A practical guide for teachers and school leaders

TBASE User's Manual

Teach BIG Automated Scoring Engine for Writing

The Writing Academy®, LLC.

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Read the report as a conversation about student thinking, evidence, and the next teachable move.

TBASE

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This manual explains the report structure and instructional use of TBASE. It does not replace local scoring guidance, educator judgment, or school privacy procedures.

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START HERE

Quick Start for Districts

Three roles. Three short paths. Every person signs in one time and TBASE remembers who they are.

Administrator

1. Select the **Administrator** button on the front page and sign in with your district email and password.
2. Confirm your schools, seats, and subscriptions on the dashboard.
3. Share the teacher sign in steps with each campus leader.
4. Open the district report to follow scoring activity across campuses.

Teacher

1. Select the **Teacher** button on the front page and sign in with your school email and password.
2. Choose **Go to my dashboard** to see your classes, seats, and tools.
3. Set up students with identifiers (see Student identifiers). Real names stay out of TBASE.
4. Score one essay or open a game. Results save to your dashboard on their own.

Student

1. Select the **Student** button on the front page and sign in with your school account.
2. Choose **Go to my dashboard** to see your games and assignments.
3. Open a game or tool and begin. TBASE already knows who you are, so you type no class code and no identifier.
4. Do the work. Your teacher sees your results on the teacher dashboard.

PART ONE

The Purpose of TBASE

A score is useful. A visible explanation of the thinking behind that score is more useful for instruction.

TBASE is designed to help teachers see what a student is doing with a passage, a prompt, evidence, explanations, language, and organization. The report turns those observations into a teacher-ready picture of strengths and next steps.

PART ONE

Why TBASE exists

TBASE makes student thinking visible beyond one rubric score. It identifies the moments that show what the student understands, the evidence the student uses, and the next change that will make the writing stronger.

The scoring profile is aligned to the TEA 2026 STAAR RLA Constructed-Response Scoring Guides. The report also provides diagnostic information that helps a teacher decide what to model, practice, or revisit.

> **Instructional anchor**
> Read the report as evidence about a particular response. Use it to plan instruction, then return to the student's paper and your own professional judgment.

Scores in the report

TBASE holistic levels

The holistic score runs from 1 to 5. The renderer names the levels Foundational, Emergent, Visible, Independent, and Reflective. A score of 0 is represented as Not Evident.

TEA scores

The report prints TEA Organization and Development on a 0 to 3 scale and TEA Conventions on a 0 to 2 scale when those values are available.

TBASE also reports five criterion levels labeled A through E. The renderer includes a scoring rule note when Criterion A is 0. Diagnostic skills are still reported.

PART ONE

Data privacy

TBASE never needs a real student name. Each student is known only by an identifier the teacher chooses, and reports show only that identifier.

Schools should still follow their own student data agreements, access controls, retention rules, and family communication practices. Use student identifiers thoughtfully and share reports only with authorized staff.

> **Good practice**
> Pair the report with the original response. Keep the student's words at the center of every conference and instructional decision.

PART TWO

Getting Started

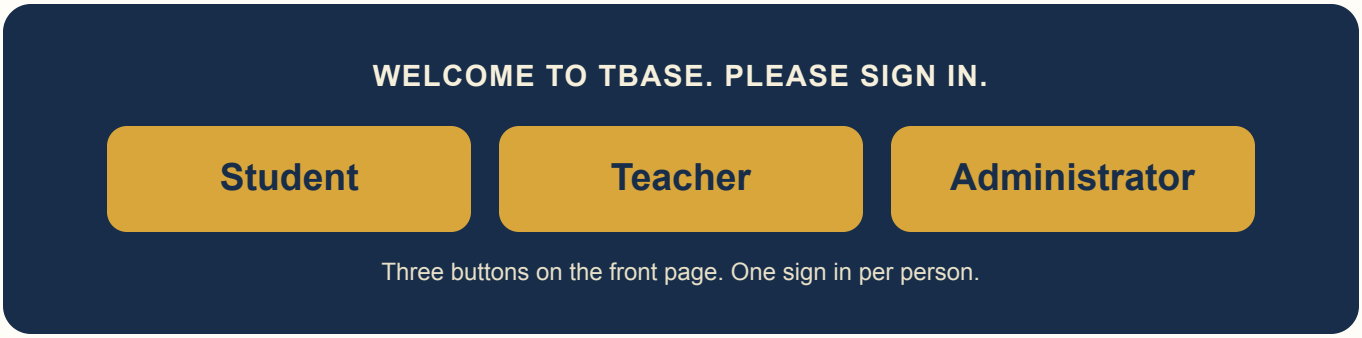
Begin with one response. Learn the rhythm of the report before moving to a whole class.

