

Learning Goals and Scales  
2016-2017

**Rigorous Learning Goal/Scale**

<b>Course: Unit Two</b>	<b>Business and Personal Law Chapters 4-6</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>  •  <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 be able to understand the importance of contracts.</b>  <ul style="list-style-type: none"> <li>• Students will read various case studies that deal with contracts and will need to explain the significance of the contract</li> <li>• Students will need to identify when contracts are deemed legal versus void.</li> <li>• Students will formulate opinions on court actions that have occurred due to discrepancy in the contract.</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>• Contract, offer, acceptance, genuine agreement, express contract, implied contract, bilateral contract, unilateral contract, mirror image rule, counteroffer, revocation, rejection</li> </ul> <b>The student will perform basic skills or process, such as:</b> <ul style="list-style-type: none"> <li>• Explain how contract begins</li> <li>• Explain the nature of the contract and its components</li> <li>• Identify and list the six elements of a contract</li> <li>• Identify the characteristics of a contract</li> <li>• Determine how parties reach agreements</li> <li>• Explain difference between oral and written contracts</li> <li>• Provide examples of contracts</li> <li>• List the methods of acceptance for a contract</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>