

<s> <s> ****Grading Report****

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

****Rubric Coverage****: All components reviewed.

Component Analysis

Rubric Code	Explanation	Evidence	Suggestions
P1	The submission connects the topic of recycling to broader environmental standards, which is a good start. However, it could be more explicit about specific learning targets tied to standards.	"Recycling is an important part of protecting our environment and conserving natural resources."	Clearly state the learning target, such as "Students will understand how recycling reduces waste and conserves resources."
P4	The communication of the learning target is clear but could be more direct.	The submission explains the importance of recycling.	Begin with a clear statement of the learning target, e.g., "Today, we will learn how recycling helps the environment."
P5	Success criteria are implied but not explicitly stated.	The submission mentions reducing waste and conserving resources.	Define success criteria, such as "Students will be able to list three benefits of recycling."
CEC2	The submission does not explicitly mention learning routines, but the topic is structured logically.	The submission is organized into two paragraphs.	Introduce learning routines, such as "First, we will discuss the problem of waste. Then, we will explore solutions."
SE1	The submission does not include questions to engage students.	No questions are present.	Add questions like, "What are some items you can recycle at home?"
SE4	The submission provides information but does not explicitly support participation or meaning-making.	The submission explains the benefits of recycling.	Encourage participation by asking students to share their recycling habits.
SE5	The submission is one-sided; it does not include student talk or interaction.	No student talk is present.	Include a dialogue or prompt for student responses, e.g., "What do you think happens to trash that is not recycled?"
CP5	The submission does not mention scaffolds for different learning levels.	No scaffolds are present.	Provide scaffolds, such as a graphic organizer for students to list recyclable items.
SE2	The submission does not address ownership of learning.	No mention of student ownership.	Encourage students to take ownership by setting personal recycling goals.
SE3	The submission does not capitalize on students' strengths.	No mention of student strengths.	Highlight students' prior knowledge, e.g., "Many of you already recycle at home. Let's build on that."
CP4	The submission does not differentiate instruction for various learning needs.	No differentiation is present.	Offer differentiated tasks, such as simple recycling sorting for struggling students and research projects for advanced students.
A4	The submission does not include formative assessments.	No formative assessments are present.	Include a quick quiz or exit ticket to assess understanding, e.g., "List one way you can recycle more."
P2	The submission connects recycling to broader environmental goals but does not link to previous or future lessons.	The submission discusses waste reduction and resource conservation.	Connect to previous lessons on pollution and future lessons on sustainable living.
CP1	The submission aligns with the topic of recycling but could be more explicit about instructional materials.	The submission focuses on recycling.	Mention specific materials, such as videos, articles, or hands-on activities about recycling.
CP2	The submission demonstrates good content knowledge about recycling.	The submission accurately explains the benefits of recycling.	Continue to emphasize accurate and detailed information.
CP3	The submission uses a general approach to teaching about recycling.	The submission provides information but lacks discipline-specific strategies.	Use subject-specific strategies, such as analyzing data on waste reduction or conducting a recycling audit.
P3	The submission does not mention a performance task.	No performance task is present.	Design a task, such as creating a recycling poster or plan for the school.
CEC1	The submission does not describe classroom arrangement or resources.	No mention of	

classroom setup. | Describe how the classroom is arranged to support learning, e.g., recycling bins as visual aids. |

| **CEC3** | The submission does not address the use of learning time. | No mention of time management. | Plan activities to maximize learning time, e.g., "Spend 10 minutes discussing, then 15 minutes on a recycling activity." |

| **CEC4** | The submission does not mention student status. | No mention of student engagement or behavior. | Monitor student engagement and adjust activities as needed. |

| **CEC5** | The submission does not establish norms for learning. | No learning norms are present. | Set norms, such as "Respect others' ideas during discussions about recycling." |

| **A1** | The submission does not include student self-assessment. | No self-assessment is present. | Encourage students to reflect, e.g., "Rate your understanding of recycling on a scale of 1-5." |

| **A2** | The submission does not mention formative assessments over time. | No formative assessments are present. | Use ongoing assessments, such as weekly recycling journals. |

| **A3** | The submission does not describe formative assessment methods. | No assessment methods are present. | Use methods like exit tickets, quizzes, or peer reviews. |

| **A5** | The submission does not mention data collection systems. | No data collection is present. | Collect data on student understanding through quizzes or surveys. |

| **PCC2** | The submission does not address communication with parents. | No mention of parent communication. | Share recycling tips with parents via newsletters or emails. |

| **PCC3** | The submission does not mention communication about student progress. | No communication about progress is present. | Share student recycling projects or achievements with the school community. |

| **PCC1** | The submission does not mention collaboration with peers or administrators. | No collaboration is present. | Collaborate with other teachers to plan recycling initiatives or share resources. |

| **PCC4** | The submission does not mention support for school policies. | No mention of school policies. | Align recycling lessons with school or district environmental initiatives. |

| **PCC5** | The submission does not address ethics or advocacy. | No mention of ethics or advocacy. | Encourage students to advocate for recycling in their communities. |

Feedback to Student

Great job explaining the importance of recycling! To improve, try to:

1. **State the learning target clearly** at the beginning, like "Today, we will learn how recycling helps the environment."
2. **Include questions** to engage your classmates, such as "What are some items you can recycle at home?"
3. **Define success criteria**, like "Students will be able to list three benefits of recycling."
4. **Encourage participation** by asking students to share their recycling habits or set personal goals.

Feedback to Teacher

The submission provides a solid foundation for teaching about recycling. To enhance the lesson:

1. **Explicitly state learning targets and success criteria** to align with standards.
2. **Incorporate questions and student talk** to foster engagement and meaning-making.
3. **Use scaffolds and differentiated instruction** to support diverse learners.
4. **Include formative assessments** like exit tickets or recycling journals to track progress.
5. **Design a performance task**, such as creating a recycling plan or poster, to apply learning.
6. **Communicate with parents** about the lesson and encourage involvement in recycling at home.
7. **Collaborate with peers** to share resources or plan school-wide recycling initiatives.

This feedback will help strengthen the lesson and better meet the needs of all students. Keep up the great work!