

Score: 1/4

**Justification:**

Student's response doesn't align with the stated high school level rubric criterion "Centering instruction on high expectations for student achievement." There are apparent misalignments in all three rubric components: Learning target(s) connected to standards, Communication of learning target(s), and Success criteria.

**Breakdown:**

1. Learning target(s) connected to standards: The response misaligns with this criterion. The prompt asked for a descriptive and analytical answer ("describe and explain"), adhering to a standard and learning target requiring descriptive writing skills and critical thinking. The student described their favorite season correctly but failed to explain thoroughly why they preferred it, missing this important aspect of the learning target.
2. Communication of learning target(s): The student communicated some descriptive aspects about their favorite season (using such phrases as "the flowers start to bloom," "butterflies and hearing birds chirping," and "we get to play outside more"). However, the explanation of why they prefer spring wasn't fleshed out satisfactorily, showing a lack of depth and analytical communication of learning targets.
3. Success criteria: The response does not demonstrate the success criteria adequately. The understanding of the key terms, "Describe" and "Explain," are not evident in parts of the student's work. The description of the season is satisfactory, but the explanation of why they like this season lacks depth and critical thinking.

**Feedback:**

**What the Student Did Well:**

The student demonstrated strong descriptive writing skills in outlining their favorite season (spring). They used sensory details, such as sight ("flowers start to bloom") and sound ("hearing birds chirping"), to create vivid imagery.

**Areas for Improvement:**

The student needs to work on explaining aspects thoroughly as asked in the prompt. They should explore reasons behind their preferences, adopting a cause-and-effect pattern: "I like spring because....and that makes me feel....". This conveys in-depth understanding of the task's analysis part. They should also ensure alignment with the learning targets and success criteria.

**Grade Level and Intensity Analysis:**

The assignment's intensity and grade level requires students to justify, reason, evaluate, and explain their ideas thoughtfully, which the student didn't adequately reflect.

**Closing Note:**

The student should reinvest their energy in understanding the task requirements and critical thinking. In doing so, they can uplift their writing skill and adhere to the standards of high school level assignments. Their descriptive writing is commendable; coupling it with robust analytical writing will lead to impressive progress.