



TBASE

Teach BIG Automated Scoring Engine

See more than a writing score. See the writing decisions behind it.

TBASE scores student essays for Grades 2 to 10 with ASE/AI, quotes the exact sentence behind every point, and turns the results into a next best step for each student and small groups for the class.

Thinking level 3: Visible

STAAR score: 4 of 5 (Development and Organization 2 of 3, Conventions 2 of 2)

How you answered

You answered the prompt in sentence 1. Great start!

You wrote: "because the coast is too far away and people carried it there by trading"

Your strong moment

"This means people traded with other places, so the shell came with people and not by rolling."

In sentence 7, you wrote this. This is your strong moment. It shows your thinking clearly. Keep doing this!

Try this

End each sentence where it stops

Read your essay out loud. When your voice stops, put a period and start the next sentence with a capital letter.

Sentence starter: **First, ... Next, ...**

What TBASE Is

TBASE is the writing assessment, analysis, and feedback service in the Teach BIG® digital system. A teacher enters a passage, a prompt, and a student response (typed, pasted, or written by the student in TBASE) with a student identifier rather than a name. TBASE returns a full analysis that can be viewed, printed as a PDF, or saved. Teachers keep instructional judgment, and TBASE does not replace official state scoring.

How it works in a week

MONDAY Write Students write to a passage and prompt with supports such as read aloud and the side by side editor.	TUESDAY Check Check my answer reads the first five sentences and tells the student if the prompt is answered.	WEDNESDAY Score TBASE scores each essay and builds the teacher, student, and family reports.	THURSDAY Group The class report forms small groups with a mini lesson for each and a class model paragraph.	FRIDAY Revise Students fix a flagged sentence and rescore, with revision history saved.
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Five diagnostic areas

- Claim, thesis, and prompt alignment.** Whether the response answers the actual task, including explaining reasons (WHY) or ways (HOW).
- Organization and coherence.** Whether ideas follow a purposeful order and the relationships among them are clear.
- Evidence and support.** Whether evidence is accurate, relevant, distinct, and connected to the claim it supports (TRACKS).
- Expression of ideas, reasoning, and language.** Whether the student explains meaning rather than repeating the passage (DEEP FACTS).
- Conventions and sentence structure.** Whether grammar, spelling, capitalization, and punctuation communicate ideas clearly.

Instructional diagnostic areas, not five separate official state rubric scores. STAAR ECR points (Development and Organization of 3, Conventions of 2) appear beside each TBASE level.

Privacy and Accessibility

 No personal student data We do not collect personal data or email addresses from any student at any time. Students use teacher assigned identifiers, such as Dolphin 1, never names.	 US hosted Student work is processed and hosted in the United States.
 Accessible for every learner Tested against WCAG 2.1 AA, with read aloud where it fits the skill and captions on our videos.	 Spanish for families The Family Writing Report is available in Spanish, and students can view Spanish side by side.

“Writing is thinking on paper.”
William Zinsser, *Writing to Learn* (1988)

Inside the TBASE Essay Report

Every scored essay produces a full teacher report. Here is each section and what it breaks down.

