

Grading Report

****Overall Score (out of 4)**:** 3.7

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

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The assignment is directly aligned with grade level standards, focusing on understanding core economic concepts and their real-world implications.

Evidence: The student clearly identified and dissected the complex economic issue of inflation in an organized manner, demonstrating a good understanding of the topic.

Suggestions: None; keep up the great work!

P4 - Communication of learning target(s)

Explanation: The learning target is clearly communicated and focused on pertinent Economics topics.

Evidence: The student understood the learning target as indicated by their comprehensive exploration of the topic of inflation.

Suggestions: None; the student showed a clear understanding of the learning objectives.

P5 - Success criteria

Explanation: Clear success criteria were met, as the student displayed comprehensive understanding and critical thinking.

Evidence: The student's submission tackled all the required areas of the prompt accurately and thoroughly.

Suggestions: None; excellent job adhering to assessment criteria!

CEC2 - Learning routines

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

SE1 - Quality of questioning

Explanation: Not applicable, the assignment does not include student-questioning components.

SE4 - Opportunity and support for participation and meaning making

Explanation: Not applicable, the assignment doesn't involve class participation.

SE5 - Student talk

Explanation: The student's essay reflects a clear understanding of the economic concepts and engages in significant topic analysis.

Evidence: The student discussed the causes and effects of inflation, and proposed reasoned solutions.

Suggestions: None. The student successfully achieved the requirements for this component.

CP5 - Use of scaffolds

Explanation: Not directly observable in this assignment.

SE2 - Ownership of learning

Explanation: The student showed ownership by independently researching, analyzing and presenting the topic of inflation.

Evidence: The student's presentation of potential solutions and trade-offs reflects an ability to interpret and synthesize information.

Suggestions: None. The student demonstrated great ownership of their learning.

SE3 - Capitalizing on students strengths

Explanation: The student demonstrated strength in written communication and overall understanding of the given economic issue.

Evidence: The essay is well-organized and cogently argued.

Suggestions: None. The student efficiently utilized their strengths.

CP4 - Differentiated instruction for students

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

A4 - Teacher use of formative assessments

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

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

Explanation: The student demonstrated a clear understanding of economic concepts, which would build on prior units and serves as a key foundation for future.

Evidence: The student links the concept of inflation to real-world consequences and potential resolutions.

Suggestions: None. The student showcased necessary skilful connection to future learning.

CP1 - Alignment of instructional materials and tasks

Explanation: The assignment aligns with the course material and facilitates a deeper understanding of economic issues.

Evidence: The student's analysis of inflation indicates a clear understanding of course materials.

Suggestions: None. The assignment effectively suited the instructional materials.

CP2 - Teacher knowledge of content

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

CP3 - Discipline-specific teaching approaches

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

P3 - Design of performance task

Explanation: The task provided opportunities for students to employ critical thinking and developed an understanding of inflation.

Evidence: The student's essay reflects understanding and effective engagement with the task.

Suggestions: None. The performance task design was appropriate for the course's objectives and standards.

CEC1 - Classroom arrangement and resources

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

CEC3 - Use of learning time

Explanation: The student made effective use of the assignment to learn and display knowledge about the chosen topic.

Evidence: The in-depth examination of the causes and effects of inflation together with possible solutions evidences strong use of learning time.

Suggestions: None. The student effectively managed their time on this task.

CEC4 - Student status

Explanation: From the perspective of the assignment, demonstrating knowledge of economic concepts and practices positively impacts the status of the student.

Evidence: The student did an exceptional job analyzing a complex real-world issue, reflecting a confident understanding of economics.

Suggestions: None. The student has made significant progress.

CEC5 - Norms for learning

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

A1 - Student self-assessment

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

A2 - Student use of formative assessments over time

Explanation: Not directly observed in this assignment.

A3 - Quality of formative assessment methods

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

A5 - Collection systems for formative assessment data

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

PCC2 - Communication and collaboration with parents and guardians

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment

PCC3 - Communication within the school community about student progress

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

PCC1 - Collaboration with peers and administrators to improve student learning

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

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

Explanation: Not applicable, this criterion cannot be evaluated through a single assignment.

PCC5 - Ethics and advocacy

Explanation: Not applicable, this criterion cannot be