

Grading Report:

Score: 2 out of 4

Justification of Score:

The student's response was clear and descriptive. However, it appears to be slightly misaligned with the learning targets and success criteria outlined in the rubric. Although the student expressed enthusiastic appreciation for the spring season, their response did not connect to high expectations for student achievement - a crucial characteristic of Criterion 1.

Breakdown of Submission Per Rubric Component:**Learning Target(s) Connected to Standards:**

The response didn't fully meet this rubric component. The student successfully described their favorite season, which aligns with typical writing standards for narrative or descriptive texts. However, the task does not appear to be sufficiently challenging to promote high expectations for student achievement (as stated in Criterion 1).

Communication of Learning Target(s):

The assignment prompt doesn't seem to effectively convey a specific learning target to the student, resulting in a response that lacks focus on specific standards-based skills or knowledge. Reiterations like rephrasing learning targets or articulating their importance are not fully evident in the student's response.

Success Criteria:

While the answer gives a detailed description which signifies some degree of success, there are no clear and measurable success criteria stated for the assignment that align with high expectations for student achievement.

Feedback:**What the Student Did Well:**

The student effectively demonstrated their ability to express personal sentiment and provide vivid descriptions, as seen in lines such as "I love spring because the weather is just right—not too hot and not too cold." They exhibit strong proficiency in basic writing skills, and their personal connection to the assignment creates a captivating narrative.

Area for Improvement:

While the student's descriptive and narrative skills are apparent, their response could benefit from a more focused approach toward meeting specific learning targets. I would recommend adding components that require demonstration of various skills aligned with grade level standards.

Reflected Grade Level and Intensity:

The student's performance reflects the capacity to engage in descriptive writing, but the response does not fully demonstrate high school level ability. With the adjustment in learning targets and success criteria, the assignment could provide opportunities for higher level thinking.

Recommendations for Future Assignments:

For future assignments, strive to make sure the tasks align more closely with clearly stated, standards-based learning targets. Assignments should push students towards high expectations for achievement. More distinct success criteria should be provided to facilitate student self-assessment and to help guide their learning. With these adjustments, I believe the student will find even more success in future assignments.

Remember, great learning experiences are borne out of robust assignments that challenge students while giving them clear targets and paths to success. Keep up the good work, and don't hesitate to elevate the level of engagement and challenge in your tasks!