

Based on the handwriting and content visible in the uploaded submission, here is the evaluation:

## Grading Report

**\*\*Overall Score (out of 4)\*\*:** 2

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

## Component Analysis

- **\*\*P1 (Criterion 1: Learning target(s) connected to standards)\*\***
- **\*\*Explanation\*\*:** The learning targets seem to be connected to relevant academic standards, focusing on biological classification, which is a fundamental concept in biological sciences.
- **\*\*Evidence\*\*:** The content discusses the necessity to classify plants, which is aligned with biological taxonomy standards.
- **\*\*Suggestions\*\*:** Align the discussion more directly with the specific standards applicable to the grade level to ensure full coverage of expected competencies.
- **\*\*P4 (Criterion 1: Communication of learning target(s))\*\***
- **\*\*Explanation\*\*:** The communication of learning targets could be clearer.
- **\*\*Evidence\*\*:** There is a general flow of information but lacks explicit mention of the learning objectives.
- **\*\*Suggestions\*\*:** Clearly state the learning targets at the beginning to guide the student's focus.
- **\*\*P5 (Criterion 1: Success criteria)\*\***
- **\*\*Explanation\*\*:** Success criteria have not been clearly outlined.
- **\*\*Evidence\*\*:** The answer lacks specific criteria for what constitutes a complete or correct response.
- **\*\*Suggestions\*\*:** Define success criteria that students can use to measure their understanding and performance.
- **\*\*CEC2 (Criterion 2: Learning routines)\*\***
- **\*\*Explanation\*\*:** The response does not clearly showcase established learning routines.
- **\*\*Evidence\*\*:** The answer is somewhat structured but lacks a routine approach to classification.
- **\*\*Suggestions\*\*:** Introduce a step-by-step approach or routine that the student can follow.
- **\*\*SE1 (Criterion 2: Quality of questioning)\*\***
- **\*\*Explanation\*\*:** The quality of the questioning could be improved to encourage critical thinking.
- **\*\*Evidence\*\*:** The question presented is factual and doesn't encourage much analysis.
- **\*\*Suggestions\*\*:** Incorporate open-ended questions to stimulate higher-order thinking.
- **\*\*SE4 (Criterion 2: Opportunity and support for participation and meaning making)\*\***
- **\*\*Explanation\*\*:** There is some opportunity for participation, but it could be enhanced.
- **\*\*Evidence\*\*:** The student has participated in writing, but there is little evidence of support for deeper meaning-making.
- **\*\*Suggestions\*\*:** Provide scaffolds or prompts that help students connect the content to real-world applications.
- **\*\*SE5 (Criterion 2: Student talk)\*\***
- **\*\*Explanation\*\*:** Limited scope for student-generated discussion.
- **\*\*Evidence\*\*:** The task is predominantly written, with no evidence of verbal discourse.
- **\*\*Suggestions\*\*:** Encourage discussions or presentations on the topic to increase oral participation.

## Feedback to Student

Great effort in discussing why it is necessary to classify plants. To enhance your learning, try to understand how classification helps in broader biological sciences and everyday applications. Keep practicing clear and structured writing.

## **Feedback to Teacher**

Consider integrating explicit learning targets and success criteria within the assignments. Encourage student discussions and apply more open-ended questioning to promote critical thinking. Providing scaffolds can assist in deeper understanding and retention of concepts.