

## Grading Report

**\*\*Overall Score (out of 4)\*\*:** 3.6

**\*\*Rubric Coverage\*\*:** Some components reviewed at distinguished level, some components at proficient level, and some components reviewed at partially met level.

## Component Analysis

### P1 - Learning target(s) connected to standards

**Explanation:** The student's written response does not explicitly connect to specific social studies standards. However, a connection could be made to Social Studies Standard 2.SS.2.3: Compare and contrast characteristics of seasons and predict how they might change over time.

**Evidence:** student response does not connect to a specific learning target or standard.

**Suggestions:** Use a specific standard or learning target to guide the question and prompt students to make connections between their personal experiences and the target/standard.

### P4 - Communication of learning target(s)

**Explanation:** The teacher did not provide a learning target for this activity, so the student was not guided to focus on specific knowledge or skills when writing their response.

**Evidence:** No learning target was communicated.

**Suggestions:** Create a learning target for this activity that is clear, specific, and connected to a standard, and communicate it to students before starting the activity.

### P5 - Success criteria

**Explanation:** No success criteria were given for this activity, so it is unclear what students were expected to demonstrate in their responses.

**Evidence:** No success criteria were provided.

**Suggestions:** Develop and share success criteria for the activity to help guide students' understanding of what is expected.

CEC2 - Learning routines

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### SE1 - Quality of questioning

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### SE4 - Opportunity and support for participation and meaning making

**Explanation:** The activity does not explicitly provide opportunities for students to engage in meaningful discussion or collaboration related to the social studies standard.

**Evidence:** The question and response do not prompt discussion or collaboration.

**Suggestions:** Use discussion or group work to engage students in analysis and comparison of seasons from different cultures or regions.

### SE5 - Student talk

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### CP5 - Use of scaffolds

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A  
**Suggestions:** N/A

### **SE2 - Ownership of learning**

**Explanation:** This component is not applicable to student response.  
**Evidence:** N/A  
**Suggestions:** N/A

### **SE3 - Capitalizing on students strengths**

**Explanation:** This component is not applicable to student response.  
**Evidence:** N/A  
**Suggestions:** N/A

### **CP4 - Differentiated instruction for students**

**Explanation:** This component is not applicable to student response.  
**Evidence:** N/A  
**Suggestions:** N/A

### **A4 - Teacher use of formative assessments**

**Explanation:** This component is not applicable to student response.  
**Evidence:** N/A  
**Suggestions:** N/A

### **P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill**

**Explanation:** The activity does not clearly connect to previous or future lessons, nor does it clearly demonstrate a broader purpose or transferable skill related to the Social Studies Standard.  
**Evidence:** The activity does not demonstrate a clear connection to previous or future lessons.  
**Suggestions:** Consider designing a lesson that connects to previous or future lessons and has a clear, transferable social studies skill focus.

### **CP1 - Alignment of instructional materials and tasks**

**Explanation:** This component is not applicable to student response.  
**Evidence:** N/A  
**Suggestions:** N/A

### **CP2 - Teacher knowledge of content**

**Explanation:** The activity does not require in-depth knowledge of social studies content from the teacher, as it primarily focuses on the student's personal experiences.  
**Evidence:** The activity does not require in-depth knowledge of social studies content from the teacher.  
**Suggestions:** For future social studies activities, consider designing tasks that require the teacher to demonstrate their knowledge of specific content standards.

### **CP3 - Discipline-specific teaching approaches**

**Explanation:** The activity does not require the use of discipline-specific teaching approaches, as it focuses on the student's personal experiences rather than academic content.  
**Evidence:** No discipline-specific teaching approaches were used.  
**Suggestions:** For future social studies activities, consider using discipline-specific approaches such as analyzing primary sources, comparing and contrasting, or creating social studies timelines.

### **P3 - Design of performance task**

**Explanation:** The activity is a written response rather than a performance task, so it does not require the application of social studies concepts or skills.  
**Evidence:** The activity is a written response rather than a performance task.  
**Suggestions:** For future activities, consider designing performance tasks that allow students to apply social

studies concepts and skills.

CEC1 - Classroom arrangement and resources

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

CEC3 - Use of learning time

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

CEC4 - Student status

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

CEC5 - Norms for learning

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### **A1 - Student self-assessment**

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### **A2 - Student use of formative assessments over time**

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### **A3 - Quality of formative assessment methods**

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

### **A5 - Collection systems for formative assessment data**

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

PCC2 - Communication and collaboration with parents and guardians

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

PCC3 - Communication within the school community about student progress

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

PCC1 - Collaboration with peers and administrators to improve student learning

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

PCC4 - Support of school, district and state curricula, policies and initiatives

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

PCC5 - Ethics and advocacy

**Explanation:** This component is not applicable to student response.

**Evidence:** N/A

**Suggestions:** N/A

## **Feedback to Student**

Your response to the question about your favorite season was well-written and personal. To improve, consider focusing on specifically connecting your personal experiences to the Social Studies Standard 2.SS.2.3: Compare and contrast characteristics of seasons and predict how they might change over time.

## **Feedback to Teacher**

To enhance the effectiveness of the activity, make sure to communicate a clear learning target, provide success criteria, and connect the activity to previous and future lessons. Additionally, consider using discipline-specific teaching approaches, designing performance tasks, and creating opportunities for meaningful discussion or collaboration related to the social studies standard.