


## English Language Arts 30–2 Literary Exploration Scoring Categories and Criteria 2014–2015

	THOUGHT AND SUPPORT	FORM AND STRUCTURE
FOCUS	<p>When marking <b>Thought and Support</b>, the marker should consider how effectively</p> <ul style="list-style-type: none"> <li>the <b>student's ideas</b> reflect an understanding of the topic</li> <li>the <b>literary example</b> relates to the student's ideas</li> <li>the <b>support</b> explains and/or clarifies the response</li> </ul> <p>Consider ideas presented in the <i>Personal Reflection on Choice of Character(s) from Literary Text(s)</i>.</p>	<p>When marking <b>Form and Structure</b>, the marker should consider how effectively the <b>student's</b> organizational choices result in</p> <ul style="list-style-type: none"> <li>the development and maintenance of a <b>controlling idea</b> or <b>unifying effect</b></li> <li>the creation of a <b>coherent, shaped, and concluded</b> discussion in response to the assignment</li> </ul>
<b>Excellent E</b>	An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.	A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.
<b>Proficient PF</b>	A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.	A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.
<b>Satisfactory S</b>	A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.	A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.
<b>Limited L</b>	An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.	A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.
<b>Poor P</b>	A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.	A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.
<b>Insufficient INS</b>	<p><b>Insufficient is a special category. It is not an indicator of quality.</b> Assign insufficient when</p> <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>
 <p><b>Assessment</b></p>	<b>Areas of Strength:</b>	
	<b>Might I Suggest:</b>	
Cross Reference to <i>Program of Studies for Senior High School Language Arts</i>	2.1   2.2   2.3   4.1	3.1   3.2   4.1   4.2 <b>November 2014</b>

How long did it take to complete the assignment? \_\_\_\_\_