

ACAP Summative—Text-Dependent Writing (TDW) Frequently Asked Questions (FAQ) Grade 5

What is the TDW?

The TDW is a task that is presented with a text or set of texts. This task directs the student to write an essay response that analyzes the text(s) by drawing inferences and using evidence from the text(s) as support. The TDW elicits an extended, detailed response about the text(s). It integrates the student’s reading, writing, and language skills. In response to a TDW, the student must write a narrative, informative/explanatory, or argumentative essay based on the text(s).

What standard does the TDW measure?

The TDW is aligned to the 2021 Alabama Course of Study: English Language Arts. The standard alignment for the grade 5 TDW consists of a primary standard and two secondary standards. The primary alignment is to one of the standards that addresses a specific mode of writing: narrative, informative/ explanatory, or argumentative (standard 34, 35, or 36). The secondary alignment is to the two standards that address conventions (standards 39 and 40). These standards are noted in the chart below.

Primary Standard Alignment Number	Primary Standard Alignment Text	Secondary Standard Alignment Number	Secondary Standard Alignment Text
34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.	39	Demonstrate command of the conventions of standard English grammar and usage in writing. <ol style="list-style-type: none"> a. Evaluate the usage of pronouns for the proper case. b. Identify inappropriate shifts in pronoun number and person. c. Use varied pronouns and their antecedents correctly in composing and revising writing. d. Use subject-verb agreement correctly when composing and revising writing. e. Use verb tenses to convey various times, sequences, states, and conditions. f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. g. Use perfect verb tenses to compose and revise writing. h. Use correlative conjunctions correctly when composing and revising writing.
		40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: <ol style="list-style-type: none"> a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address. b. Use underlining, quotation marks, or italics to indicate the titles of different types of works. c. Spell grade-level words correctly, consulting references as needed.

ACAP Summative—Text-Dependent Writing (TDW) Frequently Asked Questions (FAQ) Grade 5

35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.	39	<p>Demonstrate command of the conventions of standard English grammar and usage in writing.</p> <ol style="list-style-type: none"> a. Evaluate the usage of pronouns for the proper case. b. Identify inappropriate shifts in pronoun number and person. c. Use varied pronouns and their antecedents correctly in composing and revising writing. d. Use subject-verb agreement correctly when composing and revising writing. e. Use verb tenses to convey various times, sequences, states, and conditions. f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. g. Use perfect verb tenses to compose and revise writing. h. Use correlative conjunctions correctly when composing and revising writing.
36	Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.	39	<p>Demonstrate command of the conventions of standard English grammar and usage in writing.</p> <ol style="list-style-type: none"> a. Evaluate the usage of pronouns for the proper case. b. Identify inappropriate shifts in pronoun number and person. c. Use varied pronouns and their antecedents correctly in composing and revising writing. d. Use subject-verb agreement correctly when composing and revising writing. e. Use verb tenses to convey various times, sequences, states, and conditions. f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. g. Use perfect verb tenses to compose and revise writing.
		40	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address. b. Use underlining, quotation marks, or italics to indicate the titles of different types of works. c. Spell grade-level words correctly, consulting references as needed.
		40	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address. b. Use underlining, quotation marks, or italics to indicate the titles of different types of works. c. Spell grade-level words correctly, consulting references as needed.

ACAP Summative—Text-Dependent Writing (TDW) Frequently Asked Questions (FAQ) Grade 5

The TDW may be associated with either a single text or a set of texts. If the text or texts are literary, the student is expected to write a response that is narrative. If the text or texts are informational, the student is expected to write a response that is either informative/explanatory or argumentative.

What does the TDW require from the student?

The student will need to be able to demonstrate the ability to analyze a text or texts as well as the ability to write skillfully. In writing a narrative, the student must be able to connect details from the source text(s) to the narrative. In writing an informative/explanatory or argumentative essay, the student must be able to use evidence from the source text(s) to support the response. The student's writing sample must be an extended written response with a strong organizational structure.

Is the TDW the only way that writing is assessed on the ACAP Summative?

The Alabama Course of Study Writing standards are assessed in a separate Writing session of the ELA test that consists of the TDW and standalone writing items. These standalone items can be multiple-choice, multiple-select, or technology-enhanced items. Samples of these types of items are available in the Online Tools Training (OTT).

What resources are available to prepare students for the TDW?

The following resources are available on the DRC INSIGHT Portal:

- **Student Tutorial**—This online video briefly explains the purpose of the TDW as well as the functionality of the item in the online testing environment.
- **Online Tools Training (OTT)**—This set of items allows students to practice the TDW, as well as other item types, in the online testing environment.
- **Writer's Checklist**—This document outlines expectations for students when writing a response to the TDW and is available to students in the online testing environment and the OTT.
- **TDW Scoring Rubrics**—Rubrics are mode specific and highlight the qualities of writing that are considered when determining a holistic score for each TDW mode-specific essay; each rubric has three subparts, and students will receive a score for each subpart.
 - **Narrative mode**—purpose/organization, development/elaboration, and conventions
 - **Informative/Explanatory mode**—purpose/organization, evidence/elaboration, and conventions
 - **Argumentative mode**—purpose/organization, evidence/elaboration, and conventions