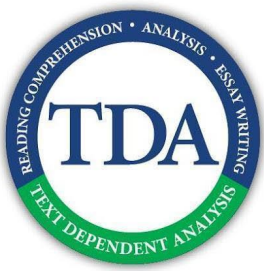**Text Dependent Analysis (TDA) Professional Learning Series:**

Script for Module 11 – Text Dependent Analysis Learning Progressions

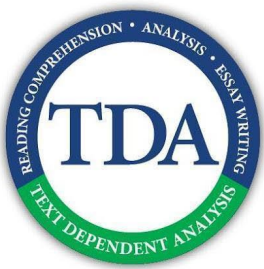| Slide	Script
1	Welcome to the Text Dependent Analysis Module #11: Text Dependent Analysis Learning Progressions. This module answers the key question: *What is the purpose and use of the TDA Learning Progressions?* This module is part of a larger series of TDA modules created by the Center for Assessment and Pennsylvania Department of Education. There is an Introduction Module to the TDA Professional Learning Series that explains the purpose, organization, and intended use of the modules and should be watched first, if you have not already done so.
2	As a warm-up to this module, we ask you to consider the following questions: 1) *Describe your understanding of a learning progression.* 2) *How do you analyze your students' work to make instructional decisions?* ==Please pause the video and respond== to this question in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.
3	Let's begin by defining learning progressions. ==Please pause the video== and read the definitions of learning progressions on this slide. How did your understanding of a learning progression compare to these definitions? After your reflection, resume playing the video.
4	Using these definitions, the Text Dependent Analysis Learning Progressions have been developed as an instructional tool that illustrates the pathway in which students typically demonstrate their ability to integrate reading comprehension and analysis through a written essay. These learning progressions began as a potential continuum of student responses to TDA prompts using complex texts over the course of time. Based on the results of the exploratory research conducted in partnership with the Pennsylvania Department of Education, classroom teachers in grades 3-8 from across the state of Pennsylvania came together to refine

	and validate the TDA Learning Progression level descriptions. Teachers refined these descriptions by examining student work at multiple points throughout the course of a school year. The TDA Learning Progressions for grades 3-5 and 6-8 were finalized in 2018. A similar study was conducted to explore the extent to which students in grades K-2 learn and demonstrate the underlying expectations of analysis given developmentally appropriate instruction and opportunity to learn. This study resulted in the development of a K-2 TDA Learning Progression in 2022 along with grade appropriate lessons, analysis questions/prompts, and evidence of students' pathway to demonstrating reading comprehension, analysis, and when appropriate, writing. It is important to note that students in grades K-2 were not expected to independently write a response to a TDA prompt. The student responses included student writing with teacher scribing, dictation, drawing, and/or students' orally explaining responses.
5	The TDA Learning Progressions are structured in grade spans (K-2, 3-5 and 6-8) with 4 levels, *Beginning, Emerging, Developing,* and *Meeting*. The levels describe the typical path we see in student responses as they move toward demonstrating more sophisticated understanding. Although there are differences in student abilities between grades K-2, 3-5, and grades 6-8, the paths toward success are similar enough to negate the need for grade-specific TDA Learning Progressions. Additionally, since the knowledge, skills, and reasoning necessary for analysis are intertwined, there are overlaps between the underlying criteria. Consequently, the levels described on the TDA Learning Progressions are **not** intended to coincide with a rubric score, which provides a holistic view of students' ability to demonstrate the criteria on the TDA Scoring Guidelines. Rather, these levels provide the teacher with an indication of student strengths and needs based on what students can do at a specific point in time, and therefore, allow teachers to use this information for differentiating instruction.
6	The underlying components of Text Dependent Analysis were used to establish the TDA Learning Progressions and are further delineated into more specific criteria to provide the most information possible for the teacher to guide students toward a proficient response to a TDA prompt.

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	The first underlying component is Reading Comprehension, and the criteria includes Focus on the Prompt and Understanding the Text. The criteria for the underlying component of Analysis includes Textual Evidence, Inferences, and Explanation and Elaboration. And the third underlying component, Essay Writing, includes the criteria Organization, Word and Sentence Choice, and Conventions of Spelling, Punctuation, and Grammar.
7	As previously noted, there are some similarities and differences between the grade span Learning Progressions based on the expectations of the standards. A few of these similarities and differences are highlighted here. The most notable similarity is that all three Learning Progressions have the same first two underlying expectations: Reading Comprehension and Analysis. However, since we don't expect students in grades K-2 to respond to a TDA prompt, the third underlying expectation is simply writing (rather than essay writing) and/or verbal response.
8	Additionally, on the grades K-2 Learning Progression, the criteria are slightly different for each underlying expectation compared to grades 3-5 and 6-8. Specifically, in grades K-2 students are expected to provide an explanation of their inference and when applicable demonstrate conventions of spelling, punctuation, and grammar. In the grades 3-5 and 6-8 Learning Progressions, students are expected to not only explain their inference, but to elaborate demonstrating their analysis. And since the response to a TDA prompt in these grades expects an essay, the demonstration of the conventions are expected.
9	Finally, the descriptions in the Learning Progressions are slightly different from grade span to grade span. For example, at the Meeting level students in grades 6-8 are expected to provide multiple examples of evidence and acknowledge the source of evidence, as well as make sophisticated inferences and an interpretation about their text evidence. Students in grades 3-5 are unprepared for this advanced work and, therefore, they are expected to consistently make inferences that support the importance of the evidence and reading elements.
10	Please pause the video and review the grade span Learning Progressions which can be found in the module folder. After your review, identify in your

