

Grading Report

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

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

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The learning target is clearly aligned with the SS standard of analyzing historical events utilizing various sources, as the student is required to analyze the Civil Rights Movement.

Evidence: The student's submission demonstrates an understanding of the learning target by providing an analysis of how multiple sources (maps, graphs, timelines, historical documents) help understand a historical event, specifically the Civil Rights Movement.

Suggestions: None.

P4 - Communication of learning target(s)

Explanation: The learning target is communicated through the assignment prompt.

Evidence: The assignment clearly states the learning objective: "Analyze how different sources of information (such as maps, graphs, timelines, and historical documents) can be used together to better understand a historical event."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: None.

P5 - Success criteria

Explanation: While not explicitly stated, a success criterion can be inferred from the assignment prompt: providing a well-structured analysis of how multiple sources help understand a historical event.

Evidence: The student's submission demonstrates a successful application of the success criterion by providing an organized and coherent analysis of the Civil Rights Movement with reference to the use of multiple sources.

Suggestions: None.

CEC2 - Learning routines

Explanation: Not applicable as this is a written assignment.

Evidence: N/A

Suggestions: N/A

SE1 - Quality of questioning

Explanation: Not applicable as there are no direct questions asked in this submission.

Evidence: N/A

Suggestions: N/A

SE4 - Opportunity and support for participation and meaning making

Explanation: The assignment encourages participation and meaning making by asking students to analyze a historical event based on their interpretation of multiple sources.

Evidence: The student's submission demonstrates participation and meaning making by providing an analysis of the Civil Rights Movement based on their interpretation of various sources.

Suggestions: None.

SE5 - Student talk

Explanation: Not applicable as this is a written assignment.

Evidence: N/A

Suggestions: N/A

CP5 - Use of scaffolds

Explanation: Not applicable as the assignment is not designed to use scaffolds.

Evidence: N/A

Suggestions: N/A

SE2 - Ownership of learning

Explanation: The student takes ownership of their learning by providing an independent analysis of a historical event.

Evidence: The student's submission demonstrates independent thinking and the application of multiple sources to support their analysis of the Civil Rights Movement.

Suggestions: None.

SE3 - Capitalizing on students strengths

Explanation: Not applicable as the assignment does not require a specific strength to complete.

Evidence: N/A

Suggestions: N/A

CP4 - Differentiated instruction for students

Explanation: The assignment is not differentiated as it is not designed to cater to individual students' learning needs.

Evidence: N/A

Suggestions: Consider incorporating differentiated instruction to cater to varying student abilities and learning styles.

A4 - Teacher use of formative assessments

Explanation: This is not a formative assessment as it is a summative assignment assessing understanding of the learning target.

Evidence: N/A

Suggestions: Integrate formative assessments such as quizzes or class discussions to monitor student understanding during the learning process.

P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill

Explanation: This assignment does not directly refer to previous or future lessons, but it does have a broader purpose of developing analytical skills applicable to various historical events.

Evidence: The student's submission demonstrates a transferable skill by analyzing a historical event, a skill that could be applied to other historical events.

Suggestions: Incorporate links to previous or future lessons to further emphasize the broader purpose and transferable skills.

CP1 - Alignment of instructional materials and tasks

Explanation: The assignment is well aligned with the instructional materials (e.g., maps, graphs, timelines, and historical documents) as these materials are essential for the analysis task.

Evidence: The student's submission demonstrates the appropriate use of sources to analyze the Civil Rights Movement.

Suggestions: Ensure the materials provided for the assignment align with the learning target and support student understanding.

CP2 - Teacher knowledge of content

Explanation: The teacher seems to have a good understanding of the content as the assignment is clearly connected to the analysis of historical events using different sources.

Evidence: The student's submission demonstrates a good understanding of the content as they provide a coherent analysis of the Civil Rights Movement using various sources.

Suggestions: Continue to support student understanding by providing additional resources if necessary.

CP3 - Discipline-specific teaching approaches

Explanation: This submission is a written analysis, which is a discipline-specific teaching approach suitable

for Social Studies.

Evidence: The student's submission is a written analysis of a historical event.

Suggestions: Utilize various teaching approaches, such as discussion or role-playing, to further engage students in the learning process.