Every person signs in one time, then chooses the dashboard or the website. From there the basic scoring workflow is a teacher entering the passage, prompt, grade, assignment type, and student response on the Essay Scoring page. TBASE then creates an individual writing report that can be read on screen or saved as a PDF.

PART TWO

Sign in one time

The TBASE front page has three buttons: **Student**, **Teacher**, and **Administrator**. Each person selects the button that matches the role and signs in once with the school account.



Three buttons on the front page. One sign in per person.

After sign in, every game and tool already knows who you are. WHY or HOW, Thesis Time, Writing Workouts, Essay Expert, and TBASE scoring open directly. Nobody types a class code, teacher name, or student identifier again.

> **Locked tools stay locked**
> Signing in unlocks only the games and tools your school, teacher, or student subscription includes. Anything else shows as locked with a clear message that names the tool and tells you who to ask about access.

PART TWO

Go to my dashboard or go to the website

Right after sign in, TBASE offers a simple choice. Pick the dashboard to work, or pick the website to read and explore.

Go to my dashboard

Teachers see classes, seats, assignments, and results. Students see games and assignments. Administrators see schools, licenses, and reports.

Go to the website

Read the main site pages, open guides, and visit tools that need no sign in, such as samples and magazines.

The choice never locks you in. Move between the dashboard and the website freely. Your sign in stays active in both places until you sign out.

Student privacy stays protected
A student sees only the classes and assignments that belong to that student. Student work never appears in web addresses, and teachers see only their own classes through their own sign in.

PART TWO

Student identifiers

An identifier is how TBASE knows a student without using a real name. It never needs to be a real student name. Reports, class reports, and results show only the identifier. Only you know who is who.

> **Identifiers that work well**
> Fun animal names (a class set like Tiger, Otter, and Falcon), numbers (Student 1 through Student 25), or codes you already use for your class. Avoid anything that looks like a real person name.

1. Pick one theme for the class and let the class vote on it when you can. A shared theme makes joining fun.
2. Give each student one identifier. Every identifier must be different within the class.
3. Keep your own private roster that matches each identifier to a student. Real student names never go into TBASE.
4. Keep the same identifier all year so each student record stays in one place.

When roster join is on, a student joins with the class code, your last name, and the identifier one time. After that TBASE remembers who the student is. If two students share one identifier, work can mix, so confirm each identifier is exact before students join.

PART TWO

Score one essay

1. Open the Essay Scoring page.
2. Enter or paste the passage the student was asked to read.
3. Enter the writing prompt.
4. Select the grade.
5. Select the assignment type.
6. Enter the student's response.
7. Submit the essay for scoring and wait for the report to finish.

The time depends on the response and the service conditions at the time of scoring. The report is generated after the analysis completes. Treat the report as a structured reading of the submitted response, not as a live conversation with the student.

> **Start small**
> Use one response to learn what each section looks like. Then use the same section names when you plan a conference or mini lesson.

What the PDF report is

The PDF is an individual student writing report. It includes the submission information, the original response with paragraph and sentence markers, scores, evidence analysis, language analysis, instructional guidance, a Level 5 Exemplar, Additional Features, and a student page called My Writing Plan.

PART TWO

Bulk class scoring

Bulk class scoring lets a teacher score a group of student responses and use the class report to look across students. The class view supports small group focus, a heat map, class TRACKS and DEEP FACTS patterns, summary versus analysis patterns, and transition patterns.

Use the individual reports for close reading of a student's response. Use the class report to decide which patterns deserve shared instruction and which students need a smaller, focused lesson.

Admin console preview

The admin console is coming soon. In preview, it is intended for managing seats and schools. Until it is available in your account, keep seat and school decisions in your current local process.

PART TWO

Bulk uploading: rosters and teachers

Bulk uploading adds many records at once from a spreadsheet. Nothing is saved until you preview and confirm. Real student names never go into TBASE.

1. Download the matching template and fill one row per person. Files are limited to 1 MB and 1,000 rows.
2. Choose the file on the upload page and select **Preview**. Exact duplicates and near matches are flagged. Seat counts are checked so you never exceed the license.
3. Fix flagged rows, then select **Add** to confirm. TBASE creates the records with no emails and no passwords.

Class students file: tbase-class-students-template.csv

Column	What it means
Student identifier	The join name for one student, such as Dolphin or Student 4. Keep it anonymous.
Grade	Optional grade for the student, such as 4 or 5.

District roster file: tbase-roster-template.csv

Column	What it means
Campus	The campus license name that seats the class.
Teacher email	The teacher sign in email for the class owner.
Teacher name	The teacher last name.
Class name	The class label shown on the dashboard.
Student identifier	One anonymous identifier per student row.

Teachers file: tbase-teachers-template.csv

Column	What it means
Teacher name	The teacher display name.
Email	The sign in email that receives the invite.
School	The campus license name you can manage.

