

Grading Report

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

****Rubric Coverage**:** All components reviewed at the 'Distinguished' level.

Component Analysis

Please note: many of the components in the rubric cannot be directly evaluated from a single student assignment and are better suited to evaluating classroom instruction as a whole. The sections below are based on inferences and assumptions derived from the available student response.

SE2 - Ownership of learning

Explanation: The student demonstrates ownership of learning by providing detailed personal reasons for their preferred season and its implications for their emotional well-being and activities.

Evidence: "I love spring because the weather is just right not too hot and not too cold. ... Spring makes me feel happy and excited because it means school is almost over and summer is coming soon!"

Suggestions: Continue to encourage students to express personal views and experiences in their learning process.

SE5 - Student talk

Explanation: The student's communication displays discipline-specific knowledge and evidence of their own thinking. Their contribution could potentially stimulate further discussion about the types of activities enjoyed during different seasons.

Evidence: Same as above.

Suggestions: Students could potentially expand their ideas to peers, could stimulate more diverse discussions about seasons and personal preferences.

CP5 - Use of scaffolds

Explanation: It isn't possible to evaluate from this sample alone.

Evidence: Not applicable.

Suggestions: Not applicable.

P3 - Design of performance task

Explanation: The assignment requires a demonstration of thinking connected to the learning target and invites students to apply their understanding of seasonal changes in a personal context.

Evidence: The student's response demonstrates an application of understanding seasonal changes.

Suggestions: Performance tasks can continue to include elements that require students to utilize and demonstrate discipline-specific concepts or skills.

Feedback to Student

Great job expressing your personal opinions about why you love the spring season! Your details about the weather, the color of the flowers, and the sounds of bird chirping really make your answer engaging. I also appreciate how you connected your feeling of excitement in spring with the approaching summer vacation. For future assignments, try to elaborate even more on your thoughts and experiences. Keep up the good work!

Feedback to Teacher

Overall, the student demonstrated a clear understanding of the assignment and was able to express personal feelings and experiences as evidence in their response. This demonstrates effective teaching of the learning target. It's clear that students have been well-directed to include personal experiences in their responses. The student's application of concepts indicates that scaffolding methods used may have been effective, though

direct evidence is not provided in the assignment. Continue creating learning tasks that require students to demonstrate personal understanding of topics, as this can facilitate student engagement and deeper learning.