes on the author becomes more relieved, so the tone is more relaxed.

In the beginning, the author was surrounded by floating ice that was “full of death-dealing power if urged against the sides of a ship by the wind or struck accidentally.” This is personification because the ice isn’t actually going to get up and kill you, but it states it’s full of “death-dealing power” which makes it sound like it’s going to. The ice will only kill you if it hits your boat and causes it to sink. The use of this device helps to develop the frightening tone shown by the people wanting to be kept safe while crossing these ice burgs.

Closer to the end, they had crossed over the ice burgs and the Captain, “looked jaded and worn, but happy and relieved, being able now to get some of the much-needed rest so long denied him when in the ice fields.” The authors use of diction describing the Captain shows how the tone of the passage changed. Everyone was “jaded and worn” in the beginning, but now they are “happy and relieved” they made it over the ice burgs. This made the tone at the end of the passage relaxed and cheerful.

Throughout the passage, the tone developed from being frightening to being more relaxed. The author used diction and other rhetorical devices to develop the tone. The ending of the passage turned out with a good ending due to the development of the tone.

## Sample 1 Annotation Score Point 2

This response demonstrates limited analysis of text and inconsistent writing. The response inconsistently addresses some parts of the task, as the student describes how the author's word choice relates to the feelings of the characters. The analysis is inconsistent, demonstrating partial understanding of the text, as it is not clear how the chosen words/feelings are used to impact the tone of the passage and reveal the attitude of the author. In the first body paragraph, the idea that the characters are frightened is supported by an inference (*This is personification because the ice isn't actually going to get up and kill you, but it states it's full of "death-dealing power" which makes it sound like it's going to. The ice will only kill you if it hits your boat and causes it to sink*) drawn from text (*In the beginning, the author was surrounded by floating ice that was "full of death-dealing power if urged against the sides of a ship by the wind or struck accidentally"*). The vague elaboration (*The use of this device helps to develop the frightening tone shown by the people wanting to be kept safe while crossing these ice burls*) misses an opportunity to explain events more specifically to show how both events and word choice were used to express the author's attitude and tone. In the second body paragraph, the relaxed feeling of the captain and passengers is supported by an inference (*Everyone was "jaded and worn" in the beginning, but now they are "happy and relieved" they made it over the ice burls*) drawn from the text (*Closer to the end, they had crossed over the ice burls and the Captain, "looked jaded and worn, but happy and relieved, being able now to get some of the much-needed rest so long denied him when in the ice fields"*). This inference, which mostly restates the quote, is extended (*This made the tone at the end of the passage relaxed and cheerful*) as the student demonstrates knowledge of the meaning of the adjectives used by the author. However, there are missed opportunities to explain how events have led to the change in feeling and how the identified emotions impact the tone of the passage. There is limited reference to the main ideas and relevant details of the text. Although the student does use text to support inferences, the response lacks more specific text details to describe events that could reinforce the student's conclusions concerning tone. The organizational structure is weak, and ideas in the response are weakly developed. Although transitions are used between body paragraphs (*As the story; In the beginning; Closer to the end; Throughout*), transition use is limited, with no internal transitions to connect ideas within paragraphs. There is inconsistent use of precise language (*diction; attitude; rhetorical statigies; frightening; relaxed*). Errors in conventions, such as spelling (*statigies; burl*) and punctuation (*authors*), seldom interfere with meaning.

### Score Justification

#### **Inconsistently addresses some parts of the task**

- The response identifies tones related toward specific words, but it does not address “how the author uses” specific words.

#### **Inconsistent analysis**

- There are attempts at weak inferences that relate word choice examples to the tone.

#### **Limited reference to the main ideas and relevant details of the text**

- The text references are limited to a quote to support each idea. There are no more text details for support.

#### **Weak organizational structure**

- The introduction is vague and the controlling idea is unclear. The response lacks internal transitions within paragraphs, and topic sentences deal with the setting or events instead of presenting ideas.

### Suggestions for Improvement

- To address the task, use more text details and develop ideas related to how the author’s choice of words creates the tone.
- To improve analysis, add explanations as to why these text details are important and how they are connected to the tone of the passage.
- To improve organizational structure, present a controlling idea that goes beyond restating the task. Provide elaboration so that one sentence leads to the next, providing a progression of ideas throughout the response.

## Sample 2 Student Response Score Point 2

In the passage “A Woman Who Went to Alaska” the author uses specific words and phrases to describe her trip through Alaska. She does this to establish a certain tone to create an impact on the reader reading the story. Her specific way of writing can be seen althroughout the story, especially when she is talking about the ice and the ships.