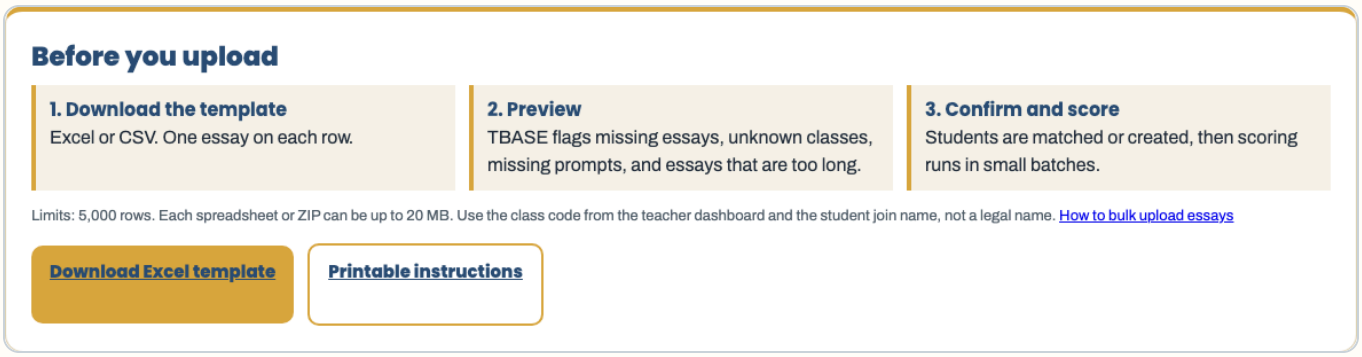
After upload the teacher sees the new students on the class table and turns on roster only join so students must use the exact join name. Administrators see new teachers seated with invites pending.

PART TWO

Bulk uploading: essays first steps

Bulk essay upload scores a large set of papers with the same scorer used for one paper at a time. Use the Excel workbook or the simple CSV. Keep the whole essay in a single cell and never split a paper across rows.

1. Sign in and open **Bulk upload essays** from the teacher or campus dashboard, then select **Download Excel template**. Delete the example row before you upload.
2. Fill one row per essay. Student name holds the join name or identifier already used in TBASE. Class code comes from the teacher dashboard. Grade holds a value such as 4 or 5.
3. For the prompt, use a library prompt id, paste the full library prompt, or paste your own prompt with a passage of at least 40 words. Paste the full essay into Essay text, or leave Essay text blank and name the file in File name.
4. If papers are saved as .docx, .pdf, or .txt files, zip them and choose the spreadsheet and the ZIP together on the upload page.



The bulk upload start screen. Download the template, fill one row per essay, then preview.

