

## **Grading Report:**

Score: 2 out of 4.

This grading report reviews a student's response to the prompt: "Describe your favorite season and explain why you like it the most," using a set of four rubric criteria: Learning routines, Quality of questioning, Opportunity and Support for participation and meaning making, and Student talk.

1. Learning routines: This submission displays some basic understanding of the topic in question (the student's favorite season). However, the learning routines for discussion and collaborative work aren't evident. That said, this task doesn't explicitly require collaboration. The student does show accountability for completing their work and for some level of learning, but the depth of the exploration could be improved.

2. Quality of Questioning: In this particular task, the student wasn't required to ask probing questions. The educator's question asked the student to reflect and analyze their own feelings - a task the student meets by explaining why they favor spring over other seasons (e.g., "I love spring because the weather is just right—not too hot and not too cold").

3. Opportunity and Support for Participation and Meaning Making: The student actively participates in this task and finds personal meaning in the assignment, expressed through their feelings about spring. However, there's a missed opportunity for deep connections or discipline-specific meaning making (e.g., tying these observations to learnings in natural science, literature, etc.).

4. Student Talk: The student makes their thinking evident, particularly in expressing why they like spring. Their writing reflects personal experience and emotions as well as some discipline-specific knowledge about the characteristic weather and activities of spring. However, there isn't evidence of pressing on thinking to expand ideas, or of connecting ideas to a wider disciplinary context.

## **Feedback:**

The student demonstrated good personal reflection and provided clear reasons to support their preference for spring, which aligns with the rubric's expectations for expressing personal sentiments and providing evidence to justify thinking. They managed to articulate their thoughts in a clear and compelling way, which is commendable for a middle school student.

The main area for improvement is depth of thinking and connecting experiences to broader disciplinary knowledge. To improve, the student could be encouraged to go beyond basic observations about the season ('flowers start to bloom', 'we get to play outside more') and draw more insightful or substantive connections to what they're learning in school. For instance, they can talk about the science behind why flowers bloom in spring, or how literature or art often uses spring as a symbol of renewal and birth.

At a middle school level, it would be beneficial for the student to get more practice with these higher-level thinking skills. Despite these areas for growth, the student shows promise in their ability to express thoughts in a direct, concise manner - an important skill at any academic level. As the grading intensity level is 'normal', these recommendations align with expected progress

for middle school students.

Overall, the student is halfway there and with some improvements, they can certainly reach higher levels of effective teaching practices. Remember, express yourself just as you did here but remember to delve deeper into the topics. Learning is not just about answering a question, it's about connecting that answer to a bigger picture!