

Grading Report

****Overall Score (out of 4)**:** 3.5/4

****Rubric Coverage**:** Most components applicable to the task were reviewed at a high level.

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The student's response met the learning target as it required a descriptive write-up about the favourite season.

Evidence: The student provided a comprehensive description of why spring is their favourite season.

Suggestions: None, the student answered according to the target criteria.

P4 - Communication of learning target(s)

Explanation: Not applicable for student submission.

P5 - Success criteria

Explanation: Not applicable for this grading as assessing success criteria is more centered on teachers.

CEC2 - Learning routines

Explanation: Not applicable in this context.

SE1 - Quality of questioning

Explanation: Not applicable in this context.

SE4 - Opportunity and support for participation and meaning making

Explanation: The student responded according to the given question and built up a coherent meaning around their favourite season.

Evidence: The student used descriptive language to provide an image of the spring season.

Suggestions: None, adeptly handled.

SE5 - Student talk

Explanation: Student response was appropriate and respectful.

Evidence: Student gave their reasoning of why spring is their favourite season.

Suggestions: None, well-expressed ideas.

CP5 - Use of scaffolds:

Explanation: Not applicable in this context.

SE2 - Ownership of learning

Explanation: Not directly applicable to student's response.

SE3 - Capitalizing on students strengths

Explanation: Not applicable in this context.

CP4 - Differentiated instruction for students

Explanation: Not applicable in this context.

A4 - Teacher use of formative assessments

Explanation: Not applicable in this context.

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

Explanation: Not applicable in this context.

CP1 - Alignment of instructional materials and tasks

Explanation: Not applicable in this context.

CP2 - Teacher knowledge of content

Explanation: Not applicable in this context.

CP3 - Discipline-specific teaching approaches

Explanation: Not applicable in this context.

P3 - Design of performance task

Explanation: Performance task was well designed as it provoked a meaningful and descriptive response.

Evidence: The student gave a detailed response of why spring is their favourite season.

Suggestions: None, question elicited a thoughtful response.

CEC1 - Classroom arrangement and resources

Explanation: Not applicable in this context.

CEC3 - Use of learning time

Explanation: Not applicable in this context.

CEC4 - Student status

Explanation: Not applicable in this context.

CEC5 - Norms for learning

Explanation: Not applicable in this context.

A1 - Student self-assessment

Explanation: Not directly applicable to the student's response.

A2 - Student use of formative assessments over time

Explanation: Not directly applicable to the student's response.

A3 - Quality of formative assessment methods

Explanation: Not directly applicable to the student's response.

A5 - Collection systems for formative assessment data

Explanation: Not applicable in this context.

PCC2 - Communication and collaboration with parents and guardians

Explanation: Not applicable in this context.

PCC3 - Communication within the school community about student progress

Explanation: Not applicable in this context.

PCC1 - Collaboration with peers and administrators to improve student learning

Explanation: Not applicable in this context.

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

Explanation: Not applicable in this context.

PCC5 - Ethics and advocacy

Explanation: Not directly applicable to the student's response.

Feedback to Student

You demonstrated excellent P1 by aligning your response to the learning targets. Your strong SE4 allowed you to construct a vivid and personal description of your favourite season, spring, capturing its unique characteristics and lifelong impact on your moods and activities. Keep up the good work!

Feedback to Teacher

This task allowed for evidence of P1 and SE4 in the student's response. The student was able to precisely align their ideas to the learning target and articulately provide a personalised description of their favourite season. The task indeed fortified the student's engagement and expressive abilities. Future tasks could always focus on expanding the range of responses to assess other components more comprehensively.