

THE WRITING ACADEMY®, LLC.

TBASE

TEACH BIG AUTOMATED SCORING
ENGINE

Give back teaching time and family
time



A SALES MAGAZINE FOR TEACHERS, PRINCIPALS, AND DISTRICT LEADERS

TBASE

Make the thinking visible

TBASE turns one essay into a clear picture of thinking, evidence, language, and growth.

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This magazine describes TBASE from the User's Manual and product overview. TBASE reports should be read with the original response and teacher judgment.

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One rubric score cannot show how a student thinks.

A score can tell you where a student landed. It cannot show what the student understood, what evidence they used, or what to teach next.

TBASE turns one essay into a teachable picture.

Open the writing in context. See the report's evidence. Name the next move with language a student can use.

Built for the work after scoring

Teachers can move from response to conference, from conference to revision, and from individual report to class pattern.

Thinking

See summary and analysis, higher level thinking, patterns, and the relationship between a passage and a response.

Evidence

See which details a student selected, how those details match the passage, and what they support.

Language

See spelling concerns, repeated grammar errors, transitions, sentence level analysis, and repeated language.

Growth

Find the Big Moment and The One BIG Movement so feedback can have a clear center.

3. Prompt Alignment and Thesis Analysis

Prompt alignment

Topic	Charge	Required relationship	Constraints	Type check	Aligned	Note
The Nile River	Explain the ways the Nile River helped people in ancient Egypt	ways the river helped people	Explain at least two ways with evidence from the passage	HOW: ways, meaning, based, not keyword-based	Yes	The response names two ways, water and growing food, and supports each with passage details.

Student's thesis, reproduced exactly

"The Nile River helped people in ancient Egypt in two ways." (P1 S1)

Component	Finding
Topic	"The Nile River"
Charge	"helped people in ancient Egypt"
Answer to the charge	"in two ways"
Missing components	

Suggested revision, not the student's original words. The Nile River helped people in ancient Egypt by giving them water and by helping them grow food.

4. Essay at a Glance

Measure	Reported result
Word count	89
Sentence count	10
Average words per sentence	8.9
Paragraph count	1
Shortest sentence	"I helped the people live."
Longest sentence	"The people needed the water to live and they drank it everyday."

5. Reasons or Ways Analysis

Used: ways. Matches prompt: Yes.

Point	Location	Introduced	Clear	Relevant	Distinct	Developed	Note
"First the river gave water because the desert was dry" (P1 S2)	body	true	true	true	true		The first way is water, supported by the dry desert detail.
"Second the floods left rich soil" (P1 S3)	body	true	true	true	true		The second way is rich soil from floods, supported by the wheat and barley detail.

Revised: 2. Deleted: 2.

TRACKS Evidence Chart

Letter	Category	Evidence the student used (quoted, with loc)	Count
T	Time	Age, era, dates, cultural details, or historical details.	0
R	Reactions	Reactions, solutions, resolutions, or effects.	0
A	Actions	Actions, problems, conflicts, or causes.	1
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts in the central idea.	0
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category.	1
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	1

Three steps from paper to next move

1

Choose the task

Choose a passage and prompt or use your own. Enter the writing context and the student's response.

2

Submit the paper

Submit one essay for scoring. TBASE reads the response in context and builds the individual writing report.

3

Get the report

At about one minute per essay, the report is ready to help you plan a conference, revision, or mini lesson.

The image shows a tablet displaying the 'Individual Student Writing Report' interface. The title is in white on a dark blue header. Below the title, there's a subtitle in small text. The main content area is white and contains several input fields and dropdown menus. The fields are labeled: 'Student Identifier', 'Grade', 'Passage title', 'Draft number', 'Assignment type', 'Mode', 'Support', and 'Complete writing prompt'. The 'Assignment type' dropdown is set to 'WOT' and the 'Mode' dropdown is set to 'Informational'. The 'Support' dropdown is set to 'Unassisted'. The 'Complete writing prompt' field is empty.

