






3.2 Non-Fiction PRT Rubric

Value	Ideas and Impressions	Presentation
	<p>When marking Ideas and Impressions, the marker should consider the quality of</p> <ul style="list-style-type: none"> the student's exploration of the topic in relation to the prompting text(s) the student's ideas and reflection support in relation to the student's ideas and impressions 	<p>When marking Presentation, the marker should consider the effectiveness of</p> <ul style="list-style-type: none"> voice in relation to the context created by the student in the chosen prose form stylistic choices (including quality and correctness of language and expression) and the student's creation of tone the student's development of a unifying and/or aesthetic effect <p>Consider the complexity of the response in terms of its context and length.</p>
 Excellent	<input type="checkbox"/> The student's exploration of the topic is <i>insightful</i> . <input type="checkbox"/> Perceptions and/or ideas are <i>confident</i> and <i>discerning</i> . <input type="checkbox"/> Support is <i>precise</i> and <i>aptly reinforces</i> the student's ideas and impressions.	<input type="checkbox"/> The voice created by the student is <i>convincing</i> . <input type="checkbox"/> Stylistic choices are <i>precise</i> and the student's creation of tone is <i>adept</i> . <input type="checkbox"/> The unifying and/or aesthetic effect is <i>skillfully</i> developed.
 Proficient	<input type="checkbox"/> The student's exploration of the topic is <i>purposeful</i> . <input type="checkbox"/> Perceptions and/or ideas are <i>thoughtful</i> and <i>considered</i> . <input type="checkbox"/> Support is <i>specific</i> and <i>strengthens</i> the student's ideas and impressions.	<input type="checkbox"/> The voice created by the student is <i>distinct</i> . <input type="checkbox"/> Stylistic choices are <i>specific</i> and the student's creation of tone is <i>competent</i> . <input type="checkbox"/> The unifying and/or aesthetic effect is <i>capably</i> developed.
 Satisfactory	<input type="checkbox"/> The student's exploration of the topic is <i>generalized</i> . <input type="checkbox"/> Perceptions and/or ideas are <i>straightforward</i> and <i>relevant</i> . <input type="checkbox"/> Support is <i>adequate</i> and <i>clarifies</i> the student's ideas and impressions.	<input type="checkbox"/> The voice created by the student is <i>apparent</i> . <input type="checkbox"/> Stylistic choices are <i>adequate</i> and the student's creation of tone is <i>conventional</i> . <input type="checkbox"/> The unifying and/or aesthetic effect is <i>appropriately</i> developed.
 Limited	<input type="checkbox"/> The student's exploration of the topic is <i>vague</i> . <input type="checkbox"/> Perceptions and/or ideas are <i>superficial</i> and/or <i>ambiguous</i> . <input type="checkbox"/> Support is <i>imprecise</i> and/or <i>ineffectively</i> related to the student's ideas and impressions.	<input type="checkbox"/> The voice created by the student is <i>undiscerning</i> and/or <i>unsuitable</i> . <input type="checkbox"/> Stylistic choices are <i>imprecise</i> and the student's creation of tone is <i>inconsistent</i> . <input type="checkbox"/> The unifying and/or aesthetic effect is <i>inadequately</i> developed.
TOTAL: /30 = %	/20	/10
 Assessment	Feedback:	