

## Grade 4 Social Studies Performance Level Descriptors

### Limited

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for Grade 4 Social Studies. A student at this level has an emerging ability to use historical materials to understand events in Ohio history, use geographic knowledge to describe the physical environment, use knowledge of government to understand civic rights and responsibilities, and use economic reasoning to make financial choices.

A student at the **Limited Level** can:

- Define the Underground Railroad;
- Locate Ohio on a map;
- Follow the four cardinal directions (i.e., north, south, east and west);
- Distinguish between fact and opinion;
- Name the three branches of government;
- Name a First Amendment right (e.g., freedom of religion, speech, press, petition and assembly);
- Group different Ohio resources into sources of food or energy (e.g., corn, soybeans, coal);
- Distinguish between examples of saving money and spending money;
- Determine whether or not a given way of settling differences is an example of a compromise.

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### Basic

A student performing at the **Basic Level** demonstrates partial command of Ohio's Learning Standards for Grade 4 Social Studies. A student at this level has a general ability to use historical materials to understand events in Ohio history, use geographic knowledge to describe the physical environment, use knowledge of government to understand civic rights and responsibilities, and use economic reasoning to make financial choices.

A student at the **Basic Level** can:

- Place an event on a timeline;
- Distinguish between primary and secondary sources;
- Identify evidence of cooperation among prehistoric groups;
- Identify sources of colonial frustration;
- Identify rights contained in the Northwest Ordinance;
- Identify a sectional issue that divided the nation in the early 1800s (e.g., slavery);
- Identify examples of human modifications of the physical environment (e.g., construction of dams, use of fertilizers);
- Define a civic right (e.g., freedom of religion, freedom of speech);
- Define the elements of compromise (e.g., taking turns, looking for common goals);
- Define a constitution (e.g., a written plan for government);
- Recognize information found in a chart or table;
- Identify productive resources (e.g., natural resources, capital goods).

## Grade 4 Social Studies Performance Level Descriptors

### Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for Grade 4 Social Studies. A student at this level has a consistent ability to use historical materials to understand events in Ohio history, use geographic knowledge to describe the physical environment, use knowledge of government to understand civic rights and responsibilities, and use economic reasoning to make financial choices.

A student at the **Proficient Level** can:

- Use a timeline to show correct chronological order among several events;
- Organize information from primary and secondary sources;
- Describe points of cooperation or conflict among different groups of people in Ohio's past (e.g., hunting strategies);
- Explain why the American colonists united to fight for independence from Great Britain;
- Sequence the steps in the process to statehood;
- Explain Ohio's role in the Underground Railroad;
- Locate features on a map using cardinal directions;
- Describe how human activity has modified the environment;
- Describe a way citizens can participate in government;
- Compare points of agreement and disagreement to make an informed decision;
- Describe how First Amendment rights are exercised (e.g., freedom of religion, speech, press, petition and assembly);
- Identify the purpose of a constitution (e.g., organizing the structure of government, protecting basic rights);
- Describe the roles of the three branches of government;
- Define entrepreneurship.

## Grade 4 Social Studies Performance Level Descriptors

### Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for Grade 4 Social Studies. A student at this level has a superior ability to use historical materials to understand events in Ohio history, use geographic knowledge to describe the physical environment, use knowledge of government to understand civic rights and responsibilities, and use economic reasoning to make financial choices.

A student at the **Accelerated Level** can:

- Create a timeline with appropriate intervals;
- Explain the influence of the Northwest Ordinance;
- Explain the significance of the Battle of Lake Erie;
- Describe how Ohio became a center for the anti-slavery movement;
- Describe the relative location of physical characteristics using scale and intermediate directions;
- Explain a positive consequence of a human modification to the environment;
- Explain how citizens exercise rights to influence their government;
- Analyze the perspective or purpose of sources of information to make an informed decision;
- Explain how Ohio's agriculture, industry, and natural resources can both influence and be influenced by the economic development of the United States;
- Apply a strategy for compromise in a given situation;
- Describe the ways laws are used to protect the rights of citizens;
- Summarize trends or patterns in a table;
- Explain the risks and benefits of entrepreneurship.

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### Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 4 Social Studies. A student at this level has a sophisticated ability to use historical materials to understand events in Ohio history, use geographic knowledge to describe the physical environment, use knowledge of government to understand civic rights and responsibilities, and use economic reasoning to make financial choices.

A student at the **Advanced Level** can:

- Evaluate information from primary and secondary sources;
- Explain how issues left unresolved between American Indians and European settlers surfaced again in the War of 1812;
- Analyze British policy from an American Revolutionary perspective;
- Explain the relationship between a region's physical characteristics and the region's economy;
- Explain both a positive and negative consequence of a human modification to the environment;
- Explain how Ohio's evolving transportation systems have influenced the movement of people and products throughout history;
- Distinguish civic rights from responsibilities;
- Evaluate information from multiple sources effectively to make informed decisions;
- Explain how the Constitution limits the power of government;
- Interpret data to draw conclusions from tables or charts;
- Apply the risks and benefits of entrepreneurship to a situation.