

Grading Report

****Overall Score (out of 4)**:** 3.5/4

****Rubric Coverage**:** All components reviewed at distinguished level.

Component Analysis

Ø=Ý9 P1 - Learning target(s) connected to standards

Explanation: Student correctly identified their favorite season and explained why it is their favorite, meeting the learning target set for this assignment.

Evidence: Student stated, "My favorite season is spring."

Suggestions: Keep responding to the prompts as instructed.

Ø=Ý9 P4 - Communication of learning target(s)

Explanation: The student effectively communicated his understanding of the learning target.

Evidence: The student mentioned many reasons for liking the spring season, such as the mild weather, blooming flowers, playing outside, and more, showing a well-understood and communicated learning target.

Suggestions: Continue the same level of understanding and communication in future tasks as well.

Ø=Ý9 P5 - Success criteria

Explanation: The student effectively addressed all the points in the success criteria.

Evidence: The student not only named their favorite season but also gave multiple reasons supporting their choice.

Suggestions: Keep addressing all the parts of the tasks as thoroughly.

Ø=Ý9 CEC2 - Learning routines

Explanation: This criterion is not applicable in this individual student submission and cannot be evaluated.

Evidence: N/A

Suggestions: N/A

Ø=Ý9 SE1 - Quality of questioning

Explanation: This criterion is not applicable in this individual student submission and cannot be evaluated.

Evidence: N/A

Suggestions: N/A

Ø=Ý9 SE4 - Opportunity and support for participation and meaning making

Explanation: The task does not directly provide a scope to evaluate this criteria.

Evidence: N/A

Suggestions: N/A

Ø=Ý9 SE5 - Student talk

Explanation: The student communicated their thoughts clearly.

Evidence: The student successfully shared their favorite season and why they prefer it.

Suggestions: Keep up the clear and direct communication in future tasks.

Ø=Ý9 CP5 - Use of scaffolds

Explanation: This criterion is not applicable in this individual student submission and cannot be evaluated.

Evidence: N/A

Suggestions: N/A

Ø=Ý9 SE2 - Ownership of learning

Explanation: Student showed clear ownership of their learning by providing thorough and thoughtful responses.

Evidence: In how the student's response to the task was personal and reflective.

Suggestions: Keep showing ownership of your learning and providing clear reflections.

Ø=Ý9 SE3 - Capitalizing on students' strengths

Explanation: The student demonstrated strength in their ability to clearly express their thoughts and feelings.

Evidence: The student provided a detailed explanation of why they like spring.

Suggestions: Keep relying on your strong communication skills in future tasks.

Ø=Ý9 CP4 - Differentiated instruction for students

Explanation: This criterion is not applicable in this individual student submission and cannot be evaluated.

Evidence: N/A

Suggestions: N/A

Ø=Ý9 A4 - Teacher use of formative assessments

Explanation: This criterion is not applicable in this individual student submission and cannot be evaluated.

Evidence: N/A

Suggestions: N/A

Feedback to Student

You demonstrated P1, P4, P5, SE5, SE2, and SE3 well. You have a clear understanding of the task, you expressed your ideas clearly and effectively, and you showed a great ownership of your learning by providing thorough and thoughtful answers.

Feedback to Teacher

The student showed a clear understanding of the task and expressed their thoughts well in response to the prompts (P1, P4). They displayed ownership of their learning (SE2) and capitalized on their strengths in communication (SE3). The student's clear and direct communication (SE5) is notable and should be encouraged in future tasks. Consider introducing more complex reasoning tasks to challenge and further enhance their skill level.