Cloud Grader Assessment Action Plan

D DeJager Primary

Assessment: Video Demo August 2026

Classroom Intelligence report: #21

Estimated instructional time: 35 minutes

This report provides advisory guidance. The teacher retains professional authority over all instructional decisions and final marks.

Evidence summary

The class demonstrates a solid grasp of precipitation and condensation, but shows inconsistent understanding of evaporation and the full sequence of the water cycle. While most students correctly identify precipitation, nearly half struggle to articulate the full four-stage process in detail.

Priority signals

• Difficulty defining evaporation as the gas-forming stage (Q1).

• Inconsistent recall of the full four-stage water cycle sequence (Q4).

Recommended teaching sequence

1. Reviewing Evaporation and Condensation (15 minutes)

Addressing the foundational stages of the cycle before moving to the full sequence.

Evidence questions: 1, 2

Focused Support — Q1

Focus: Definition of evaporation

Learners: Erling Haaland, Freddy Mercury, John Smith, Prince Albert

Recommended action: Visual Vocabulary Matching

Match the terms 'Liquid' and 'Gas' to pictures of water and steam.

Success indicator: Correctly identifies steam as the gas form.

Extension — Q1

Focus: Definition of evaporation

Learners: Forest Gump, John McArthur, Julius Ceaser

Recommended action: Energy Transfer Analysis

Explain how heat energy causes molecules to escape the liquid surface.

Success indicator: Correctly describes energy gain.

Focused Support — Q2

Focus: Condensation process

Learners: Freddy Mercury

Recommended action: Identify Condensation

Circle examples of condensation in a series of images.

Success indicator: Correctly identifies fog or dew.

Extension — Q2

Focus: Condensation process

Learners: Erling Haaland, Forest Gump, John McArthur, John Smith, Julius Ceaser, Prince Albert

Recommended action: Atmospheric Comparison

Compare condensation on a glass to cloud formation in the sky.

Success indicator: Identifies cooling as the common factor.

2. Mapping the Full Water Cycle (20 minutes)

Connecting individual stages into a cohesive narrative to improve long-answer performance.

Evidence questions: 4

Focused Support — Q4

Focus: Water cycle sequence

Learners: Prince Albert, Julius Ceaser

Recommended action: Sequence Ordering

Number the four stages of the water cycle in the correct order.

Success indicator: Correct order identified.

Consolidation — Q4

Focus: Water cycle sequence

Learners: Forest Gump, John McArthur, John Smith, Erling Haaland, Freddy Mercury

Recommended action: Cycle Description

Write a short paragraph explaining how the cycle repeats.

Success indicator: Includes all four stages in order.

Formative checks

Question	Check
1	What happens to water molecules when they are heated?
2	Why does dew form on grass in the morning?
3	Is rain only found over the ocean? Explain.
4	What is the correct order of the water cycle starting with the sun?

Teacher decision points

Focus on cycle sequencing vs. individual stage definitions.

Evidence to consider: Q4 performance shows lower concept coverage than individual MCQ questions.

Whole-class next steps

• Conduct a whole-class review of the water cycle as a continuous loop.

• Use visual aids to reinforce the definition of evaporation.

• Provide structured writing frames for explaining multi-stage processes.

Evidence limitations

• The evidence is based on a small sample size of 8 papers.
• Long-answer marking is based on rubric concept hits, which may not reflect the full depth of student understanding.
• Aggregate data may mask individual variation in learning needs.
• Final-mark coverage includes 8 of 8 papers (100.0%). Response-pattern coverage by question is Q1 8/8, Q2 8/8, Q3 8/8, Q4 8/8; missing response counts are reported within each question's evidence anchors.