Because students’ responses to the Literary Exploration Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—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.


<table>
<thead>
<tr>
<th>Thought and Support</th>
<th>Form and Structure</th>
<th>Matters of Choice</th>
<th>Matters of Correctness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS</strong></td>
<td>When marking Thought and Support, the marker should consider how effectively</td>
<td>When marking Form and Structure, the marker should consider how effectively the student’s organizational choices result in</td>
<td>When marking Matters of Choice, the marker should consider how effectively the student’s choices enhance communication. The marker should consider</td>
</tr>
<tr>
<td>• the student’s ideas reflect an understanding of the topic</td>
<td>• the development and maintenance of a controlling idea or unifying effect</td>
<td>• diction, including connotative language, imagery, idiomatic expressions, and dialect</td>
<td>• sentence construction (completeness, consistency, subordination, coordination, predication)</td>
</tr>
<tr>
<td>• the literary example relates to the student’s ideas</td>
<td>• the creation of a coherent, shaped, and concluded discussion in response to the assignment</td>
<td>• syntax, including such choices as parallelism, balance, inversion, sentence length, and variety</td>
<td>• usage (accurate use of words according to convention and meaning)</td>
</tr>
<tr>
<td>• the support explains and clarifies the response</td>
<td>Consider ideas presented in the Personal Reflection on Choice of Character(s) from Literary Text(s).</td>
<td>• the contribution of stylistic choices to the creation of voice</td>
<td>• grammar (subject–verb prounoun–antecedent agreement, pronoun reference, consistency of tense)</td>
</tr>
<tr>
<td><strong>EXCELLENT</strong></td>
<td>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.</td>
<td>A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>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.</td>
<td>A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</td>
<td>Diction is specific and generally effective. Many sentences appear to be purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.</td>
</tr>
<tr>
<td><strong>SATISFACTORY</strong></td>
<td>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.</td>
<td>A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>LIMITED</strong></td>
<td>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 undergeneralized, inconsistent, and/or marginally relevant.</td>
<td>A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>POOR</strong></td>
<td>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.</td>
<td>A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>INSUFFICIENT</strong></td>
<td>Insufficient is a special category. It is not an indicator of quality. Assign insufficient when</td>
<td>When the marker can discern no evidence of an attempt to address the topic</td>
<td>When the writing is so deficient in length that it is not possible to assess Thought and Support</td>
</tr>
<tr>
<td><strong>CROSS REFERENCE TO PROGRAM OF STUDIES FOR SENIOR HIGH SCHOOL LANGUAGE ARTS</strong></td>
<td>2.1 2.2 2.3 2.4 3.1 3.2 4.1 4.2</td>
<td>2.2 3.1 4.1 4.2</td>
<td>4.2</td>
</tr>
</tbody>
</table>
**Visual Reflection Scoring Categories and Criteria 2014–2015**

**FOCUS**

- **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 adequately 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 uncertain. Support is inadequate 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 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 or of questionable logic in relation to the student's ideas and impressions. The response is undeveloped and/or incoherent.
  - The student's voice is confused and 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
    - 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

**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 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 marker can discern no evidence of an attempt to fulfill the assignment
  - The writing is so deficient in length that it is not possible to assess 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.

**Thought and Support**

- **Excellent** (E)
  - A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are well researched and sound. Support is complete, appropriately chosen to reinforce the student’s ideas in a logical and clear way. The voice is confident.

- **Proficient** (Pf)
  - A thoughtful and competent understanding of the issue is demonstrated. The student’s arguments are well researched and sound. Support is appropriately chosen to reinforce the student’s ideas in a logical and clear way. The voice is competent.

- **Satisfactory** (S)
  - A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support may be oversimplified, but may be occasionally lacking in persuasiveness and consistency. The voice is clear.

- **Limited** (L)
  - A superficial, incomplete and/or confusing understanding of the issue is demonstrated. The student’s arguments may be oversimplified, incorrect, and/or inadequately explored. Support is unclear, contradictory, incorrect, or largely a repetition of what is provided in the examination. The voice is unclear or uncertain.

- **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.

- **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