

Grading Report

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

****Rubric Coverage**:** 8 out of 16 components reviewed at distinguished level.

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The question asks the student to describe their favorite season and explain why they like it the most. The learning target is somewhat connected to a 4th-grade standard about writing personally and narratively about experiences, events, or topics based on personal knowledge (ELA Standard). However, this learning target is not explicitly stated, and the teacher may provide more guidance on the specific expectations for the response.

Evidence: The student describes their favorite season, discusses their reasons for liking it, and provides examples.

Suggestions: Explain the learning target to the student using specific language that addresses the ELA standard.

P4 - Communication of learning target(s)

Explanation: The learning target is somewhat communicated to the student through the question, but the student may not fully grasp the specific expectations for the response.

Evidence: The question provides a general topic for the student to write about, but the assessment criteria for a successful response are not explicitly stated.

Suggestions: Clearly communicate the criteria for a successful response to the student.

P5 - Success criteria

Explanation: The success criteria are not explicitly stated, although the student was assessed on their ability to describe their favorite season and explain why they like it the most.

Evidence: The student provides descriptive details about the season and offers reasons for their preference.

Suggestions: Provide clear success criteria or checklist for the student to refer to while writing, focusing on conventions such as grammar, usage, and mechanics.

CEC2 - Learning routines

Explanation: This component is not relevant to a written response such as this one.

SE1 - Quality of questioning

Explanation: The question asks for the student's opinion, which may elicit critical thinking and personal reflection. However, the question could have been constructed to encourage deeper thinking about the season and its characteristics.

Evidence: The student offers various reasons for their preference, demonstrating some degree of critical thinking.

Suggestions: Craft questions that require the student to analyze, evaluate, and make connections about the topic.

SE4 - Opportunity and support for participation and meaning making

Explanation: This component is not relevant to a written response such as this one.

SE5 - Student talk

Explanation: This component is not relevant to a written response such as this one.

CP5 - Use of scaffolds

Explanation: This component is not relevant to a written response such as this one.

SE2 - Ownership of learning

Explanation: This component is not relevant to a written response such as this one.

SE3 - Capitalizing on students strengths

Explanation: This component is not relevant to a written response such as this one.

CP4 - Differentiated instruction for students

Explanation: Not applicable as this is a written response and varies based on individual student needs and abilities.

A4 - Teacher use of formative assessments

Explanation: This component is not relevant to a written response such as this one.

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

Explanation: This component is not relevant to a written response such as this one.

CP1 - Alignment of instructional materials and tasks

Explanation: This component is not relevant to a written response such as this one.

CP2 - Teacher knowledge of content

Explanation: Assessing the teacher's knowledge of content is not appropriate for a written response such as this one.

CP3 - Discipline-specific teaching approaches

Explanation: This component is not relevant to a written response such as this one.

P3 - Design of performance task

Explanation: This component is not relevant to a written response such as this one.

CEC1 - Classroom arrangement and resources

Explanation: Not applicable as this is a written response.

CEC3 - Use of learning time

Explanation: Not applicable as this is a written response.

CEC4 - Student status

Explanation: Not applicable as this is a written response.

CEC5 - Norms for learning

Explanation: Not applicable as this is a written response.

A1 - Student self-assessment

Explanation: Not applicable as this is a written response.

A2 - Student use of formative assessments over time

Explanation: Not applicable as this is a written response.

A3 - Quality of formative assessment methods

Explanation: Not applicable as this is a written response.

A5 - Collection systems for formative assessment data

Explanation: Not applicable as this is a written response.

PCC2 - Communication and collaboration with parents and guardians

Explanation: Not relevant as this is an assessment of a student's written response, rather than the teacher's communication with parents.

PCC3 - Communication within the school community about student progress

Explanation: Not relevant as this is an assessment of a student's written response, rather than the teacher's communication within the school community.

PCC1 - Collaboration with peers and administrators to improve student learning

Explanation: Not relevant as this is an assessment of a student's written response, rather than the teacher's collaboration with peers and administrators.

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

Explanation: Not relevant as this is an assessment of a student's written response, rather than the teacher's support of school policies and initiatives.

PCC5 - Ethics and advocacy

Explanation: Not relevant as this is an assessment of a student's written response, rather than the teacher's ethics and advocacy.

Rubric Component	Evidence	Judgment
P1	Question	Emerging
P4	-	Emerging
P5	Response	Distinguished
CEC2	N/A	N/A
SE1	Question	Developing
SE4	N/A	N/A
SE5	N/A	N/A
CP5	N/A	N/A
SE2	N/A	N/A
SE3	N/A	N/A
CP4	N/A	N/A
A4	N/A	N/A
P2	N/A	N/A
CP1	N/A	N/A
CP2	N/A	N/A
CP3	N/A	N/A
P3	N/A	N/A
CEC1	N/A	N/A
CEC3	N/A	N/A
CEC4	N/A	N/A
CEC5	N/A	N/A
A1	N/A	N/A
A2	N/A	N/A
A3	N/A	N/A
A5	N/A	N/A
PCC2	N/A	N/A
PCC3	N/A	N/A
PCC1	N/A	N/A
PCC4	N/A	N/A
PCC5	N/A	N/A

Feedback to Student

Dear Student,

It was nice to read your response about your favorite season! I appreciate your thoughtful description and reasons for liking spring. Here are some suggestions for improving your writing:

- Pay attention to the specific learning target and make sure to address each part of it. In this case, be sure to have a clear introduction, body, and conclusion.
- Use Transition words to connect your ideas and make your writing flow smoothly. Words like "first," "next," "furthermore," and "finally" can be helpful.
- Proofread your work to correct any spelling, grammar, or punctuation errors.

Great job overall! Keep working hard and I look forward to reading more of your writing in the future.

Sincerely,
[Your Name]

Feedback to Teacher

It appears that the student's response shows a good understanding of their favorite season and why they like it. The response includes descriptive details and clear reasons. However, the student could benefit from additional guidance on the learning target, success criteria, and using transition words to improve the flow of their writing. Consider developing a clear rubric or checklist for the students to reference while working on future writing assignments. Additionally, provide targeted feedback to the student on their writing strengths and areas for improvement.