

Wisconsin Social Studies PLDs – Grade 4

These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

Performance Level Descriptors (PLDs)				
	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
Strand: Behavioral Sciences (BH)				
BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	A student at this level attempts to describe how a person’s understanding, perceptions, and behaviors are affected by relationships and environments.	A student at this level can describe in a limited fashion how a person’s understanding, perceptions, and behaviors are affected by relationships and environments.	A student at this level can describe how a person’s understanding, perceptions, and behaviors are affected by relationships and environments.	A student at this level can describe in depth how a person’s understanding, perceptions, and behaviors are affected by relationships and environments.
	attempts to describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in a limited fashion how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in depth how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.
BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (Sociology).	attempts to compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can make a simple comparison of how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare in depth how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

	attempts to give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	can give simple examples of how peoples from different cultures develop different values and ways of interpreting experiences.	can give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	can give complex examples of how peoples from different cultures develop different values and ways of interpreting experiences.
BH Standard 3 - Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	attempts to investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	can do a simple investigation of how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	can investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	can investigate in depth how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.
BH Standard 4 - Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.	attempts to classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	can classify a limited number of technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	can classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	can classify several technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).
Strand: Economics (Econ)				
Econ Standard 1 - Wisconsin students will use economic reasoning to understand issues.	A student at this level attempts to use economic reasoning to compare and contrast the costs and benefits of a decision; attempts to categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	A student at this level can use simple economic reasoning to compare and contrast the costs and benefits of a decision; can categorize a limited number of limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	A student at this level can use economic reasoning to compare and contrast the costs and benefits of a decision; can categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	A student at this level can use complex economic reasoning to compare and contrast the costs and benefits of a decision; can categorize several different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).

	attempts to infer potential incentives in a real-world situation.	can infer a limited number of potential incentives in a real-world situation.	can infer potential incentives in a real-world situation.	can infer several potential incentives in a real-world situation.
Econ Standard 2 - Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	attempts to compare two product markets found in the local community; attempts to differentiate between goods and services.	can make a simple comparison of two product markets found in the local community; can differentiate between a limited number of goods and services.	can compare two product markets found in the local community; can differentiate between goods and services.	can compare in depth two product markets found in the local community; can differentiate between several goods and services.
	attempts to assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	can assess a limited number of roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	can assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	can assess multiple roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
	attempts to compare the skills and knowledge required to produce certain goods and services; attempts to provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	can make limited comparisons related to the skills and knowledge required to produce certain goods and services; can identify an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	can compare the skills and knowledge required to produce certain goods and services; can provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	can compare in depth the skills and knowledge required to produce certain goods and services; can provide examples of the factors of production (i.e., land, labor, capital, entrepreneurship) for given products.
Econ Standard 3 - Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	attempts to investigate how the cost of things changes over time.	can do a simple investigation on how the cost of things changes over time.	can investigate how the cost of things changes over time.	can investigate in depth how the cost of things changes over time.
	attempts to describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	can provide a simple description of the role of money, banking, and savings in everyday life, including why people borrow money or the role of interest.	can describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	can describe in depth the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

<p>Econ Standard 4 - Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p>	attempts to trace the chain of supply for a needed product (e.g., food, shelter).	can trace in a limited fashion the chain of supply for a needed product (e.g., food, shelter).	can trace the chain of supply for a needed product (e.g., food, shelter).	can thoroughly trace the chain of supply for a needed product (e.g., food, shelter).
	attempts to assess the role of economic institutions (e.g., banks, government) in helping individuals and society; attempts to differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	can provide a simple assessment of the role of economic institutions (e.g., banks, government) in helping individuals and society; can sometimes differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	can assess the role of economic institutions (e.g., banks, government) in helping individuals and society; can differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	can thoroughly assess the role of economic institutions (e.g., banks, government) in helping individuals and society; can consistently differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).
	attempts to discuss reasons a government taxes people.	can discuss in simple terms the reasons a government taxes people.	can discuss reasons a government taxes people.	can discuss in depth reasons a government taxes people.
	attempts to predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	can predict in a limited fashion unintended costs and benefits (i.e., externalities) for a given current situation or event.	can predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	can predict several unintended costs and benefits (i.e., externalities) for a given current situation or event.
	attempts to compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	can make a simple comparison of specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	can compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	can thoroughly compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).

