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| **ELA 10/20/30-2 Visual Reflection Scoring Categories and Criteria** | | |
|  | IDEAS AND IMPRESSIONS | PRESENTATION |
| FOCUS | The marker should consider   * 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   DO THESE THINGS   * Make sure you can prove your ideas based on the details in the picture. * Make sure you understand the point of the juxtaposition between the photos. * Make sure you explicitly state the juxtaposition. * Follow the format provided by your teacher. * Use specific details from the photo to show your understanding of how the image is working to convey its message. * Connect each paragraph to the main idea. | The marker should consider   * 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.**  DO THESE THINGS   * Make sure you have created a strong, believable character. * Check that verb tense is consistent. * Spell check AND check your spelling. * Read it out loud and listen for sentences. A sentence ends in a period. * Make sure you do not have more than one conjunction in a sentence (for, and, nor, but, or, yet, so) * Create a strong voice. |
| 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 an/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student’s ideas and impressions. The response 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** | 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 | |