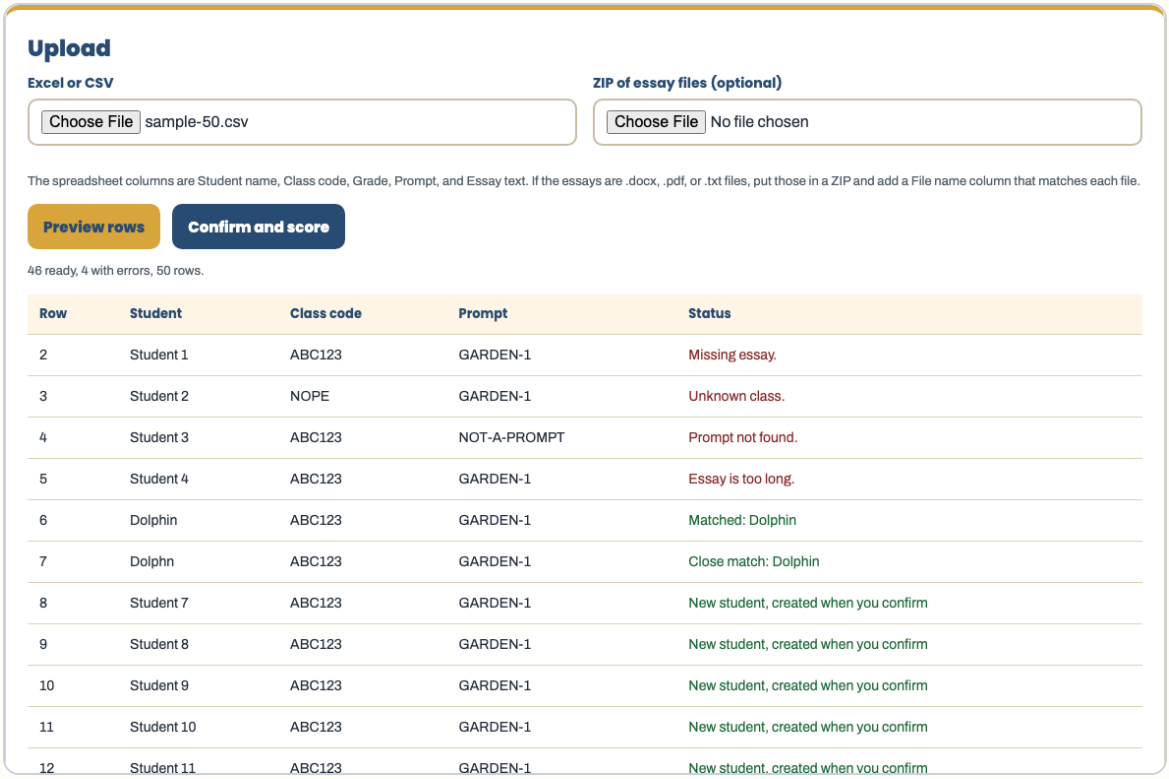
Simple CSV: tbase-essays-template.csv

Column	What it means
Student identifier	The join name or identifier for the student.
Essay	The full essay text in one cell.

PART TWO

Bulk uploading: essays preview and results

5. Select **Preview rows**. Nothing is saved yet. Fix every flagged row before scoring.
6. Select **Confirm and score**. TBASE creates new students, then scores the ready rows.



Upload

Excel or CSV — Choose File sample-50.csv

ZIP of essay files (optional) — Choose File No file chosen

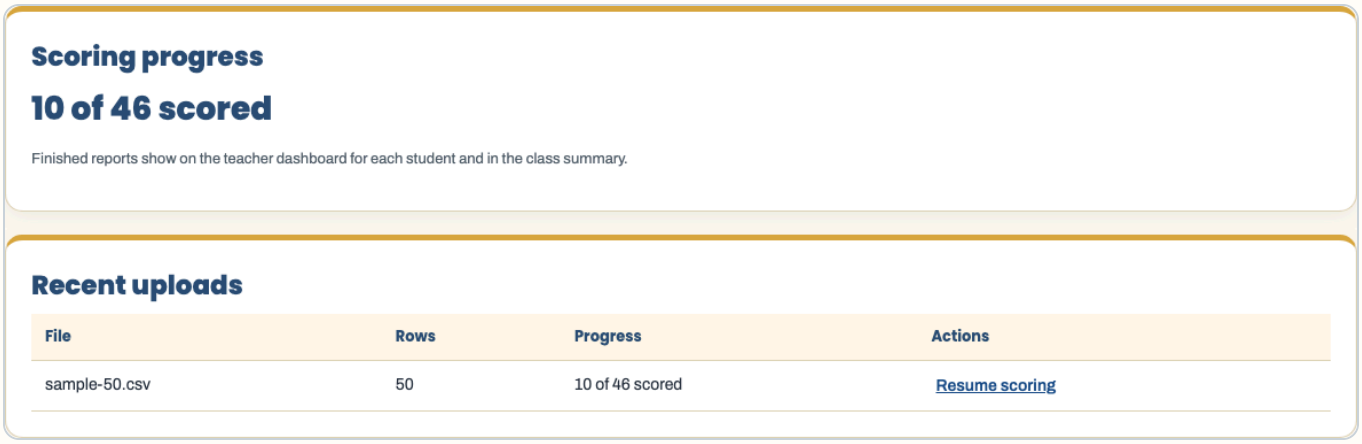
The spreadsheet columns are Student name, Class code, Grade, Prompt, and Essay text. If the essays are .docx, .pdf, or .txt files, put those in a ZIP and add a File name column that matches each file.

Preview rows | Confirm and score

46 ready, 4 with errors, 50 rows.

Row	Student	Class code	Prompt	Status
2	Student 1	ABC123	GARDEN-1	Missing essay.
3	Student 2	NOPE	GARDEN-1	Unknown class.
4	Student 3	ABC123	NOT-A-PROMPT	Prompt not found.
5	Student 4	ABC123	GARDEN-1	Essay is too long.
6	Dolphin	ABC123	GARDEN-1	Matched: Dolphin
7	Dolphn	ABC123	GARDEN-1	Close match: Dolphin
8	Student 7	ABC123	GARDEN-1	New student, created when you confirm
9	Student 8	ABC123	GARDEN-1	New student, created when you confirm
10	Student 9	ABC123	GARDEN-1	New student, created when you confirm
11	Student 10	ABC123	GARDEN-1	New student, created when you confirm
12	Student 11	ABC123	GARDEN-1	New student, created when you confirm

Preview flags problem rows before scoring starts.



Scoring progress

10 of 46 scored

Finished reports show on the teacher dashboard for each student and in the class summary.

Recent uploads

File	Rows	Progress	Actions
sample-50.csv	50	10 of 46 scored	Resume scoring

Progress updates while the queue scores. Resume scoring if you leave.

