# Unit 4: Lesson 14
# Assessment Practice and Preview

**DURATION**: 45 minutes

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**OVERVIEW:**

Students will be guided through a thought process for completing the end-of-unit assessment. Following this, students will be presented with the assessment and familiarized with its structure and rubric. **Note:** In this lesson, students reference a class copy of the assessment instructions and rubric. They will receive their own copy (along with additional documents necessary for completing the assessment) in the next lesson.

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**LEARNING OBJECTIVES:**

Students will be able to:

- Analyze and evaluate policy proposals aimed at promoting economic health and development in a country.
- Identify requirements for the summative assessment.
- Explain how the summative assessment will be evaluated.

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**RELEVANT UNIT BIG IDEAS: Economic Development and International Trade**

- Effective institutions and policies drive economic development and improvements in the standard of living.
- Voluntary trade generates benefits for both parties.

**RELEVANT UNIT ESSENTIAL QUESTIONS:**

- Why are some countries richer than others?
- When does it make sense to engage in trade?
- How does global trade impact people's lives?

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**MATERIALS:**

Instructional Slides (display during class period)

Policy Proposals (Collected in Lesson 4.2. If not previously completed, print 1 copy per student.)

Sample Country Profile p. 4 (Class Set - 1 copy per pair of students)

Instructions and Rubric pp. 5-6 (Class Set - 1 copy per student). Consider putting in plastic sheet protectors to discourage students from writing on this document.

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**SEQUENCE:**

**Activator - 5 minutes** (Slides 2-4)

1. Display Slide 2. Return previously collected *4.2 Policy Proposals* to each student. If students did not complete *4.2 Policy Proposals*, provide them with a new copy or instruct them to share with a classmate who did complete the ranking activity. **Note:** If the class did not complete Lesson 4.2

**Printing Pro Tip: print everything as 2 sheets per page to cut down on the amount of paper used. "How To"* skip to Step 4. (Additional educator tips/details/suggested answers are in the notes section throughout *Instruction Slides*.)

2. Allow students 2 minutes to review their initial rankings and reasoning.

3. Slide 3. Tell students to discuss their responses to the questions on the slide with a peer. Call on several students to share their responses.

4. Proceed to Slide 4. Explain the learning objectives and tell students that this lesson will provide them with an opportunity to practice the thought processes required for the end-of-unit summative assessment and introduce them to the assessment's requirements and scoring rubric. Students may be anxious about the assessment and how they will be scored. Tell students that the practice they will complete in the next portion of this lesson will likely alleviate many of their concerns.

**Practice - 15 minutes** (Slides 5-20)

5. Progress through Slides 5-6. Remind students of the potential for various recommendations. Click to bring up details about the factors that contribute to differences in recommendations.

6. Advance through Slides 7-8. Reinforce that although economists generally agree on which factors do and do not determine a nation's wealth, there is no universal agreement as to which of the determining factors are most or least important. Because each country has a different set of circumstances, a successful approach for one country cannot simply be replicated in another country to achieve identical results.

7. Proceed to Slide 9. Distribute 1 copy of *Sample Country Profile* to each pair of students. Instruct students to review the information provided about the country on *Sample Country Profile* and discuss which policy from *Policy Proposals* they believe would have the largest positive impact on this country's economic development and why. Allow pairs approximately 4 minutes to grapple with this question. Pairs do not need to reach a consensus.

8. Progress through Slides 10-14. Identify and briefly model the steps for recommending an effective policy for a country. Clarify that there is not one "correct answer." The focus of this activity, and the assessment, is for students to consider the relative efficacy of policies as well as their potential costs and benefits. (See notes section of *Instruction Slides* for additional support and explanation of the steps.)

9. Display Slide 15. Allow students a moment to discuss with their partner which policies, listed on the slide, are likely to have the highest net benefit for the given country.

10. Proceed to Slide 16. Briefly explain the rationale for selecting the policies listed on the slide as having the highest net benefits. **Pro Tip**: It is helpful to acknowledge that arguments *could* be made for selecting different policies. The explanation students provide on their assessment will be crucial to their success.

11. Progress through Slides 17-18. Tell students that the final step is to explain their recommendations. During the assessment, students will compose 2 to 3 well-developed paragraphs on the template shown on the slide. Click to reveal the remaining text on the slide and emphasize that their responses should include discipline-specific vocabulary, economic indicators, the principles of economic thinking, and examples from the course.

12. Advance to Slide 19. Emphasize that although economists generally agree on which factors do and do not determine a nation's wealth, there is no universal agreement as to which of the determining factors are most or least important.

13. Display Slide 20. Instruct students to briefly discuss the prompt on the slide with a peer (using the same thought process modeled in Steps 8-11). **Note**: As part of the assessment, students will be expected to respond to a similar prompt.
14. Collect *Sample Country Profile* from students.

