

## **Grading Report:**

Score: 2 out of 4

### **Justification:**

The student's submission presents a personal preference rather than demonstrating understanding of a course-specific concept or answering a discipline-related question. As a personal narrative, the work constructs clear sentences and presents fluid ideas, but it does not align directly with the grading rubric designed for classroom instructional grading.

### **Breakdown per Rubric Component:**

1. Teacher use of formative assessments (Code Distinguished - 4): Unable to score as the grading criterion does not apply to a single student work but rather teacher-led activities over a period of time.
2. Lessons connected to previous and future lessons, broader purpose and transferable skill (Code Distinguished - 4): Score is 2 out of 4. The student's work seems isolated and lacks the clear connection to previous and future lessons, broader purpose, or transferable skills.
3. Alignment of instructional materials and tasks (Code Distinguished - 4): Unable to score based on this submission as the task does not appear to align with the subject matter content. Note to the teacher: the clarity of the task could be improved to guide students towards a more academic response.
4. Teacher knowledge of content (Code Distinguished - 4): Irrelevant to this grading, as this criterion is meant for teacher assessment.
5. Discipline-specific teaching approaches (Code Distinguished - 4): Score is 2 out of 4. While the question seems oriented to creative writing, it leans more on personal sentiment rather than developing discipline-specific habits of thinking.

### **Feedback for Improvement:**

The student communicates effectively through writing, using detail and sensory description (e.g. "During spring, the flowers start to bloom" and "I also enjoy seeing butterflies and hearing birds chirping"). However, the task could be reoriented towards discipline-specific objectives. If the task is to exercise descriptive writing, the question could be phrased as "Describe your favorite season using vivid and engaging language."

The student would benefit from more targeted and aligned tasks, aiming at developing discipline-based skills and concepts. There is a need to create a tighter connection between the question, the lessons, and the broader academic goals.

Moreover, if this task is intended as summative, the use of formative tasks leading to it can enhance overall pupil understanding and performance. Teachers should make intentional decisions to align the tasks with subject matter, context, and student levels. Ensure timely communication and feedback loops for effective student engagement.

Please consider more advanced topics appropriate for the college level, incorporate more formative assessments, and use discipline-specific teaching approaches. The application of these elements will stretch the students' skills and knowledge to match the expected college level intensities.

Respectfully,

[Your Name]

Educational Grading Assistant

(Note: The grading rubric seems to include both teacher and student criterion. This disconnect may have implications for scoring precision and objectivity. A student-focused rubric may provide better results.)