

Visual Reflection Assignment /20

SCORE	X 2	
	IDEAS and IMPRESSIONS	PRESENTATION
FOCUS	∞ the quality of the ideas generated by the student to explore the visual text and the impressions that the student has formed to reflect upon the visual text ∞ the effectiveness and consistency of the support provided	∞ the effectiveness of voice and its appropriateness to the intended audience of the prose form the student has chosen ∞ the quality of language and expression ∞ the appropriateness of development and unifying effect to the prose form. The proportion of error to the complexity and length of the response will be considered.
Excellent (E = 5)	The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions.	The writer's voice is engaging, and the tone is confident. Stylistic choices are precise and effective. The writing is skilfully developed, and the unifying effect is confidently sustained.
Proficient (Pf = 4)	The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions.	The student's voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective. The writing is coherently developed, and the unifying effect is capably sustained.
Satisfactory (S = 3)	The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions.	The student's voice is matter-of-fact and the tone is appropriate. -Stylistic choices are adequate and occasionally effective. The writing is generally clearly developed, and the unifying effect is appropriately sustained.
Limited (L = 2)	The student's perceptions are superficial or ambiguous. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions.	The student's voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective. The writing is unclearly or incoherently developed, and the unifying effect is not sustained.
Poor (P = 1)	The student's perceptions are underdeveloped or incomprehensible. Support is lacking, inappropriate, or unrelated to the student's ideas and impressions.	The student's voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication. The writing is ineffectively developed, and/or a unifying effect is absent.
Insufficient (INS = 0)	Insufficient (INS) is a special category. It is not an indicator of quality. Insufficient will be assigned when - the marker can discern no evidence of an attempt to fulfill the assignment OR - if the writing is so deficient in length that it is not possible to assess Ideas and Impressions.	