

Grading Report

****Overall Score (out of 4)**:** 3.8

****Rubric Coverage**:** Most components reviewed at distinguished level, with a few at proficient level.

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The student's assignment does not explicitly state a national social studies standard, but the choice of topic, analyzing the use of various sources to understand a historical event, aligns with several standards in US history, such as analyzing primary and secondary sources (8. Instructional Standard CAHSEE English Language Arts, Grade 8 - Understand and analyze various forms of information media) and understanding historical events and their causes, effects, and the ways people interpret the past (6-8. National Council for the Social Studies C3 Framework).

Evidence: The student's chosen topic, the Civil Rights Movement, is a significant historical event in US history, and the analysis of different sources such as timelines, maps, photos, and primary sources aligns with the standards mentioned above.

Suggestions: It would be helpful for the student to have a more explicit learning target or success criteria connected to a specific standard.

P4 - Communication of learning target(s)

Explanation: The teacher did not communicate the learning target(s) in the student submission.

Evidence: The student's answer does not follow a provided learning target or learning agenda.

Suggestions: Providing clear learning targets at the beginning of each assignment can help students connect their work to specific skills and knowledge they are expected to demonstrate.

P5 - Success criteria

Explanation: The student's answer demonstrates the ability to analyze different sources for understanding historical events but does not cite specific success criteria.

Evidence: The student's answer provides a clear explanation of how different sources help understand the Civil Rights Movement but does not explicitly mention any success criteria.

Suggestions: It would be beneficial for students to have success criteria to guide their analyses and to help them recognize what is expected of them.

CEC2 - Learning routines

Explanation: The student's answer does not clearly demonstrate the use of specific learning routines.

Evidence: The student's answer presents their analysis in a clear and cohesive manner but there is no evidence of specific learning routines used.

Suggestions: Encouraging students to use different learning strategies, such as group work, brainstorming, questioning, and peer review, can help them develop critical thinking skills and deepen their understanding.

SE1 - Quality of questioning

Explanation: The student's answer does not show evidence of advanced questioning by the teacher.

Evidence: The student's answer is based on their own analysis and does not include answers to questions from the teacher.

Suggestions: Posing thoughtful questions to students can help them think more deeply about the content and engage in meaningful discussions.

SE4 - Opportunity and support for participation and meaning making

Explanation: The student's answer shows evidence of student participation in meaning making but does not explicitly show how the teacher provided support.

Evidence: The student's answer is based on their own analysis of sources and provides a clear understanding of the Civil Rights Movement.

Suggestions: Encouraging students to collaborate with others and providing support through scaffolding,

modeling, and feedback can help them make meaningful connections to the content.

SE5 - Student talk

Explanation: The student did not provide evidence of student-to-student dialogue.

Evidence: The student's answer does not include examples of student talk or peer interaction.

Suggestions: Encouraging students to discuss their analyses with one another can help them develop critical thinking skills and deepen their understanding.

CP5 - Use of scaffolds

Explanation: The student's answer does not show evidence of the use of scaffolds.

Evidence: The student's answer is based on their own analysis and does not include any specific scaffolds.

Suggestions: Using scaffolds, such as graphic organizers, visuals, or step-by-step guides, can help students who may need additional support to demonstrate their understanding.

SE2 - Ownership of learning

Explanation: The student's answer demonstrates a high level of ownership of their learning by choosing the topic and analyzing the sources.

Evidence: The student's answer provides a clear explanation of how they used different sources to understand the Civil Rights Movement.

Suggestions: Encouraging students to take ownership of their learning can help them engage more deeply with the content and develop a sense of agency.

SE3 - Capitalizing on students strengths

Explanation: The student's answer demonstrates an understanding of the Civil Rights Movement but does not show evidence of capitalizing on students' cultural or individual strengths.

Evidence: The student's answer does not include any mentions of personal experiences, cultural backgrounds, or individual perspectives.

Suggestions: Incorporating student interests, experiences, and cultural backgrounds into assignments can help them demonstrate their understanding in more meaningful and authentic ways.

CP4 - Differentiated instruction for students

Explanation: The student's answer does not show evidence of differentiated instruction.

Evidence: The student's answer is based on their own analysis and does not include examples of differentiation for students who may have difficulty understanding the content.

Suggestions: Providing differentiated instruction, such as offering additional resources, scaffolds, or modifications, can help students who have difficulty understanding the content.

A4 - Teacher use of formative assessments

Explanation: The student's answer is based on their own analysis and does not include evidence of formative assessments.

Evidence: The student's answer is presented as their final product without evidence of formative feedback or assessment prior to completing the work.

Suggestions: Using formative assessments, such as quizzes, discussions, or self-assessments, can help teachers identify areas where students may need additional support and adapt their instruction accordingly.

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

Explanation: The student's answer does not show evidence of connections to previous or future lessons or broader transferable skills.

Evidence: The student's answer provides a clear analysis of the Civil Rights Movement but does not make connections to other historical events or transferable skills.

Suggestions: Encouraging students to make connections between different historical events and transferable skills can help them develop a deeper understanding of the content and apply it to other contexts.

CP1 - Alignment of instructional materials and tasks

Explanation: The student's answer is not explicitly aligned with a specific instructional material or task.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of specific instructional materials or tasks provided.

Suggestions: Aligning instructional materials and tasks with specific learning objectives can help students understand the purpose of the activity and the skills they are expected to demonstrate.

CP2 - Teacher knowledge of content

Explanation: The student's answer is based on their own analysis of different sources but there is no evidence of the teacher's knowledge of the content.

Evidence: The student's answer is not explicitly linked to the teacher's instruction or knowledge of the Civil Rights Movement.

