

Grading Report:

Score: 2 out of 4.

Justification:

The student's writing is satisfactory in terms of answering the question and explaining their personal preference for spring. However, in relation to the criterion from a teaching approach and the level of the student, there is expected inclusion of discipline-based concepts and habits of thinking which are not satisfied completely in this submission.

Rubric Component Evaluation:

1. "Teacher use of formative assessments" - This component calls for a level of student self-assessment not easily quantified in this assignment. It's hard to assess student engagement beyond the simple submission of the response.
2. "Lessons connected to previous and future lessons, broader purposes, and transferable skills" - There is some evidence of applying previous lessons in describing seasons and an attempt at a personal reflection on why spring is their favourite season.
3. "Alignment of instructional materials and tasks" - The instructional task asked the student to describe their favourite season and explain why they favor it, the student responded appropriately to these guidance.
4. "Teacher knowledge of content" - As this submission is entirely from the student's perspective, there's no teaching content reflected.
5. "Discipline-specific teaching approaches" - It was expected the student to provide more elaborated input, applying their understanding of seasons from a scientific, literary, or cultural perspective. However, this was not seen in this submission.

Student Submission Analysis:

Strengths: "My favourite season is spring. I love spring because the weather is just right - not too hot and not too cold." - These sentences reveal the student's ability to share personal feelings and make general observational statements about spring.

Improvement needed: Use of discipline-specific concepts and habits of thinking is underdeveloped in this submission. For instance, the student could have included details about the changes occurring during spring (e.g., 'I find the process of pollination that occurs in spring truly fascinating') integrating more of an academic perspective.

Detailed Feedback:

What the student did well: The student clearly expressed a personal preference for spring being their favourite season. The complexity of language for the student's level was also appropriate.

Areas for improvement: The student should be encouraged to include more academic concepts in their response. The narrative provided by the student could be enriched by including more detailed information about spring from various perspectives. For example, the student could describe the significance of spring in different cultures, the scientific changes that occur during spring, or how literature often uses spring as a symbol for rebirth or renewal.

Grade Level and Intensity Reflection: This is a college-level assignment, and the grading

intensity normal. As such, the feedback provided reflects these expectations. Despite the personal nature of the narrative, the student is expected to exhibit higher-level thinking in their understanding and interpretation of the subject matter.

In conclusion, the student shows a clear understanding of the question and responds appropriately from their personal perspective. However, the incorporation of academic content and complexity of thought, as required for their level of studies, is missing. This aspect should be improved with future submissions.