P3 - Design of performance task

Explanation: The design of the performance task is effective as it provides clarity on the expected outcome (a well-structured analysis of a historical event) and promotes creativity in the use of sources.

Evidence: The student's submission demonstrates a well-structured analysis of the Civil Rights Movement.

Suggestions: Maintain clear expectations and encourage creativity in future assignments.

CEC1 - Classroom arrangement and resources

Explanation: Not applicable as this is a written assignment.

Evidence: N/A

Suggestions: N/A

CEC3 - Use of learning time

Explanation: Not applicable as this is a homework assignment.

Evidence: N/A

Suggestions: N/A

CEC4 - Student status

Explanation: Not applicable as this is a written assignment.

Evidence: N/A

Suggestions: N/A

CEC5 - Norms for learning

Explanation: This assignment does not establish norms explicitly. However, the rubric implicitly requires students to apply critical thinking and analyze historical events.

Evidence: The student's submission demonstrates an application of critical thinking and analysis skills.

Suggestions: Consider explicitly stating norms to encourage critical thinking, collaboration, and respect for divergent thinking in future assignments.

A1 - Student self-assessment

Explanation: This assignment does not explicitly require self-assessment.

Evidence: N/A

Suggestions: Incorporate opportunities for self-assessment in future assignments to encourage students' ability to monitor their understanding and progress.

A2 - Student use of formative assessments over time

Explanation: This is not a formative assessment as it is a summative assignment assessing understanding of the learning target.

Evidence: N/A

Suggestions: Integrate formative assessments to monitor student understanding during the learning process.

A3 - Quality of formative assessment methods

Explanation: Not applicable as this is not a formative assessment.

Evidence: N/A

Suggestions: To improve the quality of formative assessments, consider using a variety of methods, such as quizzes, discussions, or activities, to monitor student learning.

A5 - Collection systems for formative assessment data

Explanation: Not applicable as this is a written assignment and not a formative assessment.

Evidence: N/A

Suggestions: Establish systems for collecting formative assessment data to better monitor student progress and adjust instruction accordingly.

PCC2 - Communication and collaboration with parents and guardians

Explanation: Not applicable as this is an assignment completed by the student independently.

Evidence: N/A

Suggestions: Consider involving parents and guardians in the learning process through regular updates and discussions about student progress.

PCC3 - Communication within the school community about student progress

Explanation: Not applicable as this is an assignment completed by the student independently and does not involve collaboration within the school community.

Evidence: N/A

Suggestions: Foster a culture of collaboration by involving teachers and staff in discussions about student progress and best practices.

PCC1 - Collaboration with peers and administrators to improve student learning

Explanation: Not applicable as this is an individual assignment and does not involve collaboration with peers or administrators.

Evidence: N/A

Suggestions: Encourage collaboration by organizing group projects or peer discussions that promote the sharing of ideas and learning.

PCC4 - Support of school, district and state curricula, policies and initiatives

Explanation: The assignment aligns with the school's Social Studies curriculum, focusing on the analysis of historical events using various sources, as outlined in the standards.

Evidence: The student's submission demonstrates an understanding of the learning target by appropriately using various sources to analyze a historical event.

Suggestions: Continue to support the school's curricula, policies, and initiatives by providing engaging assignments and activities.

PCC5 - Ethics and advocacy

Explanation: Not explicitly apparent in this submission. However, ethical considerations could be encouraged by discussing the importance of accurate sourcing and responsible analysis when researching historical events.

Evidence: N/A

Suggestions: Incorporate discussions on ethics and responsible research practices to foster a sense of advocacy in the learning process.

Feedback to Student

Congratulations on your strong analysis of the Civil Rights Movement using various sources! Your submission demonstrates a deep understanding of the learning target and a well-structured argument. To further improve, consider exploring the perspectives of various individuals involved in the movements to develop a more comprehensive understanding of historical events.

Feedback to Teacher

Your lesson plan effectively communicates the learning objective and provides opportunities for students to develop analytical skills by analyzing historical events using various sources. To enhance the learning experience, consider incorporating discussions or activities to further engage students and encourage collaboration. Additionally, fostering ethical considerations in historical research could provide a valuable learning experience for your students.