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.

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	Ideas and Impressions	Presentation
Focus	When marking **Ideas and Impressions**, 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	When marking **Presentation**, 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.**
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 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 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 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 and/or ineffectively developed.	The student's voice is inconsistent and/or inappropriate. Stylistic choices are imprecise and often unclear.
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 ambiguous and/or incoherent. 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 • 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	When marking **Thought and Support**, the marker should consider • 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**	When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of • **syntax** • **diction** • **grammar** • **mechanics** **Consider the proportion of error in terms of the complexity and length of the response.**
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 and/or 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 and/or unclear.	The selection and use of words and structures are generally 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 and/or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, and/or absent. The voice is ineffective and/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**	**Insufficient is a special category. It is not an indicator of quality.** Assign insufficient when • 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	

Alberta

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

Because students' responses to the *Literary Exploration Assignment* vary widely, assessment of the Literary Exploration 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.

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	Thought and Support	**Form and Structure**	**Matters of Choice**	**Matters of Correctness**
Focus	When marking **Thought** and **Support**, the marker should consider how effectively • 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 **Consider ideas presented in the *Personal Reflection on Choice of Character(s) from Literary Text(s)*.**	When marking **Form and Structure**, the marker should consider how effectively the **student's** organizational choices result in • 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	When marking **Matters of Choice**, the marker should consider how effectively the **student's** choices enhance communication. The marker should consider • **diction**, including connotative language, imagery, 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**	When marking **Matters of Correctness**, the marker should consider the correctness of • **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) **Consider the proportion of error in terms of the complexity and length of the response.**
Excellent **E**	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.	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 convincing voice.	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors is impressive considering the complexity of the response and the circumstances.
Proficient **Pf**	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.	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.	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.
Satisfactory **S**	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.	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.	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.
Limited **L**	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.	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.	This 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.
Poor **P**	A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent and/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.	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.	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.
Insufficient **INS**	**Insufficient is a special category. It is not an indicator of quality.** Assign insufficient when • The marker can discern no evidence of an attempt to address the topic provided in the examination **OR** • The writing is merely a plot summary of a text; no explicit discussion of the topic is evident **OR** • The writing is so deficient in length that it is not possible to assess Thought and Support			