After upload each scored essay appears on the student row with the class summary. Uploads hold up to 5,000 rows at 20 MB per file, with an audit record kept.

PART THREE

Reading the Report

The sections below follow the same order as the TBASE report renderer. That order moves from context, to scoring, to evidence and language, to teacher action.

For each section, ask three questions. What does it show. Why does it matter. What will I do with it in instruction.

SECTION 1

Student and Assignment Information

WHAT IT SHOWS

Student identifier, grade, submission date, passage title, prompt, assignment type, rubric profile, draft number, support, and the original response with paragraph and sentence markers. It can also flag uncertain sentence boundaries for teacher review.

WHY IT MATTERS

Context changes how a response should be read. The same sentence means something different in a HOW assignment than in another assignment type.

How to use it in instruction

- Check that the passage, prompt, grade, and assignment type match the task students actually completed.
- Read the marked response before reading the analysis so you have your own first impression.
- Use paragraph and sentence markers when you conference about a specific moment.

SECTION 2

Holistic Score and Five-Criterion Profile

WHAT IT SHOWS

The TBASE holistic explanation and the five criteria A through E. Each criterion includes a TEA label, a consistent level, a highest level observed, why the level fits, and the next-level change.

WHY IT MATTERS

The score gives a useful summary. The criterion profile shows where the summary comes from and what change will move the writing forward.

How to use it in instruction

- Choose one criterion that is ready for a focused next step.
- Compare the consistent level with the highest level observed to find a promising moment.
- Use the next-level change as the language for a short conference goal.

Remember

The report includes a TBASE rule that when Criterion A is 0, Criteria B through E are forced to 0 for scoring. This is distinct from the TEA rule that Organization and Development 0 forces Conventions 0.

SECTION 3

Prompt Alignment and Thesis Analysis

WHAT IT SHOWS

A prompt alignment table with topic, charge, required relationship, constraints, type check, alignment, and note. It also reproduces the student's thesis exactly when one is found, identifies its components, and provides a suggested revision labeled as not the student's original words.

WHY IT MATTERS

A response can contain correct information and still miss the work the prompt asks for. This section makes that relationship visible.

How to use it in instruction

- Ask the student to point to the words in the thesis that answer the prompt's charge.
- Separate the student's original thesis from the suggested revision.
- Have students revise the thesis while keeping the topic and charge in view.

SECTION 4

Essay at a Glance

WHAT IT SHOWS

Word count, sentence count, average words per sentence, paragraph count, shortest sentence, and longest sentence.

WHY IT MATTERS

These measures give a quick shape of the response. They are context for reading, not a score by themselves.

How to use it in instruction

- Look at paragraph count beside the assignment expectations.
- Use the shortest and longest sentences as entry points for sentence study.
- Ask whether sentence length supports or hides the student's reasoning.

SECTION 5

Reasons or Ways Analysis

WHAT IT SHOWS

Whether the response uses reasons or ways, whether that matches the prompt, and which points are introduced, clear, relevant, distinct, and developed. It reports announced points and developed points.

WHY IT MATTERS

Many informational responses name more points than they develop. This section helps a teacher see the difference.

How to use it in instruction

- Underline each announced point and trace the explanation that follows it.
- Ask the student to develop one clear point before adding another.
- Use the note column to plan a model of relevance or development.

SECTION 6

Evidence Inventory and TRACKS Analysis

WHAT IT SHOWS

Counts for references, distinct evidence, accuracy, relevance, and explanation. It lists evidence with location, passage match, paragraph, the point it supports, form, TRACKS category, why it fits, and quality. The TRACKS Evidence Chart shows every category and count.

WHY IT MATTERS

Evidence is more than a quotation. Students need to select relevant details and explain how those details support a point.

How to use it in instruction

- Ask the student to connect each detail to the point it supports.
- Use the chart to invite a missing category when it would strengthen the response.
- Teach students to check evidence for accuracy before building an explanation.

Canonical TRACKS

Letter	Category	What it includes
T	Time	Age, era, dates, cultural details, or historical details.
R	Reactions	Reactions, solutions, resolutions, or effects.
A	Actions	Actions, problems, conflicts, or causes.
C	Character, Concept, Creature	Names of characters, people, animals, or major concepts as the central idea.
K	Key Knowledge	Other important information needed for the passage's meaning.
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.

SECTION 7

Explanation Analysis: DEEP FACTS

WHAT IT SHOWS

A chart of explanation strategies. Each row shows whether the strategy was used, where it appears, and how it works in the response.

WHY IT MATTERS

Students can move from a detail to stronger explanation by choosing a useful way to make the thinking clear.

How to use it in instruction

- Choose one unused strategy that fits the student's point.
- Model an explanation with the student's own evidence.
- Invite the student to name which strategy they used and why it helps.

