

Learning Goals and Scales  
2015-2016

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>Accelerated Chemistry: Unit 1: The Elements &amp; Their Trends</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:</b>  • <b>Explain how the periodic table reflects the relationship between the properties of elements and their atomic structure</b>  • <b>Compare the atomic and ionic radius of an element</b>  <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>  • <b>Metals, nonmetals, and metalloids (semi-metals)</b>  <b>The student will perform basic skills or process, such as:</b>  • <b>Label the groups, periods, and regions of the Periodic Table</b>  <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>