

**\*\*Grading Report\*\***

**\*\*Overall Score (out of 4)\*\*:** N/A

**\*\*Rubric Coverage\*\*:** N/A

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**\*\*Component Analysis\*\***

Although the objective was to grade a student's work using the provided rubric, no accurate grading can be provided because the majority of the rubric components are associated with teaching practices, classroom management, and teacher's collaboration with peers and parents. They do not directly evaluate student writing or tasks at hand. For the few components of the rubric that can be connected to student performance, an evaluation will be done.

Ø=Ý9 P1 - Learning target(s) connected to standards

- Explanation: In this component, lessons are expected to be based on grade-level standards and have learning targets that align to these standards. However, without information on the precise learning target or standard for this assignment, it's challenging to assess the alignment.
- Evidence: In the student's response, the student demonstrates clear communication skills, the use of appropriate vocabulary to express personal opinion, and effective use of persuasive language.
- Suggestions: To better evaluate in the future, teachers should state the standards or learning targets for each assignment.

Ø=Ý9 P3 - Design of performance task

- Explanation: There is no discernible alignment with tasks requiring demonstration of thinking connected to learning targets.
- Evidence: The student was asked to describe their favorite season and provide reasons for their choice, which they did effectively. However, without a stated learning target for this task, it's hard to determine alignment.
- Suggestions: To improve grading, the teacher should provide clear learning targets for every assignment.

Ø=Ý9 CEC5 - Norms for learning

- Explanation: This component evaluates the extent to which classroom activities encourage risk-taking, collaboration, and respect for divergent thinking.
- Evidence: As the assignment was individual work, collaboration wasn't required, and it's difficult to assess risk-taking or divergent thinking based solely on this work.
- Suggestions: Assign tasks that allow student interaction and require a diversity of thought.

Ø=Ý9 A1 - Student self-assessment

- Explanation: This element evaluates if students have an opportunity to assess their own learning in relation to the success criteria for the learning targets. However, without a pre-set criterion for success provided for this task, it's hard to comment on self-assessment.
- Evidence: Not Available.
- Suggestions: Offer clear success criteria and encourage students to self-assess their work.

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**\*\*Feedback to Student\*\***

Although I was not able to provide a comprehensive grading based on the required rubric, I must applaud you for your well-structured response on describing your favorite season. You articulated your thoughts beautifully and used relevant examples, which is a crucial component in persuasive writing. Continue enhancing your writing skill by incorporating more diverse vocabulary and detailed descriptions in your responses.

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**\*\*Feedback to Teacher\*\***

While understanding the importance of using a thorough rubric to evaluate teaching methodology and student-teacher collaboration, the majority of the rubric provided is not suited to grade individual student work, especially a brief writing task. To effectively assess student work and guide improvement, consider utilizing a rubric that focuses on elements like clarity of writing, grammar and spelling, critical thinking, creativity, and alignment with assignment objectives. For holistic student development, a balance of both rubrics may be beneficial.