

****Grading Report****

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

****Rubric Criterion**:** Criterion 4: Providing clear and intentional focus on subject matter content and

****Component Analysis****

Ø=Ý9 ****C4.1 - Teacher use of formative assessments****

- ****Explanation****: The student submitted a personal narrative that doesn't show evidence of formative assessment, limiting the possibilities of providing feedback on progress.
- ****Evidence****: The focus on personal preference ("My favorite season is spring") doesn't allow for the improvement based on assessment feedback.
- ****Suggestions****: In the future, students could be directed to include more evidence-based facts supporting their statements, which would demonstrate their understanding of the topic and their progress, enabling opportunities for formative assessment.

Ø=Ý9 ****C4.2 - Lessons connected to previous and future lessons, broader purpose and transferable skill****

- ****Explanation****: The submission somewhat aligns with this component. The student related their favorite season to their personal experiences and what they observe in nature, which could be connected to previous lessons on the seasons or natural science.
- ****Evidence****: They showed some understanding of the content, demonstrated by statements like "During spring, the flowers start to bloom and everything looks colorful."
- ****Suggestions****: The student could be instructed to connect their statements to broader purposes or transferable skills. For example, they could discuss how the changing of seasons impacts ecosystems or how the skills to observe these changes in nature could be applied in other areas.

Ø=Ý9 ****C4.3 - Alignment of instructional materials and tasks****

- ****Explanation****: The assignment aligns with this component as it encourages descriptive writing and personal reflection, assuming these elements are part of the unit's purpose.
- ****Evidence****: The student effectively used descriptive language, e.g., "I also enjoy seeing butterflies and hearing birds chirping."
- ****Suggestions****: To better align with the learning goals, the essay could be structured in a more challenging way, such as requiring students to bolster their descriptions with facts learned from instructional materials.

Ø=Ý9 ****C4.4 - Teacher knowledge of content****

- ****Explanation****: Based on student response, the teacher seems to have had limited input on the content since the submission is mostly based on personal perception.
- ****Evidence****: The submission lacks make connection to scientific concepts related to seasons.
- ****Suggestions****: The teacher might want to reinforce with the students how science content (such as the biological changes that occur during different seasons) can be linked to their personal narrative writing.

Ø=Ý9 **C4.5 - Discipline-specific teaching approaches**

- **Explanation**: It is unclear if any discipline-specific teaching approaches were employed due to the nature of the assignment.
- **Evidence**: The narrative does not specify the use of any discipline-specific vocabulary or contextual understandings.
- **Suggestions**: The teacher might want to include more discipline-specific instructions and guiding questions in future assignments to help students link their personal narratives to relevant scientific concepts.

Feedback to Student

Good job in describing your favorite season in an engaging and personal way! You showed good use of descriptive language (C4.3). Moving forward, you could strengthen your essays by incorporating facts or connections to what you've learnt in class or other relevant topics. For example, you could write about how spring impacts the environment or animal behaviors, and support this with evidence from what you learned in class (C4.1, C4.4). Keep up the good work and continue honing your writing skills!

Feedback to Teacher

The student seems able to express thoughts and observations clearly, a great starting point to build upon. The assignment could allow for more opportunities for formative assessment by prompting the inclusion of learning evidence in the submission (C4.1). In addition, guiding the students to make connections between their descriptive language and the course content could greatly enhance the depth and rigor of their submissions (C4.2, C4.4). And, discipline-specific instructions could aid students in developing conceptual understanding and discipline-specific habits of thinking (C4.5).