

## Grading Report

### Overall Score (out of 4): 2

**\*\*Rubric Coverage\*\***: All components reviewed.

### Component Analysis

- **\*\*P1 (Learning target(s) connected to standards)\*\***
  - **\*Explanation:**\* The overall content devotes attention to transformational management, which may align with higher education standards rather than 1st grade.
  - **\*Evidence:**\* The assignment contains complex sentence structures and vocabulary not suitable for 1st graders.
  - **\*Suggestions:**\* Simplify concepts to match 1st-grade standards, focusing on basic organizational topics.
- **\*\*P4 (Communication of learning target(s))\*\***
  - **\*Explanation:**\* The learning targets are not clearly communicated for a 1st-grade level.
  - **\*Evidence:**\* Learning objectives related to management strategies are complex for beginning students.
  - **\*Suggestions:**\* Clear, age-appropriate learning targets should be stated to guide student learning.
- **\*\*P5 (Success criteria)\*\***
  - **\*Explanation:**\* Success criteria are not visible or articulated in this format.
  - **\*Evidence:**\* No mention of criteria by which student achievements will be measured.
  - **\*Suggestions:**\* Define simple success criteria, such as being able to identify basic concepts.
- **\*\*CEC2 (Learning routines)\*\***
  - **\*Explanation:**\* Structured routines for learning are absent in the submission.
  - **\*Evidence:**\* The text directly jumps to content without outlining any routines.
  - **\*Suggestions:**\* Introduce systematic prompts, visual aids, and guides for young learners.
- **\*\*SE1 (Quality of questioning)\*\***
  - **\*Explanation:**\* No questions are posed to engage or assess students' understanding.
  - **\*Evidence:**\* The text entirely focuses on content delivery.
  - **\*Suggestions:**\* Incorporate open-ended questions or prompts for students to express ideas.
- **\*\*SE4 (Opportunity and support for participation and meaning making)\*\***
  - **\*Explanation:**\* There is limited opportunity shown for students to engage actively.
  - **\*Evidence:**\* Content is delivered in a lecture format.
  - **\*Suggestions:**\* Include interactive tasks or group activities.
- **\*\*SE5 (Student talk)\*\***
  - **\*Explanation:**\* The format does not promote student talk or group discussions.
  - **\*Evidence:**\* Content is monologic.
  - **\*Suggestions:**\* Encourage student interaction through discussion prompts.
- **\*\*CP5 (Use of scaffolds)\*\***
  - **\*Explanation:**\* There is no evidence of scaffolds for young learners in this task.
  - **\*Evidence:**\* Content complexity could overwhelm first graders.
  - **\*Suggestions:**\* Use simple sentence structures, visuals, and relatable examples as scaffolds.
- **\*\*SE2 (Ownership of learning) and SE3 (Capitalizing on students' strengths)\*\***
  - **\*Explanation:**\* Students have little opportunity to own learning or display strengths.
  - **\*Evidence:**\* Structured as passive learning.
  - **\*Suggestions:**\* Personalize tasks allowing self-expression and choice.
- **\*\*CP4 (Differentiated instruction for students)\*\***
  - **\*Explanation:**\* No evidence of differentiation to cater to diverse learning needs.
  - **\*Evidence:**\* Uniform approach without adjustments.
  - **\*Suggestions:**\* Adapt tasks to varying skill levels among students.
- **\*\*A4 (Teacher use of formative assessments)\*\***

- \*Explanation:\* No format for assessing comprehension is visible.
- \*Evidence:\* Alternative assessments or feedback loops are absent.
- \*Suggestions:\* Incorporate check-ins or reflective tasks.
- \*\*P2 (Lessons connected to previous and future lessons, broader purpose, and transferable skill)\*\*
- \*Explanation:\* It appears isolated rather than connected to prior or subsequent learning.
- \*Evidence:\* The assignment does not indicate links to broader topics.
- \*Suggestions:\* Connect lessons to broader themes like community or cooperation.
- \*\*CP1 (Alignment of instructional materials and tasks)\*\*
- \*Explanation:\* Alignment issues arise due to complexity for target age.
- \*Evidence:\* Task does not align with age-appropriate benchmarks.
- \*Suggestions:\* Ensure alignment with curricular scopes and age expectations.
- \*\*CP2, CP3 (Teacher knowledge of content, Discipline-specific approaches)\*\*
- \*Explanation:\* Knowledge is displayed but at an inappropriate level for 1st grade.
- \*Evidence:\* Content offers advanced organizational theory.
- \*Suggestions:\* Demonstrate same content knowledge through child-friendly applications.
- \*\*P3, CEC1 (Design of performance task, Classroom arrangement)\*\*
- \*Explanation:\* No performance task or classroom design information.
- \*Evidence:\* The text alone does not exhibit task design.
- \*Suggestions:\* Include hands-on activities and layout suggestions.
- \*\*A5, PCC2, PCC3, PCC1, PCC4, PCC5 (Communication and collaboration)\*\*
- \*Explanation:\* Lacks information on communicative and collaborative practices.
- \*Evidence:\* Text format lacks interaction beyond written information.
- \*Suggestions:\* Develop ways for involving guardians in the conversation and present collaborative strategies.

## Feedback to Student

You have worked on a complex topic about transformational management. For your age, learning about teamwork is also important. Let's try to simplify ideas and talk about how we can help organize things better with our friends. What do you think makes a team work well?

## Feedback to Teacher

The assignment appears to be set at a level much higher than 1st grade. Consider tailoring the complexity of topics to match early year learners by focusing on basic organizational skills like teamwork in simpler language. Engage students with interactive content, utilize visual aids, and incorporate more scaffolded questioning and differentiation for varied skill levels. Collaboration with families and community could better support students' learning journeys.