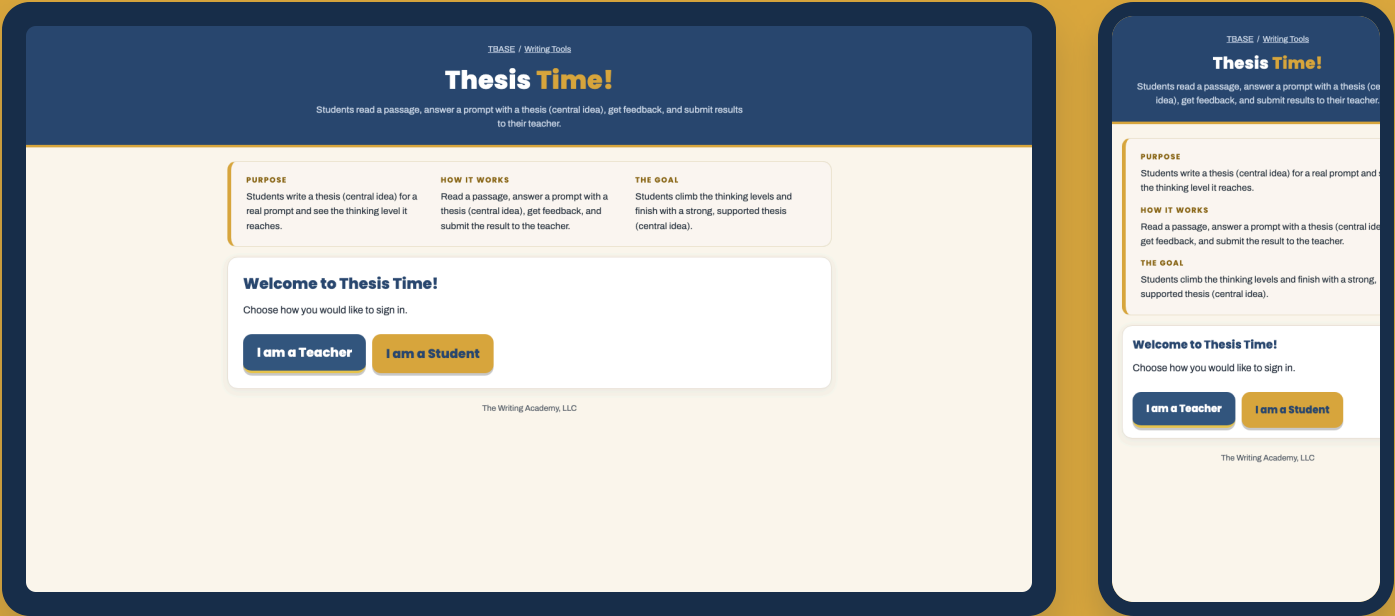
The scoring view keeps the task and response together so the report has context.

More than 25 analysis reports per essay

Evidence, explanations, language, conventions, patterns, and instructional next steps live in one report.

Thesis Time gives students a place to begin

Students choose a passage and prompt, write with purpose, receive feedback, and submit.



A passage library

The library includes passages and prompts across Level 1, 2, and 3 ranges. Students can practice forming a thesis before they submit.

A writing plan

The report ends with My Writing Plan. Students can name My Big Moment, My One BIG Movement, My Next Step, and a revision.

The report starts with context, then opens the writing up

A holistic TBASE level from 1 to 5 sits beside TEA scores aligned to the TEA 2026 STAAR RLA constructed response scoring guides.

TBASE INDIVIDUAL STUDENT WRITING REPORT

Life Along the Nile River

The Writing Academy®, LLC.

Grade 3

Rubric: TEA 2026 STAAR RLA Constructed-Response Scoring Guides (grades 3-5) 2026 STAAR RLA ECR grades 3-5

Engine: TBASE ASE v1.1

TBASE Holistic Score **3 / 5** Visible

TEA Organization and Development: 2 / 3

TEA Conventions: 1 / 2

The student names two ways the Nile helped and supports each with a passage detail plus a brief explanation. The thinking is understandable and follows a clear order, though the reasoning stays close to the text without deeper connection.

