

ACAP Summative—Text-Dependent Writing (TDW) Frequently Asked Questions (FAQ) Grade 3

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 3 TDW consists of a primary standard and a secondary standard. The primary alignment is to one of the standards that addresses a mode of writing: narrative, informative/explanatory, or argumentative (standard 33, 34, or 35). The secondary alignment is to one of the standards that addresses conventions (36). These standards are noted in the chart below.

Primary Standard Alignment Number	Primary Standard Alignment Text	Secondary Standard Alignment Number	Secondary Standard Alignment Text
33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.	36	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. <ol style="list-style-type: none"> a. Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.
34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.	36	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. <ol style="list-style-type: none"> a. Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within

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			<p>a sentence and explain the type of the information it conveys.</p> <ul style="list-style-type: none"> c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.
35	Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.	36	<p>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <ul style="list-style-type: none"> a. Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.

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 narrative response. If the text or texts are informational, the student is expected to write an informative/explanatory or argumentative response.

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 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

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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?

These 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

