

Grading Report

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

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

Component Analysis

P1

- ****Explanation:**** The learning targets and standards should be clear.
- ****Evidence:**** The question seems to be directed towards explaining the roles of components of a computer, indicating alignment with what is considered standard knowledge at this level.
- ****Suggestions:**** Clarify the objectives of the question for the student's understanding, possibly stating what the student is expected to learn explicitly.

P4

- ****Explanation:**** Communication of learning targets is essential.
- ****Evidence:**** The student's response shows a focus on the components of a PC, but lacks an explicit outline or structure in viewing the learning targets.
- ****Suggestions:**** Support students in understanding exactly what is being asked by providing guiding questions or outlines.

P5

- ****Explanation:**** Success criteria guide students in gauging success.
- ****Evidence:**** There is no evidence of defined success criteria in the answer.
- ****Suggestions:**** Provide students with what a successful response would include, such as mentioning all crucial PC components.

CEC2

- ****Explanation:**** Learning routines keep students engaged.
- ****Evidence:**** The student follows a routine of answering formally structured questions.
- ****Suggestions:**** Incorporate interactive learning routines such as group activities or practical tasks.

SE1

- ****Explanation:**** Quality questioning enhances learning.
- ****Evidence:**** The question posed is broad and lacks engagement.
- ****Suggestions:**** Use questions that stimulate critical thinking and connect to students' real-life experiences.

SE4

- ****Explanation:**** Student participation and meaning-making are pertinent.
- ****Evidence:**** The student's participation is visible through response handwriting but lacks personal connection.
- ****Suggestions:**** Provide opportunities for students to relate lessons to personal experiences.

SE5

- ****Explanation:**** Student talk should be encouraged more.
- ****Evidence:**** The written format makes it difficult to gauge student talk.
- ****Suggestions:**** Integrate discussions or presentations to foster dialogue.

CP5

- ****Explanation:**** Scaffolding assists learning but needs to be present.
- ****Evidence:**** There is a structure in answer, but no scaffolding is evident.
- ****Suggestions:**** Employ scaffolding techniques such as hint prompts or group discussions to guide the

student response.

SE2

- **Explanation:** Encourages ownership of learning.
- **Evidence:** Limited evidence of individual learning ownership is shown.
- **Suggestions:** Encourage self-reflection or personal insight into the material.

SE3

- **Explanation:** Capitalizing on strengths enhances learning.
- **Evidence:** Handwriting and structured response show strength in formal writing, but does not fully capitalize on these strengths.
- **Suggestions:** Encourage students to explore different formats for responses.

CP4

- **Explanation:** Differentiated instruction tailors learning.
- **Evidence:** Unclear if differentiation was applied to assist student learning.
- **Suggestions:** Consider adapting tasks to various learning styles.

A4

- **Explanation:** Formative assessments are key.
- **Evidence:** Lacks evidence of formative assessment application.
- **Suggestions:** Implement checks for understanding during lessons.

P2

- **Explanation:** Lessons should connect to other lessons.
- **Evidence:** The question does not appear to relate to previous materials.
- **Suggestions:** Make explicit connections between current and past topics.

CP1

- **Explanation:** Instruction should have clear alignment with materials.
- **Evidence:** The materials address a technical aspect, somewhat aligning.
- **Suggestions:** Verify that all instructional materials are explicitly aligned with learning goals.

CP2, CP3

- **Explanation:** Teacher knowledge of content is pivotal.
- **Evidence:** Content knowledge is not distinctly clear in student work.
- **Suggestions:** Ensure explanations are clear and grounded in solid content knowledge.

P3, CEC1, CEC3, CEC4, CEC5, A1, A2, A3, A5, PCC2, PCC3, PCC1, PCC4, PCC5

- **Explanation:** These involve broader teaching practices, classroom management, assessment strategies, and collaboration which are not directly reflected in the student's written submission.
- **Suggestions:** Further observations are needed in the direct classroom setting.

Feedback to Student

You have provided a structured response, showing effort in tackling the question. For better clarity, try engaging with each component individually and relate your learning to examples you understand. Keep up the neat handwriting!

Feedback to Teacher

The student's work suggests a need for clearer objectives and scaffolding to guide their work. Consider providing more specific success criteria and differentiating instruction to better meet diverse learning needs.

Utilizing leveraging formative assessment checkpoints might provide better insight into student understanding and areas needing focus.