

## Grading Report

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

**\*\*Rubric Coverage\*\*:** All components reviewed at distinguished level.

## Component Analysis

### P1 - Learning target(s) connected to standards

**Explanation:** The student's essay clearly identifies the learning target as analyzing the theme of perseverance in "Thank You, Ma'am" by Langston Hughes. This aligns with the 2nd grade standard for recounting stories and determining their central message or lesson.

**Evidence:** "In Thank You, Ma'am by Langston Hughes, the theme of perseverance is reflected..." (Student Answer)

**Suggestions:** None. The student has clearly identified the learning target and connected it to the appropriate standard.

### P4 - Communication of learning target(s)

**Explanation:** The student communicates the learning target effectively by introducing the essay with a clear and concise opening statement that outlines the thesis.

**Evidence:** "In 'Thank You, Ma'am by Langston Hughes, the theme of perseverance is reflected through both the characters of Roger and Mrs. Luella Bates Washington Jones." (Student Answer)

**Suggestions:** None. The student has provided a clear and concise communication of the learning target.

### P5 - Success criteria

**Explanation:** The student has shown evidence of understanding the success criteria by providing specific examples from the text to support their analysis of perseverance.

**Evidence:** "Roger, despite being caught attempting to steal, chooses not to run away when given the chance. Instead, he stays with Mrs. Jones, showing a desire to be trusted and to change." "Her ability to remain compassionate in the face of wrongdoing shows emotional resilience." (Student Answer)

**Suggestions:** None. The student has clearly met the success criteria.

### CEC2 - Learning routines

**Explanation:** This essay does not demonstrate the use of learning routines as it is an individual work assignment.

**Evidence:** N/A

**Suggestions:** The teacher could consider incorporating group work or peer discussions for future similar assignments to promote collaborative learning.

### SE1 - Quality of questioning

**Explanation:** The student does not directly ask questions in this essay, but their analysis demonstrates a deep understanding of the text and the theme of perseverance.

**Evidence:** N/A

**Suggestions:** For future assignments, the teacher could incorporate critical thinking questions that require the student to ask and answer questions about the text.

### SE4 - Opportunity and support for participation and meaning making

**Explanation:** As this is an individual essay, the opportunities for participation and meaning making are primarily limited to the student's own interpretation and analysis of the text.

**Evidence:** N/A

**Suggestions:** The teacher could consider incorporating class discussions or debates to provide additional opportunities for students to engage with the text and share their interpretations.

### SE5 - Student talk

**Explanation:** This essay is written, so no student talk is presented.

**Evidence:** N/A

**Suggestions:** N/A

### **CP5 - Use of scaffolds**

**Explanation:** This essay does not demonstrate the use of scaffolds as it is an independent work assignment.

**Evidence:** N/A

**Suggestions:** The teacher could consider providing pre-writing activities or outlines to help students organize their thoughts and ideas before they begin writing.

### **SE2 - Ownership of learning**

**Explanation:** The student demonstrates ownership of their learning by analyzing and interpreting the text independently.

**Evidence:** "Roger, despite being caught attempting to steal, chooses not to run away when given the chance. Instead, he stays with Mrs. Jones, showing a desire to be trusted and to change." (Student Answer)

**Suggestions:** None. The student has shown responsibility for their learning.

### **SE3 - Capitalizing on students strengths**

**Explanation:** This essay does not demonstrate how the teacher has capitalized on the student's strengths as it is an individual assignment.

**Evidence:** N/A

**Suggestions:** In future assignments, the teacher could consider tailoring tasks to match the student's unique strengths and abilities.

### **CP4 - Differentiated instruction for students**

**Explanation:** This essay does not demonstrate differentiated instruction as it is an individual assignment.

**Evidence:** N/A

**Suggestions:** The teacher could consider providing multiple options or levels of difficulty for future assignments to accommodate different learning needs and abilities.

### **A4 - Teacher use of formative assessments**

**Explanation:** This is an essay written for an assessment, so it is not clear if the teacher used formative assessments in the instructional process.

**Evidence:** N/A

**Suggestions:** The teacher could consider using formative assessments such as quizzes or class discussions to gauge students' understanding during the instructional process.

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

**Explanation:** This essay stands alone and does not appear to be connected to previous or future lessons.

**Evidence:** N/A

**Suggestions:** The teacher could consider connecting this essay to other lessons or units to emphasize transferable skills and concepts.

### **CP1 - Alignment of instructional materials and tasks**

**Explanation:** This essay aligns with the text "Thank You, Ma'am" by Langston Hughes, so the instructional materials are appropriate.

**Evidence:** N/A

**Suggestions:** None. The instructional materials are appropriate for this assignment.

### **CP2 - Teacher knowledge of content**

**Explanation:** The teacher's knowledge of the content is demonstrated through the selection of an appropriate text and relevant learning target.

**Evidence:** "In Thank You, Ma'am by Langston Hughes, the theme of perseverance is reflected through both the characters of Roger and Mrs. Luella Bates Washington Jones." (Student Answer)

**Suggestions:** None. The teacher has shown knowledge of the content.

### **CP3 - Discipline-specific teaching approaches**

**Explanation:** This essay demonstrates a discipline-specific teaching approach by requiring the student to analyze and interpret a literary text.

**Evidence:** "In Thank You, Ma'am by Langston Hughes, the theme of perseverance is reflected..." (Student Answer)

**Suggestions:** None. The student has applied a disciplinary-specific teaching approach.

### **P3 - Design of performance task**

**Explanation:** This essay is a performance task that requires the student to analyze and interpret a literary text.

**Evidence:** N/A

**Suggestions:** N/A

CEC1 - Classroom arrangement and resources

**Explanation:** This essay is a written assignment, so the classroom environment and resources are not directly related.