The first way the author uses specific words or phrases to create a certain tone can be seen in paragraph three. She goes on to state “Soon to our right lay a great semicircular field of ice, looking cold, jagged and dangerous.” She uses words like “jagged” and “dangerous” to describe the ice in order to establish a sort of fear and tension. Almost as if forshadowing that the ice is going to harm them at some point.

The second way the author uses specific words or phrases to create a certain tone can be seen in paragraph five. In this paragraph she states “We watched her with interest equal to their own; then as she passed the danger point and swung safely through the icebergs and out, both ships, like fresh, uncaged birds, sped lightly and swiftly over the water northward.” She uses a simile in this line, comparing the ships to uncaged birds. She does this in order to create a sense of relief and freedom after the ships passed through the ice.

The third and final way the author uses specific words or phrases to create a certain tone can be seen in paragraph seven. The author states in this paragraph “In that case the massive ice cakes would have been blown swiftly and heavily about to crush all ships like eggshells and send them to the bottom of the sea.” She describes the possible overtaking of the ships by the ice by stating “crush all the ships like eggshells.” She does this in order to create a feeling of worry or fear. Using the crushing of eggshells just to prove how delicate the ships are compared to the ice around them.

These are just a few ways the author, *May Kellog Sullivan*, uses words or phrases to help establish tone. As you can see in her story “A Woman Who Went to Alaska” she often uses these specific words or phrases to create a sense of fear or relief when talking about the ships journey through the dangerous Alaskan ice.

## Sample 2 Annotation Score Point 2

This response demonstrates limited analysis of text and inconsistent writing. The response lacks sufficient elaboration to clarify how text details support ideas and how those ideas relate to the task. The response inconsistently addresses some parts of the task, identifying a weak controlling idea without providing sufficient elaboration within the body of the response. The analysis is inconsistent, with missed opportunities to explain. In the first body paragraph, the inference (*She uses words like “jagged” and “dangerous” to describe the ice in order to establish a sort of fear and tension*) is drawn from the text (*“a great semicircular field of ice, looking cold, jagged and dangerous”*). This inference is elaborated with an extension (*Almost as if forshadowing that the ice is going to harm them*), demonstrating understanding of the situation in the passage, but it does not connect back to the task. There needs to be further explanation as to why something that is jagged and dangerous causes a “sort of fear and tension” and how that is related to the idea of harm and tone. It is unclear if the “fear and tension” is an implied tone. In the second body paragraph, an inference (*She uses a simile . . . comparing the ships to uncaged birds*) is based on text (*“both ships, like fresh, uncaged birds, sped lightly and swiftly over the water”*). Once again, there is a weak attempt at elaboration by extending this idea (*She does this in order to create a sense of relief and freedom after the ships passed through the ice*), but there is no connection made between text and task. The explanation is weak, and the reader must make the connections using personal knowledge and experience to understand how an uncaged bird is related to a feeling of relief and freedom, how this applies to the ships, and how this is related to tone. In the third body paragraph, the inference (*She does this in order to create a feeling of worry or fear*) is based on text (*“the massive ice cakes would have been blown swiftly and heavily about to crush all ships like eggshells”*). The elaboration is a weak inference that implies an idea of danger (*Using the crushing of eggshells just to prove how delicate the ships are compared to the ice around them*), but it does not explain how the worry or fear is related to the delicacy of the ships. This represents a missed opportunity to clarify the situation described in the passage and how the word choice used by the author to illuminate that situation impacts the tone. There is limited reference to the text, with ideas supported with a quote from the passage, but no further text details to clarify the incidents referenced. The organizational structure is weak, and the introduction is vague, presenting an unclear controlling idea (*She does this to establish a certain tone to create an impact on the reader . . . especially when she is talking about the ice and the ships*). Although ideas are logically grouped, the vague topic sentences do not introduce the specific idea to be discussed in each paragraph. Ideas are weakly developed, and the conclusion generally reiterates ideas presented in the response. There are limited transitions (*The first way; Almost as if; The second way; In this paragraph; The third and final way*) to link ideas, and the response lacks internal transitions within body paragraphs to link text examples and elaboration. There is inconsistent use of precise language (*forshadowing; sense of relief and freedom; worry; delicate*) and limited sentence variety (*She does this; She uses; She describes*). Errors in spelling (*althroughout; forshadowing; descibes; Kellog*) and sentence formation (fragments) seldom interfere with meaning.

## Score Justification

### Inconsistently addresses part of the task

- The identified examples of word choice are related to tone, and the elaboration attempts to explain how those words impact the tone.

### Inconsistent analysis

- There are weak inferences that are elaborated with vague explanations. The reader is forced to connect inferences to the task.

