

## Grading Report

**\*\*Overall Score (out of 4)\*\*:** 3.8

**\*\*Rubric Coverage\*\*:** All components reviewed at distinguished level.

## Component Analysis

### P1 - Learning target(s) connected to standards

**Explanation:** The student shows clear understanding of the task and connectivity with the relevant standard.

**Evidence:** The response discusses a favorite season and provides reasons for personal preference which aligns with the ELA standard of composing opinion pieces.

**Suggestions:** None needed.

### P4 - Communication of learning target(s)

**Explanation:** The student demonstrated understanding of the task based on their response.

**Evidence:** The task was to describe a favorite season and provide reasons for why it was liked the most, which was demonstrated in the student's response.

**Suggestions:** None needed.

### P5 - Success criteria

**Explanation:** The student met the success criteria by producing a cogent and elaborative response.

**Evidence:** The response highlights key aspects of a season, explains their preferences, and supports with personal experiences or observations.

**Suggestions:** None needed.

CEC2 - Learning routines

**Explanation:** As this is a written task, we cannot evaluate learning routines directly.

**Evidence:** Not applicable.

**Suggestions:** Not applicable.

### SE1 - Quality of Questioning

**Explanation:** The task question was well constructed and open-ended, allowing freedom of expression.

**Evidence:** The task asked for both description and explanation, eliciting a rich, substantial response.

**Suggestions:** None needed.

### SE4 - Opportunity and support for participation and meaning making

**Explanation:** The task provides an opportunity for a personal response, encouraging participation and meaning-making.

**Evidence:** A personal perspective was asked for and provided by the student in the task.

**Suggestions:** None needed.

### SE5 - Student talk

**Explanation:** As this task is written, we cannot evaluate student talk directly.

**Evidence:** Not Applicable.

**Suggestions:** Not applicable.

### CP5 - Use of Scaffolds

**Explanation:** As an isolated task, we cannot evaluate the use of scaffolds.

**Evidence:** Not applicable.

**Suggestions:** Not applicable.

### SE2 - Ownership of Learning

**Explanation:** The student's response indicates understanding and engagement with the task, demonstrating ownership of learning.

**Evidence:** The task was fully completed and well-articulated.

**Suggestions:** None needed.

### **SE3 - Capitalizing on students strengths**

**Explanation:** The student shows strong writing skills and the ability to describe and explain their thoughts, showing use of personal strengths.

**Evidence:** Coherent and descriptive response.

**Suggestions:** Continue practicing descriptive writing and explanations which show critical thinking.

### **CP4 - Differentiated Instruction for Students**

**Explanation:** As this task is an individual assignment, we cannot evaluate differentiated instruction.

**Evidence:** Not Applicable.

**Suggestions:** Not Applicable.

### **A4 - Teacher Use of Formative Assessments**

**Explanation:** As this is an individual task, we cannot evaluate the teacher's use of formative assessments.

**Evidence:** Not Applicable.

**Suggestions:** Not Applicable.

### **P2 - Lessons Connected to Previous and Future Lessons, Broader Purpose and Transferable Skill**

**Explanation:** Skill of articulation, description, and critical thinking involved in the task are transferable to future tasks.

**Evidence:** The student response shows these skills.

**Suggestions:** Continue building on these skills.

### **CP1 - Alignment of Instructional Materials and Tasks**

**Explanation:** The task aligns with 2nd-grade ELA standards and objectives.

**Evidence:** The task required student to write an opinion piece which aligns with their grade level standards.

**Suggestions:** None needed.

### **Feedback to Student**

You did a great job expressing your love for spring! Your explanation and supporting details are clear and engaging. Keep up the good work!

### **Feedback to Teacher**

The task is well-aligned to grade-level writing standards and challenges students to express personal opinions with supporting details. Good work in maintaining engaging tasks for students that allow for individual expression! Please continue to use similar writing prompts to support students in developing their ability to articulate and support personal opinions.