

Grading Report

****Overall Score (out of 4)**:** 4.0

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

Component Analysis

P1 - Learning target(s) connected to standards

Explanation: The assignment outlines learning targets related to student's understanding of an economic issue, causes, solutions, trade-offs, and personal opinions which aligns with 9th grade Economics standards, e.g. understanding supply and demand, fiscal policies, etc.

Evidence: The student is asked to discuss a current economic issue, its causes, possible solutions, and trade-offs.

Suggestions: None since the learning target is clearly stated.

P4 - Communication of learning target(s)

Explanation: The learning targets are explicitly stated in the assignment prompt, and the student understands the task requirements.

Evidence: The student addresses each part (1-4) of the assignment as required by the prompt.

Suggestions: None since the communication is clear.

P5 - Success criteria

Explanation: The success criteria for this assignment can be inferred from the learning targets: providing a clear and well-reasoned argument about an economic issue and its effects, causes, solutions, trade-offs, and personal opinion on the best solution.

Evidence: The student effectively meets all the success criteria by providing a well-structured, clear, and reasoned argument about inflation and its effects on everyday Americans.

Suggestions: None since the student meets the success criteria.

CEC2 - Learning routines

Explanation: This is not applicable to a written assignment as it pertains to classroom discussions and collaborative work.

Evidence: N/A

Suggestions: N/A

SE1 - Quality of questioning

Explanation: This is not applicable to a written assignment.

Evidence: N/A

Suggestions: N/A

SE4 - Opportunity and support for participation and meaning making

Explanation: This is not applicable to a written assignment.

Evidence: N/A

Suggestions: N/A

SE5 - Student talk

Explanation: This is not applicable to a written assignment.

Evidence: N/A

Suggestions: N/A

CP5 - Use of scaffolds

Explanation: The assignment does not involve the use of scaffolds since it is a standalone essay.

Evidence: N/A

Suggestions: N/A

SE2 - Ownership of learning

Explanation: The student demonstrates ownership of learning by researching and writing an essay about a current economic issue.

Evidence: The student considers the issue's impact on everyday Americans, provides their own explanation, and expresses their personal opinion on the best solution.

Suggestions: None since the student shows ownership of learning.

SE3 - Capitalizing on students strengths

Explanation: This is not applicable to a written assignment as it pertains to classroom dynamics.

Evidence: N/A

Suggestions: N/A

CP4 - Differentiated instruction for students

Explanation: This is not applicable to a written assignment as it pertains to classroom instruction and assessments.

Evidence: N/A

Suggestions: N/A

A4 - Teacher use of formative assessments

Explanation: This is not applicable to a written assignment as it pertains to the teacher's use of assessments during instruction.

Evidence: N/A

Suggestions: N/A

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

Explanation: This is not applicable to a standalone essay; however, connecting the assignment to previous or future lessons could enrich the learning experience.

Evidence: N/A

Suggestions: Instruct the student to connect the essay topic to previous lessons, such as supply and demand, or future lessons, such as fiscal or monetary policies.

CP1 - Alignment of instructional materials and tasks

Explanation: The assignment is aligned with the standards for 9th grade Economics, and the essay prompt closely matches the student's understanding of the topic.

Evidence: The student is asking to write an essay about a current economic issue, which aligns with Economics standards.

Suggestions: None since the assignment is well-aligned.

CP2 - Teacher knowledge of content

Explanation: This is not applicable to a written assignment as it pertains to the teacher's understanding of the content.

Evidence: N/A

Suggestions: N/A

CP3 - Discipline-specific teaching approaches

Explanation: This is not applicable to a written assignment as it pertains to the teacher's methods for classroom instruction.

Evidence: N/A

Suggestions: N/A

P3 - Design of performance task

Explanation: The essay does not have a performance aspect as it is a written assignment.

Evidence: N/A

Suggestions: N/A

CEC1 - Classroom arrangement and resources

Explanation: This is not applicable to a written assignment as it pertains to the physical arrangement of the classroom and available resources.

Evidence: N/A

Suggestions: N/A

CEC3 - Use of learning time

Explanation: This is not applicable to a written assignment as it pertains to classroom management and time allocation.

Evidence: N/A

Suggestions: N/A

CEC4 - Student status

Explanation: This is not applicable to a written assignment as it pertains to teacher-student interactions and student status.

Evidence: N/A

Suggestions: N/A

CEC5 - Norms for learning

Explanation: This is not applicable to a written assignment as it pertains to classroom norms and expectations.

Evidence: N/A

Suggestions: N/A

A1 - Student self-assessment

Explanation: This is not applicable to a written assignment as it pertains to student self-assessment during instruction.

Evidence: N/A

Suggestions: N/A

A2 - Student use of formative assessments over time

Explanation: This is not applicable to a written assignment as it pertains to student use of formative assessments during instruction.

Evidence: N/A

Suggestions: N/A

A3 - Quality of formative assessment methods

Explanation: This is not applicable to a written assignment as it pertains to formative assessment methods during instruction.

Evidence: N/A

Suggestions: N/A

A5 - Collection systems for formative assessment data

Explanation: This is not applicable to a written assignment as it pertains to collecting formative assessment data during instruction.

Evidence: N/A

Suggestions: N/A

PCC2 - Communication and collaboration with parents and guardians

Explanation: This is not applicable to a written assignment as it pertains to communication and collaboration with parents and guardians.

Evidence: N/A

Suggestions: N/A

PCC3 - Communication within the school community about student progress

Explanation: This is not applicable to a written assignment as it pertains to school-wide communication about student progress.

Evidence: N/A

Suggestions: N/A

PCC1 - Collaboration with peers and administrators to improve student learning

Explanation: This is not applicable to a written assignment as it pertains to classroom collaboration.

Evidence: N/A

Suggestions: N/A

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

Explanation: This is not applicable to a written assignment as it pertains to adherence to curriculum, policies, and initiatives.

Evidence: N/A

Suggestions: N/A

PCC5 - Ethics and advocacy

Explanation: This is not applicable to a written assignment as it pertains to the classroom setting and professional ethics.

Evidence: N/A

Suggestions: N/A

Table of Analysis

| Rubric Component | Rubric Level | Evidence from Submission |

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

| P1 - Learning target(s) | Distinguished | The student is asked to write an essay about a current economic issue, its causes, possible solutions, and trade-offs. |

| P4 - Communication of learning target(s) | Distinguished | The learning targets are explicitly stated in the assignment prompt. |

| P5 - Success criteria | Distinguished | The student effectively meets all the success criteria by providing a well-structured, clear, and reasoned argument about inflation and its effects on everyday Americans. |

| CEC2, CEC3, CEC4, CEC5, SE1, SE4, SE5, CP3, P3, | Not applicable | These components are not applicable to a written assignment. |

| CP1, CP2, CP4, A4, A1, A2, A3, A5, PCC2, PCC3, PCC1, PCC4, PCC5 |

Feedback to Student

Great job, [Student Name], on your economic essay! You have done a fantastic job of demonstrating your understanding of the current issue of inflation and its impact on everyday Americans. You provided clear explanations for the causes, possible solutions, trade-offs, and even shared your personal opinion on the best solution. Your essay showcases high-level critical thinking and strong analytical skills. The language and organization are clear and engaging. My only suggestion would be to further support your arguments with specific examples. Keep it up, and I look forward to reading your future assignments!

Feedback to Teacher

Overall, the student has done an excellent job of understanding the prompt and engaging in thoughtful analysis of the current economic issue of inflation. Evidence supports the use of appropriate learning targets, clear communication of expectations, and successful meeting of success criteria. However, I recommend providing specific examples to support arguments in future assignments.