Grading Report

Overall Score (out of 4): 4
Rubric Coverage: All components reviewed at distinguished level.

Component Analysis

P1 - Learning target(s) connected to standards
Explanation: The student's response shows an understanding of the learning target, which is to analyze how different sources can be used together to better understand a historical event. This aligns with standard-level expectations for 8th-grade social studies.
Evidence: "Analyze how different sources of information (such as maps, graphs, timelines, and historical documents) can be used together to better understand a historical event."
Suggestions: N/A

P4 - Communication of learning target(s)
Explanation: The student effectively communicates the learning target by providing a strong explanation in their response.
Evidence: "When all these are combined, they create a clearer, deeper understanding of the Civil Rights Movement than just reading a textbook."
Suggestions: N/A

P5 - Success criteria
Explanation: The student identifies specific sources (maps, graphs, timelines, historical documents) that can be used to analyze a historical event, demonstrating their understanding of what constitutes success for the learning target.
Evidence: "A timeline shows the major events like the Brown v. Board decision (1954), the Montgomery Bus Boycott (195556), and the March on Washington (1963). A map can show where major protests happened, like in Alabama, Mississippi, and Washington, D.C. A photograph, like the one of Dr. Martin Luther King Jr. giving his I Have a Dream speech, helps us feel what it was like to be there. Lastly, reading primary sources like letters or speeches lets us understand the emotions, goals, and struggles of the people involved."
Suggestions: N/A

CEC2 - Learning routines
Explanation: The student demonstrates an understanding of learning routines by explaining how different sources can be used together to analyze a historical event.
Evidence: Throughout the response.
Suggestions: N/A

SE1 - Quality of questioning
Explanation: The student does not engage in formulating questions to probe and deepen understanding.
Evidence: N/A
Suggestions: Encourage the student to formulate questions to explore the Civil Rights Movement further.

SE4 - Opportunity and support for participation and meaning making
Explanation: The student demonstrates an effective application of the learning target by describing how different sources facilitate understanding a historical event.
Evidence: "A timeline shows the major events like the Brown v. Board decision (1954), the Montgomery Bus Boycott (195556), and the March on Washington (1963). A map can show where major protests happened, like in Alabama, Mississippi, and Washington, D.C. A photograph, like the one of Dr. Martin Luther King Jr. giving his I Have a Dream speech, helps us feel what it was like to be there. Lastly, reading primary sources like letters or speeches lets us understand the emotions, goals, and struggles of the people involved."
Suggestions: N/A

SE5 - Student talk
Explanation: The student provides sufficient examples of how different sources contribute to understanding a historical event, demonstrating appropriate student talk in the discipline.
Evidence: Throughout the response.
Suggestions: N/A

CP5 - Use of scaffolds
Explanation: N/A (Not applicable to this assignment.)
Evidence: N/A
Suggestions: N/A

SE2 - Ownership of learning
Explanation: The student demonstrates ownership of their learning by formulating a strong response to the assignment question.
Evidence: Throughout the response.
Suggestions: N/A

SE3 - Capitalizing on students strengths
Explanation: N/A (Not applicable to this assignment.)
Evidence: N/A
Suggestions: N/A

CP4 - Differentiated instruction for students
Explanation: N/A (Not applicable to this assignment.)
Evidence: N/A
Suggestions: N/A

A4 - Teacher use of formative assessments
Explanation: N/A (Not applicable as this is a student submission.)
Evidence: N/A
Suggestions: N/A

P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill
Explanation: N/A (Not applicable to a single student assignment.)
Evidence: N/A
Suggestions: N/A

CP1 - Alignment of instructional materials and tasks
Explanation: N/A (Not applicable as this is a student submission.)
Evidence: N/A
Suggestions: N/A

CP2 - Teacher knowledge of content
Explanation: N/A (Not applicable as this is a student submission.)
Evidence: N/A
Suggestions: N/A

CP3 - Discipline-specific teaching approaches
Explanation: N/A (Not applicable to a single student assignment.)
Evidence: N/A
Suggestions: N/A

P3 - Design of performance task
Explanation: N/A (Not applicable to a single student assignment.)

Evidence: N/A
Suggestions: N/A

CEC1 - Classroom arrangement and resources
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

CEC3 - Use of learning time
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

CEC4 - Student status
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

CEC5 - Norms for learning
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

A1 - Student self-assessment
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

A2 - Student use of formative assessments over time
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

A3 - Quality of formative assessment methods
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

A5 - Collection systems for formative assessment data
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

PCC2 - Communication and collaboration with parents and guardians
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

PCC3 - Communication within the school community about student progress
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

PCC1 - Collaboration with peers and administrators to improve student learning
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

PCC4 - Support of school, district and state curricula, policies and initiatives
Explanation: N/A (Not applicable as this is a written assignment.)

Evidence: N/A
Suggestions: N/A

PCC5 - Ethics and advocacy
Explanation: N/A (Not applicable as this is a written assignment.)
Evidence: N/A
Suggestions: N/A

Feedback to Student

Your response to the assignment demonstrates a clear understanding of the learning target. You effectively explained how different sources of information can be used together to better understand a historical event, specifically the Civil Rights Movement. Well done!

Here are some suggestions to further enhance your response:

1. Consider formulating questions to explore the Civil Rights Movement further and challenge your understanding.
2. Provide examples of how the sources you mentioned contribute to each element of understanding the Civil Rights Movement (e.g., the timeline shows the progression of events, the map demonstrates the geographical spread, the photograph shows the emotional impact, and primary sources reveal the personal experiences).
3. Research more sources related to the Civil Rights Movement and examine how they work together to create a well-rounded understanding of the event.

Keep up the good work, and I look forward to seeing your continued growth.

Feedback to Teacher

It is clear that the student has a solid understanding of the learning target as they effectively demonstrated their ability to analyze how different sources can be used together to better understand a historical event. The student's response was well-structured and contained relevant examples that demonstrated their understanding of the assignment.

To further challenge the student, consider adding more complex questions or asking the student to analyze additional historical events using different sources. Additionally, promoting student-led discussions or collaborative research projects could provide additional opportunities for students to deepen their understanding and apply critical thinking skills.

Continuously monitoring student progress and providing targeted feedback will aid in their continued development. Consider including more opportunities for formative assessments and regular check-ins to ensure students are meeting learning objectives.

Overall, well done on the thoughtful instruction and engaging assignment! Keep up the excellent work.