

## 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 work demonstrates understanding of the Economic Standard: Understand the effects of inflation on various sections of society.

**Evidence:** The student's essay focuses on explaining the impact of inflation on everyday Americans, causes of inflation, possible solutions, and the student's personal opinion on inflation solutions. All these topics align with the Economic Standard.

**Suggestions:** N/A

### P4 - Communication of learning target(s)

**Explanation:** The teacher clearly communicated the learning target to the student in the prompt: "Write a short essay discussing the effects of inflation on everyday Americans, causes, possible solutions, and personal opinion."

**Evidence:** The student understood the learning target, as evidenced by the content of their essay.

**Suggestions:** N/A

### P5 - Success criteria

**Explanation:** The criteria for success were implicit in the assignment prompt: understanding the impact of inflation, causes, possible solutions, and providing a personal opinion.

**Evidence:** The student met the criteria for success by explaining the impact of inflation, causes, possible solutions, and providing a personal opinion in their essay.

**Suggestions:** N/A

CEC2 - Learning routines

**Explanation:** The assignment did not involve specific learning routines, as it was written for a homework assignment.

**Evidence:** N/A

**Suggestions:** Assignments could include learning routines for in-class activities.

### SE1 - Quality of questioning

**Explanation:** N/A (Not applicable as this rubric component refers to asking questions during a lesson.)

**Evidence:** N/A

**Suggestions:** N/A

### SE4 - Opportunity and support for participation and meaning making

**Explanation:** N/A (Not applicable as this rubric component refers to opportunities for student participation during a lesson.)

**Evidence:** N/A

**Suggestions:** N/A

### SE5 - Student talk

**Explanation:** N/A (Not applicable as this rubric component refers to student-to-student and teacher-student interactions in a classroom setting.)

**Evidence:** N/A

**Suggestions:** N/A

### CP5 - Use of scaffolds

**Explanation:** N/A (Not applicable as this rubric component refers to scaffolds that are used to support

student learning.)

**Evidence:** N/A

**Suggestions:** N/A

### **SE2 - Ownership of learning**

**Explanation:** N/A (Not applicable as this rubric component refers to strategies that give students ownership of their learning.)

**Evidence:** N/A

**Suggestions:** N/A

### **SE3 - Capitalizing on students strengths**

**Explanation:** N/A (Not applicable as this rubric component refers to using students' strengths to enhance their learning.)

**Evidence:** N/A

**Suggestions:** N/A

### **CP4 - Differentiated instruction for students**

**Explanation:** N/A (Not applicable as differentiated instruction was not required for this assignment.)

**Evidence:** N/A

**Suggestions:** Differentiated instruction can be incorporated in future assignments to cater to various learning styles.

### **A4 - Teacher use of formative assessments**

**Explanation:** N/A (Not applicable as formative assessments were not required for this assignment.)

**Evidence:** N/A

**Suggestions:** Incorporate formative assessments in future assignments to monitor student understanding and progress.

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

**Explanation:** N/A (Not applicable as this rubric component refers to connections between lessons.)

**Evidence:** N/A

**Suggestions:** Connect future assignments to this one to help students develop a broader understanding of causes and effects of inflation.

### **CP1 - Alignment of instructional materials and tasks**

**Explanation:** The assignment aligned with the economic standard and provided a relevant and appropriately challenging task for a 9th-grade student.

**Evidence:** The assignment prompt focused on inflation, which is an essential concept for 9th-grade economics.

**Suggestions:** N/A

### **CP2 - Teacher knowledge of content**

**Explanation:** The teacher demonstrated a thorough understanding of the economic concept of inflation and the impact it has on various sections of society.

**Evidence:** The assignment was clear, well-structured, and focused on the appropriate content.

**Suggestions:** N/A

### **CP3 - Discipline-specific teaching approaches**

**Explanation:** N/A (Not applicable as this rubric component refers to specific teaching methods used in the discipline.)

**Evidence:** N/A

**Suggestions:** N/A

### **P3 - Design of performance task**

**Explanation:** The assignment was designed as a short essay, providing students with the opportunity to synthesize and apply their understanding of inflation.

**Evidence:** The assignment asked students to explain the impact of inflation, causes, possible solutions, and their personal opinion, which required students to critically analyze and evaluate various income issues.

**Suggestions:** N/A

CEC1 - Classroom arrangement and resources

**Explanation:** N/A (Not applicable as this rubric component refers to the physical setup of the classroom and resources available for a lesson.)

**Evidence:** N/A

**Suggestions:** N/A

CEC3 - Use of learning time

**Explanation:** N/A (Not applicable as this rubric component refers to the effective use of classroom time during a lesson.)

**Evidence:** N/A

**Suggestions:** N/A

CEC4 - Student status

**Explanation:** N/A (Not applicable as this rubric component refers to teacher-student relationships and class dynamics in a classroom setting.)

**Evidence:** N/A

**Suggestions:** N/A

CEC5 - Norms for learning

**Explanation:** N/A (Not applicable as this rubric component refers to classroom norms established during a lesson.)

**Evidence:** N/A

**Suggestions:** N/A

### **A1 - Student self-assessment**

**Explanation:** N/A (Not applicable as this rubric component refers to self-assessment in relation to specific learning targets during a lesson.)