**Assessment Introduction - 20 minutes** (Slides 21-28)

15. Progress through Slides 21-22. Tell students that, as they saw during the "Practice" portion of the lesson, the unit assessment will focus on students' ability to analyze the short- and long-term costs and benefits of proposed economic development policies. Students will learn about the assessment today and complete it in the following lesson (Lesson 4.15).
16. Advance to Slide 23. Distribute 1 copy of *Instructions and Rubric* to each student and direct students to read the front page of the assessment. Encourage students to make note of questions that come up as they read about the assessment.
17. Progress through Slides 24-26. Review and clarify the general overview and structure of the assessment using the no-stakes true/false "quiz."
18. Display Slide 27. Preview the additional documents students will use to complete the assessment. Explain that these documents are designed to support student success on the assessment.
19. Advance to Slide 28. Remind students that the rubric is their roadmap to success. Allow students a moment to read the rubric. Reinforce that this rubric assesses economic content knowledge, including discipline-specific vocabulary, as well as analysis of economic indicators. Clarify student questions related to the rubric as needed.

**Summarizer - 5 minutes** (Slides 29-30)

20. Progress through Slides 29-30. Direct students to discuss the questions on Slide 30 with a peer. Collect the class set of *Instructions and Rubric*.

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**STANDARDS: Voluntary National Content Standards in Economics**

STANDARD 2 Decision-Making

STANDARD 5 Business Decisions and Market Structures

STANDARD 7 Role of Government

STANDARD 9 International Trade

STANDARD 10 Technology

STANDARD 16 Growth and Fluctuations

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**FEEDBACK & QUESTIONS**

Fill out this 30-second feedback form to let us know how the lesson went. Thank you!

Contact Kathleen Cusack with questions at Kathleen@econiful.org.

**4.14 Sample Country Profile (Assessment Practice and Preview)**

# Sample Country Profile

**INSTITUTIONS**

- Government integrity 2022: 10th in the world
- Property rights 2025: 14th in the world
- Judicial effectiveness 2025: 27th in the world

**STANDARD OF LIVING**

- GDP per capita 2024: $75,500 (13th in the world)
- Average learning-adjusted years of schooling, 2023: 13.9 years
- Life expectancy 2024: 80.9 years (49th in the world)
- Labor force participation rate (by gender) 2024: 56.5% female, 67.4% male

**INFRASTRUCTURE**

- Renewable energy output 2020 (as a percentage of total energy output): 20.3%
- Infrastructure integrity 2025: 11th in the world
- Share of population using the internet 2023: using the internet: 97.1%

**TRADE**

- Openness to trade 2025: 61st in the world

**4.14 Instructions and Rubric (Assessment Practice and Preview)**

## Instructions and Rubric

**INTRODUCTION**: You are an economist who has agreed to provide advice to a national government that has identified economic development as its top priority. The country's leaders have drafted multiple policy proposals aimed at promoting the nation's economic health and improving the standard of living for its people.

**TASK:** Draft a one-page (front and back) brief, outlining your expert evaluation of the policy proposals.

**CRITERIA FOR SUCCESS**

Your brief should:

- [ ] Identify the policy you believe will be most effective in supporting the country's goal of improved economic well-being.
- [ ] Identify one policy that should be avoided because it will be least effective in supporting economic development.
- [ ] Support your policy recommendations with evidence and analysis derived from principles of economic thinking and your learning in this course to date.

**Remember, there is no single "correct" set of recommendations. Economists can and do disagree about public policy. Your work will be assessed primarily on the strength of your economic analysis.

**INSTRUCTIONS**

- Review the provided data on the country's current economic conditions.
- Read the provided policy proposals.
- Identify the policy that will have the most significant positive impact on the country's economic development and well-being.
- Identify one policy that will be least effective, or even detrimental, to the country's economic development and well-being.
- Use at least one principle of economic thinking to provide rationales that:
    - Describe how the policies will affect specific economic indicators and the standard of living in the country.
    - Clearly distinguish between **short-term** and **long-term effects** of the policies.
    - Acknowledge challenges, trade-offs, or possible unintended consequences of implementing the policies.

**EVALUATION:** Student performance will be evaluated using the rubric on the reverse.

Economics Rubric

| Rubric Score | Characteristics of Student Work |
|---|---|
| *Advanced* | *In addition to a proficient performance…*<br>● Provides a justification for policy recommendations that anticipates **and** addresses policy counterarguments. |
| *Proficient* | *In addition to a novice performance…*<br>● Provides a detailed justification for policy recommendations that includes discipline-specific vocabulary and specific economic indicators.<br>● Explains multiple costs and benefits of policies, with a clear distinction between short-term and long-term effects. |
| *Novice* | ● Provides a general justification for policy recommendations.<br>● Identifies at least some costs and benefits of policies, with attention to short-term **or** long-term effects. |