

## **Grading Report:**

Score: 3.5

Justification: The submission provides a well-defined argument with relevant details but fails to fully engage with the complexity and depth of the task.

1. Design of performance task: 3

The response demonstrates some thinking related to the learning outcome. The student explains their preference for spring by referencing several unique aspects of the season (temperature, blooming flowers, animals, outdoor activities, anticipation of summer). However, the text lacks deeper reflection or the application of discipline-specific concepts or skills, which would require connecting personal experiences with broader topics like climate change, geography, or cultural festivals in spring.

2. Classroom arrangement and resources: 2

This scoring category is less relevant to the given answer, as it revolves around physical classroom layout and resource accessibility. This student task does not require the use of classroom resources. As such, it's not possible to grade the student based on this criteria.

3. Use of learning time: 4

The student efficiently and effectively uses the underlined task. The response is focused, clear, and to the point, demonstrating that the student has responsibly used their time.

4. Student status: 4

The student's answer reflects positive learner identity. They express their ideas confidently and with clear articulation. The tone and language used indicate a sense of enjoyment and personal engagement in the task.

### **Feedback:**

#### **Strengths:**

The student does a good job of clearly articulating their favorite season and providing specific reasons for their preference. The details about weather changes, nature observations, and anticipated activities clearly support their argument. The tone of the text is engaging and imbued with personal sentiment, which adds depth to the response.

#### **Areas for Improvement:**

While the provided response meets the surface-level criteria of the question, I would encourage the student to delve deeper. They could link personal experiences with broader concepts. For example, they could include how the changing season impacts the environment, human behavior, or cultural events. Further, they could explore and elaborate why these personal experiences create a preference for spring over other seasons.

#### **Overall Performance:**

The student's performance suggests an understanding of the task and an ability to articulate thoughts well. Their clear, detailed description demonstrates thoughtful reflection about personal preference. However, an effort to add more complexity and depth would bring the student's work up to a higher distinction level.

This performance reflects the selected high school grade level and normal intensity well, with the student demonstrating proficiency in articulating personal experiences and preferences. Further work can focus on the enhancement of critical thinking and deeper reflections. In order to advance, the student could be more creative and challenging with their tasks, such as by incorporating interdisciplinary thinking or drawing connections with wider societal or scientific aspects. In doing so, the student will advance their critical thinking skills and deepen their understanding of the world around them.