- 1 Student and Assignment Information.** The prompt, grade, and the essay itself, numbered by paragraph and sentence so every quote can be found.
- 2 Holistic Score and Five-Criterion Profile.** The TBASE level from 0 to 5 with the TEA Development and Organization and Conventions points beside it.
- 3 Prompt Alignment and Thesis Analysis.** Checks that the essay answers the prompt and reproduces the thesis exactly, with a suggested upgrade.
- 4 Essay at a Glance.** A quick snapshot of how the essay is built before the deeper sections begin.
- 5 Reasons or Ways Analysis.** Finds each reason (WHY) or way (HOW) the writer gave and how well it answers the prompt.
- 6 Evidence Inventory and TRACKS Analysis.** Lists every piece of evidence by TRACKS type, quoted with its location.
- 7 Explanation Analysis: DEEP FACTS.** Shows how the writer explains the evidence and which DEEP FACTS moves appear.
- 8 Higher-Level and Reflective Thinking Map.** Maps thinking levels sentence by sentence, including reflective thinking and theme.
- 9 Expected Lexical Overlap.** Compares the vocabulary the passage and prompt call for with the words the student used.
- 10 Patterns Observed.** Names repeated habits in the writing, with examples, effect, and a recommendation.
- 11 Effective Collocations.** Highlights word partners that work well together in the student's writing.
- 12 The Big Moment and The One BIG Movement.** The strongest moment to celebrate and the single change that will help most, with a teacher script.
- 13 The Next Best Step.** The current level, the target level, and how the student will know they got there.
- 14 Suggested Spelling List.** Words this student misspelled, ready for a personal spelling list.
- 15 Repeated Grammatical Errors.** Grammar errors that show up more than once, so the teacher can teach the pattern.
- 16 Transition Analysis.** Every transition found, repeats, missing ones, and a sophistication level.
- 17 Sentence-Level Analysis.** Labels each sentence by its job and shows the percentage breakdown as a bar chart.
- 18 Pattern Mining.** Looks across the whole essay for structural patterns in how ideas are built.
- 19 N-Grams and Repeated Language.** Repeated word combinations and what that repeated language shows.
- 20 Original Language vs Passage Language.** Separates the student's own words from language borrowed from the passage.
- 21 Summary vs Analysis.** Shows how much of the essay retells and how much explains.
- 22 Overall Teacher Response.** A ready to share teacher response that ties the findings together.
- 23 Level 5 Exemplar.** An annotated model response for the same prompt, clearly marked as a model.
- + Additional Features.** Revise This One Spot, a comprehension check with a conference question, success criteria, growth comparison, a grouping tag, and teacher review flags.
- S My Writing Plan.** A student page with My Big Moment, My One BIG Movement, My Next Step, and space to revise.

Student supports built into TBASE writing

I need support. Thesis sentence frames for WHY and HOW prompts and TREES reminders.

Side by side editor. The passage and the essay sit side by side, with TREES highlight colors.

Read aloud and Spanish side by side. Listen with pause, stop, and speed controls, or view Spanish beside English.

Check my answer. Reads the first five sentences and says if the prompt is answered.

Revise and rescore. Fix flagged sentences and rescore up to 3 times, with history saved.

While you wait games. Sort It! and WHY or HOW? keep students thinking while the essay scores.

“What the child can do in cooperation today he can do alone tomorrow.”

Lev Vygotsky, *Thought and Language* (English translation, 1962)

“The greatest sign of success for a teacher ... is to be able to say, ‘The children are now working as if I did not exist.’”

Maria Montessori, *The Absorbent Mind* (1949)

A Sample Essay Report, Page by Page

Real report sections for a Grade 3 essay on "Life Along the Nile River," scored by TBASE. Sample essay; student shown as Dolphin 4.

2. Holistic Score and Five-Criterion Profile

The response has a clear central idea, organized body paragraphs, and relevant evidence with basic explanation. It is understandable and followable but lacks deeper reasoning or broader significance.

Criterion	TEA label	Consistent level	Highest level observed	Why	Next-level change
A	Central idea / thesis / argument	3	3	The thesis clearly states the topic and answers the charge by naming two ways. It is followed consistently, but it does not anticipate deeper significance or broader meaning.	To reach level 4, the thesis could preview the specific reasons (water and crops) or frame a broader significance, such as why the river was essential to civilization.
B	Organization	3	3	The response has a clear introduction, two body paragraphs grouped by reason, and a conclusion. Transitions like 'First' and 'Second' help the reader follow the order, but the conclusion is a simple recap without broader significance.	To reach level 4, the conclusion could add a reflective statement about why the Nile's help mattered for the survival of ancient Egypt, or the paragraphs could connect the two reasons more explicitly.
C	Evidence	3	3	Relevant text-based evidence is provided for each point, and the student adds at least one sentence explaining what each piece of evidence shows. However, the explanations are basic and do not connect the details to a larger purpose or insight.	To reach level 4, the student could explain how the water and rich soil together made farming possible and why that was essential for the civilization, connecting the two reasons.

Criteria D (Expression of ideas) and E (Conventions) continue in the full report.

Section 2: the holistic score and the five-criterion profile, with why each level was given and the change that reaches the next level.

12. The Big Moment and The One BIG Movement

The Big Moment

"I noticed you wrote, 'This shows the people needed the river to live.' That sentence does something really important: it takes the detail about the dry desert and turns it into a bigger idea about why the river mattered. That is exactly what strong writers do when they explain evidence. Let's try doing that same move with your second way: after you say the floods left rich soil, what bigger idea can you add about why that helped the people?"