Criterion	TEA label	TBASE level	Diagnostic coverage	Highest moment
A	Central idea / thesis / argument	3/5	The thesis clearly states the topic and answers the charge by naming two ways, and the response follows that plan.	"The Nile River helped people in ancient Egypt in two ways." Sentence 1
B	Organization	3/5	The introduction states the plan, body sentences group related ideas with First and Second, and a conclusion wraps up, so the reader can follow the order.	"First the river gave water because the desert was dry." Sentence 2
C	Evidence	3/5	Relevant evidence supports each point, and the student adds at least one sentence explaining what it shows, such as why water was needed and how crops grew in the soil.	"The passage says farmers planted wheat and barley." Sentence 6
D	Expression of ideas	3/5	Clear wording communicates the thinking, and the reader can follow the explanation from water and soil to why the river mattered.	"This means the river was very important." Sentence 8
E	Conventions	2/5	Some errors remain, such as missing capitalization and spelling mistakes, but meaning is generally clear.	"It helped the people live." Sentence 9

The Big Moment

"The Nile River helped people in ancient Egypt in two ways." P1 S1

The student opens with a clear thesis that directly answers the prompt and announces two ways.

The One BIG Movement

Use the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.

The student confuses 'there' and 'their' twice in one sentence, and this homophone error appears in the response's key explanation of the second way.

The Next Best Step

The student uses 'there' for 'their' in a sentence about the farmers' crops. To the student uses the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.

The student writes at least two sentences with 'their' used correctly for ownership and one sentence with 'there' used correctly for place.

TBASE ASE v1.1 | TEA 2026 STAAR RLA Constructed-Response Scoring Guides (grades 3-5) 2026 STAAR RLA ECR grades 3-5 | The Writing Academy®, LLC.

Student and assignment information keep the response anchored to the task.

1. Student and Assignment Information

Field	Value
Student identifier	Demo Student MID
Grade	3
Submission date	October 1, 2026
Passage title	Life Along the Nile River
Prompt	Explain the ways the Nile River helped people in ancient Egypt.
Assignment type	HOW
Rubric profile	informational
Draft number	1
Support	unknown

Original response with paragraph and sentence markers

P1 S1: The Nile River helped people in ancient Egypt in two ways.
P1 S2: First the river gave water because the desert was dry.
P1 S3: The passage says Egypt was mostly covered by hot, dry desert.
P1 S4: The people needed the water to live and they drank it everyday.
P1 S5: Second the floods left rich soil.
P1 S6: The passage says farmers planted wheat and barley.
P1 S7: Farmers planted there crops in the soil and there crops grew good.
P1 S8: This means the river was very important.
P1 S9: it helped the people live.
P1 S10: this is why the Nile was important.

2. Holistic Score and Five-Criterion Profile

The student names two ways the Nile helped and supports each with a passage detail plus a brief explanation. The thinking is understandable and follows a clear order, though the reasoning stays close to the text without deeper connection.

TBASE ASE v1.1 | TEA 2026 STAAR RLA Constructed-Response Scoring Guides (grades 3-5) 2026 STAAR RLA ECR grades 3-5 | The Writing Academy®, LLC.

The score profile gives a summary and a reason to look closer.

Every quote is checked against the student's paper. The report stays grounded in the words the student actually wrote.

Go from score to evidence

Prompt alignment

See the topic, charge, required relationship, constraints, type check, alignment, and note.

Thesis analysis

See the student's thesis exactly when one is found, its components, and a suggested revision labeled as not the student's original words.

Evidence inventory

See references, distinct evidence, accuracy, relevance, explanation, location, passage match, and the point each detail supports.

Teacher response

Use the overall response, Big Moment, One BIG Movement, and Next Best Step as conference language.

