

Social Studies Grade 4 Performance Level Descriptors (PLDs)
The History of America (to 1850)

Reporting Category	Below Basic	Basic	Proficient	Advanced
<p style="text-align: center;">Generic Descriptors</p>	<p>Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.</p>
<p style="text-align: center;">The Americas before Exploration and the Age of the Exploration</p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the Americas before Exploration and during the Age of Exploration, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Americas before Exploration and during the Age of Exploration below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand relationships between people, places, and events; and identify important information from the time. Students who achieve this basic level of academic performance, thinking ability,</p>	<p>A student at this level demonstrates mastery by understanding and summarizing aspects of the Americas before Exploration and during the Age of Exploration at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand basic cause-and-effect relationships between people, places, and events; draw basic conclusions based on important information from the time and cite basic</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the Americas before Exploration and during the Age of Exploration beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise basic historical understandings, draw more complex conclusions based on crucial information from the time, and cite important evidence from sources to</p>

	of study.	and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.	evidence from sources to support conclusions. The student displays a clear understanding of social studies content by describing and analyzing the geography, culture, and legacy of the major indigenous groups of Tennessee. The student also demonstrates the ability to trace the routes of early explorers, evaluate their explorations, and analyze their impact on indigenous people and the environment. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.	support conclusions. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.
Colonization and Independence (1760–1789)	A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of colonization and independence in America, and his or her academic performance does not yet	A student at this level demonstrates partial mastery by identifying and comprehending aspects of colonization and independence in America below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand	A student at this level demonstrates mastery by understanding and summarizing aspects of colonization and independence in America at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and	A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the Americas before colonization and independence beyond the proficient level and at a consistently higher depth of knowledge (DOK).

	<p>reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>relationships between people, places, and events; and identify important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>compare and contrast historical information; understand basic cause-and-effect relationships between people, places, and events; draw basic conclusions based on important information from the time and cite basic evidence from sources to support conclusions. The student displays a clear understanding of social studies content by describing the cooperation and conflict that existed among American Indians, and between the Indian nations and the new settlers, through the use of primary documents. The student also demonstrates the ability to locate and identify major leaders and groups responsible for the founding of the thirteen colonies; identify the reasons for the founding of these colonies; explain the causes, course, and consequences of the Revolutionary War; describe the foundations of the future state of Tennessee; and analyze the difference between the ideas set forth in the Declaration of Independence and the existence of slavery.</p>	<p>The student demonstrates the additional skills necessary to appraise basic historical understandings, draw more complex conclusions based on crucial information from the time, and cite important evidence from sources to support conclusions. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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A New Government	A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the founding of the U.S. government, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.	A student at this level demonstrates partial mastery by identifying and comprehending aspects about the founding of the U.S. government below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand relationships between people, places, and events; and identify important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.	A student at this level demonstrates mastery by understanding and summarizing aspects about the founding of the U.S. government at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand basic cause-and-effect relationships between people, places, and events; draw basic conclusions based on important information from the time; and cite basic evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and identifying the key people, documents, and events associated with the	A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the founding of the U.S. government beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise basic historical understandings, draw more complex conclusions based on crucial information from the time, and cite important evidence from sources to support conclusions. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and

			development of the U.S. Constitution; and explaining the creation and the failure of the Lost State of Franklin. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.	course-level content standards are well prepared for the next level of study.
Early Western Expansion and the Growth of the New Republic	A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the early western expansion of the United States and the growth of the new republic, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the early western expansion of the United States and the growth of the new republic below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand relationships between people, places, and events; and identify important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills	A student at this level demonstrates mastery by understanding and summarizing aspects of the early western expansion of the United States and the growth of the new republic at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand basic cause-and-effect relationships between people, places, and events; draw basic conclusions based on important information from the time; and cite basic evidence from sources to support conclusions.	A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the early western expansion of the United States and the growth of the new republic beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise general historical understandings, draw more complex conclusions based on important information from the time, and cite key evidence from sources to support conclusions. Students who achieve this superior level of academic

		<p>specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>The student displays a clear understanding of social studies concepts by tracing the colonization, immigration, and settlement patterns of the U.S. people from 1789 to the mid-1800s, explaining the causes, course, and consequences of the War of 1812 and Tennessee's role within that war, summarizing daily life and events on the frontier of Tennessee, and explaining why pioneers moved west. The student also demonstrates the ability to describe and analyze the emergence of an industrial economy in the United States and the rapid growth of slavery in the South; the reform movements, including the abolition of slavery; the causes, course, and consequences of the Gold Rush; the fight for Texas independence; and the Mexican War. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards</p>	<p>performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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