

Learning Goals and Scales  
2014-2015

**Rigorous Learning Goal/Scale**

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| <p><b>Course:</b></p>  | <p><b>AP/ACC Psychology</b></p>   |
| <p><b>Score 4</b></p> <p>Additional Success with the complex content and concepts—inferences, novel applications</p> | <p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• <i>Students will make an inference beyond what was explicitly taught. Students apply learned content.</i></li> <li>• </li> </ul> <p><b>Student makes no major errors or omissions regarding the score 4 content</b></p>  |
| <p><b>Score 3</b></p> <p>Mastery of complex content and concepts of learning goal</p>                                | <p><b>TARGET LEARNING GOAL: The student will understand the major issues and life events that occur throughout the developmental life span</b></p> <ul style="list-style-type: none"> <li>• Apply lifespan principles to personal experiences</li> <li>• Describe the physical, social, cognitive changes that occur during the lifespan</li> <li>• Analyze and explain the stages of Elizabeth Kubler-Ross’s theory</li> </ul> <p><b>Student makes no major errors or omissions regarding the score 3 content</b></p>  |
| <p><b>Score 2</b></p> <p>Success with simpler content—vocabulary, foundational skills</p>                            | <p><b>The student will recognize or recall specific vocabulary or basic content, such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Maturation, puberty, Kubler-Ross, Midlife Crisis, adolescence, menopause</b></li> </ul> <p><b>The student will perform basic skills or process, such as:</b></p> <ul style="list-style-type: none"> <li>• List most of the stages of Elizabeth Kubler-Ross</li> <li>• Associate some specific terminology with the appropriate developmental stage and domain</li> </ul> <p><b>Student makes no major errors or omissions regarding the score 2 content</b></p> |
| <p><b>Score 1</b></p> <p>Partial success with help</p>   | <p><b>With help, student achieves partial success at score 2 content and/or score 3 content</b></p>   |
| <p><b>Score 0</b></p> <p>No success even with help</p>   | <p><b>Even with help, no success</b></p>  |