Criterion	TEA label	Consistent level	Highest level observed	Why	Next-level change
Criterion A	Central idea / thesis / argument	3	3	The thesis clearly states the topic and answers the charge by naming two ways, and the response follows that plan.	To move higher, the student would need to frame the whole response more precisely or carry more significance beyond the immediate task.
	Organization	3	3	The introduction states the plan, body sentences group related ideas with First and Second, and a conclusion wraps up, so the reader can follow the order.	To move higher, the response would need clearer paragraph development, more effective transitions, and stronger logical connections across the whole response.
	Evidence	3	3	Relevant evidence supports each point, and the student adds at least one sentence explaining what it shows, such as why water was needed and how crops grew in the soil.	To move higher, the evidence would need to be more connected and developed, with the student explaining how each detail supports the central idea and how details relate.
	Expression of ideas	3	3	Clear wording communicates the thinking, and the reader can follow the explanation from water and soil to why the river mattered.	To move higher, the wording would need to be more precise and purposeful, with word choices that convey reasoning more effectively.
	Conventions	2	2	Some errors remain, such as missing capitalization and spelling mistakes, but meaning is generally clear.	To move higher, sentence construction, punctuation, capitalization, grammar, and spelling would need to be generally correct with errors that do not interfere with meaning.

TEA rule: when Criterion A is 0, Criteria B through E are forced to 0 for scoring. This is distinct from TEA's rule that Organization and Development 0 forces Conventions 0. Diagnostic skills must be reported.

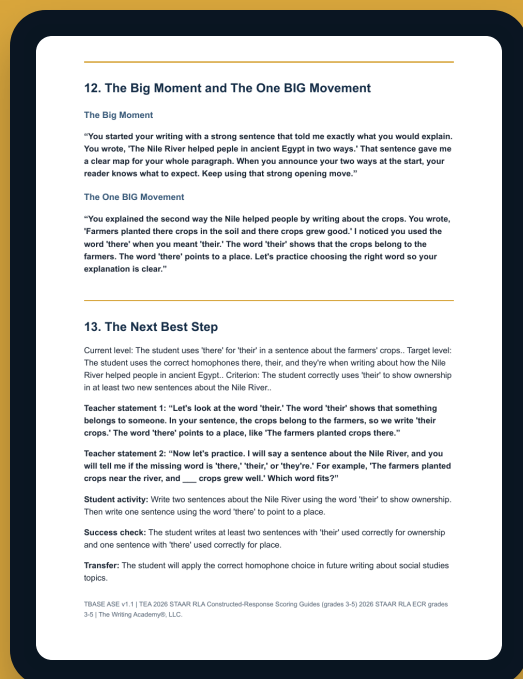
TEA 2026 STAAR RLA Constructed-Response Scoring Guides (grades 3-5) 2026 STAAR RLA ECR guides by The Writing Academy®, LLC.

Read the report in the order a teacher can use it.

Student	Location	Passage match	Paragraph	Supports point	Form	TRACKS	Why	Quality
Student 1	P1 S3	Ancient Egypt was mostly covered by hot, dry desert.	1	water	quoted	S Scenery / Setting	The evidence names the setting characteristic of Egypt as hot and dry desert.	accurate, relevant, explanatory
Student 2	P1 S6	Farmers planted crops such as wheat and barley in the soil left by the floodwaters.	4	rich soil	quoted	A Actions, K Key Knowledge	The evidence names the action of farmers planting crops and the key knowledge of wheat and barley.	accurate, relevant, explanatory

The Big Moment. The One BIG Movement.

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



Report language turns feedback into a teachable conversation.

Teacher statement

"Let's look at the word 'their.' The word 'their' shows that something belongs to someone. In your sentence, the crops belong to the farmers, so we write 'their crops.' The word 'there' points to a place, like 'The farmers planted crops there.'"

"The Big Moment"

THE STRONG OR IMPORTANT MOMENT NAMED BY THE REPORT

"The One BIG Movement"

THE SINGLE HIGHEST PRIORITY ACTION FOR GROWTH

"The Next Best Step"

TEACHER LANGUAGE, A STUDENT ACTIVITY, A SUCCESS CHECK, AND A TRANSFER MOVE

Teacher ready words

Every section is written to support a conversation about the student's actual paper. Keep the original response visible and let the student name what feels true.

Try the move

Read one Big Moment aloud. Ask what made it work. Then practice the One BIG Movement in one spot before asking for transfer.