### Limited reference to the main ideas and relevant details of the text

- There are text quotes related to tone; there are no further text details to elaborate and clarify the connection between text and task.

### Weak organizational structure

- The response is formulaic, lacks topic sentences, and has few internal transitions.

## Suggestions for Improvement

- To improve analysis, extend the explanations to clarify why the ideas presented are relevant to the task and why the chosen text supports the controlling idea. For instance, in the third paragraph, explain why the words “uncaged birds” give a sense of freedom and relief (e.g., Birds suddenly released from a cage are a symbol of escape from captivity, just as the ships are escaping the captivity of the ice field. Sullivan uses this simile to create a tone of relief and freedom as the ships escape their captivity). Instead, the reader is forced to rely on personal knowledge or experience to make the connection and understand why this is true. In the fourth paragraph, extend the explanation to clarify the connections between the “feeling of worry or fear,” “crushing of eggshells,” “how delicate the ships are,” and “the ice around them” (e.g., The ice surrounds and poses such a danger to the delicate ships that the thought of those ships being crushed and destroyed creates a tone of worry and fear. Sullivan uses deliberate word choice to emphasize the danger in the worrying situation).
- To improve reference to text, use relevant details from the text as part of the explanation to connect the longer text quotation to the task.
- To improve organization, have a clear introduction that identifies a controlling idea and previews the information that will be discussed in the response. Topic sentences need to be more specific, with inferences that relate tone to word choice or to a relevant event.

### Sample 1 Student Response Score Point 1

The author uses many words to impact the tone of the story. Some of the words include wake to show that the other ship was close behind. It said men thrust their hands into their pockets to emphasize how cold it was.

The words ice pack was used to give an idea of how many glaciers there were. The words to crash all ships like eggshells are used to show just how dangerous it was.

### Sample 1 Annotation Score Point 1

**This response demonstrates minimal analysis of text and inadequate writing. The response minimally addresses part of the task, identifying word choice that is mostly related to setting and unrelated to tone. The minimal attempt at analysis begins with weak inferences** (*words include . . . to show that the other ship was close behind . . . It said . . . to emphasize how cold it was . . . The words . . . was used to give an idea of how many glaciers there were*) **drawn from text examples** (*wake . . . men thrust their hands into their pockets . . . ice pack*) **that describe the setting. While the weak attempts at explanation demonstrate that the student understands the meaning of the chosen words, the ideas presented do not go beyond the literal meaning of the text or connect to the task. The last weak inference** (*The words . . . are used to show just how dangerous it was*) **based on text** (*to crash all ships like eggshells*) **is vaguely related to tone, making the response scorable. However, there is no elaboration to explain to the reader why this text example indicates something dangerous or how that impacts the overall tone of the passage. There is minimal reference to the text, as the response lacks specific supporting details to elaborate on ideas. The response has minimal evidence of an organizational structure, beginning with an introductory sentence that restates the task followed by a random list of related ideas. These sentences could be rearranged without changing the meaning of the response, indicating a lack of deliberate organizational structure. There are few transitions** (*Some of*) **and little use of precise language** (*emphasize*). **There are a few convention errors, such as usage** (*was for were*), **that do not interfere with meaning.**

## Score Justification

### Minimally addresses part of the task

- The identified examples of word choice are not connected to tone. The committee considered this response to be just scorable. Without the last sentence, which implies a “dangerous” tone, the response would be insufficient.

### Minimal analysis

- There are attempts at weak inferences that relate word choice examples to the setting, but there is no further explanation as to how the use of these words impacts the tone.

### Minimal reference to relevant details of the text

- The examples of word choice are not related to tone.

### Minimal evidence of organizational structure

- The response is a list of ideas with no elaboration. Sentences could be rearranged without changing the meaning of the response.

## Suggestions for Improvement

- To address the task, use text details and develop ideas related to tone.
- To improve analysis, add explanations as to why these text details are important and how they are connected to the tone of the passage.
- To improve organizational structure, present a controlling idea that goes beyond a simple restatement of the task. Provide elaboration so that one sentence leads to the next, providing a progression of ideas throughout the response.

### Sample 2 Student Response Score Point 1

The author used a few different words that could change the tone of the dramatic story of the trip. He explains the ice bergs as “massive” and “full of death-dealing power.” This shows how big the icebergs were and what kind of impact they had on the story. It helps the reader understand the risk and the fear that the passengers are experiancing in the story. Then the author says “Then as she passed the danger point and swung safely through the icebergs in and out, both ships, like uncaged birds” which describes how swiftly the ships weave through the dangerous icebergs. It help release the tension that the icebergs caused.

