

## Grading Report

Score: 3 out of 4

Justification: The student submission demonstrates a proficient understanding of the assignment prompt and answers in a thorough manner. However, some areas could be enhanced to elevate the work to a distinguished level.

1. Teacher use of formative assessments: NA - This aspect is more of teachers' domain but based on the student's reply it seems the formative assessment is effective.
2. Lessons connected to previous and future lessons, broader purpose, and transferable skill (Code: PART 4): The student's response gives evidence of understanding from previous lessons – such as descriptions of seasons and observations of natural phenomena associated with spring ("flowers start to bloom," "butterflies," "birds chirping"). However, no connections were made regarding future lessons or broader purposes associated with this understanding.
3. Alignment of instructional materials and tasks (Code: PART 4): The student's response aligns well with the purpose of the unit and lesson. They effectively applied their personal experience to communicate understanding ("we get to play outside more, and sometimes we even fly kites"). However, a little more depth or detail might be required for a distinguished grade on this rubric component.
4. Teacher knowledge of content: NA - This is primarily a reflection on the teacher's instruction, so I cannot determine this from a student's submission.
5. Discipline-specific teaching approaches (Code: PART 5): There is evidence of the student's conceptual understanding as they could distinguish the unique characteristics of spring that differentiate it from other seasons. This implies habituation of concepts tied to seasons and the discipline-specific approach seems to be working.

### **Feedback to Student:**

- What the student did well: Your description of why you like spring uses great imagery and shows your understanding of the unique features that distinguish spring from other seasons. Good job using your personal experiences to strengthen your response, which makes your submission relatable and engaging.
- Ways to improve: To elevate your response, try to go a step beyond the assignment's immediate requirements. Link your understanding of seasons with some other lessons or forecast future learnings. You could, for example, touch on how the onset of spring affects not just your play time, but also plants, animals, or the environment.
- Performance alignment: Given you are a middle school student, your understanding of seasons and your ability to communicate your ideas seem well-suited to your grade level.

### **Feedback to Teacher:**

- Your teaching methods effectively enabled the student to showcase their understanding of the topic. However, you may want to steer future assignments to encourage students to draw connections between current learning and other aspects of their study, such as environmental or ecological impact of seasons, to provide a broader context.