

# LEAP Social Studies Grade 3 Achievement Level Descriptors

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## Vision for Social Studies Standards and Assessment

To be ready for success, students must build knowledge of the world; thoughtfully examine the information they read, hear, and observe; and develop and express their ideas through speaking and writing. Through regular analysis and evaluation of information from an array of high quality primary and secondary sources and engaging learning experiences, students will develop the required knowledge, skills, and abilities to demonstrate understanding of important content and concepts. A leading goal in social studies is to prepare students for civic life by helping them to become knowledgeable about the world, reason through complex questions, and effectively express their ideas. To accomplish this goal, students must consistently do the following in their social studies class:

- build content knowledge and skills through meaningful learning opportunities and the exploration of high-quality, complex sources;
- engage in the majority of the thinking, speaking, and writing; and
- practice using accurate and relevant information from their social studies knowledge and well-chosen evidence from sources to support claims about social studies concepts. Simply stated, students must develop a broad and deep knowledge of the content so that they are able to express and support claims about social studies concepts.

The LEAP Social Studies assessments will reflect the vision and instructional priorities for social studies by providing students with opportunities to answer questions that allow them to demonstrate knowledge of social studies content and concepts, apply social studies skills and practices, and express and develop claims supported by information and evidence with explanation and reasoning.

# Reporting Categories

All LEAP Social Studies tests for grades 3-8 and Civics will be reported using two types of reporting categories.

- Content Reporting Categories - The Louisiana Student Standards for Social Studies (LS4) were written with the goal of producing individuals who have (1) a broad and deep knowledge of U.S. and world history, (2) a firm grasp and appreciation of the civic principles that underlie our system of government, (3) a solid understanding of fundamental economic principles and the ability to make wise financial decisions, and (4) a proficiency in both physical and human geography. All assessment items have a primary content reporting alignment.
- Skills and Practices Reporting Categories - To achieve the goals outlined in the LS4, students should build content knowledge through engagement with authentic primary and secondary sources and express arguments about civics topics. The skills and practices for each grade and course are specified in the LS4. A subset of assessment items have a primary skills and practices reporting alignment.

The following table includes the descriptions for each reporting category.

Reporting Category	Description
Foundations, Papers, and Places of the United States of America	Content in this reporting category focuses on the people, places, symbols, and events of the American Revolutionary War period
A Growing and Changing Nation	Content in this reporting category focuses on the people, places, symbols, and events of the Louisiana Purchase, Lewis and Clark Expedition, expansion, and the abolition of slavery
Industry, Innovation, and a More Perfect Union	Content in this reporting category focuses on the people, places, symbols, and events of the women's suffrage movement, the second Industrial Revolution, and the Civil Rights Movement
Establishing Context	Skills and practices in this reporting category focus on applying chronological reasoning; examining continuity and change; making comparisons and connections; and applying spatial understanding.
Examining Sources and Claims	Skills and practices in this reporting category focus on examining and using primary, secondary, and tertiary sources; evaluating claims and counterclaims; using evidence to support claims; distinguishing between relevant and irrelevant information; and constructing and expressing claims.

# Achievement-Level Definitions

Achievement-Level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area. Achievement-Level Descriptors Achievement-Level descriptors indicate what typical students should know and be able to do at each of Louisiana's five achievement levels: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory.

# Achievement Level Descriptors

Achievement-level descriptors (ALDs) describe the knowledge, skills, and processes that students typically demonstrate at each achievement level.

The ALDs in the tables that follow should be read as a building of ability; if a student achieves ‘Advanced,’ then they can demonstrate the knowledge and skills at the Advanced level and all the knowledge and skills described at the other levels, as well.

