

ROCKY VIEW SCHOOLS – LEARNER COMPETENCIES

FINANCIAL AND ECONOMICALLY LITERATE

Definition – Individuals who are financially and economically literate understand and evaluate personal and global economic issues.

Financial and Economically Literate...	Beginning (with direction)	Emerging (with guidance)	Progressing (with support)	Advancing (with prompts)	Mastering (self-directed)
ENVISIONS <i>Clarifies needs and sets financial goals</i>	Student is learning to identify needs and associated costs.	Student can follow a process to set financial goals.	Student sets financial goals and follows a process for developing a plan to achieve them.	Student sets goals and develops plans for financial objectives.	Student sets personal goals and develops financial targets and action plans to achieve them.
EVALUATES <i>Consider costs & resources in planning</i>	Student understands there are costs associated with some goals.	Student is learning to weigh costs with available resources for a simple purchase.	Student can weigh costs and resources and is learning to evaluate purchases in light of other needs.	Student incorporates cost benefit analysis in increasingly complex financial decisions.	Student performs a sound cost benefit analysis to inform complex financial decisions.
RESEARCHES <i>Makes informed financial choices</i>	Student is learning to investigate costs for simple purchases.	Student investigates and compares costs for simple purchases.	Student investigates and weighs other relevant criteria in a variety of purchasing decisions.	Student investigates and evaluates multiple variables related to a variety of purchasing decisions.	Student researches and evaluates relevant criteria on complex financial choices.
IDENTIFIES <i>Sees and explains economic factors or incentives affecting behavior.</i>	Student is learning the economic factors that affect individuals.	Student recognizes how economic factors affect individuals and community.	Student makes connections between economics and personal, local and/or global issues.	Student demonstrates growing insight of ways economics impacts global issues, culture, and personal lifestyle.	Student demonstrates understanding and insight of the complex ways the economy impacts global, local and personal issues.
COMPREHENDS <i>Understands how personal, local, and global actions impact the economy.</i>	Student is learning to understand how economic incentives affect personal behavior.	Student identifies and discusses examples of incentives at a personal or societal level.	Student recognizes the impact of economic incentives on others.	Student identifies and explores the role of incentives on behavior and the resulting impact on the economy.	Student demonstrates understanding and insight on the ways incentives drive personal, local, and global finances.

With Direction – Learning occurs with “step by step” direct instruction and monitoring

With Guidance – Teacher provides student with clear targets and models a path for success. Student uses the teacher as the primary resource in their pursuit of success.

With Support – Teacher role is changing from “director” to “facilitator” of the learning and is responsible for creating pathways that foster independence.

With Prompts – Student is reflective, invested in learning and begins to work independently.

Self Directed – Student takes ownership of the learning process and is intrinsically motivated to not only succeed but to acquire a deeper understand of the situation or issue. Student is reflective and is able to apply acquired knowledge to new situations.