

Learning Goals and Scales  
2016-2017

**Rigorous Learning Goal/Scale**

<b>Course: Unit 2</b>	<b>Honors Marketing (Ch 8)</b>
<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>•</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 be able to identify the five major components of the environment for global marketing</b></p> <ul style="list-style-type: none"> <li>• Create a company and identify how the five functions will be implemented</li> <li>• Select an existing country and analyze their infrastructure for trade purposes</li> <li>• Create a chart identifying languages spoken in the countries interested in trading with.</li> <li>• Cite evidence from articles that address at least two of the five components</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>• International environment, economic, social-cultural, technological, political-legal, competitive, infrastructure, manufacturing, distribution</li> </ul> <p><b>The student will perform basic skills or process, such as:</b></p> <ul style="list-style-type: none"> <li>• Create a chart/outline identifying the five components</li> <li>• Explain each component and provide at least two examples for each one</li> <li>• Identify how language barriers may have caused problems in global trade</li> <li>• Research the infrastructure for the US</li> <li>• Outline the basic function of each component</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>