In the ALDs, **the verbs are in boldface type to call out the progression in complexity of what the student can do**; *some text is italicized to call out a different complexity in the content knowledge that students can be expected to know.*

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
<b>Foundations, Papers, and Places of the United States of America</b>	<b>Explain</b> <i>the significance of</i> major events, holidays, and symbols in the history of the United States related to the American Revolution.	<b>Describe</b> major events in the history of the United States related to the American Revolution.	<b>Describe</b> national historical figures, holidays, monuments, landmarks, and symbols, and state holidays related to the American Revolution.	<b>Identify</b> national historical figures, holidays, monuments, landmarks, and symbols, and state holidays related to the American Revolution.
	<b>Explain</b> functions of the Declaration of Independence and the Constitution of the United States.	<b>Describe</b> <i>functions</i> of the Declaration of Independence and the Constitution of the United States.  <b>Explain</b> how and why people become citizens of the United States.	<b>Describe</b> basic principles of the Declaration of Independence and the Constitution of the United States.  <b>Describe</b> civic virtues.	<b>Identify</b> basic principles of the Declaration of Independence and the Constitution of the United States.  <b>Identify</b> civic virtues.
	<b>Describe</b> how people use capital resources to provide goods and services.	<b>Describe</b> <i>how people use</i> natural (renewable and non-renewable) and human resources to provide goods	<b>Identify</b> natural (renewable and non-renewable), human, and capital resources <i>used to provide</i>	<b>Define</b> natural (renewable and non-renewable), human, capital resources, goods, and services.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
		and services.	<i>specific</i> goods and services.	
	<b>Describe</b> the seven continents and five oceans.	<b>Interpret</b> geographic features of the United States using a variety of tools.  <b>Describe</b> the relative location of the United States.	<b>Locate</b> the seven continents and five oceans.	<b>Locate</b> the United States.  <b>Identify</b> geographic features of the United States.  <b>Identify and locate</b> the four hemispheres, equator, and prime meridian.
<b>A Growing and Changing Nation</b>	<b>Explain</b> <i>the significance</i> of major events, holidays and symbols in the history of the United States related to the Louisiana Purchase, Lewis and Clark Expedition, and the abolition of slavery following the Civil War.	<b>Describe</b> <i>major events</i> in the history of the United States related to the Louisiana Purchase, Lewis and Clark Expedition, and the abolition of slavery following the Civil War.  <b>Describe</b> <i>how</i> voluntary and involuntary migration have affected the United States.	<b>Describe</b> national historical figures, holidays monuments, landmarks, and symbols, and state holidays related to the Louisiana Purchase, Lewis and Clark Expedition, and the abolition of slavery following the Civil War.  <b>Identify</b> <i>effects</i> of voluntary and involuntary migration in the United States.	<b>Identify</b> national historical figures, holidays, monuments, landmarks, and symbols, and state holidays related to the Louisiana Purchase, Lewis and Clark Expedition, and the abolition of slavery following the Civil War.  <b>Identify</b> examples of voluntary and involuntary migration in the United States.
	<b>Explain</b> <i>the significance</i> of the Emancipation Proclamation.	<b>Explain</b> <i>the significance</i> of the Thirteenth Amendment.	<b>Describe</b> the Emancipation Proclamation and the Thirteenth Amendment.	<b>Identify</b> the Emancipation Proclamation and the Thirteenth Amendment.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	<p><b>Explain</b> <i>the significance</i> of geographic features of the United States.</p> <p><b>Describe</b> <i>how</i> the regions of the United States <i>vary</i> culturally and economically.</p>	<p><b>Describe</b> why and how people in the United States have modified their environment.</p> <p><b>Describe</b> the <i>importance</i> of conservation and preservation.</p>	<p><b>Describe</b> geographic features of places in the United States.</p> <p><b>Identify and Describe</b> <i>examples</i> of conservation and preservation.</p>	<p><b>Identify</b> the geographic features of places in the United States.</p> <p><b>Identify</b> cultural and economic characteristics of regions of the United States.</p> <p><b>Define</b> “conservation” and “preservation.”</p>
Industry, Innovation, and a More Perfect Union	<p><b>Explain</b> <i>the significance</i> of major events, holidays, and symbols in the history of the United States during the 20<sup>th</sup> century.</p> <p><b>Explain</b> <i>how</i> technological advancements have <i>affected the lives of people</i> in the United States.</p>	<p><b>Describe</b> major events in the history of the United States during the 20<sup>th</sup> century.</p> <p><b>Describe</b> <i>effects</i> of technological advancements in the United States.</p>	<p><b>Describe</b> national historical figures, holidays, monuments, landmarks, and symbols, and state holidays of the 20<sup>th</sup> century United States.</p> <p><b>Describe</b> technological advancements in the United States.</p>	<p><b>Identify</b> national historical figures, holidays, monuments, landmarks, and symbols, and state holidays of the 20<sup>th</sup> century United States.</p> <p><b>Identify</b> technological advancements in the United States.</p>
	<p><b>Explain</b> <i>how</i> our founding documents protect individuals’ rights to life, liberty, and the pursuit of happiness.</p>	<p><b>Describe</b> founding documents that protect individuals’ rights to life, liberty, and the pursuit of happiness.</p>	<p><b>Describe</b> individuals’ rights to life, liberty, and the pursuit of happiness.</p>	<p><b>Identify</b> the founding documents that protect individuals’ rights to life, liberty, and the pursuit of happiness.</p>

