

LEAP Social Studies Grade 5 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
Medieval Europe and the West African Kingdoms	Content in this reporting category focuses on the society and culture of Western Europe throughout the early and middle Medieval Period and the West African Kingdoms of Ghana, Mali, and Songhai.
Civilizations in the Americas	Content in this reporting category focuses on the society and culture of the pre-Columbian indigenous peoples of the Americas.
Renaissance, Reformation, and Colonization	Content in this reporting category focuses on the Renaissance, the Reformation, and the First Global Age.
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
Medieval Europe and the West African Kingdoms	Explain the <i>significance of events related to the geographic, political, economic, and cultural structures of Europe during the Middle Ages.</i>	Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages <i>and events that reshaped those structures.</i>	Identify <i>geographic and political</i> structures of Europe during the Middle Ages.	Identify economic and cultural structures in Europe during the Middle Ages.
	Explain events related to the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.	Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa <i>and events that reshaped those structures.</i>	Identify the <i>geographic and political</i> structures of Southwest Asia and North Africa.	Identify economic and cultural structures of Southwest Asia and North Africa.
	Explain the <i>importance of events related to the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.</i>	Describe the geographic, political, economic, and cultural structures; <i>events that reshaped those structures; and major accomplishments of Medieval West African Kingdoms.</i>	Identify the <i>geographic and political</i> structures of Medieval West African Kingdoms.	Identify the economic and cultural structures of Medieval West African Kingdoms.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
Civilizations in the Americas	Explain the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.	Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.	Identify the <i>geographic</i> and <i>political</i> structures of Indigenous civilizations of the Americas.	Identify the economic and cultural structures of Indigenous civilizations of the Americas.
Renaissance, Reformation, and Colonization	Explain the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.	Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.	Identify the <i>historical developments of the Protestant Reformation and Scientific Revolution</i> .	Identify the origins, accomplishments, and geographic diffusion of the Renaissance.
	Analyze the motivations for the movement of people from Europe to the Americas.	Explain the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.	Identify the <i>effects of exploration by Europeans</i> .	Identify the motivations for the movement of people from Europe to the Americas.
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.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	Explain <i>connections between ideas, events, and developments in world history.</i>	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.
	Create and use <i>geographic representations</i> and historical information to explain how physical geography influenced the development of civilizations and empires.	Use geographic representations to describe places and geographic characteristics. Use historical information to describe how physical geography influenced the development of civilizations and empires.	Use geographic representations to identify <i>geographic characteristics</i> .	Use geographic representations to locate places.
	Describe the origin and spread of major world religions as they developed throughout history.	Describe the origin or spread of a major world religion as it developed throughout history.	Identify <i>factors that contributed to the spread of a major world religion.</i>	Identify the geographic origins of the major world religions.
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 <i>and</i> secondary sources to describe social studies content <i>and</i> identify claims and evidence.	Use a primary or secondary source to identify social studies content.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	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 <i>content and viewpoints</i> .	Construct and express <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 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, <i>or</i> clear reasoning in order to demonstrate an understanding of social studies content; identify causes and effects; and identify counterclaims.	Identify a claim to demonstrate an understanding of social studies content.