

SECTION I: VISUAL REFLECTION ASSIGNMENT: 0-2

Name _____

Mark _____ / 20 = _____ %

Comments: _____

IDEAS AND IMPRESSIONS

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

- 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.
- Pf** The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions.
- S** The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions.
- L** The student's perceptions are superficial or ambiguous. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions.
- P** The student's perceptions are underdeveloped or incomprehensible. Support is lacking, inappropriate, or unrelated to the student's ideas and impressions.

PRESENTATION

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**
- the appropriateness of **development** and **unifying effect** to prose form

Consider the proportion of error in terms of the complexity and length of the response.

- E** The student's voice is engaging and the tone is confident. Stylistic choices are precise and effective. The writing is skillfully developed, and the unifying effect is confidently sustained.
- Pf** The student's voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective. The writing is coherently developed, and the unifying effect is capably sustained.
- S** The student's voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective. The writing is generally clearly developed, and the unifying effect is appropriately sustained.
- L** The student's voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective. The writing is unclearly or incoherently developed, and the unifying effect is not sustained.
- P** 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. The writing is ineffectively developed, and/or a unifying effect is absent.

_____ x 2 = _____ / 10

_____ x 2 = _____ / 10