Strand: Geography (Geog)				
Geog Standard 1 - Wisconsin students will use geographic tools and ways of thinking to analyze the world.	A student at this level attempts to summarize how location (absolute and relative) affects people, places, and environment; attempts to construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	A student at this level can provide a simple summary of how location (absolute and relative) affects people, places, and environment; can construct simple maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	A student at this level can summarize how location (absolute and relative) affects people, places, and environment; can construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	A student at this level can summarize in depth how location (absolute and relative) affects people, places, and environment; can construct complex maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
	attempts to identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	can identify basic purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	can identify complex purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
	attempts to create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; attempts to identify and construct regions (digital or paper) in Wisconsin and the United States.	can create and label a basic map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; can identify and construct a limited number of regions (digital or paper) in Wisconsin and the United States.	can create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; can identify and construct regions (digital or paper) in Wisconsin and the United States.	can create and label a detailed map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; can identify and construct multiple regions (digital or paper) in Wisconsin and the United States.

Geog Standard 2 - Wisconsin students will analyze human movement and population patterns.	attempts to categorize the populations of people living in their state and country; attempts to compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).	can categorize in a limited fashion the populations of people living in their state and country; can make a simple comparison of types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).	can categorize the populations of people living in their state and country; can compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).	can thoroughly categorize the populations of people living in their state and country; can compare and contrast several types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).
	attempts to investigate push and pull factors of movement in their community, state, country, and world.	can do a simple investigation of push and pull factors of movement in their community, state, country, and world.	can investigate push and pull factors of movement in their community, state, country, and world.	can investigate several push and pull factors of movement in their community, state, country, and world.
	attempts to describe population changes in their state and country over time.	can provide a simple description of population changes in their state and country over time.	can describe population changes in their state and country over time.	can describe in depth population changes in their state and country over time.
	attempts to summarize positive and negative factors of cities; attempts to identify the location and patterns of cities within our state and country.	can provide a simple summary of positive and negative factors of cities; can identify the location and patterns of a limited number of cities within our state and country.	can summarize positive and negative factors of cities; can identify the location and patterns of cities within our state and country.	can thoroughly summarize positive and negative factors of cities; can identify the location and patterns of several cities within our state and country.
Geog Standard 3 - Wisconsin students will examine the impacts of global interconnections and relationships.	attempts to classify a provided set of resources as renewable or nonrenewable; attempts to analyze the implications of both at the local, national, and global level.	can classify a provided basic set of resources as renewable or nonrenewable; can make a simple analysis of the implications of both at the local, national, and global level.	can classify a provided set of resources as renewable or nonrenewable; can analyze the implications of both at the local, national, and global level.	can classify a provided set of complex resources as renewable or nonrenewable; can analyze in depth the implications of both at the local, national, and global level.

	attempts to classify various ways that people and countries depend on one another; attempts to summarize how transportation and communication have changed economic activities over time.	can classify a limited number of ways that people and countries depend on one another; can provide a simple summary of how transportation and communication have changed economic activities over time.	can classify various ways that people and countries depend on one another; can summarize how transportation and communication have changed economic activities over time.	can classify several ways that people and countries depend on one another; can summarize in depth how transportation and communication have changed economic activities over time.
Geog Standard 4 - Wisconsin students will evaluate the relationship between identity and place.	attempts to describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); attempts to compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; attempts to identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	can provide a simple description of how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); can compare and contrast the basic human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; can identify and provide a simple description of how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	can describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); can compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; can identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	can describe in depth how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); can compare and contrast the complex human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; can identify and describe in depth how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
Geog Standard 5 - Wisconsin students will evaluate the relationship between humans and the environment.	attempts to compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	can make a simple comparison of the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	can compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	can compare in depth the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.

	attempts to examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	can do a simple examination of how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	can examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	can examine in depth how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
Strand: History (Hist)				
Hist Standard 1 - Wisconsin students will use historical evidence for determining cause and effect.	A student at this level attempts to use evidence to draw conclusions about probable causes of historical events, issues, and problems.	A student at this level can use evidence to draw basic conclusions about probable causes of historical events, issues, and problems.	A student at this level can use evidence to draw conclusions about probable causes of historical events, issues, and problems.	A student at this level can use evidence to draw complex conclusions about probable causes of historical events, issues, and problems.
	attempts to use evidence to draw conclusions about probable effects of historical events, issues, and problems.	can use evidence to draw basic conclusions about probable effects of historical events, issues, and problems.	can use evidence to draw conclusions about probable effects of historical events, issues, and problems.	can use evidence to draw complex conclusions about probable effects of historical events, issues, and problems.
Hist Standard 2 - Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	attempts to describe patterns of continuity over time in the community, state, and the United States.	can describe basic patterns of continuity over time in the community, state, and the United States.	can describe patterns of continuity over time in the community, state, and the United States.	can describe complex patterns of continuity over time in the community, state, and the United States.
	attempts to describe patterns of change over time in the community, state, and the United States.	can describe basic patterns of change over time in the community, state, and the United States.	can describe patterns of change over time in the community, state, and the United States.	can describe complex patterns of change over time in the community, state, and the United States.
	attempts to analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	can provide a simple analysis of individuals, groups, and events to understand why their contributions are important to historical change or continuity.	can analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	can analyze in depth individuals, groups, and events to understand why their contributions are important to historical change or continuity.

