

LEAP Social Studies Grade 4 Achievement Level Descriptors

Vision for Social Studies Standards and Assessment	1
Reporting Categories	2
Achievement-Level Definitions	3
Achievement Level Descriptors	4

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
Prehistory and Early Civilizations in the Near East and India	Content in this reporting category focuses on elements of prehistory that led to the development of ancient civilizations and the development of early civilizations in Mesopotamia and India.
Early Civilizations in Egypt and the Americas	Content in this reporting category focuses on development of early civilizations in Egypt and the Americas.
Empire Building in China, Greece, and Rome	Content in this reporting category focuses on development of civilizations and empires in China, Greece, and Rome.
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
Prehistory and Early Civilizations in the Near East and India	<p>Describe <i>theories</i> about early human migration out of Africa.</p> <p>Explain the effects of the Agricultural Revolution.</p>	<p>Describe the characteristics of nomadic hunter-gatherer societies.</p> <p>Describe early human migration out of Africa.</p> <p>Describe the effects of the Agricultural Revolution.</p> <p>Explain <i>the importance of</i> key characteristics of civilizations.</p>	<p>Identify <i>the origins of</i> early humans.</p> <p>Identify <i>the effects of</i> the Agricultural Revolution.</p> <p>Describe key characteristics of civilizations.</p>	<p>Identify the characteristics of nomadic hunter-gatherer societies.</p> <p>Define “agricultural revolution.”</p> <p>Identify key characteristics of civilizations.</p>
	Explain <i>the significance of</i> the geographic, political, economic, and cultural structures of the ancient Near East.	Describe the geographic, political, economic, and cultural structures of the ancient Near East.	Identify the <i>geographic</i> and <i>political</i> structures of the ancient Near East.	Identify the economic and cultural structures of the ancient Near East.
	Explain the emergence of civilization in the Indus River Valley.	Describe the geographic, political, economic, and cultural structures of ancient India.	Identify the <i>geographic</i> and <i>political</i> structures of ancient India.	Identify the economic and cultural structures of ancient India.
Early Civilizations in Egypt and the Americas	Explain the cultural and political structures of ancient Egypt.	Describe the geographic, political, economic, and cultural structures of ancient Egypt.	Identify the geographic and political structures of ancient Egypt.	Identify the economic and cultural structures of ancient Egypt.
	Explain the <i>geographic, political, economic, and cultural</i> structures of	Describe the geographic, political, economic, and cultural structures of	Identify the <i>geographic and political</i> structures of Indigenous civilizations of	Identify the economic and cultural structures of Indigenous civilizations of

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	Indigenous civilizations of <i>the Americas</i> .	Indigenous civilizations of the Americas.	the Americas.	the Americas.
Empire Building in China, Greece, and Rome	Explain the geographic, political, economic, and cultural structures of ancient Greece.	Describe the geographic, political, economic, and cultural structures of ancient Greece.	Identify the <i>geographic</i> and <i>political</i> structures of ancient Greece.	Identify the economic and cultural structures of ancient Greece.
	Explain the geographic, political, economic, and cultural structures of ancient Rome. Explain innovations.	Describe the geographic, political, economic, and cultural structures of ancient Rome. Describe innovations.	Identify the <i>geographic</i> and <i>political</i> structures of ancient Rome. Identify <i>innovations</i> .	Identify the economic and cultural structures of ancient Rome.
	Explain the geographic, political, economic, and cultural structures of ancient China, including major accomplishments.	Describe the geographic, political, economic, and cultural structures of ancient China, including major accomplishments.	Identify the <i>geographic</i> and <i>political</i> structures of ancient China, <i>including major accomplishments</i> .	Identify the economic and cultural structures of ancient China.
Establishing Context	Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	Use a chronological sequence of related events to compare developments and describe instances of change and continuity.	Use a chronological sequence of related events to describe developments and identify instances of change and continuity.	Use a chronological sequence of related events to identify developments.
	Explain <i>connections between</i> ideas, events, and developments in world history.	Compare and contrast events and developments in world history.	Describe ideas, events, and developments in world history.	Identify major ideas, events, and developments in world history.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	Create and use geographic representations <i>and historical information</i> to explain how physical geography influenced the development of ancient civilizations and empires.	Use geographic representations to describe places and geographic characteristics, and to explain how physical geography influenced the development of civilizations and empires.	Use geographic representations to describe places and geographic characteristics.	Use geographic representations to locate places and geographic characteristics.
	Describe the <i>origin and spread of major world religions as they developed</i> throughout history.	Describe the <i>origin or spread of a major world religion as it developed</i> throughout history.	Identify <i>factors that contributed to the spread of a major world religion.</i>	Identify the <i>geographic origins of the major world religions.</i>
Examining Sources and Expressing Claims	Use <i>a variety of</i> primary and secondary sources to analyze social studies content and compare and contrast <i>multiple</i> sources.	Use primary and secondary sources to explain social studies content; explain claims and evidence; and compare and contrast <i>two</i> sources.	Use primary and secondary sources to describe social studies content and identify claims and evidence.	Use a primary or secondary source to identify social studies content.
	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to compare and contrast content and viewpoints.	Construct and express <i>claims that are supported</i> with relevant evidence from primary and/or secondary sources, content knowledge, <i>and</i> clear reasoning in order to explain causes and effects and describe counterclaims.	Construct and express a claim that is supported with relevant evidence from primary and/or secondary sources, content knowledge, or clear reasoning in order to demonstrate an understanding of social studies content; identify	Identify a claim to demonstrate an understanding of social studies content.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
			causes and effects; and identify counterclaims.	