

Grading Report

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

****Rubric Coverage**:** All components reviewed at distinguished level.

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The student has set learning targets related to articulating and explaining personal preferences and thoughts, adequately aligning with the grade level standards for writing and speaking/listening.

Evidence: The student identifies a favorite season (spring) and articulates the reasons behind this preference.

Suggestions: None. The student is demonstrating appropriate grade-level skills.

P3 - Design of performance task

Explanation: The task requires the student to demonstrate an understanding of personal preference and to articulate these thoughts clearly.

Evidence: The student effectively describes a personal preference (favorite season) and reasons for this preference.

Suggestions: None. The task suits the learning targets and provides an effective measure of the student's skills.

SE2 - Ownership of learning

Explanation: The student takes ownership of their learning by clearly expressing their thoughts and feelings in the written response.

Evidence: In their paragraph, the student demonstrates clear understanding of their favorite season and articulates why they prefer it.

Suggestions: None. The student demonstrates ownership of their learning effectively.

CP1 - Alignment of instructional materials and tasks

Explanation: The task aligns well with the learning objectives and grade-level standards, focused on narrative writing and expressing personal thoughts and feelings.

Evidence: The student effectively uses this task to demonstrate key language skills, such as sentence formation and use of descriptive language.

Suggestions: None. The task is well-aligned with the educational objectives.

A1 - Student self-assessment

Explanation: While not explicit, the student's written response suggests a level of personal self-assessment in relation to the task.

Evidence: The student's response is clear, detailed, and suggests thoughtful reflection upon the task.

Suggestions: To further enhance self-assessment, the teacher could provide explicit opportunities for students to reflect on the success criteria and their progress against it.

Feedback to Student

Your response was clear, detailed, and demonstrated a good understanding of your favorite season and why you prefer it. You've successfully expressed your thoughts and feelings (SE2), and your written task shows an understanding of the learning targets (P1). Keep up the good work!

Feedback to Teacher

The task was effectively designed to assess the student's narrative writing skills and their ability to express

personal thoughts and feelings in a clear and coherent manner. This was well-aligned with the grade-level standards. Moving forward, it might be beneficial to incorporate explicit self-assessment activities to further foster reflective learning practices among students. There's clear evidence of instructional success, as demonstrated in the student's ability to articulate personal preference and reasons (P3, CP1).