	journal, page 3, one similarity and one difference you found between the three Progressions. Then describe how the descriptions align to the grade level standards. After your reflection discuss with colleagues, then resume playing the video.
11	As a result of analyzing student work using the TDA Learning Progressions, a series of instructional resources were developed that you can find in the TDA Toolkit. These resources include: • Annotated student work • Close reading lessons to address the needs of students based on the levels in these progressions, and • Curricular replacement units designed to instruct students through a deep dive into the reading elements and in understanding analysis (grades 3-8 only). This series of three resources aligned to the TDA Learning Progressions have been developed for grades K-2, 3, 4, 5, 6, 7, and 8.
12	The developed lessons and units are intended to move students forward based upon their "zone of proximal development". This view of learning asserts that when a student is taught within their zone of proximal development for a set of knowledge and skills within a task, providing the appropriate assistance will give the student enough of a "boost" to achieve the expectations. In other words, if a student is operating at a *beginning* level, receiving instruction for the *emerging* level will allow them to move in a forward direction in their demonstration of the content. When the teacher understands what the next level in student learning looks like, they may provide the necessary assistance to move the student along on this continuum of TDA learning.
13	Review the descriptions of the levels in the Grades 3-5 TDA Learning Progressions for providing text evidence when responding to a TDA prompt. Please pause the video and record in your journal (page 4) the instructional moves a teacher could include that supports the students from the beginning to emerging level. After your reflection discuss with colleagues, then resume playing the video.
14	Each criterion includes a description of the observable learning that characterizes typical student work at that level. It would not be feasible or useful to identify every possible iteration of what students demonstrate

	when responding to a TDA prompt for a myriad of different texts. Instead, the most common characteristics of student work at each level are used to provide a description that will apply to most student work samples. Consequently, when using these Learning Progressions, teachers will need to make a professional judgment regarding the best descriptor on the continuum for their students to plan the most appropriate instruction. As a reminder there are multiple dimensions to a performance on a TDA prompt—which encompasses **Reading Comprehension, Essay Writing**, and **Analysis**—and therefore a single student will often be at different levels within the same response depending upon the underlying component and criteria being examined. For example, a student may demonstrate that they are at the *meeting* level for both criteria under **Reading Comprehension**, but at the *beginning* or *emerging* level for the criteria under **Analysis**, and at the *developing* or *meeting* level for the criteria under **Essay Writing**. Getting at this fine-grained analysis of student work will allow teachers to differentiate instruction and create flexible small group instruction that meets the specific needs of students.
15	Please pause the video and describe in your journal (page 5) how this fine-grained information about students' strengths and needs from the TDA Learning Progressions will impact your instruction of reading comprehension, analysis, and essay writing. After your reflection discuss with colleagues, then resume playing the video.
16	The TDA Learning Progressions can be used as part of the instructional process in a number of ways. The most obvious use is to use the entirety of the Progression to analyze student work after a response to a TDA prompt to make instructional decisions appropriate for the students. However, the Progressions can also be used in parts such as monitoring students' ability to deconstruct TDA prompts that have been created for instructional purposes, such as those developed for a warm-up of a lesson. The Progressions can be used to monitor students' proficiency when selecting and discussing text evidence, making inferences, and/or explaining and elaborating during a collaborative discussion with peers during a close reading lesson. Additionally, while creating a replacement unit, teachers can build in the opportunity for teachers and students to collaboratively use

	the TDA Learning Progressions to aid student understanding of the underlying components of a text dependent analysis response.
17	We believe that it is essential to take a few minutes to reflect upon what you just heard, organize it in your own mind, and to apply it to your professional practice. Pause to reflect and respond to the following questions in your journal (pages 6-7): Consider your instructional practices: 1) Create a plan for how you and your grade level colleagues could begin using the TDA Learning Progressions in your school. 2) Describe how you think you and your students would benefit from engaging in the use of the TDA Learning Progressions.
18	If you are interested in further information about the content of this module, see the resource, *Text Dependent Analysis Learning Progressions* and *K-2, 3-5, and 6-8 Learning Progressions* in the module folder.
19	This module answered the key question: *What is the purpose and use of the TDA Learning Progressions?* This module is part of a comprehensive series of TDA modules created to help you go deeper and extend your learning about text dependent analysis.
20	Additional information for this module can be found using these references.
21	Thank you for taking the time to engage in Module 11.