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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.
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| 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 ORThe writing is so deficient in length that it is not possible to assess ideas and impressions |