

## Grading Report

**\*\*Overall Score (out of 4):\*\*** 2

**\*\*Rubric Coverage:\*\*** All components reviewed.

## Component Analysis

- **\*\*P1 (Criterion 1: Centering instruction on high expectations for student achievement.)\*\***
- **\*\*Explanation:\*\*** The student appears to have been given a complex topic for their grade level.
- **\*\*Evidence:\*\*** The content involves classifying organisms and discusses complex organizations like ICZN, IUBS, etc.
- **\*\*Suggestions:\*\*** Simplify topics to align with 1st-grade standards, focusing on basic categorization.
- **\*\*P5 (Success criteria)\*\***
- **\*\*Explanation:\*\*** The success criteria are not explicitly communicated.
- **\*\*Evidence:\*\*** There is no clear indication of what a successful response looks like.
- **\*\*Suggestions:\*\*** Provide clear examples and success benchmarks.
- **\*\*CP2 (Teacher knowledge of content)\*\***
- **\*\*Explanation:\*\*** The content provided displays advanced subject knowledge.
- **\*\*Evidence:\*\*** The mention of biological classifications and scientific bodies.
- **\*\*Suggestions:\*\*** Ensure content is grade-appropriate and attainable for 1st-grade students.
- **\*\*A4 (Teacher use of formative assessments)\*\***
- **\*\*Explanation:\*\*** The assessment method seems too advanced for the students.
- **\*\*Evidence:\*\*** No alignment with formative assessments typically used at this grade.
- **\*\*Suggestions:\*\*** Utilize simple, clear instructions and concepts matched to student capabilities.
- **\*\*CEC4 (Student status)\*\***
- **\*\*Explanation:\*\*** The task does not seem to cater to the diverse status of learners.
- **\*\*Evidence:\*\*** Content is potentially confusing and challenging.
- **\*\*Suggestions:\*\*** Differentiation is needed to cater to different learning abilities.

## Feedback to Student

You did a great job trying to tackle a very complex subject! For next time, try to focus on simpler topics that relate to everyday things, like how animals can be either pets or wild. Keep up the hard work and ask questions when you don't understand something.

## Feedback to Teacher

The task provided appears beyond the expectations and understanding level typical for a 1st-grade student. Consider aligning lesson content with age-appropriate standards and simplifying concepts for better learner engagement and understanding. Implement scaffolded support to assist students in grasping new concepts, and use formative assessments that match their developmental level to gauge understanding and provide feedback.