

## Grading Report

**\*\*Overall Score (out of 4):\*\*** 2

**\*\*Rubric Coverage\*\*:** All components reviewed.

## Component Analysis

1. **\*\*P1\*\*:**

- **\*\*Explanation\*\*:** The learning target seems connected to a broader goal of understanding organizational change.
- **\*\*Evidence\*\*:** Topic discusses the management of change in organizations.
- **\*\*Suggestions\*\*:** Clearly state specific learning objectives aligned with first-grade standards.

2. **\*\*P4\*\*:**

- **\*\*Explanation\*\*:** Learning target is briefly stated but not communicated in a fully age-appropriate manner.
- **\*\*Evidence\*\*:** The content is not adapted to a first-grade understanding.
- **\*\*Suggestions\*\*:** Simplify language to better suit a first-grade audience and use visuals to aid understanding.

3. **\*\*P5\*\*:**

- **\*\*Explanation\*\*:** Success criteria are not defined.
- **\*\*Evidence\*\*:** No clear indicators of success or objectives achieved in the writing.
- **\*\*Suggestions\*\*:** Define simple, achievable goals for students related to the topic.

4. **\*\*CEC2\*\*:**

- **\*\*Explanation\*\*:** Learning routines for first graders should include interactions and hands-on activities.
- **\*\*Evidence\*\*:** The assignment format doesn't lend itself to interactive learning.
- **\*\*Suggestions\*\*:** Incorporate activities that engage students physically and socially in learning.

5. **\*\*SE1\*\*:**

- **\*\*Explanation\*\*:** The questioning approach should stimulate critical thinking and comprehension.
- **\*\*Evidence\*\*:** No questions are embedded in the content to elicit response or reflection.
- **\*\*Suggestions\*\*:** Integrate age-appropriate questions to aid comprehension and engagement.

6. **\*\*SE4\*\*:**

- **\*\*Explanation\*\*:** There appears to be little opportunity for meaningful participation.
- **\*\*Evidence\*\*:** Text-heavy pages with no interactive components.
- **\*\*Suggestions\*\*:** Include activities that allow students to interact with the material.

7. **\*\*SE5\*\*:**

- **\*\*Explanation\*\*:** Student talk isn't facilitated by the current setup.
- **\*\*Evidence\*\*:** The assignment does not incorporate dialogue or discussion prompts.
- **\*\*Suggestions\*\*:** Use group discussions or partner talks to process the information.

8. **\*\*CP5\*\*:**

- **\*\*Explanation\*\*:** Scaffolds for understanding are necessary for this level.
- **\*\*Evidence\*\*:** Content is advanced and lengthy, without scaffolding.
- **\*\*Suggestions\*\*:** Use visual aids, simple language, and hands-on activities to scaffold learning.

9. **\*\*SE2\*\*:**

- **\*\*Explanation\*\*:** Students should take ownership of learning through self-driven discovery.
- **\*\*Evidence\*\*:** There isn't any component that encourages self-directed learning.
- **\*\*Suggestions\*\*:** Provide choices for activities or topics to foster ownership.

10. **\*\*SE3\*\*:**

- **\*\*Explanation\*\*:** Instruction does not appear to capitalize on student strengths.
- **\*\*Evidence\*\*:** Content does not seem adaptable to student interests or strengths.
- **\*\*Suggestions\*\*:** Identify and utilize individual student interests in the lesson planning.

11. **\*\*CP4\*\*:**

- **\*\*Explanation\*\*:** Instructional differentiation is necessary for diverse learners.
- **\*\*Evidence\*\*:** The assignment presents a single mode of instruction.

- **Suggestions**: Incorporate multiple methods of instruction to cater to varying learning styles.

12. **A4**:

- **Explanation**: Formative assessments are not evident.
- **Evidence**: No indication of assessments for feedback or grading throughout.
- **Suggestions**: Integrate quick checks or quizzes after each major point to assess understanding.

13. **P2**:

- **Explanation**: Lessons should logically connect to prior and future learning.
- **Evidence**: The content is isolated from any obvious previous or subsequent learning.
- **Suggestions**: Build a unit plan with clear connections between lessons.

