

Grading Report

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

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

Component Analysis

- ****P1 (Learning target(s) connected to standards):****

****Explanation:**** The student does not clearly relate the assignment to specific learning targets or standards.

****Evidence:**** The question does not specify a learning target tied to standards to guide the student.

****Suggestions:**** Incorporate explicit statements or guidelines connecting the activity to learning targets.

- ****P4 (Communication of learning target(s)):**

****Explanation:**** Learning targets were not clearly communicated in the assignment.

****Evidence:**** The instructions and questions were vague and lacked clear learning objectives.

****Suggestions:**** Provide a concise statement of learning targets to enhance clarity and purpose.

- ****P5 (Success criteria):****

****Explanation:**** Success criteria were not evident in the assignment instruction.

****Evidence:**** No clear criteria were provided for the student on what constitutes a successful answer.

****Suggestions:**** Define success criteria in the task instructions to guide student responses.

- ****CEC2 (Learning routines):****

****Explanation:**** There was no indication of established learning routines to support this assignment.

****Evidence:**** The handwritten response suggests unclear guidance on routine or expected format.

****Suggestions:**** Encourage templates or routines for answers to improve organization and clarity.

- ****SE4 (Opportunity and support for participation and meaning making):****

****Explanation:**** Limited support was observed for student participation and connection-making.

****Evidence:**** The assignment did not include exercises that promote student interaction or exploration of ideas.

****Suggestions:**** Integrate interactive elements or prompts to encourage deeper engagement.

- ****CP5 (Use of scaffolds):****

****Explanation:**** No scaffolds were provided to support the student's understanding.

****Evidence:**** The open-ended question format did not include hints or frameworks.

****Suggestions:**** Provide graphic organizers or question prompts to help structure thinking.

- ****A4 (Teacher use of formative assessments):****

****Explanation:**** The assignment does not integrate formative assessment practices.

****Evidence:**** The student's responses do not reflect progressive assessment opportunities.

****Suggestions:**** Use formative assessments to evaluate understanding in stages and provide feedback regularly.

- ****CEC5 (Norms for learning):****

****Explanation:**** Norms for learning were not clearly established.

****Evidence:**** The response does not show an understanding or adherence to expected learning behavior.

****Suggestions:**** Establish clear norms and expectations for assignments to guide student work.

- ****PCC2 (Communication and collaboration with parents and guardians):****

****Explanation:**** No evidence of communication with parents regarding this assignment.

****Evidence:**** The task does not connect to home or offer ways for familial involvement.

****Suggestions:**** Create channels for parents to understand and support assignments at home.

Feedback to Student

Good attempt at answering the questions about the fundamental components of a PC. Make sure to think carefully about what is asked and try to format your answers clearly. Consider breaking your responses into smaller sections for each component you want to describe. Keep working on your handwriting, and always

read through your work to make sure it makes sense.

Feedback to Teacher

To enhance the learning experience and clarity in assignments, consider incorporating clear learning targets and success criteria directly into the task instructions. Providing scaffolds can aid students in structuring their thoughts and responses effectively. Additionally, integrating formative assessments throughout can offer more dynamic feedback and guide student learning progressively. Finally, communication with parents regarding assignments can further support student success.