<p>Hist Standard 3 - Wisconsin students will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.</p>	attempts to compare events in Wisconsin history to a current issue or event.	can make a simple comparison of events in Wisconsin history to a current issue or event.	can compare events in Wisconsin history to a current issue or event.	can compare in depth events in Wisconsin history to a current issue or event.
	attempts to identify different historical perspectives regarding people and events in the past.	can identify a limited number of different historical perspectives regarding people and events in the past.	can identify different historical perspectives regarding people and events in the past.	can identify several different historical perspectives regarding people and events in the past.
	attempts to explain how historical events have possible implications on the present.	can provide a simple explanation of how historical events have possible implications on the present.	can explain how historical events have possible implications on the present.	can explain in depth how historical events have possible implications on the present.
<p>Hist Standard 4 - Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p>	attempts to describe the historical context (situation) of a primary or secondary source.	can provide a simple description of the historical context (situation) of a primary or secondary source.	can describe the historical context (situation) of a primary or secondary source.	can describe in depth the historical context (situation) of a primary or secondary source.
	attempts to describe the significance of the intended audience of a primary or secondary source.	can provide a simple description of the significance of the intended audience of a primary or secondary source.	can describe the significance of the intended audience of a primary or secondary source.	can describe in depth the significance of the intended audience of a primary or secondary source.
	attempts to describe the intended purpose of a specific primary or secondary source.	can provide a simple description of the intended purpose of a specific primary or secondary source.	can describe the intended purpose of a specific primary or secondary source.	can describe in depth the intended purpose of a specific primary or secondary source.
	attempts to describe the impact of the POV of the author on a primary or secondary source.	can provide a simple description of the impact of the POV of the author on a primary or secondary source.	can describe the impact of the POV of the author on a primary or secondary source.	can describe in depth the impact of the POV of the author on a primary or secondary source.

Strand: Political Science (PS)				
<p>PS Standard 1 - Wisconsin students will identify and analyze democratic principles and ideals.</p>	<p>A student at this level attempts to differentiate between majority rule and minority rights (as a function of a democratic republic); attempts to hypothesize why laws and constitutions exist.</p>	<p>A student at this level can make a simple differentiation between majority rule and minority rights (as a function of a democratic republic); can make a simple hypothesis about why laws and constitutions exist.</p>	<p>A student at this level can differentiate between majority rule and minority rights (as a function of a democratic republic); can hypothesize why laws and constitutions exist.</p>	<p>A student at this level can consistently differentiate between majority rule and minority rights (as a function of a democratic republic); can hypothesize in depth why laws and constitutions exist.</p>
	<p>attempts to summarize the contributions of historically significant people during the period of early United States history to the development of our political culture; attempts to differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; attempts to apply key elements of the Wisconsin Constitution to the local community.</p>	<p>can provide a simple summary of the contributions of historically significant people during the period of early United States history to the development of our political culture; can sometimes differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; can sometimes apply key elements of the Wisconsin Constitution to the local community.</p>	<p>can summarize the contributions of historically significant people during the period of early United States history to the development of our political culture; can differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; can apply key elements of the Wisconsin Constitution to the local community.</p>	<p>can thoroughly summarize the contributions of historically significant people during the period of early United States history to the development of our political culture; can consistently differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; can consistently apply key elements of the Wisconsin Constitution to the local community.</p>
<p>PS Standard 2 - Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p>	<p>attempts to investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; attempts to</p>	<p>can do a simple investigation on examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; can provide a simple summary of the actions of</p>	<p>can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; can summarize the actions of people and groups that have</p>	<p>can thoroughly investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; can summarize in depth the actions of people and groups</p>

	summarize the actions of people and groups that have advanced civil rights for individuals; attempts to identify and describe basic human liberties (i.e., thought, expression, privacy).	people and groups that have advanced civil rights for individuals; can identify and provide a simple description of basic human liberties (i.e., thought, expression, privacy).	advanced civil rights for individuals; can identify and describe basic human liberties (i.e., thought, expression, privacy).	that have advanced civil rights for individuals; can identify and describe in depth basic human liberties (i.e., thought, expression, privacy).
	attempts to compare and contrast being a citizen of a country to the principles of good citizenship; attempts to describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	can make a simple comparison between being a citizen of a country to the principles of good citizenship; can provide a simple description of the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	can compare and contrast being a citizen of a country to the principles of good citizenship; can describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	can thoroughly compare and contrast being a citizen of a country to the principles of good citizenship; can describe in depth the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
	attempts to critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; attempts to provide a simple summary of how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	can provide a simple critique of instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; can provide a simple summary of how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	can critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; can summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	can thoroughly critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; can summarize in depth how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
PS Standard 3 - Wisconsin students will analyze and evaluate the powers	attempts to investigate reasons why citizens participate in elections; attempts to identify their	can do a simple investigation of reasons why citizens participate in elections; can sometimes identify their role	can investigate reasons why citizens participate in elections; can identify their role in government at the	can thoroughly investigate reasons why citizens participate in elections;