**Evidence:** N/A

**Suggestions:** Incorporate self-assessment in future assignments to foster student accountability for their learning.

### **A2 - Student use of formative assessments over time**

**Explanation:** N/A (Not applicable as formative assessments were not required for this assignment.)

**Evidence:** N/A

**Suggestions:** Incorporate formative assessments in future assignments to monitor student understanding and progress.

### **A3 - Quality of formative assessment methods**

**Explanation:** N/A (Not applicable as formative assessments were not required for this assignment.)

**Evidence:** N/A

**Suggestions:** Incorporate formative assessments in future assignments to monitor student understanding and progress.

### **A5 - Collection systems for formative assessment data**

**Explanation:** N/A (Not applicable as formative assessments were not required for this assignment.)

**Evidence:** N/A

**Suggestions:** Incorporate formative assessments in future assignments to monitor student understanding and progress and collect data for analysis.

PCC2 - Communication and collaboration with parents and guardians

**Explanation:** N/A (Not applicable as this rubric component is about communicating with parents and guardians during a lesson or over a period of instruction.)

**Evidence:** N/A

**Suggestions:** Develop strategies to keep parents and guardians informed about student progress and assignments, such as newsletters or online portals.

PCC3 - Communication within the school community about student progress

**Explanation:** N/A (Not applicable as this rubric component refers to communication within a school at various levels, such as between administrators, teachers, and staff.)

**Evidence:** N/A

**Suggestions:** Develop strategies for regular communication about student progress with administrators, teachers, and staff to foster collaboration and improve instruction.

PCC1 - Collaboration with peers and administrators to improve student learning

**Explanation:** N/A (Not applicable as this rubric component is about collaboration during a lesson, classroom activities, or professional development.)

**Evidence:** N/A

**Suggestions:** Foster collaboration among peers and administrators to improve instruction and encourage ongoing professional development.

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

**Explanation:** N/A (Not applicable as this rubric component refers to aligning instruction with district and state curricula, policies, and initiatives.)

**Evidence:** N/A

**Suggestions:** Align instructional activities with district and state curricula and initiatives, as well as any relevant teacher standards or guidelines.

PCC5 - Ethics and advocacy

**Explanation:** N/A (Not applicable as this rubric component is about modeling ethical behavior and advocating for students, which is not directly related to a student's assignment.)

**Evidence:** N/A

**Suggestions:** Continuously reflect on and model ethical behavior in the classroom, and actively support and advocate for students.

## Table of Analysis

| Rubric Component | Referenced in Submission | Judgement |

| --- | --- | --- |

| P1 | Essay focuses on the effects of inflation and related concepts | Distinguished |

| P4 | Learning target communicated through the assignment prompt | Distinguished |

| P5 | Student meets success criteria by understanding and writing about the impact of inflation, causes, solutions, and their personal opinion | Distinguished |

| CEC2 | N/A | N/A |

| SE1 | N/A | N/A |

| SE4 | N/A | N/A |

| SE5 | N/A | N/A |

| CP5 | N/A | N/A |

| SE2 | N/A | N/A |

| SE3 | N/A | N/A |

| CP4 | N/A | N/A |

| A4 | N/A | N/A |

| P2 | N/A | N/A |

| CP1 | Assignment focuses on understanding economic concepts in a relevant and appropriate manner for the student | Distinguished |

| CP2 | Teacher demonstrates a comprehensive understanding of the economic concept of inflation | Distinguished |

| CP3 | N/A | N/A |

| P3 | Assignment designed as a short essay, providing students with an opportunity to synthesize and apply their understanding of inflation | Distinguished |

| CEC1 | N/A | N/A |

| CEC3 | N/A | N/A |

CEC4	N/A	N/A
CEC5	N/A	N/A
A1	N/A	N/A
A2	N/A	N/A
A3	N/A	N/A
A5	N/A	N/A
PCC2	N/A	N/A
PCC3	N/A	N/A
PCC1	N/A	N/A
PCC4	Alignment with district and state curricula and initiatives not explicitly demonstrated, but the assignment is well-structured and focused on the appropriate content   Distinguished	
PCC5	N/A	N/A

## Feedback to Student

Dear [Student Name],

I was impressed with your essay on the impact of inflation on everyday Americans! You demonstrated a solid understanding of the economic concept, explained numerous causes, discussed possible solutions, and even expressed your personal opinion on the best solution. Your essay was well-organized, and I especially appreciated your focusing on the effects of inflation on everyday people like yourself.

In future assignments, consider expanding the research and examples you use to support your arguments. This will create a more in-depth and persuasive analysis of the concept. Additionally, consider gathering more perspectives on the issue to provide a broader understanding of its impact and potential solutions.

Keep up the excellent work, and I'm looking forward to reading more of your thoughtful and insightful essays.

Sincerely,  
[Your Name]

## Feedback to Teacher

It's fascinating to observe the student's understanding of the effects of inflation on everyday Americans, and the thought they put into discussing its causes, possible solutions, and personal opinions. To further develop students' comprehension, I encourage integrating economic concepts, such as supply and demand, unemployment, and minimum wage laws, into future assignments. This will help students understand how economic issues are interconnected and how their understanding of one concept can influence their understanding of others.

Additionally, incorporating formative assessments into future assignments can help monitor student understanding and progress, allowing teachers to adjust their instruction to specifically address areas that need improvement. Formative assessments can include short quizzes, class discussions, or assignments where students correspond with one another to exchange ideas and feedback on their understanding of the material.

By ensuring that the curriculum aligns with district and state educational standards, teachers can instill in students a strong foundation in economic concepts that they will rely on as they progress through their academic careers. The ability to critically analyze and evaluate economic issues is crucial for future decision-making, so it's essential to foster a curiosity for these concepts in students.