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	<b>Explain</b> the United States in economic terms.	<b>Describe</b> the United States in economic terms.  <b>Describe</b> the relationship between scarcity and opportunity cost in economic decision-making.  <b>Describe</b> the importance of personal financial decision-making such as budgeting and saving.	<b>Identify</b> <i>examples</i> of economic terms.	<b>Define</b> economic terms.
	<b>Compare and contrast</b> basic land use and economic activities in urban, suburban, and rural environments.	<b>Compare and contrast</b> basic land use and economic activities in <i>two</i> environments.	<b>Describe</b> <i>basic land use and economic activities</i> in urban, suburban, and rural <i>environments</i> .	<b>Define</b> “urban,” “suburban,” and “rural.”
<b>Establishing Context</b>	<b>Create</b> and use a chronological sequence of related events to <b>compare</b> developments and <b>describe</b> instances of change and continuity.	Use a chronological sequence of related events to <b>compare</b> developments and <b>describe</b> instances of change and continuity.	Use a chronological sequence of related events to <b>describe</b> developments and <b>identify</b> instances of change and continuity.	Use a chronological sequence of related events to <b>identify</b> developments.
	<b>Explain</b> <i>connections between</i> ideas, events, and developments in U.S. history.	<b>Compare</b> life in the United States in the past and present.	<b>Describe</b> ideas, events, and developments in U.S. history.  <b>Describe</b> life in the United States in the past and present.	<b>Identify</b> similarities and differences of life in the United States in the past and present.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	<b>Create</b> and use maps and models with a key, scale, and compass <i>with intermediate directions</i> .	Use maps and models to <b>describe</b> historical concepts and contexts.	Use maps and models to <b>identify</b> <i>historical concepts and contexts</i> .	<b>Identify</b> and <b>describe</b> the purpose of a key, scale, and compass on maps and models.
<b>Examining Sources and Expressing Claims</b>	Use a <i>variety of</i> primary and secondary sources to <b>analyze</b> social studies content and <b>compare and contrast</b> <i>multiple</i> sources.	Use primary and secondary sources to <b>explain</b> social studies content; <b>explain</b> claims and evidence; and <b>compare and contrast</b> <i>two</i> sources.	Use primary and secondary sources to <b>describe</b> social studies content and <b>identify</b> <i>claims and evidence</i> .	Use a primary or secondary source to <b>identify</b> social studies content.
	<b>Construct and express</b> claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to <b>compare and contrast</b> content and <i>viewpoints</i> .	<b>Construct and express</b> <i>claims that are</i> supported with relevant evidence from primary and/or secondary sources, content knowledge, <i>and</i> clear reasoning in order to <b>explain</b> causes and effects and <b>describe</b> counterclaims.	<b>Construct and express</b> a claim <i>that is supported with relevant evidence from primary and/or secondary sources, content knowledge, or clear reasoning</i> in order to <b>demonstrate</b> an understanding of social studies content; <b>identify</b> <i>causes and effects</i> ; and <b>identify</b> <i>counterclaims</i> .	<b>Identify</b> a claim to <b>demonstrate</b> an understanding of social studies content.