The One BIG Movement

"You already have a strong start: you named two ways the Nile helped people and gave one detail for each. Now let's make each way even stronger. For your first way about water, what is one more detail from the passage that shows how people used the water? For your second way about growing crops, what is one more detail about the floods or the soil? Then add a sentence that explains how that new detail connects to the way. That will help your reader see even more clearly how the Nile helped people."

Section 12: The Big Moment and The One BIG Movement, written as teacher talk.

13. The Next Best Step

Current level: The student names two ways and supports each with one passage detail and a brief explanation..

Target level: The student names two ways and supports each with two specific passage details and a fuller explanation of how each detail connects to the way.. Criterion: Each way is supported by at least two specific passage details, and each detail is followed by an explanation that connects it to the way..

Teacher statement 1: "Let's look at your first way: the river gave water. You used the detail about the dry desert. What is one more detail from the passage that shows how people used the water? For example, the passage says the Nile provided water for drinking, cooking, and farming. How could you add that detail and explain how it connects to your way?"

Teacher statement 2: "Now let's look at your second way: the river helped them grow crops. You used the detail about the floods leaving rich soil. What is one more detail from the passage about what farmers planted? The passage says farmers planted wheat and barley. How could you add that detail and explain how it connects to your way?"

Student activity: Reread the passage and highlight one more detail for each way. Then add the detail to your paragraph and write one sentence that explains how the detail connects to the way.

Success check: The revised response has two ways, each supported by at least two specific passage details, and each detail is followed by an explanation that connects it to the way.

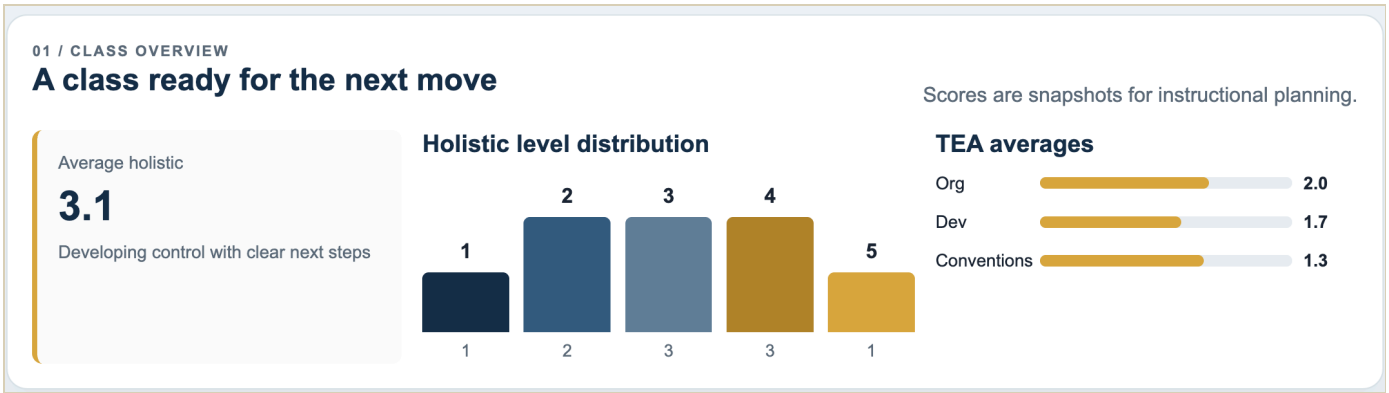
Transfer: When you write about other topics, ask yourself: Do I have at least two specific details for each point, and did I explain how each detail connects to my point?

Section 13: The Next Best Step, with teacher statements, a student activity, and a success check.

The Class Report and Small Groups

One click turns a class set into the class's next best step, small groups with a mini lesson for each, and a class model paragraph.

SAMPLE DATA. STUDENTS APPEAR ONLY BY IDENTIFIERS SUCH AS DOLPHIN 1.



Class overview: holistic level distribution and TEA averages (STAAR view) at a glance.

03 / SMALL GROUP FOCUS

Mini lessons for this class

reflection and significance

1 student

Mini lesson: Finish with "This was important because..." and connect the evidence to people's lives.

Dolphin 1

evidence-to-reasoning connection

2 students

Mini lesson: Use the frame "This mattered because..." after every fact.

Dolphin 2, Dolphin 10

conventions

2 students

Mini lesson: Use a three-pass edit for capitals, commas, and end punctuation.

Dolphin 3, Dolphin 8

organization and transitions

1 student

Mini lesson: Place paragraph cards in order and add a transition that names the relationship.