14. **CP1**:

- **Explanation**: Align tasks with instructional goals.
- **Evidence**: The assignment lacks alignment with first-grade instructional needs.
- **Suggestions**: Develop age-appropriate tasks that clearly align with learning objectives.

15. **CP2**:

- **Explanation**: Teacher knowledge of content is evident.
- **Evidence**: Content is detailed, suggesting a strong knowledge base.
- **Suggestions**: Convert this understanding into simplified, engaging content for students.

16. **CP3**:

- **Explanation**: Discipline-specific approaches should be adapted for younger learners.
- **Evidence**: Approach is more suited for an advanced audience.
- **Suggestions**: Adapt techniques to focus on exploration and basic concepts.

17. **P3**:

- **Explanation**: The design of the task should promote growth and learning.
- **Evidence**: Current tasks are heavyweight on reading and writing beyond grade level.
- **Suggestions**: Design tasks that incorporate play, exploration, and creativity.

18. **CEC1**:

- **Explanation**: Classroom arrangement should motivate and engage students.
- **Evidence**: The uploaded task does not reflect classroom arrangement or resources.
- **Suggestions**: Ensure classroom setups are conducive to young learners' needs.

19. **CEC3**:

- **Explanation**: Efficient use of learning time should be evident.
- **Evidence**: The task is long and may not maintain student attention.
- **Suggestions**: Break tasks into smaller, more manageable parts.

20. **CEC4**:

- **Explanation**: Student engagement level and status should be apparent.
- **Evidence**: Task format seems detached from direct student involvement.
- **Suggestions**: Encourage personal connections to the material.

21. **CEC5**:

- **Explanation**: Norms for learning should be established and evident.
- **Evidence**: There is no clear indication of learning norms.
- **Suggestions**: Develop classroom norms for participation and interaction.

22. **A1**:

- **Explanation**: Student self-assessment processes are not visible.
- **Evidence**: No provision for student self-assessment.
- **Suggestions**: Teach self-assessment skills in an age-appropriate manner.

23. **A2**:

- **Explanation**: Formative assessments over time should guide learning progress.
- **Evidence**: No assessments documented for continuity.
- **Suggestions**: Implement ongoing assessment strategies.

24. **A3**:

- **Explanation**: Quality of assessments should be specific and constructive.
- **Evidence**: No formative assessment is included.
- **Suggestions**: Develop simple, effective assessment tools.

25. **A5**:

- **Explanation**: Collection systems should be in place.
- **Evidence**: Lacks explicit mention or evidence of data systems.
- **Suggestions**: Create a clear method for collecting assessment data.

26. **PCC2**:

- **Explanation**: Communication with parents is crucial for student support.
- **Evidence**: No engagement with parents is evident in student work.
- **Suggestions**: Reach out to parents with updates or insights into classroom learning.

27. **PCC3**:

- **Explanation**: Sharing student progress with the school community enhances support.
- **Evidence**: Not visible in the submission.
- **Suggestions**: Include regular progress updates for parental insight.

28. **PCC1**:

- **Explanation**: Collaboration with staff can improve learning provisioning.
- **Evidence**: No documented collaboration.
- **Suggestions**: Work with peers on developing comprehensive learning strategies.

29. **PCC4**:

- **Explanation**: Alignment with educational policies ensures consistency.
- **Evidence**: Submission doesn't show policy alignment.
- **Suggestions**: Ensure teaching practices align with school standards and policies.

30. **PCC5**:

- **Explanation**: Ethical consideration and advocacy are key teaching elements.
- **Evidence**: Submission did not overtly address these principles.
- **Suggestions**: Integrate ethical learning and advocacy into planning and execution.

## Feedback to Student

Hi there! Your enthusiasm for learning about how organizations manage change is fantastic. Let's keep practicing different ways to share our ideas and try using some drawings or stories next time to make it even more interesting and easier to understand. Keep up the good work!

## Feedback to Teacher

The assignment demonstrates a strong grasp of organizational concepts but requires adaptation for first-grade understanding. Simplifying language, incorporating visual aids, and interactive tasks aligned with first-grade standards can enhance comprehension and engagement. Usage of formative assessments and feedback would benefit tracking student progress comprehensively. Collaboration with peers may support adapting content to appropriate pedagogical strategies.