Canonical DEEP FACTS

Letter	Strategy
D	Definition
E	Example & Illustration
E	Expert Testimony
P	Process / Step-by-Step
F	Facts & Statistics
A	Analogy
C	Comparison & Contrast
T	Tipping Point (Cause & Effect)
S	Story / Anecdote

SECTION 8

Higher-Level and Reflective Thinking Map

WHAT IT SHOWS

Higher-level thinking entries with locations, quotations, the kind of thinking observed, and why the entry fits. It also reports reflective thinking and a theme, lesson, or big-picture statement when present.

WHY IT MATTERS

This section looks for thinking that moves beyond repeating a detail. It also makes space for what was not observed.

How to use it in instruction

- Ask the student to explain the inference that connects evidence to a conclusion.
- Use an observed entry as a model for another paragraph.
- If reflective thinking was not observed, offer a question that invites reflection.

SECTION 9

Expected Lexical Overlap

WHAT IT SHOWS

Expected passage and prompt vocabulary, vocabulary found in the response, whether a phrase is inside a quotation, location, context, and concept matches.

WHY IT MATTERS

Word choice shows whether a student is naming the important ideas from the task and passage. A match is not automatically a problem or a strength.

How to use it in instruction

- Ask which expected words carry the most meaning for the prompt.
- Compare a phrase used inside a quotation with a phrase used in the student's own words.
- Invite the student to replace a general word with a precise word from the concept match.

SECTION 10

Patterns Observed

WHAT IT SHOWS

Named patterns, occurrence counts, exact example quotations, effects, recommendations, and a separate list of observations.

WHY IT MATTERS

A repeated pattern is a habit, a strength, or an opportunity. Seeing several examples helps a teacher decide whether a pattern is worth teaching.

How to use it in instruction

- Check each recommendation against all the examples, not only one.
- Ask the student what effect the repeated pattern has on the reader.
- Turn one pattern into a short noticing and revision lesson.

SECTION 11

Effective Collocations: Words That Work Well Together

WHAT IT SHOWS

Groups for effective collocations, awkward combinations, emerging academic phrasing, and opportunities for stronger word partnerships. Each group includes the student phrase, location, note, suggested partner, or suggested academic collocation.

WHY IT MATTERS

Words do not work alone. A strong word partnership can make an idea more precise and natural.

How to use it in instruction

- Celebrate one effective partnership in the student's response.
- Compare an awkward combination with the suggested stronger partner.
- Build a small class bank of academic word partnerships from student work.

SECTION 12

The Big Moment and The One BIG Movement

WHAT IT SHOWS

Teacher scripts for the Big Moment and The One BIG Movement. The Big Moment names a strong or important moment. The One BIG Movement names the single highest priority action for growth.

WHY IT MATTERS

Students need encouragement that is specific and a next move that is manageable. This section gives a conference a clear center.

How to use it in instruction

- Read the Big Moment aloud and ask the student what made it work.
- Keep the One BIG Movement narrow enough to practice in one sitting.
- Return to the same movement during revision and transfer.

SECTION 13

The Next Best Step

WHAT IT SHOWS

Current level, target level, criterion, two teacher statements, a student activity, a success check, and a transfer statement.

WHY IT MATTERS

A next step becomes teachable when the student knows what to do and how to tell whether it worked.

How to use it in instruction

- Use the teacher statements as conference language, then invite the student to say the goal back.
- Complete the student activity with a sentence from the original response.
- Use the success check before asking the student to transfer the move to new writing.

SECTION 14

Suggested Spelling List for This Student

WHAT IT SHOWS

Misspelled words paired with suggested correct spellings. If no items are available, the report says None.

WHY IT MATTERS

A short, response-specific list is easier to practice than a long list detached from the student's writing.

How to use it in instruction

- Ask the student to locate each word in the original response.
- Practice the words in a new sentence about the same topic.
- Check the words again during revision.

SECTION 15

Repeated Grammatical Errors

WHAT IT SHOWS

Repeated error type, number of times, student examples, and a quick fix. If no repeated errors are available, the report says None.

WHY IT MATTERS

Repeated errors are useful targets for instruction because the pattern appears more than once in the response.

How to use it in instruction

- Use the student examples to notice the common pattern.
- Practice the quick fix on one sentence before editing the full response.
- Ask the student to find one new example independently.

SECTION 16

Transition Analysis

WHAT IT SHOWS

Every transition found, repeated transitions, missing transitions, and a sophistication level with its deterministic default, distinct advanced transition count, and reason.

WHY IT MATTERS

Transitions show relationships between ideas. Repetition can make organization visible, while a missing relationship can leave a reader to do too much work.