Dolphin 4

evidence selection

1 student

Mini lesson: Rank four Nile facts from strongest to weakest and defend the top two choices.

Dolphin 5

thesis alignment

1 student

Mini lesson: Sort three details under a why statement, then cross out any detail that does not answer the question.

Dolphin 6

sentence boundaries

2 students

Mini lesson: Read a run-on aloud, tap each complete thought, and add a period or conjunction.

Dolphin 7, Dolphin 9

Small group focus: every group gets a named need, a ready mini lesson, and its students.

"We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

Jerome Bruner, *The Process of Education* (1960)

Student and Family Reports, English and Spanish

The student report is written to the writer. The Family Writing Report explains every score in plain words, with ways to help at home, and opens with a personal note from the teacher.

SAMPLE DATA. STUDENTS APPEAR ONLY BY IDENTIFIERS SUCH AS DOLPHIN 1.

Thinking level 3: Visible

STAAR score: 4 of 5 (Development and Organization 2 of 3, Conventions 2 of 2)

How you answered

You answered the prompt in sentence 1. Great start!

You wrote: "because the coast is too far away and people carried it there by trading"

Your strong moment

"This means people traded with other places, so the shell came with people and not by rolling."

In sentence 7, you wrote this. This is your strong moment. It shows your thinking clearly. Keep doing this!

Try this

End each sentence where it stops

Read your essay out loud. When your voice stops, put a period and start the next sentence with a capital letter.

Sentence starter: First, ... Next, ...

Explain your evidence

After each piece of evidence, add a sentence that tells what it shows and how it connects to your answer.

Sentence starter: This shows that ...

Every essay helps your thinking grow. You can do this!

Read aloud Stop Speed Normal

Revise and rescore

Fix one or more of these sentences, then select Rescore. You have 3 rescors left for this essay.

"Emily believes the shell did not roll to Poverty Point on its own because the coast is too far away and people carried it there by trading."

Why: Use a subordinating conjunction to combine two related reasons into one complex sentence, so the explanation sounds connected instead of choppy.

Fix this sentence

Emily believes the shell did not roll to Poverty Point on its own because the coast is too far away and people carried it there by trading.

Rescore

2026-10-03. Your teacher can see your full report and every revision.

Student report: how you answered, your strong moment, and Try this steps.

A note from your student's teacher

We are proud of the progress your student made this month.

Family Writing Report

Student: Dolphin 4

Dear Family,

Your student recently wrote an essay that answers a question about a reading passage. This report shares how the writing went and simple ways you can help at home.

Here is what each part of this report means.

Overall score

This is the overall thinking level of the essay, from 0 to 5. It shows how deeply your student explained their ideas.

Level 3 of 5: Visible

State scores

These are the two scores the Texas state test uses. Organization and development is out of 3. Conventions (spelling, grammar, and punctuation) is out of 2.

Organization and development: 2 of 3. Conventions: 1 of 2.

Answering the question

A strong essay answers the question in the first five sentences. This part tells you whether your student did that.

Yes. Your student answered the question in the first five sentences.

A strong moment

This is one thing your student did well, in their own words when possible.

Your student shared ideas about the reading and began to explain their thinking.

"The people needed a bigger place because the old library only had one small room."

The next big step

This is the one most important thing your student is working on next.

The next step is to explain in more detail why each example from the reading supports the answer.

Ways to help at home

These are short conversations and simple activities you can do together. No teaching experience is needed.

Conversations to have at home

- What was the reading about? Tell me in your own words.
- What question did you have to answer? What is your answer?
- Which part of the reading helped you think of your answer? Why?

Simple things to do together

- Read something short together, like a news story or a picture book, and ask "Why did this happen?"
- Answer in one sentence.
- At dinner, everyone gives an opinion and one reason that starts with "because."
- Ask your student to read you the first sentence of their writing, then ask "Does this answer the question?"

Thank you for supporting your student at home. Please reach out to me with any questions.

Family Writing Report in English.

Una nota del maestro de su estudiante

Estamos muy orgullosos del progreso de su estudiante este mes.

Informe de escritura para la familia

Estudiante: Dolphin 4

Querida familia:

Su estudiante escribió recientemente un ensayo que responde a una pregunta sobre un texto de lectura. Este informe explica cómo le fue y comparte maneras sencillas de ayudar en casa.

A continuación le explicamos qué significa cada parte de este informe.