Evidence gets a map. Explanation gets a menu.

TRACKS evidence chart

The report uses TRACKS to describe the kinds of evidence inside a response.

T	Time Age, era, dates, culture, or historical detail
R	Reactions Reactions, solutions, resolutions, or effects
A	Actions Actions, problems, conflicts, or causes
C	Character, Concept, Creature Names of people, animals, or major concepts
K	Key Knowledge Other important information in the passage
S	Scenery / Setting Setting characteristics acknowledged through the five senses

DEEP FACTS Explanation Style

The report shows the kind of thinking behind an explanation.

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

Use both together Ask which detail supports the point, then choose an explanation strategy that makes the thinking clear.

7. Explanation Analysis: DEEP FACTS

Letter	Strategy	Used by this student?	Where (quote + loc)	How
D	Definition (clearly explains what something is)	No	Not used	
E	Example & Illustration	No	Not used	

Make the small patterns teachable

TBASE keeps language feedback connected to this writer and this response.

Spelling list

See misspelled words paired with suggested correct spellings. The list is response specific.

Repeated grammar errors

See the repeated error type, count, student examples, and a quick fix.

Transitions

See every transition found, repeated transitions, missing transitions, and a sophistication level.

Sentence level analysis

See sentence beginnings, lengths, punctuation patterns, clauses, coordination, and subordination.

A small revision can make writing clearer and stronger.

Useful detail

Feedback can name what to practice without rewriting the student's whole paper.

Choose one sentence worth revising. Keep the original visible. Teach the pattern that most affects meaning.

Theme, lesson, and big-picture statement
This is why the Nile was important." P1 S10 Supported

9. Expected Lexical Overlap

List 1: Expected Passage-and-Prompt Vocabulary

- ancient Egypt
- Nile River
- desert
- flood
- floodwaters
- rich soil
- crops
- wheat
- barley
- vegetables
- fruits
- riverbanks
- water
- drinking
- cooking
- farming
- fish
- fishing
- boats
- travel
- transportation
- trade
- merchants

List 2: Vocabulary Actually Found in the Student's Response

Student phrase	Type	Inside quotation	Location	Context
ancient Egypt	exact	No, student's own words	P1 S1	The Nile River helped people in ancient Egypt in two ways.
Nile River	exact	No, student's own words	P1 S1	The Nile River helped people in ancient Egypt in two ways.
desert	exact	No, student's own words	P1 S2	First the river gave water because the desert was dry.
water	exact	No, student's own words	P1 S2	First the river gave water because the desert was dry.
desert	exact	No, student's own words	P1 S3	The passage says Egypt was mostly covered by hot, dry desert.
water	exact	No, student's own words	P1 S4	The people needed the water to live and they drank it everyday.
floods	word-form variation	No, student's own words	P1 S5	Second the floods left rich soil.
rich soil	exact	No, student's own words	P1 S5	Second the floods left rich soil.
wheat	exact	No, student's own words	P1 S6	The passage says farmers planted wheat and barley.
barley	exact	No, student's own words	P1 S6	The passage says farmers planted wheat and barley.
crops	exact	No, student's own words	P1 S7	Farmers planted these crops in the soil and these crops grew good.
crops	exact	No, student's own words	P1 S7	Farmers planted these crops in the soil and these crops grew good.

Observations

- "The passage says Egypt was mostly covered by hot, dry desert." P1 S3
- "This means the river was very important." P1 S6
- "Farmers planted these crops in the soil and these crops grew good." P1 S7

11. Effective Collocations: Words That Work Well Together

Effective collocations

Student phrase	Location	Note
"hot, dry desert"	P1 S3	Strong descriptive phrase from the passage.
"rich soil"	P1 S5	Accurate academic phrase from the passage.

Awkward combinations

Student phrase	Location	Suggested stronger pattern	Note
"grew good"	P1 S7	grew well	The adjective "good" is used where the adverb "well" is needed.

Emerging academic phrasing

Student phrase	Location	Note
"grew water"	P1 S2	Simple phrasing that could become more academic.

