

# LEAP Social Studies Grade 6 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
Colonial America and Louisiana	Content in this reporting category focuses on the history and regions of the colonies that became the United States of America; the relationship between the colonists and the Native American people; the origins and growth of slavery in North America; and the French and Spanish colonial rule in Louisiana.
The American Revolution	Content in this reporting category focuses on the events leading to the American Revolution through the 1783 Treaty of Paris.
Establishing the United States of America	Content in this reporting category focuses on the documents and debates that led to the foundation of the United States of America.
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
Colonial America and Louisiana	<b>Analyze</b> European exploration and colonization of North America.	<b>Explain</b> European exploration and colonization of North America.	<b>Describe</b> the motivations, challenges, and achievements of European exploration and colonization of North America.	<b>Identify</b> the motivations, challenges, and achievements of European exploration and colonization of North America.
	<b>Analyze</b> the development of the settlements and colonies in the late sixteenth century through the seventeenth century.	<b>Explain</b> the development of the settlements and colonies in the late sixteenth century through the seventeenth century.	<b>Describe</b> <i>the development of the settlements and colonies</i> in the late sixteenth century through the seventeenth century.	<b>Identify</b> key figures and settlements of colonial North America.
	<b>Analyze</b> the growth and development of colonial Louisiana.	<b>Explain</b> the growth and development of colonial Louisiana.	<b>Describe</b> <i>the growth and development</i> of colonial Louisiana.	<b>Identify</b> the key figures, settlements, and characteristics of colonial Louisiana.
The American Revolution	<b>Analyze</b> the causes, course, and consequences of the American Revolution.	<b>Explain</b> the causes, course, and consequences of the American Revolution.	<b>Describe</b> <i>the causes, course, and consequences</i> of the American Revolution.	<b>Identify</b> the key ideas, characteristics, and figures of the American Revolution.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
<b>Establishing the United States of America</b>	<b>Analyze</b> the development of the U.S. political system through the ratification of the U.S. Constitution.	<b>Explain</b> the development of the U.S. political system through the ratification of the U.S. Constitution.	<b>Describe</b> <i>the development of the U.S. political system</i> through the ratification of the U.S. Constitution.	<b>Identify</b> key figures and ideas that contributed to the development of the U.S. Constitution.
<b>Establishing Context</b>	<b>Analyze</b> connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.	<p><b>Explain</b> ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.</p> <p><b>Explain</b> <i>the significance of connections</i> between events and developments in U.S. history within their global context from 1580 to 1791.</p> <p><b>Compare and contrast</b> events and developments in the history of the United States of America from 1580 to 1791.</p>	<p><b>Describe</b> ideas, events, and developments in the history of the United States of America from 1580 to 1791 <i>and how they progressed, changed, or remained the same over time.</i></p> <p><b>Describe</b> connections between events and developments in U.S. history within their global context from 1580 to 1791.</p>	<b>Identify</b> ideas, events, and developments in the history of the United States of America from 1580 to 1791.
	Use geographic representations and historical data to <b>analyze</b> events and developments in U.S. history from 1580 to 1791, including	Use geographic representations and historical data to <b>explain</b> events and developments in U.S. history from 1580 to 1791, including	Use geographic representations and historical data to <b>describe</b> events and developments in U.S. history from 1580 to 1791.	Use geographic representations and historical data to <b>identify</b> events and developments in U.S. history from 1580 to 1791.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	environmental, cultural, economic, and political characteristics and changes.	environmental, cultural, economic, and political characteristics and changes.		
		Use maps to <b>explain the significance of</b> geographic characteristics of places in Louisiana, North America, and the world.	Use maps to <b>describe</b> <i>geographic characteristics</i> of places in Louisiana, North America, and the world.	Use maps to <b>identify</b> absolute location (latitude and longitude) and geographic features in Louisiana and North America.
<b>Examining Sources and Expressing Claims</b>	Use <i>a variety of</i> primary and secondary sources to <b>analyze</b> social studies content; <b>evaluate</b> claims, counterclaims, and evidence; <b>compare and contrast</b> multiple sources and accounts; and <b>explain</b> <i>how the availability of sources affects historical interpretations.</i>	Use <i>a variety of</i> primary and secondary sources to <b>explain</b> social studies content, <i>claims, counterclaims, evidence,</i> and <b>similarities and differences</b> of multiple sources and accounts.	Use a primary <i>or</i> secondary source to <b>describe</b> social studies content and a claim or evidence.	Use a primary <i>or</i> secondary source to <b>identify</b> social studies content and a claim or evidence.

Reporting Category	Advanced	Mastery	Basic	Approaching Basic
	<p><b>Construct and express</b> <i>claims</i> that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, <i>and clear reasoning and explanations</i> to <b>demonstrate</b> an understanding of social studies content; <b>compare and contrast</b> content and viewpoints; <b>analyze</b> causes and effects; and <b>evaluate</b> counterclaims.</p>	<p><b>Construct and express</b> a claim that is supported with relevant evidence from a primary and/or secondary source, social studies content knowledge, and/or an explanation to <b>demonstrate</b> an understanding of social studies content; <b>compare and contrast</b> content and viewpoints; <b>explain</b> causes and effects; and <b>explain</b> <i>counterclaims</i>.</p>	<p><b>Identify</b> a claim that is supported with relevant evidence from a primary <i>and/or</i> secondary source, social studies content knowledge, <i>and/or an explanation</i> to <b>demonstrate</b> an understanding of social studies content; <b>identify</b> <i>viewpoints</i>; and <b>identify</b> <i>causes and effects</i>.</p>	<p><b>Identify</b> a claim or an explanation that is supported with relevant evidence from a primary or secondary source or social studies content knowledge to <b>demonstrate</b> an understanding of social studies content.</p>