How to use it in instruction

- Ask what relationship each transition names.
- Replace a repeated transition only when a different relationship is intended.
- Have the student add a transition where the relationship is clear in their thinking but not clear on the page.

SECTION 17

Sentence-Level Analysis

WHAT IT SHOWS

Sentence-by-sentence analysis, sentence beginnings, sentence lengths, punctuation patterns, clause information, coordination, subordination, and grammar summary rows when available.

WHY IT MATTERS

Sentence decisions affect clarity and rhythm. A sentence-level view helps a teacher teach a small craft move without rewriting the student's whole paper.

How to use it in instruction

- Choose one sentence that is worth revising and keep the original visible.
- Notice repeated beginnings or lengths before asking for variety.
- Teach the clause or punctuation pattern that most affects meaning.

SECTION 18

Pattern Mining

WHAT IT SHOWS

Repeated patterns that meet the renderer's threshold of three or more occurrences, with all exact quotations and locations. When no pattern meets that threshold, the report says no patterns found.

WHY IT MATTERS

This is a close look at repetition. It can reveal a reliable habit that is ready for celebration, revision, or direct instruction.

How to use it in instruction

- Read the occurrences together and name the shared pattern.
- Ask whether the pattern is helping the writing or limiting it.
- Revise one occurrence and compare the effect.

SECTION 19

N-Grams and Repeated Language

WHAT IT SHOWS

Repeated two-word, three-word, and four-word combinations when available, their counts, whether they also appear in the passage, and an interpretation.

WHY IT MATTERS

An n-gram is a sequence of words considered together. Repeated language can show a useful phrase, a copied phrase, or a phrase the student relies on too often.

How to use it in instruction

- Ask the student what each repeated phrase is doing.
- Compare a phrase that also appears in the passage with the student's own explanation.
- Invite a stronger alternative only when the repeated phrase limits meaning.

SECTION 20

Original Language vs Passage Language

WHAT IT SHOWS

The percentage of the student's words that sit inside runs of five or more consecutive words also found in the passage. It also lists each sentence, its class, lifted percentage, and matching passage text when present, followed by a comprehension note when available.

WHY IT MATTERS

Students need to use source material accurately and make the explanation their own. This section gives a starting point for that conversation.

How to use it in instruction

- Read the matching passage text beside the student's sentence.
- Ask the student to explain the idea in fresh language.
- Use the comprehension note as a question for a conference, not as a final judgment.

SECTION 21

Summary vs Analysis

WHAT IT SHOWS

Every sentence is labeled exactly once as summary or analysis when the analysis is available. The report includes a percentage breakdown, a plain HTML bar chart, and a teacher-review flag if a code fallback label was used.

WHY IT MATTERS

Summary tells what the text says. Analysis explains what a detail means or how it supports the writer's point. Strong responses need the right balance for the task.

How to use it in instruction

- Choose one summary sentence and ask what it shows.
- Add an analysis sentence that connects the detail to the central idea.
- Review any fallback label with the original response before using it for instruction.

SECTION 22

Overall Teacher Response

WHAT IT SHOWS

A teacher-ready response presented as a quotation-style block.

WHY IT MATTERS

A student should be able to hear the overall message of the report in clear, encouraging language.

How to use it in instruction

- Read it for tone and accuracy before sharing it.
- Ask the student which part feels most true to the paper.
- Use it as the bridge into the Big Moment and Next Best Step.

SECTION 23

Level 5 Exemplar

WHAT IT SHOWS

An instructional model labeled as not the student's original response, followed by annotations with model excerpts and instructional notes. The report repeats that the chart describes the exemplar, not the student's paper.

WHY IT MATTERS

A model can make a next level visible. The label protects the distinction between studying a model and evaluating the student's own words.

How to use it in instruction

- Compare one feature of the exemplar with the student's response.
- Ask what the exemplar does that the student's writing will try next.
- Keep the student's voice and meaning central during any revision.

> **Important**
> The Level 5 Exemplar is an instructional model. It is not a replacement response and it is not the student's original writing.

Additional Features

WHAT IT SHOWS

Revise This One Spot, a comprehension check, success criteria, growth comparison, an instructional grouping tag, teacher-review flags, and the conditions noted by the report when growth or grouping information is not available.

WHY IT MATTERS

These tools turn analysis into a short revision task, a conference question, a success check, or a possible small group.

How to use it in instruction

- Use Revise This One Spot for a fast, focused revision.
- Use success criteria to decide whether the student completed the move.
- Use grouping tags and growth comparisons only when the relevant class or multiple-paper context is available.

My Writing Plan

The report ends with a student page containing My Big Moment, My One BIG Movement, My Next Step, and space to revise. Print or share this page when a student is ready to act on the report.

PART FOUR

Using the Class Report

The class report helps you see patterns across students without losing the individual response.