Opportunities for stronger word partnerships

See what the response is doing with the passage

Summary versus analysis

Every sentence is labeled as summary or analysis when the analysis is available. The report includes a percentage breakdown.



Original language versus passage language

See matching passage text beside the student's sentence. Use it as a question for a conference.

Higher level thinking

See locations, quotations, the kind of thinking observed, and why the entry fits.

Pattern mining and n grams

See repeated patterns, two word, three word, and four word combinations, exact quotations, and locations.

Read the pattern with the paper.

A chart is a starting point for teacher review, not a substitute for the response.

Comprehension note

Only 9% of the response is lifted directly from the passage, so the student mostly rewrites the passage ideas in their own words and shows comprehension.

21. Summary vs Analysis

Sentence labels

The Level 5 Exemplar

A model five paragraph paper makes strong organization, evidence, and explanation visible for study.

INSTRUCTIONAL MODEL · NOT THE STUDENT'S ORIGINAL RESPONSE

Introduction A focused thesis answers the prompt and previews the reasons that will guide the reader.

Body paragraph one The writer selects a relevant detail, names what it shows, and explains how it supports the central idea.

Body paragraph two The writer adds a second point and uses a different explanation strategy to make the reasoning clear.

Body paragraph three The writer connects evidence to the larger lesson instead of repeating what the passage says.

Conclusion The writer returns to the thesis and gives the reader a final understanding of why the evidence matters.

Study the move

Compare one feature of the exemplar with the student's response. Ask what the model does that the student could try next.

Keep the label visible
The Level 5 Exemplar is an instructional model. It is not a replacement response and it is not the student's original writing.

Annotation	Model excerpt	Instructional note
Thesis	The Nile helped people in ancient Egypt by providing water and rich soil, fish for food, and a route for boats and trade.	The thesis clearly states the three ways the Nile helped people, using a simple sentence with prepositional phrases and no colon.
Topic Sentence	The Nile River helped farmers by giving them water and rich soil.	The topic sentence introduces the first reason in a higher-level way and does not begin the same way as the other body paragraphs.
Evidence	Each year, the river rose and spilled over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.	The evidence uses specific facts from the passage about the yearly floods and rich soil.
Explanation	Because of the Nile, farmers could grow enough food to feed their families and communities.	The explanation connects the evidence to the idea that the Nile helped people survive.
Topic Sentence	People also depended on the Nile for fish to eat.	The second body paragraph begins with a different sentence structure, avoiding repetition.
Evidence	The river supplied fish, and many families relied on fishing to help feed the community.	The evidence is drawn directly from the passage about fishing and feeding the community.
Explanation	This meant the Nile was not just a source of water, but also a source of food that helped people survive.	The explanation shows why fish from the Nile were important for survival.

Additional Features

Revise This One Spot

Original	Revision	What changed
"Farmers planted their crops in the soil and there crops grew good." (P.1, L2)	Farmers planted their crops in the soil, and their crops grew well.	Changed "there" to "their" to show ownership, added a comma before the conjunction, and changed "good" to "well" to use the adverb correctly.

Comprehension check

Possible misunderstanding: No

The student demonstrates understanding of the passage's main idea and two supporting ways.

Conference question: How did the rich soil from the floods help the farmers grow their crops?

