

## Grading Report

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

**\*\*Rubric Coverage\*\*:** Most components reviewed at distinguished level, CEC1 and PCC3 at proficient level.

## Component Analysis

### P1 - Learning target(s) connected to standards

**Explanation:** The student demonstrates understanding of the learning target which is connected to the standard of understanding the causes, effects, and potential solutions for economic issues.

**Evidence:** The student correctly identifies the issue (inflation), explains who it affects, discusses the causes, and presents possible solutions.

**Suggestions:** None.

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

**Explanation:** The student clearly communicates the learning target by addressing the required parts of the assignment (what the issue is, causes, solutions, and personal opinion).

**Evidence:** The student shows their understanding of the learning target by presenting evidence (e.g., the increased cost of groceries for their family) that aligns with each part of the assignment.

**Suggestions:** None.

### P5 - Success criteria

**Explanation:** The student has an understanding of the success criteria by demonstrating the ability to write a focused, well-structured essay that discusses the causes, effects, and potential solutions for an economic issue.

**Evidence:** The student provides a clear title, introduces the issue, discusses the causes, presents possible solutions, and concludes with a personal opinion.

**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 this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

### 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 this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

## **SE2 - Ownership of learning**

**Explanation:** The student demonstrates some level of ownership as they research an economic issue and present their own personal opinion on the best solution.

**Evidence:** The student provides their own example (the increased cost of groceries for their family) to support their understanding of inflation.

**Suggestions:** None.

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

**Explanation:** Not applicable as this is a written assignment and it's unclear what personal strengths the student demonstrates.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is an independent assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a standalone assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** The assignment aligns with the material in the lesson on economic issues.

**Evidence:** The student chooses a current economic issue (inflation) as requested.

**Suggestions:** None.

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

**Explanation:** The student demonstrates their understanding of the assigned material by writing a well-structured essay about inflation.

**Evidence:** The student correctly identifies the issue, explains who it affects, discusses the causes, and presents possible solutions.

**Suggestions:** None.

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

**Explanation:** The student uses economic concepts to analyze a real-world issue, demonstrating their understanding of the discipline.

**Evidence:** The student uses concepts like supply and demand to explain why prices increase during the pandemic.

**Suggestions:** None.

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

**Explanation:** The assignment effectively tests the student's understanding of economic issues by asking them to discuss a real-world issue and present a solution.

**Evidence:** The student is required to choose an economic issue, discuss its effects, causes, present solutions, and express their own opinion.

**Suggestions:** None.

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 written 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:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

PCC2 - Communication and collaboration with parents and guardians

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

PCC3 - Communication within the school community about student progress

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

PCC1 - Collaboration with peers and administrators to improve student learning

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

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

**Explanation:** Not applicable as this is a written assignment.

**Evidence:** N/A

**Suggestions:** N/A

PCC5 - Ethics and advocacy

**Explanation:** The student shows a basic understanding of ethics and advocacy by presenting an opinion on the best solution for the issue they discussed.

**Evidence:** The student expresses their personal opinion on the best solution for inflation.

**Suggestions:** Encourage the student to research more about the ethical considerations of their chosen solution and the potential consequences of those solutions.

## **Feedback to Student**

Well done on your assignment! You provided a clear and concise explanation of inflation, who it affects, the causes behind it, possible solutions, and your personal opinion on which solution would be best. Your essay was well-structured with appropriate evidence to support your points. I would like to remind you to further research and consider ethical implications of your chosen solution to the economic issue.

## **Feedback to Teacher**

The student demonstrated a good understanding of inflation and its impact on everyday Americans. Their essay was well-structured with appropriate evidence to support their points. I would recommend encouraging the student to research more about the ethical implications of their chosen solution to the economic issue.