

Personal Response to Texts Assignment

Students are marked equally in two categories: “Ideas and Impressions” and “Presentation”.

Ideas and Impressions (these measure outcomes 2.1 2.2 2.3 4.1)

When marking Ideas and Impressions, the marker should consider the quality of

- the student’s exploration of the topic
- the student’s ideas and reflection
- support in relation to the student’s ideas and impressions

Excellent (5)

- 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.

Proficient (4)

- 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.

Satisfactory (3)

- 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.

Limited (2)

- The student’s exploration of the topic is **vague**.
- Perceptions and/or ideas are **superficial and/or ambiguous**.
- Support is **imprecise and/or ineffectively related** to the student’s ideas and impressions.

Poor (1)

- The student’s exploration of the topic is **minimal**.
- Perceptions and/or ideas are **underdeveloped and/or irrelevant**.
- Support is **lacking and/or unrelated** to the student’s ideas and impressions.

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Presentation (measures outcomes 3.1 3.2 4.1 4.2)

When marking Presentation, the marker should consider the effectiveness of

- voice in relation to the context created by the student in the chosen prose form
- stylistic choices (including quality of language and expression) and the student's creation of tone
- the student's development of a unifying effect

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

Excellent (5)

- The voice created by the student is **convincing**.
- Stylistic choices are **precise** and the student's creation of tone is **adept**.
- The unifying effect is **skillfully developed**.

Proficient (4)

- The voice created by the student is **distinct**.
- Stylistic choices are **specific** and the student's creation of tone is **competent**.
- The unifying effect is **capably developed**.

Satisfactory (3)

- The voice created by the student is **apparent**.
- Stylistic choices are **adequate** and the student's creation of tone is **conventional**.
- The unifying effect is **appropriately developed**.

Limited (2)

- The voice created by the student is **indistinct**.
- Stylistic choices are **imprecise** and the student's creation of tone is **inconsistent**.
- The unifying effect is **inadequately developed**.

Poor (1)

- The voice created by the student is **obscure**.
- Stylistic choices **impede communication** and the student's creation of tone is **ineffective**.
- A unifying effect is **absent**.