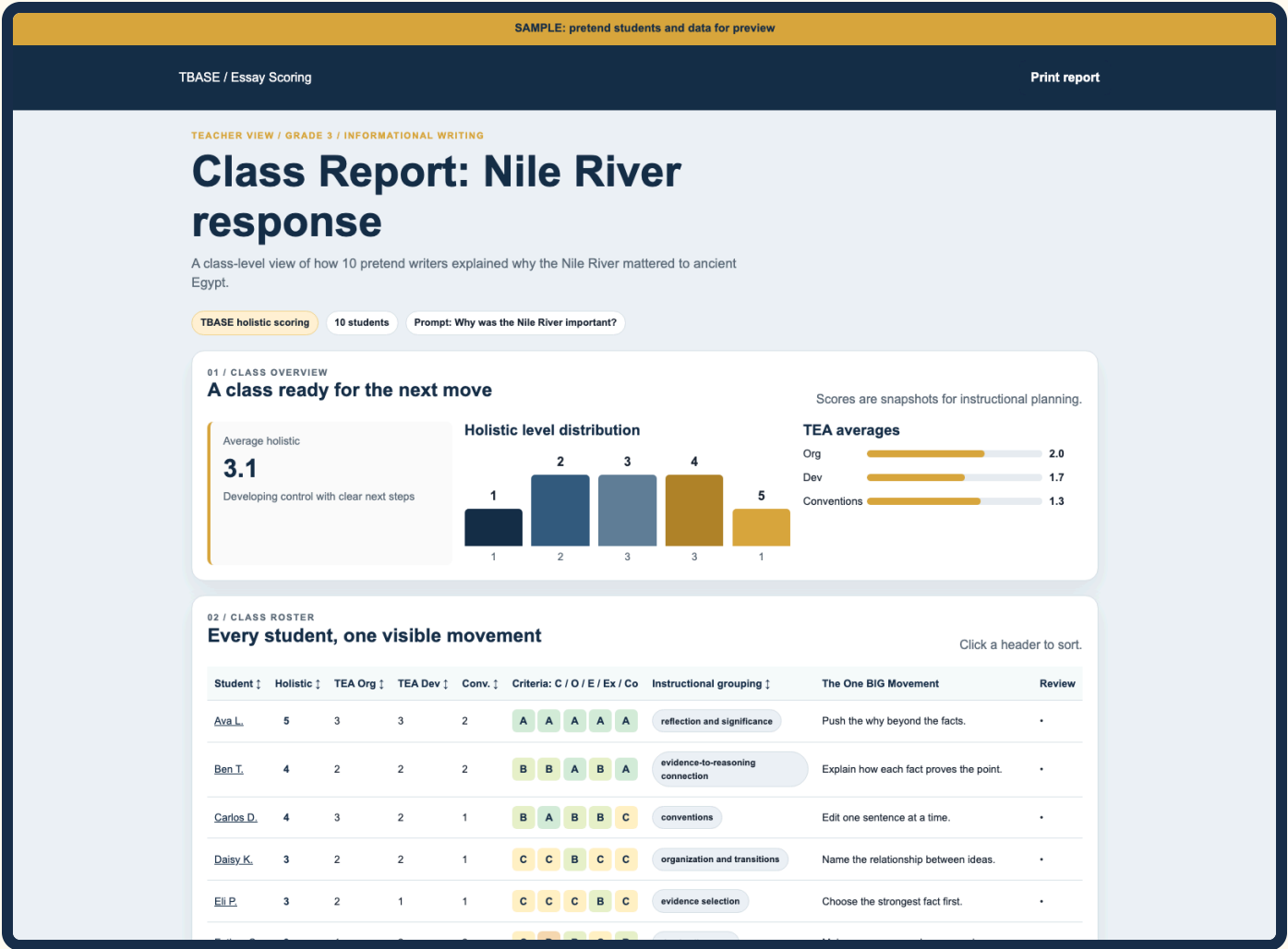
Success criteria

- The student uses the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.
- The student writes at least two sentences using "their" to show ownership of the farmers' crops.
- The student writes at least one sentence using "there" to point to a place near the Nile River.

• Colon removed from model-written wording (colons are not yet taught in the TEKS); review the rewritten sentence.

Zoom out without losing the student

The class report helps teachers see patterns across students, then return to the individual reports that make the pattern useful.



Small groups

Find students who share a next need and plan a focused lesson.

Heat map

See where strengths or needs cluster across the class.

