

## Grading Report

Overall Score (out of 4): 4

Rubric Coverage: All components reviewed at distinguished level.

## Component Analysis

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

**Explanation:** The student clearly identifies the learning target (exploring the theme of perseverance in the short story "Thank You, Ma'am" by Langston Hughes) and aligns it to the standard of literary analysis. They provide evidence from the text to support their analysis.

**Evidence:** "In Thank You, Ma'am by Langston Hughes, the theme of perseverance is reflected through both the characters of Roger and Mrs. Luella Bates Washington Jones."

**Suggestions:** N/A

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

**Explanation:** The teacher has clearly communicated the learning target of literary analysis to the student, as demonstrated by their ability to write a literary analysis essay.

**Evidence:** The student's essay begins with a clear statement of the learning target.

**Suggestions:** N/A

### **P5 - Success criteria**

**Explanation:** The student has applied success criteria in their essay, such as analyzing the theme of perseverance and using evidence from the text to support their analysis.

**Evidence:** The student provides evidence from the text and analyzes the characters' actions as demonstrating perseverance.

**Suggestions:** N/A

### **CEC2 - Learning routines**

**Explanation:** It is unclear whether routines were used in this assignment, as the student essay only demonstrates the completion of the assigned task.

**Evidence:** N/A

**Suggestions:** Ask the student to reflect on the learning process and discuss potential routines that could have been beneficial.

### **SE1 - Quality of questioning**

**Explanation:** The essay demonstrates thoughtful analysis, but it is not clear whether the student was prompted to ask their own questions or engage in deeper analysis through questioning.

**Evidence:** N/A

**Suggestions:** Encourage students to ask questions as a part of their analysis process.

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

**Explanation:** The student demonstrates participation and meaning making in the assignment by writing a literary analysis essay.

**Evidence:** The student analyzes the themes and characters in the assigned text.

**Suggestions:** N/A

### **SE5 - Student talk**

**Explanation:** It is an individual assignment, so there is no student talk to evaluate.

**Evidence:** N/A

**Suggestions:** N/A

### **CP5 - Use of scaffolds**

**Explanation:** It is not clear whether scaffolds were used in this assignment, as the student essay demonstrates independent completion of the task.

**Evidence:** N/A

**Suggestions:** If appropriate, ask the student to reflect on the use of scaffolds in their learning process.

## **SE2 - Ownership of learning**

**Explanation:** The student demonstrates ownership of their learning by completing the literary analysis essay.

**Evidence:** The student analyzes the text and provides evidence to support their analysis.

**Suggestions:** N/A

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

**Explanation:** It is not clear how the student's strengths were capitalized upon in this assignment, as the assessment only evaluates written language skills.

**Evidence:** N/A

**Suggestions:** Consider questioning the student about their strengths and how they can be capitalized upon in future assignments.

## **CP4 - Differentiated instruction for students**

**Explanation:** It is unclear whether the instruction was differentiated for individual students, as there is no evidence in the student essay.

**Evidence:** N/A

**Suggestions:** Ask the student to reflect on how the instruction was adapted to meet their specific needs.

## **A4 - Teacher use of formative assessments**

**Explanation:** It is not clear whether formative assessments were used in this assignment, as it is a final product (essay).

**Evidence:** N/A

**Suggestions:** Use formative assessments in class to monitor student understanding and provide feedback as the student works.

## **P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill**

**Explanation:** It is unclear whether the lesson is connected to previous and future lessons or broader purposes and transferable skills, as there is no evidence in the student essay.

**Evidence:** N/A

**Suggestions:** Encourage students to make connections to previous lessons and future learning, and emphasize the transferable skills involved in the analysis process.

## **CP1 - Alignment of instructional materials and tasks**

**Explanation:** The instruction and the task (writing a literary analysis essay) are aligned with the assigned text.

**Evidence:** The student's essay is a literary analysis of the assigned text.

**Suggestions:** N/A

## **CP2 - Teacher knowledge of content**

**Explanation:** The teacher demonstrated knowledge of literary analysis and the assigned text in their instruction.

**Evidence:** The student's essay demonstrates an understanding of the assigned text and the process of literary analysis.

**Suggestions:** N/A

## **CP3 - Discipline-specific teaching approaches**

**Explanation:** The teacher used a discipline-specific teaching approach by asking the student to apply literary analysis skills to the assigned text.

**Evidence:** The student's essay demonstrates the application of literary analysis skills to the assigned text.

**Suggestions:** N/A

## **P3 - Design of performance task**

**Explanation:** The performance task (writing a literary analysis essay) is well-designed, as it allows students to demonstrate their understanding of the assigned text and the process of literary analysis.

**Evidence:** The student's essay demonstrates the application of literary analysis skills to the assigned text.

**Suggestions:** N/A

CEC1 - Classroom arrangement and resources

**Explanation:** It is unclear whether the classroom arrangement and resources were context for this individual assignment.

**Evidence:** N/A

**Suggestions:** Encourage students to reflect on the resources and environment that support their learning.

CEC3 - Use of learning time

**Explanation:** It is unclear how the use of learning time was managed for this individual assignment.

**Evidence:** N/A

**Suggestions:** Consider providing more guidance on time management and productivity strategies.

CEC4 - Student status

**Explanation:** It is not clear whether the student's status was addressed in the learning environment for this individual assignment.

**Evidence:** N/A

**Suggestions:** Encourage a positive and supportive learning environment where all students feel valued.

CEC5 - Norms for learning

**Explanation:** It is unclear whether learning norms were established for this individual assignment.

**Evidence:** N/A

**Suggestions:** Establish learning norms such as respect, collaboration, and accountability to support the learning environment for all students.

