

## English Language Arts 30–2 Visual Reflection Scoring Categories and Criteria 2019-2020

IDEAS AND IMPRESSIONS		PRESENTATION
FOCUS	When marking <b>Ideas and Impressions</b> , the marker should consider <ul style="list-style-type: none"> <li>the quality of the <b>ideas</b> generated by the student to explore the visual text(s) and the <b>impressions</b> that the student has formed to reflect upon the visual text(s)</li> <li>the effectiveness and consistency of the <b>support</b> provided</li> <li>the appropriateness of <b>development</b> and <b>unifying effect</b> to prose form</li> </ul>	When marking <b>Presentation</b> , the marker should consider <ul style="list-style-type: none"> <li>the <b>effectiveness of voice</b> and its appropriateness to the intended audience of the prose form that the student has chosen</li> <li>the quality of <b>language</b> and <b>expression</b></li> </ul> <b>Consider the proportion of error in terms of the complexity and length of the response.</b>
<b>Excellent E</b>	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 confident. Stylistic choices are precise and effective.
<b>Proficient PF</b>	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 well considered. Stylistic choices are specific and frequently effective.
<b>Satisfactory S</b>	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 appropriate. Stylistic choices are adequate and occasionally effective.
<b>Limited L</b>	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 inappropriate. Stylistic choices are inappropriate, imprecise, and often unclear.
<b>Poor P</b>	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 ambiguous and/or incoherent. Stylistic choices are ineffective and/or impede communication.
<b>Insufficient INS</b>	<b>Insufficient is a special category. It is not an indicator of quality.</b> Assign insufficient when <ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment <b>OR</b></li> <li>The writing is so deficient in length that it is not possible to assess Ideas and Impressions</li> </ul>	
<b>Total /30 =    %</b>	<b>/20</b>	<b>/10</b>



Assessment

Feedback: