

Review of Visual Reflection Assignment: Student Exemplar

Answer the following questions, based on your close reading of the student's assignment.

1. What is the student's main idea? Quote the student directly.
2. How does he/she support and develop the idea? Provide at least two quotations that illustrate the student's development.
3. Is the student's voice convincing? Provide at least one quotation that reveals the student's voice.
4. What words and phrases conveyed the student's voice best? Provide at least two quotations that demonstrates the quality of the student's language.
5. Based on your observations here, use the rubric on the next page to assess the student's Visual Reflection assignment for both categories.

a. Ideas and Impressions

- ☐ Excellent
- ☐ Proficient
- ☐ Satisfactory
- ☐ Limited
- ☐ Poor

b. Presentation

- ☐ Excellent
- ☐ Proficient
- ☐ Satisfactory
- ☐ Limited
- ☐ Poor

English Language Arts 30–2 Visual Reflection Scoring Categories and Criteria 2014–2015

Because students' responses to the *Visual Reflection Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Visual Reflection Assignment on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12. Copied under licence from *Access Copyright*. Further reproduction prohibited unless licensed.

	IDEAS AND IMPRESSIONS	PRESENTATION
FOCUS	When marking Ideas and Impressions , the marker should consider <ul style="list-style-type: none"> the quality of the ideas generated by the student to explore the visual text(s) and the impressions that the student has formed to reflect upon the visual text(s) the effectiveness and consistency of the support provided the appropriateness of development and unifying effect to prose form 	When marking Presentation , the marker should consider <ul style="list-style-type: none"> the effectiveness of voice and its appropriateness to the intended audience of the prose form that the student has chosen the quality of language and expression Consider the proportion of error in terms of the complexity and length of the response.
Excellent E	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 response is skillfully developed.	The student's voice is engaging and the tone is confident. Stylistic choices are precise and effective.
Proficient PF	The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.	The student's voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective.
Satisfactory S	The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.	The student's voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective.
Limited L	The student's perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly or ineffectively developed.	The student's voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective.
Poor P	The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.	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.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. Assign insufficient when <ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the assignment OR The writing is so deficient in length that it is not possible to assess Ideas and Impressions 	

Cross Reference to *Program of Studies for Senior High School Language Arts*

2.1 2.2 2.3 4.1

3.1 3.2 4.1 4.2

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