

Learning Goals and Scales  
2018-2019

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>ENTREPRENEURSHIP: Unit 3</b>
<b>Score 4</b>  Additional Success with the complex content and concepts—inferences, novel applications	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>  <ul style="list-style-type: none"> <li>•</li> </ul> <b>Student makes no major errors or omissions regarding the score 4 content</b>
<b>Score 3</b>  Mastery of complex content and concepts of learning goal	<b>TARGET LEARNING GOAL: The student will apply concepts and strategies for developing operating procedures and describe inventory and financial management techniques.</b>  <ul style="list-style-type: none"> <li>• Compare and contrast the five functions of management, including policies to be included in an operations manual;</li> <li>• Formulate a purchasing plan for inventory, contrasting periodic and perpetual inventory methods;</li> <li>• Evaluate a business’s performance through financial statement analysis.</li> </ul> <b>Student makes no major errors or omissions regarding the score 3 content</b>
<b>Score 2</b>  Success with simpler content—vocabulary, foundational skills	<b>The student will recognize or recall specific vocabulary or basic content, such as:</b>  <ul style="list-style-type: none"> <li>• Management, organizational structure, authoritative management, democratic management, inventory management, stock turnover rate, cash budget, gross sales and net sales.</li> </ul> <b>The student will perform basic skills or process, such as:</b>  <ul style="list-style-type: none"> <li>• Define the five functions of management;</li> <li>• Identify five types of policies that should be included in an operations manual;</li> <li>• Identify a purchasing plan for inventory;</li> <li>• Describe the periodic and perpetual inventory methods;</li> <li>• Describe the purposes of various financial statements.</li> </ul> <b>Student makes no major errors or omissions regarding the score 2 content</b>
<b>Score 1</b>  Partial success with help	<b>With help, student achieves partial success at score 2 content and/or score 3 content</b>
<b>Score 0</b>  No success even with help	<b>Even with help, no success</b>