Class TRACKS

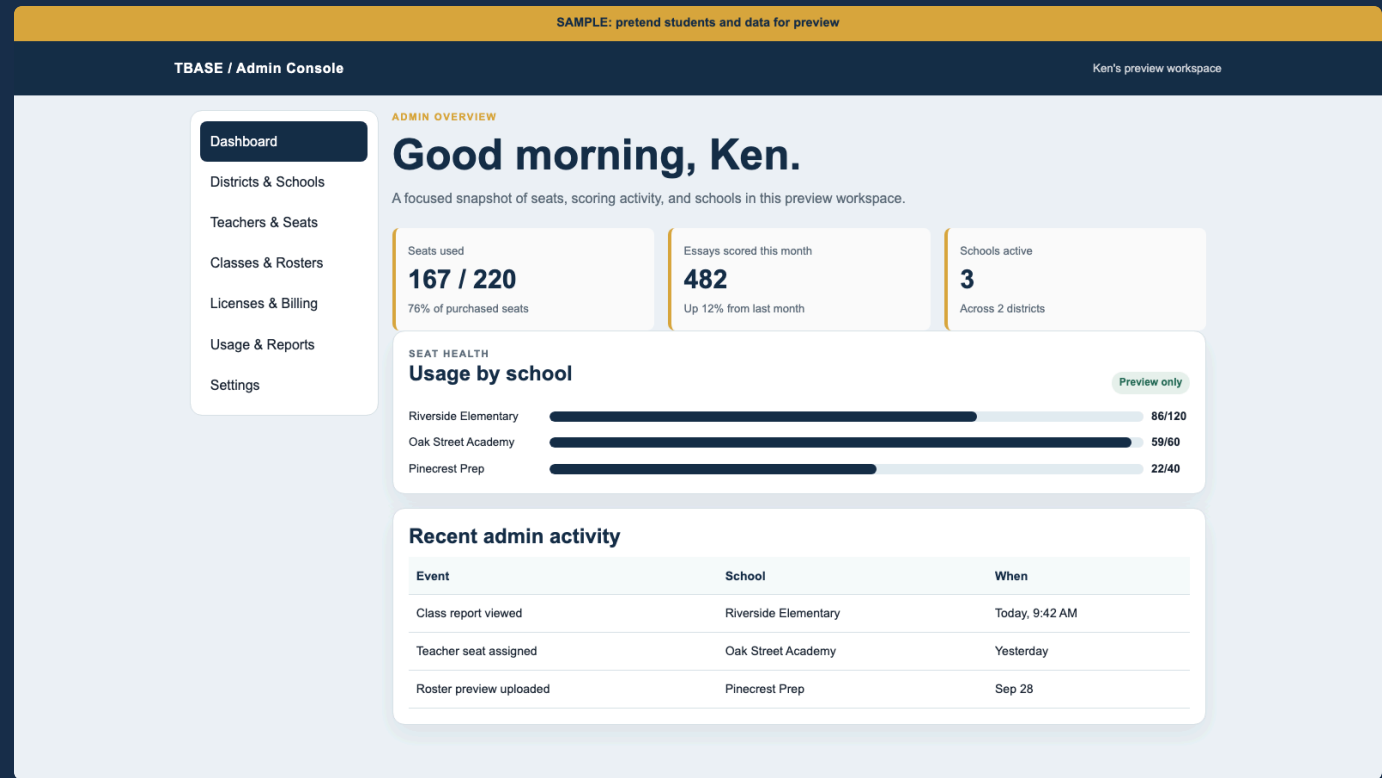
Notice which evidence categories students use often or rarely.

Explanation Style

See class patterns in the ways students explain their evidence.

Bring the system into view

The admin console preview is designed to give schools a place to see schools, seats, teachers, rosters, licenses, and usage.



Admin console preview

Preview the operational view for schools, seats, teachers, rosters, licenses, and usage.

Privacy by design

No student information is collected because teachers can use identifiers such as Student 1.

Trust stays practical. Schools should still follow their own data agreements, access controls, retention rules, and family communication practices.

A manual for every section

The User's Manual walks through student work, individual reports, class scoring, administration, and the language of the report.



Are the quotes exact?

Yes. Every quote is checked against the student's paper.

What is the exemplar?

An instructional model labeled as not the student's original response.

Does it replace teacher judgment?

No. Check the original response, the task, and the student's context.

What does None mean?

The renderer did not find an item for that field or the report has no items for it.

THE NEXT PAPER CAN START HERE

TBASE

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Bring TBASE to your school

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