and purposes of political and civic institutions.	role in government at the local, state, tribal, and federal levels.	in government at the local, state, tribal, and federal levels.	local, state, tribal, and federal levels.	can consistently identify their role in government at the local, state, tribal, and federal levels.
	attempts to provide examples of how various types of media are used in elections and government; attempts to compare and contrast the multiple roles people play in elections; attempts to analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	can provide basic examples of how various types of media are used in elections and government; can make a simple comparison of the multiple roles people play in elections; can provide a simple analysis of the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	can provide examples of how various types of media are used in elections and government; can compare and contrast the multiple roles people play in elections; can analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	can provide detailed examples of how various types of media are used in elections and government; can compare and contrast in depth the multiple roles people play in elections; can analyze in depth the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).
	attempts to classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	can make a simple classification of the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	can classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	can consistently classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.
	attempts to provide examples of how different governments solve problems.	can provide basic examples of how different governments solve problems.	can provide examples of how different governments solve problems.	can provide complex examples of how different governments solve problems.
PS Standard 4 - Wisconsin students will develop and employ skills for civic literacy.	attempts to compile relevant information to form a political argument taking other points of view into account.	can compile relevant information to form a simplistic political argument taking other points of view into account.	can compile relevant information to form a political argument taking other points of view into account.	can compile relevant information to form a complex political argument taking other points of view into account.

	attempts to describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	can provide a simple description of what influences different political attitudes and actions and how diverse groups can work towards consensus.	can describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	can describe in depth what influences different political attitudes and actions and how diverse groups can work towards consensus.
Strand: Social Studies Inquiry Practices and Processes (Inq)				
Inq Standard 1 - Wisconsin students will construct meaningful questions that initiate an inquiry.	A student at this level attempts to develop a list of open- and closed-ended questions on a topic or issue.	A student at this level can develop a limited list of open- and closed-ended questions on a topic or issue.	A student at this level can develop a list of open- and closed-ended questions on a topic or issue.	A student at this level can develop a comprehensive list of open- and closed-ended questions on a topic or issue.
	attempts to develop a list of questions that support the research through discussion and investigation to guide inquiry.	can develop a limited list of questions that support the research through discussion and investigation to guide inquiry.	can develop a list of questions that support the research through discussion and investigation to guide inquiry.	can develop a comprehensive list of questions that support the research through discussion and investigation to guide inquiry.
Inq Standard 2 - Wisconsin students will gather and evaluate sources.	attempts to gather a variety of resources into categories to guide the inquiry.	can gather a limited variety of resources into categories to guide the inquiry.	can gather a variety of resources into categories to guide the inquiry.	can gather a wide variety of resources into categories to guide the inquiry.
	attempts to evaluate resources to determine which best support the inquiry and supporting questions.	can evaluate a limited number of resources to determine which best support the inquiry and supporting questions.	can evaluate resources to determine which best support the inquiry and supporting questions.	can thoroughly evaluate resources to determine which best support the inquiry and supporting questions.
Inq Standard 3 - Wisconsin students will develop claims using evidence to support reasoning.	attempts to create a thesis statement based on evidence found in sources to make a claim.	can create a simple thesis statement based on evidence found in sources to make a claim.	can create a thesis statement based on evidence found in sources to make a claim.	can create a sophisticated thesis statement based on evidence found in sources to make a claim.
	attempts to select appropriate evidence from sources to support a claim.	can select a limited amount of appropriate evidence from sources to support a claim.	can select appropriate evidence from sources to support a claim.	can select a wide variety of appropriate evidence from sources to support a claim.

	attempts to assess how evidence supports a claim.	can assess in a limited fashion how evidence supports a claim.	can assess how evidence supports a claim.	can assess in depth how evidence supports a claim.
Inq Standard 4 - Wisconsin students will communicate and critique conclusions.	attempts to communicate conclusions from a variety of teacher-provided presentation options.	can communicate simple conclusions from a variety of teacher-provided presentation options.	can communicate conclusions from a variety of teacher-provided presentation options.	can communicate complex conclusions from a variety of teacher-provided presentation options.
	attempts to evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	can do a simple evaluation of the strength of a claim, evidence, and communication using criteria established by both teacher and student.	can evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	can evaluate in depth the strength of a claim, evidence, and communication using criteria established by both teacher and student.
Inq Standard 5 - Wisconsin students will be civically engaged.	attempts to explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore in a limited fashion opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore in depth opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Reminder: These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.