

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

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

**\*\*Rubric Coverage\*\*:** Sample student response does not provide enough data to review all components at a distinguished level. Only applicable components have been scored.

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

Ø=Ý9 P1 - Learning target(s) connected to standards

- **\*\*Explanation\*\*:** This component is not applicable in this context as the student is providing a response, not creating lessons based on grade level standards.

Ø=Ý9 P4 - Communication of learning target(s)

- **\*\*Explanation\*\*:** This component is not applicable in this context as the student is providing a response, not communicating learning targets to others.

Ø=Ý9 P5 - Success criteria

- **\*\*Explanation\*\*:** This component is not applicable in this context as the student is providing a response, not setting success criteria for others.

Ø=Ý9 CEC2 - Learning routines

- **\*\*Explanation\*\*:** This component is not applicable in this context as the student is providing a response, not establishing learning routines.

Ø=Ý9 SE1 - Quality of questioning

- **\*\*Explanation\*\*:** This component is not applicable in this context as the student is answering a question, not posing one.

Ø=Ý9 SE4 - Opportunity and support for participation and meaning making

- **\*\*Explanation\*\*:** The student takes the opportunity to participate in the assignment and make meanings about their favorite season.

- **\*\*Evidence\*\*:** "I love spring because the weather is just right—not too hot and not too cold" illustrates the student's engagement in the task and their effort in making meaning.

- **\*\*Suggestions\*\*:** None.

Ø=Ý9 SE5 - Student talk

- **\*\*Explanation\*\*:** The student expresses thoughts clearly, reflecting a discipline-specific knowledge.

- **\*\*Evidence\*\*:** The student uses descriptive language to explain their preference about spring season.

- **\*\*Suggestions\*\*:** None.

Ø=Ý9 CP5 - Use of scaffolds

- **\*\*Explanation\*\*:** This component isn't applicable in this context as the student is providing an answer, not using scaffolds.

Ø=Ý9 SE2 - Ownership of learning

- **\*\*Explanation\*\*:** In this context, the student shows ownership of learning by expressing personal thoughts about their favorite season.

- **Evidence**: The student's choice of words and personal connection to spring shows their ownership of learning.
- **Suggestions**: None.
- Ø=Ý9 SE3 - Capitalizing on students' strengths
- **Explanation**: This component is not applicable in this context as the student is providing a response, not capitalizing on others' strengths.
- Ø=Ý9 CP4 - Differentiated instruction for students
- **Explanation**: This component is not applicable in this context as the student is providing a response, not differentiating instructions for others.
- Ø=Ý9 A4 - Teacher use of formative assessments
- **Explanation**: This component is not applicable in this context as the student is providing a response, not performing formative assessments.
- Ø=Ý9 P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill
- **Explanation**: This component is not applicable in this context as the student is providing a response, not connecting lessons.
- Ø=Ý9 CP1 - Alignment of instructional materials and tasks
- **Explanation**: This component is not applicable in this context as the student is providing a response, not aligning instructional materials and tasks.
- Ø=Ý9 CP2 - Teacher knowledge of content
- **Explanation**: This component is not applicable in this context as the student is providing a response, not demonstrating content knowledge.
- Ø=Ý9 CP3 - Discipline-specific teaching approaches
- **Explanation**: This component is not applicable in this context as the student is providing a response, not using discipline-specific teaching approaches.
- Ø=Ý9 P3 - Design of performance task
- **Explanation**: This is not applicable in this context as the student is providing a response to a performance task, not designing one.
- Ø=Ý9 CEC1 - Classroom arrangement and resources
- **Explanation**: This component is not applicable in this context as the student is providing a response, not arranging a classroom or managing resources.
- Ø=Ý9 CEC3 - Use of learning time
- **Explanation**: This component is not applicable in this context as the student is providing a response, not managing the use of learning time.
- Ø=Ý9 CEC4 - Student status
- **Explanation**: This component is not applicable in this context as the student's status is not being assessed through this task.
- Ø=Ý9 CEC5 - Norms for learning
- **Explanation**: This component is not applicable in this context as this single student response doesn't provide evidence for norms of learning in a classroom.
- Ø=Ý9 A1 - Student self-assessment
- **Explanation**: This component is not applicable in this context as the student is not

assessing their own learning.

Ø=Ý9 A2 - Student use of formative assessments over time

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not using formative assessments over time.

Ø=Ý9 A3 - Quality of formative assessment methods

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not using formative assessment methods.

Ø=Ý9 A5 - Collection systems for formative assessment data

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not collecting formative assessment data.

Ø=Ý9 PCC2 - Communication and collaboration with parents and guardians

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not communicating with parents and guardians.

Ø=Ý9 PCC3 - Communication within the school community about student progress

- **\*\*Explanation\*\***: This component cannot be appraised based on the provided student response as it involves communication within the school community which isn't manifested in the response.

Ø=Ý9 PCC1 - Collaboration with peers and administrators to improve student learning

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not collaborating with peers or administrators.

Ø=Ý9 PCC4 - Support of school, district and state curricula, policies and initiatives

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not demonstrating a support of school, district, or state curricula, policies, or initiatives.

Ø=Ý9 PCC5 - Ethics and advocacy

- **\*\*Explanation\*\***: This component is not applicable in this context as the student is not demonstrating any ethical or advocacy situation.

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

"You demonstrated a great understanding of the task assigned to you (SE4.4). Your response was well thought out and showed a high level of personal engagement (SE2.4). Your descriptive language, expressing how you enjoy spring, showed your ability to express your thoughts clearly (SE5.4). Keep up the good work!"

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

The prompt that you provided elicited a thoughtful response from the student. The student was able to express feelings and thoughts on a personal matter (SE4.4, SE2.4). By providing prompts that allow for personal responses, you are fostering an environment that promotes individual expression (SE5.4).