Puntuación general

Este es el nivel general de pensamiento del ensayo, de 0 a 5. Muestra qué tan a fondo su estudiante explicó sus ideas.

Nivel 3 de 5: Visible

Puntuaciones del estado

Estas son las dos puntuaciones que usa el examen estatal de Texas. Organización y desarrollo se califica sobre 3. Convenciones (ortografía, gramática y puntuación) se califica sobre 2.

Organización y desarrollo: 2 de 3. Convenciones: 1 de 2.

Responder a la pregunta

Un buen ensayo responde a la pregunta en las primeras cinco oraciones. Esta parte le indica si su estudiante lo hizo.

Sí. Su estudiante respondió a la pregunta en las primeras cinco oraciones.

Un momento destacado

Esto es algo que su estudiante hizo bien, con sus propias palabras cuando es posible.

Su estudiante compartió ideas sobre el texto y comenzó a explicar lo que pensaba.

"The people needed a bigger place because the old library only had one small room."

El próximo gran paso

Esto es lo más importante en lo que su estudiante va a trabajar ahora.

El siguiente paso es explicar con más detalle por qué cada ejemplo del texto apoya su respuesta.

Cómo ayudar en casa

Estas son conversaciones cortas y actividades sencillas que pueden hacer juntos. No se necesita experiencia como maestro.

Conversaciones para tener en casa

- ¿De qué trataba lo que leíste? Cuéntamelo con tus propias palabras.
- ¿Cuál era la pregunta que tenías que responder? ¿Cuál es tu respuesta?
- ¿Qué parte del texto te ayudó a pensar en tu respuesta? ¿Por qué?

Actividades sencillas para hacer juntos

- Lean juntos algo corto, como un artículo o un cuento, y pregunten "¿por qué pasó esto?". Respondan en una sola oración.
- Durante la cena, cada persona da una opinión y una razón que empiece con "porque".
- Pídale a su estudiante que le lea en voz alta la primera oración de su escritura y pregúntele: "¿Esto responde a la pregunta?".

Gracias por apoyar a su estudiante en casa. Si tiene alguna pregunta, no dude en comunicarse conmigo.

Informe de escritura para la familia, in Spanish.

Four Digital Services. One Connected Path to Stronger Reading and Writing.

Assess the need. Teach the standard. Practice with purpose. Check for growth. TBASE is the writing half of the assess step: it shows the writing decisions behind the score. These are not four unrelated purchases. They are four complementary services from The Writing Academy®, LLC, designed to connect what assessment reveals with what teachers teach and what students practice next. Each service has value on its own.

FROM THE TEACH BIG BLOG

One Essay, Ten Points

On the STAAR Grade 4 Reading Language Arts test, one extended constructed response is worth 10 of the 52 total points. That single essay counts for more than any other item on the test, and it asks students to do something a multiple choice question never does: state a thesis, choose evidence, and explain how that evidence proves the point.

Many students can find a good detail. Far fewer can explain why it matters. That gap is where points are lost, and it is the reason TBASE looks past the score to the decisions behind it: whether the

thesis answers the prompt, whether each piece of evidence connects to it, and whether the explanation goes deeper than retelling the passage.

Students do not need more essays. They need a clear next step after each one. When a student revises one flagged sentence and rescors, the change is visible to the student, to the teacher, and to the family. Small, specific wins add up across a year of writing.

Points: Texas Education Agency, STAAR Grade 4 Reading Language Arts Blueprint (August 2022).

TEKS Tracker, Growth, and the Campus Dashboard

Every scored essay and every imported OnSTAGE result lands in one TEKS view for the teacher, and a read only view for the campus.

SAMPLE DATA. STUDENTS APPEAR ONLY BY IDENTIFIERS SUCH AS DOLPHIN 1.

Class grid

Each cell shows the student's latest level for that TEKS. Select a cell to see the evidence behind it. OnSTAGE levels appear after 3 items on a TEKS.

