

ACAP Summative—Text-Dependent Writing (TDW) Frequently Asked Questions (FAQ) Grade 8

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 8 TDW consists of a primary standard and two secondary standards. The primary alignment is to the research standard (25). The first secondary alignment is to the standard that addresses a mode of writing: narrative, informative/explanatory, or argumentative (8a, 8b, or 8c). The other secondary alignment is to the standard that addresses conventions (20). These standards are noted in the chart below.

Primary Standard Alignment Number	Primary Standard Alignment Text	Secondary Standard Alignment Number	Secondary Standard Alignment Text
25	Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.	8	Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language: <ol style="list-style-type: none"> a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently. b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary. c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.
		20	Produce writing that shows a command of standard English grammar, usage, and mechanics: <ol style="list-style-type: none"> a. Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays. b. Compose writing using verbs in active and passive voice to establish mood. c. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. d. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. e. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods. f. Recognize and correct inappropriate shifts in verb tense.

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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