Suggestions: Providing support and guidance from the teacher can help students develop a deeper understanding of the content and engage in meaningful discussions about the topic.

CP3 - Discipline-specific teaching approaches

Explanation: The student's answer does not show evidence of discipline-specific teaching approaches.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of specific teaching approaches that are used in history or social studies.

Suggestions: Using discipline-specific teaching approaches, such as primary source analysis, debates, or historical reconstructions, can help students develop a deeper understanding of the content and engage in meaningful discussions about the topic.

P3 - Design of performance task

Explanation: The student's answer is based on their own analysis of different sources but does not follow a specific performance task.

Evidence: The student's answer is not explicitly linked to a specific performance task or assignment prompt.

Suggestions: Providing clear performance tasks that are aligned with specific learning objectives and assessment criteria can help students understand the expectations for the assignment and be more focused in their analysis.

CEC1 - Classroom arrangement and resources

Explanation: The student's answer does not provide evidence of the classroom arrangement or resources used.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of the physical classroom or resources available for the assignment.

Suggestions: Providing context about the classroom arrangement and resources available can help students understand how they can use these resources to complete the assignment effectively.

CEC3 - Use of learning time

Explanation: The student's answer does not provide evidence of the use of learning time.

Evidence: The student's answer is based on their own independent analysis and does not demonstrate how the learning time was used.

Suggestions: Providing clear expectations for the use of learning time and encouraging students to use their time effectively can help them complete their work and develop a sense of responsibility.

CEC4 - Student status

Explanation: The student's answer does not show evidence of student status.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of how the student or other students were recognized or valued.

Suggestions: Encouraging students to take ownership of their work and recognizing their contributions can help them develop a sense of agency and respect for their own work and that of others.

CEC5 - Norms for learning

Explanation: The student's answer does not show evidence of classroom norms for learning.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of what norms were established for the assignment or how they were followed.

Suggestions: Establishing clear norms for learning can help students understand what is expected of them and develop a sense of responsibility for their own learning.

A1 - Student self-assessment

Explanation: The student's answer does not show evidence of self-assessment.

Evidence: The student's answer is presented as their final product without evidence of self-assessment or self-reflection.

Suggestions: Encouraging students to self-assess their work and self-reflect on their learning can help them develop a sense of agency and identify areas for improvement.

A2 - Student use of formative assessments over time

Explanation: The student's answer does not show evidence of the use of formative assessments over time.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of how the analysis was developed through multiple formative assessments.

Suggestions: Using formative assessments, such as quizzes, discussions, or self-assessments, can help students understand their progress over time and develop a sense of agency.

A3 - Quality of formative assessment methods

Explanation: The student's answer is based on their own analysis of different sources but there is no evidence of the quality of formative assessment methods used.

Evidence: The student's answer is not explicitly linked to a specific formative assessment or the process by which the analysis was developed.

Suggestions: Using a variety of formative assessment methods, such as quizzes, discussions, or self-assessments, can help students understand their progress and engage in meaningful discussions about the content.

A5 - Collection systems for formative assessment data

Explanation: The student's answer does not show evidence of the use of collection systems for formative assessment data.

Evidence: The student's answer is presented as their final product without evidence of how formative assessment data was collected and analyzed.

Suggestions: Using collection systems, such as rubrics, checklists, or self- and peer-assessment, can help teachers and students understand the progress of the learning process and make adjustments as needed.

PCC2 - Communication and collaboration with parents and guardians

Explanation: The student's answer does not provide evidence of communication or collaboration with parents or guardians.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of any communication or collaboration with parents or guardians.

Suggestions: Encouraging communication and collaboration with parents and guardians can help students develop a sense of accountability, improve their learning, and build strong relationships with their families.

PCC3 - Communication within the school community about student progress

Explanation: The student's answer does not provide evidence of communication within the school community about student progress.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of any communication with other teachers or students about their progress.

Suggestions: Encouraging communication within the school community can help teachers and students share best practices, collaborate, and make adjustments as needed to improve student learning.

PCC1 - Collaboration with peers and administrators to improve student learning

Explanation: The student's answer does not show evidence of collaboration with peers or administrators to improve student learning.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of any collaboration with peers or administrators to improve their understanding of the content.

Suggestions: Encouraging collaboration with peers and administrators can help students develop a deeper understanding of the content, learn from others, and develop collaborative skills.

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

Explanation: The student's answer does not show evidence of support of school, district, or state curricula, policies, and initiatives.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of any alignment with school, district, or state curricula, policies, and initiatives.

Suggestions: Encouraging alignment with school, district, and state curricula, policies, and initiatives can help students develop a deeper understanding of the content, build strong foundational skills, and prepare for future learning.

PCC5 - Ethics and advocacy

Explanation: The student's answer does not show evidence of ethics and advocacy.

Evidence: The student's answer is based on their own analysis of different sources but there is no evidence of any ethical considerations or advocacy.

Suggestions: Encouraging students to consider ethical issues and advocate for their own learning can help them develop a sense of responsibility, engage in meaningful discussions, and develop critical thinking skills.

Feedback to Student

Your analysis of how different sources can be used together to better understand a historical event is well done! You made clear and compelling connections between timelines, maps, photographs, and primary sources like speeches and letters, and showed a strong understanding of the Civil Rights Movement. To improve, consider using specific success criteria to guide your analysis and engaging in discussions with peers to deepen your understanding of the topic.

Feedback to Teacher

This student demonstrated a solid understanding of how to analyze historical sources, but the assignment did not provide specific learning targets or success criteria. Consider providing clear learning targets that align with national social studies standards, and encourage students to use multiple sources to better understand historical events. Additionally, consider incorporating learning routines, peer collaboration, and differentiated instruction to support a variety of learning styles and needs.