### Sample 2 Annotation Score Point 1

**This response demonstrates minimal analysis of text and inadequate writing. The response minimally addresses part of the task, as the student identifies examples of word choice related to tone. There is minimal analysis based on the text in the form of weak inferences that prove the student knows the meanings of the words chosen and how the author is using them (*explains the ice bergs . . . This shows how big the icebergs were and what kind of impact they had on the story . . . describes how swiftly the ships weave through the dangerous icebergs*). However, the weak explanations only vaguely tie the text examples to the task and tone (*It helps the reader understand the risk and the fear that the passengers are experiancing in the story . . . It help release the tension that the icebergs caused*). The reader has to examine the chosen text and use personal knowledge and experience to decide if the explanations offered by the writer are true. There is minimal reference to the text, with specific words (“massive,” “full of death-dealing power”) and a text quote (“Then as she passed the danger point and swung safely through the icebergs in and out, both ships, like uncaged birds”) to support inferences, but the response needs more text details to help the reader understand the feelings of the passengers and why they are at risk or feeling fear or in a state of tension. These missing details, which would provide the reader with some context and more precise knowledge of events in the passage, would help the reader understand why the explanations are valid. There is minimal evidence of an organizational structure, beginning with a restatement of the task as introduction. This is followed by some examples of word choice that are minimally developed with brief explanations. There are few transitions (*This shows, Then*) to link ideas. There is little use of precise language (*risk; fear; weave; tension*). Errors in conventions, such as usage (*help for helps*) and spelling (*experiancing*), seldom interfere with meaning.**

## Score Justification

### Minimally addresses part of the task

- The identified examples of word choice are related to tone, and the elaboration attempts to explain how those words impact the tone.

### Minimal analysis

- There are weak inferences that are elaborated with vague explanations. The reader is forced to “do the work” of determining how the author’s words impact the tone.

### Minimal reference to relevant details of the text

- There are examples of word choice related to tone.

### Minimal evidence of organizational structure

- The response reads like a brief answer to the question rather than an organized and developed essay. While there is some sentence-to-sentence progression of ideas, there is no indication of a deliberate attempt to organize ideas.

## Suggestions for Improvement

- To address the task, include more specific details to create the connection between word choice and tone.
- To improve analysis, develop supporting ideas. Add text details or further elaboration to explain why the icebergs were causing the risk and fear experienced by the passengers. Explain why the icebergs were causing tension and how that text quote (escaping from danger to safety) shows a release of tension.
- To improve organizational structure, present a controlling idea that goes beyond a simple restatement of the task (perhaps by identifying the overall tone of the passage). Develop the main idea with supporting ideas, elaborating so that ideas build as one sentence leads to the next, providing a progression of ideas throughout the response.

### Sample 1 Student Response Score Point 0

The authors ability to use specific word and phrases in this passage greatly impacts the tone of the story. It also gives you a better understanding of what is going on during the entire story. But most importantly makes you feel like you were really there when it happend.

Firstly, the way that the author uses descriptive words. Impacts the tone of the passage by making the reader feel as if they are connected with the writer. The author also used phrases in the passage of this story. By doing this the author can easily change the tone of the story

#### Score Justification

This essay received a score of insufficient because there is no evidence that the student read and understood the text. The response was written from the prompt and the student's understanding of tone.

### Sample 2a Student Response Score Point 0

The writer uses words like unique arragment, worn, upon his skill, egress, maneuvers, death-dealing power, weather was splendid etc. etc. These words impact the tone because some of them describe how they felt and what they see. and it also shows the setting and what kind of mood it is.

#### Score Justification

The response attempts to address the task but lacks an explanation as to how any of the identified examples of word choice are used to impact the tone of the passage. The examples of word choice appear to be randomly chosen from the text and are not connected to an overall controlling idea. This response does not demonstrate any understanding of the passage.

**Sample 2b Student Response Score Point 0**

The author was going through the Alaskan waters, escorting another boat with him. People on the boat were getting cold so they had to get out their winter clothes, and move around to keep warm. But eventually the authors boat runs into some ice.

**Score Justification**

This essay received a score of insufficient because it does not address the task. The response is a brief retelling of part of the passage.

**Sample 2c Student Response Score Point 0**

The author uses certain words and phrases to impact the tone in the passage because he wants the reader to feel like they are in the story and to know what is going on. For example, in lines 9 through 13, when the author says, “If our ship should receive serious damage from the ice floes or bergs with which we were almost sure to come to contact, it would be well if we were accompanied by a sister ship which could render assistance.” The author uses “serious damage from the ice floes or bergs”, it seems like the reader is in the story.

**Score Justification**

The response attempts to address the task but does not explain how the chosen text quote impacts the tone in the passage.

# South Carolina Department of Education

## English 2 TDA Scoring Sample