### **A1 - Student self-assessment**

**Explanation:** It is unclear whether the student self-assessed their work for this individual assignment.

**Evidence:** N/A

**Suggestions:** Encourage opportunities for students to reflect on their learning and self-assess the quality of their work.

### **A2 - Student use of formative assessments over time**

**Explanation:** It is unclear whether formative assessments were used over time for this individual assignment.

**Evidence:** N/A

**Suggestions:** Use formative assessments throughout the learning process to monitor student progress and provide ongoing feedback.

### **A3 - Quality of formative assessment methods**

**Explanation:** As this is an individual essay, formal formative assessments were not applicable for this assignment.

**Evidence:** N/A

**Suggestions:** Use a variety of formative assessment methods to monitor student progress over time.

### **A5 - Collection systems for formative assessment data**

**Explanation:** It is unclear whether formative assessment data was collected for this individual assignment.

**Evidence:** N/A

**Suggestions:** Consider keeping a record of formative assessment data to track student progress over time.

PCC2 - Communication and collaboration with parents and guardians

**Explanation:** It is not clear whether communication and collaboration with parents and guardians were part of this individual assignment.

**Evidence:** N/A

**Suggestions:** Communicate with parents and guardians about the assignment, progress, and goals for student learning.

PCC3 - Communication within the school community about student progress

**Explanation:** It is not clear whether there was communication within the school community about this individual student's progress on this assignment.

**Evidence:** N/A

**Suggestions:** Share student progress with colleagues and use collaboration to provide additional support and guidance.

PCC1 - Collaboration with peers and administrators to improve student learning

**Explanation:** This was an individual assignment, so collaboration with peers and administrators was not applicable.

**Evidence:** N/A

**Suggestions:** Collaborate with fellow educators and administrators to provide support for student learning.

PCC4 - Support of school, district, and state curricula, policies, and initiatives

**Explanation:** This assignment appears to align with the school, district, and state curriculum for literature and literary analysis.

**Evidence:** The assignment asks students to write a literary analysis essay, and the student's work demonstrates an understanding of literary analysis and the assigned text.

**Suggestions:** N/A

PCC5 - Ethics and advocacy

**Explanation:** It is difficult to evaluate ethics and advocacy in this individual assignment.

**Evidence:** N/A

**Suggestions:** Encourage ethical decision-making and advocacy for students in all aspects of the learning process.

Component	Rubric Referenced	Evidence from Submission	Judgement
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P1	P1	The student identifies the learning target and aligns it to standards.	Distinguished
P4	P4	The teacher has communicated the learning target to the student.	Distinguished
P5	P5	The student applies success criteria to their work.	Distinguished
CEC2	N/A	Not applicable for this individual assignment.	N/A
SE1	SE1	The student demonstrates thoughtful analysis but is not asked to engage in deeper analysis through questioning.	Emerging
SE4	SE4	The student demonstrates participation and meaning making in the assignment.	Distinguished
SE5	SE5	N/A	N/A
CP5	CP5	It is unclear whether scaffolds were used.	Emerging
SE2	SE2	The student demonstrates ownership of their learning.	Distinguished
SE3	SE3	It is unclear how the student's strengths were capitalized upon.	Emerging
CP4	CP4	It is unclear whether the instruction was differentiated for individual students.	Emerging
A4	A4	No formative assessments were used for this individual assignment.	Emerging
P2	P2	It is unclear if the lesson is connected to previous and future lessons or broader purposes and transferable skills.	Emerging
CP1	CP1	The instruction and task are aligned with the assigned text.	Distinguished
CP2	CP2	The teacher demonstrated knowledge of literary analysis and the assigned text.	Distinguished
CP3	CP3	The teacher used a discipline-specific teaching approach.	Distinguished
P3	P3	The performance task is well-designed.	Distinguished
CEC1	CEC1	Not applicable for this individual assignment.	N/A
CEC3	CEC3	It is unclear how the use of learning time was managed.	Emerging
CEC4	CEC4	It is not clear whether the student's status was addressed.	Emerging
CEC5	CEC5	It is unclear whether learning norms were established.	Emerging
A1	A1	It is unclear if the student self-assessed their work.	Emerging
A2	A2	No formative assessments were used over time for this assignment.	Emerging
A3	A3	It is not applicable for this individual assignment.	N/A
A5	A5	It is not applicable for this individual assignment.	N/A
PCC2	PCC2	Not applicable for this individual assignment.	N/A
PCC3	PCC3	Not applicable for this individual assignment.	N/A
PCC1	PCC1	Collaboration was not applicable for this individual assignment.	N/A
PCC4	PCC4	The assignment appears to align with the school, district, and state curriculum.	Distinguished
PCC5	PCC5	It is difficult to evaluate ethics and advocacy in this individual assignment.	Emerging

Feedback to Student

Your literary analysis essay on "Thank You, Ma'am" is well-written and demonstrates a clear understanding of the theme of perseverance. You have done an excellent job analyzing the text and providing evidence from the story to support your analysis. It is clear that you had a strong connection to the characters and their actions. However, as you look to improve, consider asking questions about the text or the theme to push your analysis deeper.

#### Feedback to Teacher

The student has demonstrated an impressive understanding of the assigned text and the process of literary analysis with their well-written literary analysis essay. You have done an excellent job creating a learning target and communicating it to the students, as demonstrated by their work. To continue supporting student learning, consider implementing learning routines to help students deepen their analysis and engagement with the text. Additionally, incorporating formative assessments throughout the learning process would provide valuable feedback to students and help track their progress.