Start with the instructional question. What do several students need next. Then use the class view to find evidence for that decision and the individual reports to plan the lesson language.

PART FOUR

From class pattern to small group focus

1. Scan the class report for a shared pattern.
2. Check the heat map to see how broadly the pattern appears.
3. Open individual reports for students who show the same need.
4. Plan one short mini lesson with a clear success check.
5. Return to the class report after new writing to notice change.

What to look for

Heat map

Use the heat map to see where needs or strengths cluster across the class. It helps you decide whether the right response is whole class, small group, or individual.

Class TRACKS

Look for evidence categories students use often and categories that are rarely used. Plan a passage-based evidence lesson around the next useful category.

Class DEEP FACTS

Notice which explanation strategies students use and which are not yet visible. Model one strategy with a shared passage detail.

Summary vs analysis

Use the class pattern to decide whether students need more practice explaining what evidence means.

Transitions across the class

Compare the transitions students use, repeat, or miss. Teach the relationship first, then choose language that names that relationship.

PART FIVE

Frequently Asked Questions

Use these answers as a quick orientation before you read a report with a colleague or student.

Are the quotes the student's exact words?

Yes. Every quote is checked against the student's paper. Locations such as P1 S1 identify the paragraph and sentence used by the report.

What if a section says None?

None means the renderer did not find an item for that field or the report data contains no items for it. Return to the student's paper and decide whether the absence is itself useful for instruction.

What is the Level 5 Exemplar?

It is an instructional model. The report labels it as not the student's original response. Use it to study a possible next level, not to replace the student's voice.

What does Not Scored mean?

Not Scored means a score value was not available for that report field. It is not the same as a low score and should not be treated as evidence of no ability.

Does the report replace teacher judgment?

No. It organizes evidence from the submitted response. A teacher should check the original response, the task, and the student's context before making an instructional decision.

What is the difference between the TBASE level and the TEA score?

The TBASE holistic level is on a 1 to 5 scale with named levels. The report also prints TEA Organization and Development on a 0 to 3 scale and TEA Conventions on a 0 to 2 scale when available.

What does the suggested thesis revision mean?

It is a suggested revision and is labeled as not the student's original words. Compare it with the student's thesis and use it as a teaching model.

Why does a section say Not observed?

The renderer uses Not observed when no qualifying item is available for that field. Ask whether the response needs that feature for the task before teaching it.

What is a teacher-review flag?

It is a prompt to look closely at the original response. The renderer can flag uncertain sentence boundaries, fallback labels, or other review reasons included in the report data.

Can one report show growth?

A single submission cannot provide a meaningful comparison across time. The report notes that growth comparison is available when the whole class is scored as a group or when a student has more than one paper.

> **When in doubt**
> Start with the student's original response, identify one accurate observation, and choose one next move the student can practice.

REFERENCE

Glossary

TBASE holistic level

A whole-response level from 1 to 5. The renderer names the levels Foundational, Emergent, Visible, Independent, and Reflective. A score of 0 is Not Evident.

TEA score

A score reported using the TEA 2026 STAAR RLA Constructed-Response Scoring Guides. The report prints Organization and Development on a 0 to 3 scale and Conventions on a 0 to 2 scale when available.

Criterion profile

The A through E view of the report. It includes a TEA label, levels, why the level fits, and a next-level change.

TRACKS

Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery / Setting. The report uses these categories to describe evidence.

DEEP FACTS

Definition, Example & Illustration, Expert Testimony, Process / Step-by-Step, Facts & Statistics, Analogy, Comparison & Contrast, Tipping Point (Cause & Effect), and Story / Anecdote.

Big Moment

A report-selected moment that shows something important or effective in the student's writing.

The One BIG Movement

The single highest priority action for growth named by the report.

Next Best Step

A current level, target level, criterion, teacher language, student activity, success check, and transfer move.

Collocation

Words that commonly work together as a meaningful partnership.

N-gram

A sequence of n words considered together. The report looks at repeated two-word, three-word, and four-word combinations when available.

REFERENCE

Glossary continued

Run-on
A sentence boundary problem in which independent thoughts are joined without the punctuation or connection a reader needs.

Comma splice
A sentence boundary problem in which independent thoughts are joined with only a comma.

Summary
A sentence that tells what the source or passage says.

Analysis
A sentence that explains what a detail means or how it supports the writer's point.

Lifted language
Words in a student's response that sit inside runs of five or more consecutive words also found in the passage.

Teacher-review flag
A report notice that asks the teacher to check a result against the original response.

Student page
The My Writing Plan page with My Big Moment, My One BIG Movement, My Next Step, and space to revise.

> **Keep this guide close**
> Return to these pages whenever a report term needs a fresh look. Share My Writing Plan with every student who is ready to revise. Questions about TBASE in your district? Call the Teach BIG office at 281-549-4466.