

## Grading Report

**\*\*Overall Score (out of 4):\*\*** 3

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

## Component Analysis

- **\*\*P1 (Criterion 1: Centering instruction on high expectations for student achievement.)\*\***
- **\*\*Explanation:\*\*** The learning target concerned classifying plants and animals and understanding the organizational structure of international biological nomenclature.
- **\*\*Evidence:\*\*** The student was able to articulate the necessity of classifying organisms and recognized the acronyms and roles of ICZN, IUBS, and ICBN.
- **\*\*Suggestions:\*\*** Ensure that the connection to specific standards is explicitly stated to guide learning expectations.
  
- **\*\*SE4 (Criterion 2: Demonstrating effective teaching practices.)\*\***
- **\*\*Explanation:\*\*** The task allowed the student to articulate their understanding, promoting participation and meaning-making.
- **\*\*Evidence:\*\*** The detailed answer shows the student engaged with the content and communicated their understanding.
- **\*\*Suggestions:\*\*** Encourage students to use examples to connect with the concepts to enhance meaning-making.
  
- **\*\*CP5 (Criterion 3: Recognizing individual student learning needs and developing strategies to)\*\***
- **\*\*Explanation:\*\*** The instruction was suitable for the student's level and provided adequate scaffolding.
- **\*\*Evidence:\*\*** The structured format of the answers indicates an understanding of the topic that displays scaffolded learning.
- **\*\*Suggestions:\*\*** Introduce differentiated tasks that cater to various performance levels to enhance personalised learning.
  
- **\*\*A4 (Criterion 4: Providing clear and intentional focus on subject matter content and)\*\***
- **\*\*Explanation:\*\*** The response shows an understanding of the subject matter, including specific terminologies.
- **\*\*Evidence:\*\*** The student's grasp of the acronyms and their meanings implies effective teaching of the content.
- **\*\*Suggestions:\*\*** Use formative assessments to gauge student understanding periodically.
  
- **\*\*CEC3 (Criterion 5: Fostering and managing a safe, positive learning environment.)\*\***
- **\*\*Explanation:\*\*** The assignment design likely promoted a safe environment for learning as it allowed the student to express understanding.
- **\*\*Evidence:\*\*** Confidence in writing about the topic is evident and suggests a supportive learning backdrop.
- **\*\*Suggestions:\*\*** Ensure diverse activities that cater to different learning styles and promote collaborative learning.

## Feedback to Student

Great work! You have effectively discussed the necessity of classifying plants and animals and identified major international biological organizations. For future tasks, try to include examples that illustrate these classifications or actions. This will deepen your understanding and engagement with the subject matter.

## Feedback to Teacher

The structure and depth of the assignment indicate successful delivery of content and effective teaching practices. Consider making explicit connections to standards within your learning targets, and incorporate differentiated instruction methods to support a variety of learners. Continuous formative assessment will also

help in understanding student progress and modifying instruction accordingly. Keep fostering a positive and inclusive learning environment that encourages student expression and learning.