

Grading Report

Score: 1

Justification and Rubric Breakdown:

- Learning target(s) connected to standards: Score 1 - The assignment lacks a clear connection to grade-level standards or learning targets. The student provides an opinion on a personal preference, which doesn't evidence his/her understanding of grade-level material. While the student gives an excellent description of why spring is their favorite season, this demonstration is not clearly aligned with learning targets or standards particular to middle school expectations.
- Communication of learning target(s): Score 1 - We cannot clearly assess the communication of learning targets in the student's response as it doesn't refer to any specific learning target or standard. The completion of a task such as personal expressive writing doesn't distinctly involve any verbal or visual strategy of communication connected to the learning targets.
- Success criteria: Score 1 - Based on the available information and given the nature of the question prompt, it's challenging to assess if the student's response aligns with the success criteria. The success criteria mentioned in the feedback are more appropriate for more complex tasks, yet the student's task seems to lack clear success criteria tied to standards or learning targets.

Feedback:

What the student did well:

The student demonstrated great expressive writing skills. The detailed description of why they prefer spring was articulate and well thought out. The use of sensory language (seeing butterflies, hearing birds chirping, feeling the right temperature) added a vivid dimension to their writing, which is encouraged in narrative expressiveness.

What could be improved:

The student should aim to respond to questions that are closely aligned with learning targets and grade-level standards to better demonstrate their academic proficiency. This response does not reflect their understanding of the curriculum material relevant to their grade level.

Instructional Suggestions:

It would be beneficial for the future if teachers could align the question prompts with grade-level standards and learning objectives. Questions like these can be utilized as a part of a larger project or assignment that aims at assessing student's comprehension, analytical ability, or critical thinking.

Grade Level and Intensity Reflection:

The student's expressive writing skills reflect positively on their grade level, but the question does not seem to meet the desired intensity for middle school standards-linked instruction. Hence it is challenging to provide a thorough evaluation of the student's knowledge and understanding of the course material.

It's suggested that future assignments engage students in tasks that require the demonstration of knowledge and skills embedded within grade-level standards. It would give students a more

constructive experience that directly relates to their academic growth.