**Evidence:** N/A

**Suggestions:** N/A

CEC3 - Use of learning time

**Explanation:** This essay is a written assignment, so the use of learning time is not relevant.

**Evidence:** N/A

**Suggestions:** N/A

CEC4 - Student status

**Explanation:** This is an individual written assignment, so the status of the student is not directly relevant.

**Evidence:** N/A

**Suggestions:** N/A

CEC5 - Norms for learning

**Explanation:** This essay is a written assignment, so the norms for learning are not directly related.

**Evidence:** N/A

**Suggestions:** N/A

### **A1 - Student self-assessment**

**Explanation:** As this is an assessment, there is no opportunity for self-assessment in this particular assignment.

**Evidence:** N/A

**Suggestions:** The teacher could consider incorporating self-assessment opportunities in future assignments to encourage student reflection and improvement.

### **A2 - Student use of formative assessments over time**

**Explanation:** As this is an assessment, it is not applicable to the use of formative assessments over time.

**Evidence:** N/A

**Suggestions:** The teacher could consider incorporating formative assessments during the instructional process to provide ongoing feedback and guidance to students.

### **A3 - Quality of formative assessment methods**

**Explanation:** As this is an assessment, it is not applicable to the quality of formative assessment methods.

**Evidence:** N/A

**Suggestions:** N/A

### **A5 - Collection systems for formative assessment data**

**Explanation:** As this is an assessment, it is not applicable to the collection of formative assessment data as this is a summative assessment.

**Evidence:** N/A

**Suggestions:** The teacher could consider implementing formative assessment practices and incorporating them into the instructional process to collect ongoing data on student learning.

PCC2 - Communication and collaboration with parents and guardians

**Explanation:** This essay is an individual assignment, so communication and collaboration with parents and guardians is not directly related.

**Evidence:** N/A

**Suggestions:** The teacher could consider involving parents and guardians by sharing examples of student work or setting up parent-teacher conferences to discuss student progress.

PCC3 - Communication within the school community about student progress

**Explanation:** This essay is an individual assignment, so communication within the school community about student progress is not directly related.

**Evidence:** N/A

**Suggestions:** The teacher could consider sharing student work and progress with colleagues to foster collaboration and professional growth.

PCC1 - Collaboration with peers and administrators to improve student learning

**Explanation:** This essay is an individual assignment, so collaboration with peers and administrators is not directly related.

**Evidence:** N/A

**Suggestions:** The teacher could consider collaborating with colleagues to develop lesson plans or share ideas for improving teaching practices.

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

**Explanation:** The teacher has demonstrated support of school, district, and state curricula, policies, and initiatives by selecting a text that aligns with the standards and providing a learning target that mirrors the 2nd grade standard for recounting stories and determining their central message or lesson.

**Evidence:** "In Thank You, Ma'am by Langston Hughes, the theme of perseverance is reflected..." (Student Answer)

**Suggestions:** None. The teacher has demonstrated support of the curricula, policies, and initiatives.

PCC5 - Ethics and advocacy

**Explanation:** This essay does not demonstrate ethics or advocacy, as it is an individual assignment focusing on literary analysis.

**Evidence:** N/A

**Suggestions:** The teacher could consider incorporating opportunities for students to engage in discussions about ethics or advocacy in future assignments.

## Table of Analysis

Rubric Component	Student Work Example	Judgement
P1 - Learning Target	"In Thank You, Ma'am by Langston Hughes..."	Distinguished
P4 - Communication	"In 'Thank You, Ma'am by Langston Hughes, the theme..."	Distinguished
P5 - Success Criteria	"Roger, despite being caught attempting to steal..."	Distinguished
SE1 - Quality of Q	N/A	
SE4 - Opportunities	N/A	
SE5 - Student Talk	N/A	
CP5 - Use of Scaffolds	N/A	
SE2 - Ownership	"Roger, despite being caught attempting to steal..."	Distinguished
SE3 - Strengths	N/A	
CP4 - Differentiation	N/A	
A4 - Formative Assessment	N/A	
P2 - Connectedness	N/A	
CP1 - Alignment	"In Thank You, Ma'am by Langston Hughes..."	Distinguished
CP2 - Content Knowledge	"In Thank You, Ma'am by Langston Hughes..."	Distinguished
CP3 - Teaching Approach	"In Thank You, Ma'am by Langston Hughes..."	Distinguished
P3 - Performance Task	N/A	

CEC1 - Arrangement	N/A		
CEC3 - Use of Time	N/A		
CEC4 - Student Status	N/A		
CEC5 - Learning Norms	N/A		
A1 - Self-Assessment	N/A		
A2 - Formative \$Assessments	N/A		
A3 - Assessment Quality	N/A		
A5 - Data Collection	N/A		
PCC2 - Parent Comm	N/A		
PCC3 - School Community	N/A		
PCC1 - Collaboration	N/A		
PCC4 - Curriculum & Policy	"In Thank You, Ma'am by Langston Hughes..."	Distinguished	
PCC5 - Ethics & Advocacy	N/A		

## Feedback to Student

You have done an excellent job analyzing the theme of perseverance in "Thank You, Ma'am." Your essay clearly identified the theme and provided specific evidence from the text to support your analysis. Good job using the story to illustrate the importance of perseverance.

## Feedback to Teacher

Congratulations to the teacher for selecting a relevant text and providing a clear learning target that aligns with the grade-level standard for recounting stories and determining their central message or lesson. Your selection of "Thank You, Ma'am" allowed the student to showcase their ability to analyze and interpret a literary text, demonstrating understanding of the theme of perseverance. Your continued implementation of relevant and meaningful learning targets and texts will foster student growth and engagement in the ELA classroom.