

**\*\*Grading Report\*\***

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

**\*\*Rubric Criterion\*\*:** Criterion 2: Demonstrating effective teaching practices.

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**\*\*Component Analysis\*\***

Ø=Ý9 **\*\*C2.1 - Learning routines\*\***

- Explanation: This student's submission does not show adequate evidence of learning routines for discussion and collaborative work. The absence of these elements suggests that the student might not be provided with opportunities for peer engagement and shared work.
- Evidence: The student provided a response only to the given question. There's no evidence of discussion or peer collaboration in this response.
- Suggestions: The student can be encouraged to discuss their thoughts with a peer before writing a solo response.

Ø=Ý9 **\*\*C2.2 - Quality of questioning\*\***

- Explanation: The submission aligns with this criterion, as the question asked was open-ended, allowing the student to express their understanding on a personal level.
- Evidence: The question asked was open-ended, "Describe your favorite season and explain why you like it the most."
- Suggestions: None, the question is well formulated.

Ø=Ý9 **\*\*C2.3 - Opportunity and support for participation and meaning making\*\***

- Explanation: The student's answer reflects their engagement with the question, creating an opportunity for personal meaning making. However, the response does not indicate an attempt to engage with discipline-specific ideas, such as those found in geography or science.
- Evidence: "My favorite season is spring. I love spring because the weather is just right—not too hot and not too cold."
- Suggestions: To push further engagement, the student can be asked to incorporate more discipline-specific knowledge regarding their favorite season, such as explaining how seasons change or the science behind it.

Ø=Ý9 **\*\*C2.4 - Student talk\*\***

- Explanation: The student provided adequate discipline-specific responses to the open-ended question, demonstrating their individual perspective. However, the response lacks evidence to support their thinking.
- Evidence: "During spring, the flowers start to bloom and everything looks colorful."
- Suggestions: The student should be encouraged to express their views more clearly and provide more reasoning or evidence behind their personal preferences.

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**\*\*Feedback to Student\*\***

You have done an excellent job describing why you like the spring season and providing some supporting details. Your engagement showed particularly strong in C2.3 because you shared a bit of your own personal experience and feelings related to the season. However, to improve C2.1, consider discussing your thoughts with a friend before writing your answers. For C2.4,

when you state your preferences or observations, try to provide reasoning or evidence to support your thoughts.

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**\*\*Feedback to Teacher\*\***

The student has shown good initial engagement with broad questions in criterion C2.2 through a detailed and personal answer. Moving forward, consider focusing on the opportunity to enhance teaching practices particularly on C2.1 by incorporating more learning activities that involve discussion and collaborative work. To bolster C2.4, encourage students to offer reasoning or evidence for their views to deepen their understanding. Also, to enrich deeper discipline-specific understanding (C2.3), the questions can be designed so they require the student to touch a bit on related academic topics.