Student identifier	3.6C	3.7C	3.9D	3.11B	3.11C
Dolphin 1	▼ 3	▲ 4		▼ 3	▲ 4
Dolphin 2	■ 2	▼ 3	■ 2	■ 2	▼ 3
Dolphin 3	▲ 4	◆ 5	▲ 4	▲ 4	◆ 5
Dolphin 4	▼ 3	▼ 3		▼ 3	■ 2
Dolphin 5	● 1	■ 2	■ 2	● 1	■ 2
Dolphin 6	▼ 3	▲ 4	▼ 3		▲ 4
Dolphin 7	■ 2	■ 2		▼ 3	▼ 3
Dolphin 8	▲ 4	▲ 4	◆ 5	▲ 4	▲ 4

Student timeline

Student identifier

Dolphin 4

Growth, August to May

Print growth chart

3.11B

▲ 4 Independent

Trend: Rising (1, 2, 2, 3, 3, 4)

3.6C

▼ 3 Visible

Trend: Not enough evidence yet (3)

3.7C

◆ 5 Reflective

Trend: Rising (2, 3, 3, 4, 4, 5)

Student TEKS Tracker: each student by TEKS, latest thinking level. Select a cell to see the evidence.

Student timeline: growth from August to May with a trend for each TEKS.

Classes at a glance

Class	Teacher	Students	Essays scored	Average essay level
Grade 3 Period 2 ELAR	Teacher A	22	132	▼ 3.3 Visible
Grade 3 Period 4 ELAR	Teacher B	24	118	▼ 2.8 Visible
Grade 4 Period 1 ELAR	Teacher C	23	126	▲ 3.6 Independent

Class by TEKS

Each cell is the average of the students' latest levels on that TEKS. The number under it is how many students have a level.

Class	3.6C	3.7C	3.9D	3.11B	3.11C
Grade 3 Period 2 ELAR	▼ 2.9 20 students	▲ 3.6 22 students	▼ 3.2 14 students	▼ 3.1 22 students	▼ 3.4 21 students
Grade 3 Period 4 ELAR	■ 2.4 21 students	▼ 3.1 24 students		▼ 2.7 24 students	▼ 2.9 20 students
Grade 4 Period 1 ELAR	▼ 3.4 23 students	▲ 3.9 23 students	▲ 3.5 18 students	▲ 3.6 23 students	▲ 3.8 22 students

Campus dashboard: classes at a glance and each class by TEKS. Teacher names replaced for this sample.

Exports for district systems.

Download a class CSV formatted for Eduphoria Aware, DMAC, or lead4ward, ready for your data team.

Print, save, and copy.

Every report can be printed or saved as a PDF.

Export

Export for DMAC

Download CSV

Every export uses each paper's first scored draft. Revisions stay in TBASE and are not exported.

DMAC: a standard CSV; not an official DMAC integration. DMAC does not publish an import format for outside scores, so your district maps the columns on import. Fill in the Local Student ID column before you upload, because TBASE never stores real student IDs. Commas are removed from values so the file has no quote marks.

The export menu in the teacher reports view.

Pricing and Purchasing

Plan	Price	What it includes
RLA Learning LAB	\$99 per year	Reading and writing TEKS-based interactive games for the teacher and 25 students.
Daily Decks	\$99 per year	TEKS-based bell ringer Triplets: daily thinking-leveled slides, a teacher script for every slide, and student tracking pages.
TBASE (this magazine)	\$149 per year	Teach BIG Automated Scoring Engine: essay scoring with teacher, class, student, and family reports for the teacher and 25 students.
OnSTAGE	\$149 per year	Online Reading Student Testing and Growth Evaluation: the reading practice assessment platform for the teacher and 25 students.
Additional students	+\$5 each	Per additional student for RLA Learning LAB, TBASE, and OnSTAGE.
Additional adult	+\$49	Adds an administrator, specialist, or second teacher. One price covers all registered services.
Complete Set	\$479 per year	All four digital platforms for one teacher and 25 students, with one administrator FREE, for one year from purchase.

TBASE: Adds students at +\$5 each. The Trifecta curriculum (Teacher Lesson Plans, interactive student workbooks, and daily lesson slides) is sold separately.

Budget codes

Districts commonly purchase from **RLA**, **Social Studies**, or **Technology** budgets. Every passage is built on social studies and science content.

IMRA documentation

We are also in the midst of the IMRA process and have all the appropriate documentation for districts to self-approve based on our TEKS correlations, accommodation adaptability, privacy, and family communication requirements.

The Complete Set at a glance

\$496

if all four platforms are bought individually

\$479

for the Complete Set, one teacher and 25 students

\$49

administrator seat included FREE with the Complete Set

4

services: assess, teach, practice, and check for growth

Support the learner. Preserve the rigor. Keep the learning connected.



See it for yourself

Scan the code or visit tbase.teachbig.com/try to score a sample essay and see the reports.

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Relieving stress. Raising scores.