

ELA 10/20/30-1 Personal Response to Texts Scoring Guide

	IDEAS AND IMPRESSIONS	PRESENTATION
Focus	<p>The marker should consider the quality of</p> <ul style="list-style-type: none"> the student's exploration of the topic in relation to the prompting text(s) the student's ideas and reflection support in relation to the student's ideas and impressions <p>MAKE SURE TO Fill in the planning page.</p> <ul style="list-style-type: none"> ✓ Given the topic, state a theme for the source. ✓ How will your response encapsulate that theme and demonstrate you understand the source in the context of the topic? ✓ Explicitly state the theme. 	<p>The marker should consider the effectiveness of</p> <ul style="list-style-type: none"> voice in relation to the context created by the student in the chosen prose form stylistic choices (including quality and correctness of language and expression) and the student's creation of tone the student's development of a unifying and/or aesthetic effect <p>Consider the complexity of the response in terms of its context and length</p> <p>MAKE SURE TO</p> <ul style="list-style-type: none"> ✓ Edit/Proofread. Read out loud to hear errors. ✓ Keep your verb tense consistent. ✓ Use your rhetorical strategies. ✓ Connect!!!!
Excellent E	The student's exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student's ideas and impressions.	The voice created by the student is convincing. Stylistic choices are precise and the student's creation of tone is adept. The unifying and/or aesthetic effect is skillfully developed.
Proficient Pf	The student's exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student's ideas and impressions.	The voice created by the student is distinct. Stylistic choices are specific and the student's creation of tone is competent. The unifying and/or aesthetic effect is capably developed.
Satisfactory S	The student's exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.	The voice created by the student is apparent. Stylistic choices are adequate and student's creation of tone is conventional. The unifying and/or aesthetic effect is appropriately developed.
Limited L	The student's exploration of the topic is vague. Perceptions and/or ideas are ineffectively related to the student's ideas and impressions.	The voice created by the student is unsuitable. Stylistic choices are imprecise and the student's creation of tone is inconsistent. The unifying and/or aesthetic effect is inadequately developed.
Poor P	The student's exploration of the topic is minimal. Perceptions and/or ideas are undeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.	The voice created by the student is confused. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying and/or aesthetic effect is haphazard or obscure.
Insufficient INS	<p>The student has responded using a for other than prose OR the student has written so little that it is not possible to assess Ideas and Impressions OR there is no evidence that the topic presented in the assignment has been addressed OR there is no connection between the text(s) provided in the assignment and the student's response OR there is no evidence of an attempt to fulfill the task presented in the assignment.</p>	