

****Grading Report****

****Overall Score (out of 4)**:** 1/4

****Rubric Criterion**:** Criterion 2: Demonstrating effective teaching practices.

****Component Analysis****

Ø=Ý9 ****C2.1 - Learning routines****

- Explanation: The submission does not align effectively with C2.1. There are no clear strategies demonstrated for discussion or collaborative work.
- Evidence: The entire submission revolves around the student's personal perspective: "My favorite season is spring. I love spring because..."
- Suggestions: Encourage peer collaboration in responding to questions. Next time, students could be prompted to discuss their responses with classmates before submitting their final answers.

Ø=Ý9 ****C2.2 - Quality of questioning****

- Explanation: The submission somewhat aligns with C2.2. The question asked invites subjective reasoning, but does not encourage probing or deepening of understanding.
- Evidence: The question posed was: "Describe your favorite season and explain why you like it the most."
- Suggestions: Future questions should encourage critical thinking or exploration of unfamiliar concepts in order to deepen student understanding.

Ø=Ý9 ****C2.3 - Opportunity and support for participation and meaning making****

- Explanation: The submission does not provide strong evidence of alignment with C2.3. Although the student has expressed their views, there's no indication of discipline-specific meaning making.
- Evidence: The submission revolves entirely around the student's personal experience: "Spring makes me feel happy and excited because it means school is almost over and summer is coming soon."
- Suggestions: Assignments can be modified to include questions that encourage participation in discipline-specific meaning making, for example, explaining the scientific reasons behind the onset of spring.

Ø=Ý9 ****C2.4 - Student talk****

- Explanation: The submission aligns with C2.4 to some degree, as the student is expressing discipline-specific thoughts (seasons). However, the student is not providing evidence to support their thinking.
- Evidence: The student does not provide empirical or logical evidence to support their statements about spring: "I love spring because the weather is just right—not too hot and not too cold."
- Suggestions: Encourage students to support their ideas with evidence. For example, they could use scientific facts about the change in weather.

****Feedback to Student****

Your response shows that you understood the question and were able to express your personal experience and feelings clearly. However, to improve, please make sure to provide evidence to support your ideas (C2.4) and aim to incorporate a deeper understanding of the subject (C2.2). Next time, if possible, try to discuss your answers with your classmates for enhanced learning (C2.1).

****Feedback to Teacher****

The student's response did not fully meet the expectations for C2.2 or C2.4—further depth and evidence for ideas could be fostered in future responses. Incorporating opportunities for collaboration and discussion (C2.1) in responses might enhance the student's learning experience. Additionally, providing opportunities for discipline-specific meaning making (C2.3) could further encourage student participation.