

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 handwriting submission shows an attempt at understanding instructions as it addresses the given question.
- ****Evidence****: The student has written a comprehensive response to the question about classification and governing bodies of Biological Nomenclature.
- ****Suggestions****: Encourage focus on linking the learning target (classification and naming of living organisms) directly to standards for deeper conceptual understanding.
- ****P4**** (Communication of learning target(s))
- ****Explanation****: The student communicates the answer clearly, though subjective language might hinder clarity.
- ****Evidence****: The purpose — discussing classification based on historical governance — is somewhat unclear.
- ****Suggestions****: Modify task instructions to better highlight key learning targets for clarity.
- ****P5**** (Success criteria)
- ****Explanation****: Success criteria are implied but not directly observed in the response.
- ****Evidence****: There's a partially successful attempt to define classification organizations.
- ****Suggestions****: Define specific criteria for success such as identification of organizations or functions with examples.
- ****CEC2**** (Learning routines)
- ****Explanation****: It appears a routine is followed for addressing such questions but requires consistency.
- ****Evidence****: The structure of the response remains consistent with the introduction, explanation, and conclusion format.
- ****Suggestions****: Reinforce consistent use of routines across different question types.
- ****SE1-SE5**** (Quality of questioning, Opportunity and support for participation and meaning making, Student talk)
- ****Explanation****: Due to the nature of the task, these components are less applicable in evaluation.
- ****Evidence****: Not observed within the submission's scope.
- ****Suggestions****: Encourage verbal questioning and discussion prior to written tasks to improve engagement and understanding.
- ****CP5**** (Use of scaffolds)
- ****Explanation****: The use of scaffolds is subtle and can be enhanced.
- ****Evidence****: There is an ordered structure though it lacks explicit scaffolding aid.
- ****Suggestions****: Use graphic organizers or step-by-step outlines to aid student structuring and comprehension.
- ****SE2-SE3, CP4**** (Ownership of learning, Capitalizing on students' strengths, Differentiated instruction)
- ****Explanation****: Ownership is implied, but strength usage and differentiation data are limited.
- ****Evidence****: One general approach applied to a specific task.
- ****Suggestions****: Tailor activities to student strengths and include differentiated questions to expand engagement.
- ****A1-A5**** (Formative assessment quality)
- ****Explanation****: Low visibility of self-assessment and formative assessment use.
- ****Evidence****: The emphasis is on written response rather than feedback or improvement opportunities.
- ****Suggestions****: Introduce flexible assessment tools that encourage self-review or peer feedback.

- **PCC2-PCC5** (Communication with parents, peers, school community, ethics)
- **Explanation**: Limited evidence from the submission regarding communication strategies in place.
- **Suggestions**: Encourage student progress communication with parents and leverage peer support groups for continuous improvement.

Feedback to Student

Well done on organizing a clear response to the question presented. To enhance your understanding and performance, try to connect this topic with real-world examples or school lessons to make it more relatable. Also, practice reviewing your own work or discuss with peers to gain different insights and strengthen your learning approach.

Feedback to Teacher

The student's work indicates an understanding of responding to structure-based questions. However, there's room for improvement in terms of aligning task targets with standards and providing scaffolding tools for deeper student engagement and response formation. Consider integrating more verbal discussions, scaffolding strategies, and self-assessment opportunities to enhance students' comprehension and confidence in their responses.