

Learning Goals and Scales
2014-2015

Rigorous Learning Goal/Scale

Course:	UNITED STATES HISTORY I UNIT: <i>Expansion and Reform</i>
Score 4 Additional Success with the complex content and concepts—inferences, novel applications	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. <i>Students will make an inference beyond what was explicitly taught. Students apply learned content</i> Student makes no major errors or omissions regarding the score 4 content
Score 3 Mastery of complex content and concepts of learning goal	TARGET LEARNING GOAL: The student will be able to explain how the social reform movements of the 1800’s improved society. <ul style="list-style-type: none"> • Analyze historical events that allowed for the emergence of social reform groups which helped improve society • Assess the effectiveness of these social reform movements on society in the 1800’s • Evaluate the debates that emerged in response to and because of many of these social reform movements • Predict how new ideas and concepts of the era effected future events in American History Student makes no major errors or omissions regarding the score 3 content
Score 2 Success with simpler content—vocabulary, foundational skills	The student will recognize or recall specific vocabulary or basic content, such as: <ul style="list-style-type: none"> • Define key terms (revivals, Transcendentalism, temperance, curricula, humanitarian, utopian, abolitionist, abolish, suffrage, strikes, etc...) • Identify key figures (Horace Mann, Dorothea Dix, Henry Clay, Charles Grandison Finney, Richard Allen, Henry David Thoreau, William Lloyd Garrison, Frederick Douglas, Sarah and Angelina Grimke, Elizabeth Cady Stanton, Lucretia Mott etc...) The student will perform basic skills or process, such as: <ul style="list-style-type: none"> • Recall main ideas and concepts • Recognize major themes of the Era of Social Reform • Express basic skills through writing, discussion, debate, etc... Student makes no major errors or omissions regarding the score 2 content
Score 1 Partial success with help	With help, student achieves partial success at score 2 content and/or score 3 content
Score 0 No success even with help	Even with help, no success