

## Grading Report

**\*\*Overall Score (out of 4):\*\*** 3

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

## Component Analysis

- **\*\*P1 (Criterion 1: Learning target(s) connected to standards)\*\***
- **\*\*Explanation:\*\*** The learning targets are well-connected to the standards as they explore classification and plant diversity.
- **\*\*Evidence:\*\*** The student's response addresses plant classification and the importance of these systems, indicating an alignment with science standards.
- **\*\*Suggestions:\*\*** Clearly define specific learning targets related to the state's educational standards within the assignment prompt.
- **\*\*P4 (Criterion 1: Communication of learning target(s))\*\***
- **\*\*Explanation:\*\*** The communication of learning targets could be more explicit in guiding student responses.
- **\*\*Evidence:\*\*** While the student has answered the questions thoroughly, the specific learning target isn't mentioned in their responses.
- **\*\*Suggestions:\*\*** Include a section in the assignment where learning targets are clearly communicated.
- **\*\*P5 (Criterion 1: Success criteria)\*\***
- **\*\*Explanation:\*\*** The criteria for success are implied but not explicitly outlined.
- **\*\*Evidence:\*\*** The depth and accuracy of the student's response imply successful understanding, but criteria could be clearer.
- **\*\*Suggestions:\*\*** Provide explicit success criteria to students, outlining what a complete and successful answer includes.
- **\*\*CEC2 (Criterion 2: Learning routines)\*\***
- **\*\*Explanation:\*\*** Effective routines for learning seem to be in place.
- **\*\*Evidence:\*\*** The structured and complete response indicates that the student understands the expectations and processes for answering such questions.
- **\*\*Suggestions:\*\*** Reinforce these routines by modeling answers or providing samples of completed tasks.
- **\*\*SE1 (Criterion 2: Quality of questioning)\*\***
- **\*\*Explanation:\*\*** The quality of questions is moderate, encouraging critical thinking and detailed responses.
- **\*\*Evidence:\*\*** The student's explanation of plant classification and the significance of botanical organizations shows engagement with complex ideas.
- **\*\*Suggestions:\*\*** Develop questions that require students to apply, analyze, and evaluate, rather than just recall information.
- **\*\*SE4 (Criterion 2: Opportunity and support for participation and meaning making)\*\***
- **\*\*Explanation:\*\*** The student has taken opportunities to make meaning from the content.
- **\*\*Evidence:\*\*** The detailed explanation of classification methods and botanical organizations suggests active participation.
- **\*\*Suggestions:\*\*** Allow peer discussions or group tasks to enhance understanding before individual submission.
- **\*\*SE5 (Criterion 2: Student talk)\*\***
- **\*\*Explanation:\*\*** There is no evidence of dialogue; this is an individual written task.
- **\*\*Evidence:\*\*** The student's written response doesn't reflect exchanges with peers or teachers.
- **\*\*Suggestions:\*\*** Integrate opportunities for student discussions to verbalize their understanding before writing.
- **\*\*CP5 (Criterion 3: Use of scaffolds)\*\***
- **\*\*Explanation:\*\*** Scaffolds are not explicitly present in student work.
- **\*\*Evidence:\*\*** The response is independent, indicating a lack of visible scaffolds.
- **\*\*Suggestions:\*\*** Provide outlines, graphic organizers, or sentence starters to help students structure their responses.

- **\*\*SE2 (Criterion 3: Ownership of learning)\*\***
- **\*\*Explanation:\*\*** The student shows ownership by providing detailed answers.
- **\*\*Evidence:\*\*** The comprehensive responses demonstrate a personal investment in the content.
- **\*\*Suggestions:\*\*** Encourage self-reflection on what strategies helped in writing such detailed responses.
- **\*\*SE3 (Criterion 3: Capitalizing on students' strengths)\*\***
- **\*\*Explanation:\*\*** The response plays well to the student's strengths in organizing and expressing ideas.
- **\*\*Evidence:\*\*** The organized format and thorough explanation leverage the student's written communication skills.
- **\*\*Suggestions:\*\*** Identify areas where the student can apply these strengths to other subjects.
- **\*\*CP4 (Criterion 3: Differentiated instruction for students)\*\***
- **\*\*Explanation:\*\*** No evidence of differentiation is evident in this task.
- **\*\*Evidence:\*\*** The student's work does not indicate customization based on individual learning styles or needs.
- **\*\*Suggestions:\*\*** Employ varied approaches such as visual aids, or practical examples to cater to different learners.
- **\*\*A4 (Criterion 4: Teacher use of formative assessments)\*\***
- **\*\*Explanation:\*\*** The student's response serves as a formative assessment for understanding.
- **\*\*Evidence:\*\*** The written response provides insight into the student's grasp of scientific concepts.
- **\*\*Suggestions:\*\*** Use these assessments to tailor future instruction and feedback.

## **Feedback to Student**

Your answers show a strong understanding of plant classification and the role of various global biological organizations. Keep up the good work by continuing to explore these concepts. When answering questions, it's helpful to connect your response to specific learning targets, which will guide your reading and writing toward achieving those goals.

## **Feedback to Teacher**

The student demonstrates a solid understanding of the subject matter, yet there is room for enhancing question clarity and learning target communication. Explicit success criteria and questioning techniques can deepen students' critical thinking. Additionally, consider incorporating more scaffolding and differentiated instruction to accommodate various learning needs, ensuring all students can engage meaningfully with the content.