

## **Grading Report:**

Score: 1 out of 4

### **1. Learning Routines:**

The student did not demonstrate that they were implementing learning routines for discussion and collaborative work. The task does not elicit discussion, and does not seem to have been designed with collaboration in mind. There is also no reference to the student being accountable for their own learning. Therefore, the student does not meet the criteria for this rubric component.

### **2. Quality of Questioning:**

There was no opportunity for the student to probe or deepen their understanding through questions, as no questions accompanied their submission. It is unclear if the teacher could have provided assistance in clarifying their thoughts. The student does not meet the criteria for this rubric component either.

### **3. Opportunity and Support for Participation and Meaning-making:**

The task does not afford opportunities for discipline-specific meaning-making, as it revolves entirely around personal preference and does not involve any subject-specific vocabulary, concepts, or thinking. Despite the personal connection to the content, the student has not been given an opportunity to engage in participation and meaning-making in a discipline-specific manner.

### **4. Student Talk:**

In terms of student talk, the student did express personal ideas and feelings and did a good job of supporting their thinking with reasons. However, the talk was directed at the teacher, instead of promoting student-to-student interaction. The submission reflects individual viewpoint but does not embody discipline-specific knowledge or thinking. Hence, the component's expectation was partially met.

### **Feedback:**

- **Strengths:** The student has done an excellent job sharing their perspective and supporting their thoughts with reasons. The sentence "During spring, the flowers start to bloom and everything looks colorful. I also enjoy seeing butterflies and hearing birds chirping" shows a clear understanding and expression of personal preference.
  - **Areas for Improvement:** In order to achieve a higher score, the submission needs to exhibit discipline-specific thinking and vocabulary. Perhaps the student could analyze why spring leads to blossoming flowers and active wildlife.
  - **Level and Intensity Reflection:** Considering this is a middle school level, more interaction with the topic's disciplinary relevance would strengthen the student's response.
- Despite the areas for improvement, the student is on the right track and with better guidance on the task, their performance can be significantly enhanced. Additionally, the teacher could modify the task to be more centered around student interaction and promote discipline-based thinking

and discussion. This could include asking students to discuss the environmental changes that occur during their favorite season or how their favorite season impacts their recreational activities.

The student shows promise, and with the proper guidance, they will likely improve their skills. Keep it up!