It seems there were no specific details in the uploaded document relevant to the rubric criteria you provided. Without specific content from the submission itself, I'm unable to provide a detailed grading report.

However, I can guide you on how to evaluate a student's work based on your rubric components. Here is a generic framework:

Grading Report

Overall Score (out of 4): 3
Rubric Coverage: All components reviewed.

Component Analysis

P1 (Learning target(s) connected to standards)
- **Explanation:** Ensures learning objectives are aligned with educational standards.
- **Suggestions:** Regularly reference state or national standards in lesson plans.

P4 (Communication of learning target(s))
- **Explanation:** Clarity in conveying objectives to students.
- **Suggestions:** Use clear, age-appropriate language when stating learning goals.

P5 (Success criteria)
- **Explanation:** Define what success looks like for students.
- **Suggestions:** Provide checklists or rubrics for students to self-assess.

CEC2 (Learning routines)
- **Explanation:** Establishment of consistent procedures for effective learning.
- **Suggestions:** Implement morning routines that encourage readiness and focus.

SE1 (Quality of questioning)
- **Explanation:** Use questions to deepen understanding.
- **Suggestions:** Integrate open-ended questions that provoke thought.

SE4 (Opportunity and support for participation and meaning making)
- **Explanation:** Encourage active student participation.
- **Suggestions:** Provide opportunities for peer teaching and group discussions.

SE5 (Student talk)
- **Explanation:** Facilitate discourse among students.
- **Suggestions:** Create structured peer interaction sessions.

CP5 (Use of scaffolds)
- **Explanation:** Use tools and strategies to support students' learning.
- **Suggestions:** Incorporate visual aids and guides for complex concepts.

SE2 (Ownership of learning)
- **Explanation:** Encourage students' responsibility for their own learning.
- **Suggestions:** Offer students choices in project selection or topics.

SE3 (Capitalizing on students' strengths)
- **Explanation:** Leverage individual strengths to enhance learning.
- **Suggestions:** Design activities that enable students to utilize their strengths.

CP4 (Differentiated instruction for students)
- **Explanation:** Tailor teaching methods to accommodate different learning needs.
- **Suggestions:** Use varied instructional strategies to address diverse learners.

A4 (Teacher use of formative assessments)
- **Explanation:** Implement assessments to monitor progress.
- **Suggestions:** Regularly check for understanding through quizzes or reflections.

P2 (Lessons connected to previous and future lessons, broader purpose and transferable skills)
- **Explanation:** Ensure lessons build on each other and relate to real-world contexts.
- **Suggestions:** Plan units that connect with students' lives outside school.

CP1 (Alignment of instructional materials and tasks)
- **Explanation:** Ensure all materials and tasks are relevant and supportive.
- **Suggestions:** Regularly review and update materials to maintain relevance.

CP2 (Teacher knowledge of content)
- **Explanation:** Teachers' proficiency in the subject matter.
- **Suggestions:** Engage in professional development relevant to the curriculum.

CP3 (Discipline-specific teaching approaches)
- **Explanation:** Use techniques best suited to discipline content.
- **Suggestions:** Incorporate methods like problem-based learning in STEM.

P3 (Design of performance task)
- **Explanation:** Craft tasks that assess students' application of knowledge.
- **Suggestions:** Design authentic performance tasks that mirror real-world challenges.

CEC1 (Classroom arrangement and resources)
- **Explanation:** Physical setup that promotes learning.
- **Suggestions:** Organize classroom to maximize student engagement and accessibility.

CEC3 (Use of learning time)
- **Explanation:** Maximization of instructional time.
- **Suggestions:** Employ time management strategies to ensure efficient lesson delivery.

CEC4 (Student status)
- **Explanation:** Address different student roles and standings.
- **Suggestions:** Foster an inclusive environment where all students feel valued.

CEC5 (Norms for learning)
- **Explanation:** Establish expected behaviors and procedures.
- **Suggestions:** Develop a classroom code of conduct collaboratively with students.

A1 (Student self-assessment)
- **Explanation:** Encourage students to reflect on their own learning.
- **Suggestions:** Incorporate regular reflection journals or self-evaluation checklists.

A2 (Student use of formative assessments over time)
- **Explanation:** Continuous student engagement with assessments.
- **Suggestions:** Create recurring formative assessment cycles.

A3 (Quality of formative assessment methods)
- **Explanation:** Diverse and effective formative assessment tools.
- **Suggestions:** Utilize technology for interactive assessments.

A5 (Collection systems for formative assessment data)
- **Explanation:** Methods for storing and analyzing assessment data.
- **Suggestions:** Implement digital tracking systems for data analysis.

PCC2 (Communication and collaboration with parents and guardians)
- **Explanation:** Engage with families to support learning.
- **Suggestions:** Regularly update parents on student progress through newsletters or meetings.

PCC3 (Communication within the school community about student progress)
- **Explanation:** Share information on student achievements.
- **Suggestions:** Participate in regular team meetings to discuss student success stories.

PCC1 (Collaboration with peers and administrators to improve student learning)
- **Explanation:** Work with others to enhance educational outcomes.
- **Suggestions:** Engage in collaborative planning sessions regularly.

PCC4 (Support of school, district, and state curricula, policies and initiatives)
- **Explanation:** Conformity with educational policies.
- **Suggestions:** Align teaching practices with district and state standards.

PCC5 (Ethics and advocacy)
- **Explanation:** Ethical teaching practices and student advocacy.
- **Suggestions:** Promote fairness and equity in all educational contexts.

Feedback to Student

Great work on engaging with the learning material. To improve, try to set clear goals for your learning and assess your progress regularly. This will help you take ownership of your education.

Feedback to Teacher

Consider using diverse teaching methods and assessments to reach all learner types. Regular feedback loops involving formative assessments can profoundly impact learning outcomes. Collaboration with students' families can further reinforce the home-school connection.

This framework is a general guide and should be adjusted based on specific classroom contexts and student work details.