

Learning Goals and Scales
2014-2015

Rigorous Learning Goal/Scale

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| <p>Course:</p> | <p>Building Trades level 1 UNIT #1 SAFETY</p> |
| <p>Score 4</p> <p>Additional Success with the complex content and concepts—inferences, novel applications</p> | <p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • Practice common sense at all times when it comes to safety in the classroom. • Teach others the proper way to act in a construction site or classroom. • Recognize emergency exit and fire extinguisher. <p>Student makes no major errors or omissions regarding the score 4 content</p> |
| <p>Score 3</p> <p>Mastery of complex content and concepts of learning goal</p> | <p>TARGET LEARNING GOAL: The student will</p> <ul style="list-style-type: none"> • To follow and demonstrate all safety procedures in the classroom setting. • Recall and understand safety rules in a shop area. <p>Student makes no major errors or omissions regarding the score 3 content</p> |
| <p>Score 2</p> <p>Success with simpler content—vocabulary, foundational skills</p> | <p>The student will recognize or recall specific vocabulary or basic content, such as:</p> <ul style="list-style-type: none"> • Safety posters, safety rules and safety procedures and respect for others. • Understanding when it’s not safe in a classroom setting. <p>The student will perform basic skills or process, such as:</p> <ul style="list-style-type: none"> • Follow all safety rules that apply in the classroom during the time spent in this semester. • Describing safety features for each hand tool or power tools. • Use Common sense when dealing with safety. <p>Student makes no major errors or omissions regarding the score 2 content</p> |
| <p>Score 1</p> <p>Partial success with help</p> | <p>With help, student achieves partial success at score 2 content and/or score 3 content</p> |
| <p>Score 0</p> <p>No success even with help</p> | <p>Even with help, no success</p> |