

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

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 | |

English Language Arts 30–2 Persuasive Writing in Context
Scoring Categories and Criteria

| | THOUGHT AND SUPPORT | WRITING SKILLS |
|---------------------------------------|---|---|
| FOCUS | <p>When marking Thought and Support, the marker should consider</p> <ul style="list-style-type: none"> • how effectively the student has addressed the significance and complexity of the issue • the persuasiveness and consistency of the argument(s) presented • how well the supporting evidence is integrated, synthesized, and/or developed to support the student's arguments • awareness of audience and effectiveness of voice | <p>When marking Writing Skills, the marker should consider the extent to which the writing demonstrates control of</p> <ul style="list-style-type: none"> • syntax • diction • grammar • mechanics <p>Consider the proportion of error in terms of the complexity and length of the response.</p> |
| Excellent E | A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident. | The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. |
| Proficient Pf | A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent. | The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. |
| Satisfactory S | A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear. | The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics. |
| Limited L | A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student's arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear. | The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. |
| Poor P | An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate. | The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. |
| Insufficient INS | <p>Insufficient is a special category. It is not an indicator of quality. Assign insufficient when</p> <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 Thought and Support | |

English Language Arts 10/20/30-2: Literary Exploration Scoring Guide

| | Thought and Support | Form and Structure | Matters of Choice | Matters of Correctness |
|----------------------------|--|--|---|--|
| Focus | <p>The marker should consider how effectively</p> <ul style="list-style-type: none"> the student's ideas reflect an understanding of the topic the literary example relates to the student's ideas the support explains and/or clarifies the response <p>Consider the planning page!</p> <p>•Fill in your planning page</p> <ul style="list-style-type: none"> •Reread the instructions – carefully! ✓ Make sure your thesis connects to the topic ✓ Stay focused. ✓ Make sure your support/examples are linked to your thesis ✓ Make sure you know the story!! ✓ Use direct support. ✓ No summary! Discuss. If your support is more than two sentences it is too long! ✓ Get at theme <p>Reminder</p> <ul style="list-style-type: none"> •The degree of difficulty colours the grading. | <p>The marker should consider how effectively the student's organization choices result in</p> <ul style="list-style-type: none"> the development and maintenance of a controlling idea or unifying effect. the creation of a coherent, shaped, and concluded discussion in response to the assignment. <p>DO THESE THINGS</p> <ul style="list-style-type: none"> ✓ Use transitions from idea to idea ✓ Use transitions between paragraphs ✓ An intro and conclusion are mandatory ✓ So is a thesis! ✓ Each paragraph needs a topic sentence and a concluding sentence ✓ Make sure the concluding sentence links back to your thesis <p>POINT -> PROOF -> DISCUSS</p> | <p>The marker should consider how effectively the student's choices enhance communication. The marker should consider</p> <ul style="list-style-type: none"> idiomatic expressions, and dialect syntax, including such choices as parallelism, balance, inversion, sentence length, and variety the contribution of stylistic choices to the creation of voice <p>DO THESE THINGS</p> <ul style="list-style-type: none"> ✓ After you use the author's full name one, each time after use just their LAST name ✓ No judgments about how great or how sucky their work is, just discuss the ideas presented as they relate to the topic ✓ No slang or foul language. Keep the tone formal ✓ No I, you, or we ✓ Vary your sentence structure ✓ Use the present, active tense (Romeo loves her, not Romeo loved her) ✓ Easy to follow sentences ✓ VOICE!!! | <p>The marker should consider the use of</p> <ul style="list-style-type: none"> sentence construction (completeness, consistency, subordination, coordination, predication) usage (accurate use of words according to convention and meaning) grammar (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense) mechanics (punctuation, spelling, capitalization) <p>Consider the proportion of error in terms of the complexity and length of the response.</p> <p>DO THESE THINGS</p> <ul style="list-style-type: none"> ✓ MUST spell names, titles, and topic words correctly ✓ Spell check. Then proof read starting with the last sentence ✓ Read out loud so that you can hear if you have fragments, run-ons, or comma-splices ✓ Use an apostrophe if you can replace the word with his or her and the sentence makes sense ✓ NO contractions ✓ Watch your homonyms (their, there, they're, etc) |
| Excellent E | <p>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.</p> | <p>A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.</p> | <p>Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a competent voice.</p> | <p>The writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.</p> |
| Proficient Pf | <p>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.</p> | <p>A controlling or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</p> | <p>Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.</p> | <p>This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</p> |
| Satisfactory S | <p>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 idea. Support is relevant but tends to be general.</p> | <p>A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.</p> | <p>Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.</p> | <p>This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.</p> |
| Limited L | <p>An understanding of the topic is evident but is only partially demonstrated. 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.</p> | <p>A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanation is uncertain and/or unclear.</p> | <p>Diction is imprecise or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.</p> | <p>The writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.</p> |
| Poor P | <p>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.</p> | <p>A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.</p> | <p>Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.</p> | <p>This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence construction and jarring errors in usage, grammar, and mechanics impede communication.</p> |
| Insufficient INS | <p>No evidence of an attempt to address the topic, or writing is so deficient in length that it is not possible to assess Thought and Support.</p> | | | |