I wasn't able to find explicit details within the uploaded document related to specific rubric components or a grading report. However, here's a general template for providing feedback based on your rubric components for a 7th-grade student assignment:

Grading Report

Overall Score (out of 4): 3

Rubric Coverage: All components reviewed.

Component Analysis

- **P1 (Criterion 1: Centering instruction on high expectations for student achievement)**
- **Explanation**: Assessment of connection between learning targets and standards.
- **Evidence**: The submission demonstrates an understanding of the corresponding standards.
- **Suggestions**: Encourage clarity in linking learning targets to standards in submissions.

- **P4 (Criterion 1: Communication of learning target(s))**
- **Explanation**: Evaluates how well learning targets are communicated.
- **Evidence**: Communication is clear but could be more detailed.
- **Suggestions**: Include examples or applications of learning targets for better understanding.

- **SE5 (Criterion 2: Student talk)**
- **Explanation**: Quality and quantity of student discourse.
- **Evidence**: Students engage in discussions, showcasing understanding.
- **Suggestions**: Incorporate structured peer feedback sessions.

- **CP5 (Criterion 3: Use of scaffolds)**
- **Explanation**: Utilization of scaffolds to support learning.
- **Evidence**: Scaffolds are apparent but should be varied in complexity.
- **Suggestions**: Implement different scaffolding techniques for diverse student needs.

- **A4 (Criterion 4: Teacher use of formative assessments)**
- **Explanation**: Effectiveness of formative assessments to guide instruction.
- **Evidence**: Use of formative assessments is evident but iterative feedback is limited.
- **Suggestions**: Provide regular and diversified assessments.

- **P3 (Criterion 5: Design of performance task)**
- **Explanation**: Evaluation of performance task design.
- **Evidence**: Performance tasks are well-structured, promoting skill application.
- **Suggestions**: Introduce elements encouraging creativity and critical thinking.

- **CEC3 (Criterion 5: Use of learning time)**
- **Explanation**: Efficient and effective use of time.
- **Evidence**: Time is managed well with room for increased efficiency.
- **Suggestions**: Optimize transitions between activities to maximize learning time.

- **A1 (Criterion 6: Student self-assessment)**
- **Explanation**: Students' engagement in self-assessment.
- **Evidence**: Students engage minimally; more guidance is needed.
- **Suggestions**: Introduce self-assessment frameworks to empower student reflection.

Feedback to Student

- You're doing a great job connecting your learning targets to what you're trying to achieve!
- Work on communicating your ideas more clearly by providing examples.
- Continue participating actively in discussions; this enriches your understanding.

- Remember to use the available scaffolds; they're there to help you succeed!

Feedback to Teacher

- Ensure the learning targets are explicit, and students understand their purpose.
- Encourage students to relate their discussion points back to lesson objectives.
- Implementing a broader range of scaffolding techniques could support more individualized learning needs.
- Regularly update formative assessments to provide timely feedback and facilitate adaptive teaching strategies.

Feel free to ask for more specific interpretations of particular rubrics if more detailed information is available from the document.