ILEARN Performance Level Descriptors
Grade 5 Mathematics

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Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment development process to inform item development and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, Range PLDs and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student's performance and are used by policymakers and stakeholders to articulate expectations about a state's performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Academic Standard to represent expectations for student performance surrounding each cut point as a model for standard setting.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency
Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency
Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency
Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

Review this sample from grade four, which models ways you can use PLDs to think about the expectations across the continuum of proficiency. The sample provides context around how you could think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Mathematics 4 Standard: 4.AT.3	Identifies that any two factors and their product can be read as a comparison using given models.	Identifies that any two factors and their product can be read as a comparison; represents those comparisons as equations using given models.	Interprets multiplication equations as comparisons; represents verbal comparisons as equations.	Constructs models to represent multiplicative comparisons.
Classroom Implications	The key difference between Below Proficiency and Approaching Proficiency lies in a student's ability to recognize a comparison without models and representing those comparisons as equations with models. When thinking about moving students into Approaching Proficiency, focus on identifying factors and products as comparisons. Then guide students to analyze models of comparisons to write equations.	Students who are Approaching Proficiency can use models to create equations to model multiplicative comparisons but may not be able to create the equations without models. When moving students into At Proficiency, guide students to consider the verbal multiplicative comparisons as equations without the models.	The main difference between students At Proficiency and Above Proficiency is the student's ability to construct models to represent multiplicative comparisons. When moving students into Above Proficiency, ask students to create visual models to represent the relationship between factors and their products.	

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebraic Thinking					
5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g., by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.	**Solves** real-world problems involving multiplication and division of whole numbers using given models.	**Solves** real-world problems involving multiplication and division of whole numbers.	**Solves** real-world problems involving multiplication and division of whole numbers. In division problems that involve a remainder, **explains** how the remainder affects the solution to the problem.	**Solves** complex real-world problems involving multiplication and division of whole numbers. In division problems that involve a remainder, **explains** how the remainder affects the solution to the problem.
5.AT.2	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.	**Identifies** real-world problems as addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, when given visual fraction models and equations.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, when given visual fraction models and equations.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. **Uses** benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.	**Solves** real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by creating visual fraction models and equations.
5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).	**Identifies** real-world problems as multiplication of simple fractions when visual fraction models and equations to represent the problem are given.	**Solves** real-world problems involving multiplication of fractions, including mixed numbers, when visual fraction models and equations to represent the problem are given.	**Solves** real-world problems involving multiplication of fractions, including mixed numbers.	**Solves** real-world problems involving multiplication of fractions, including mixed numbers by creating visual fraction models and equations to represent the problem.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.AT.4	Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).	**Identifies** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions, when visual fractions models and equations to represent the problem are given.	**Solves** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions, when visual fractions models and equations to represent the problem are given.	**Solves** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions.	**Solves** real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions by creating visual fraction models and equations to represent the problem.
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations, models or drawings and strategies based on place value or properties of operations to represent the problem).	**Identifies** real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation, when given visuals and equations.	**Solves** real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation, when given visuals and equations.	**Solves** real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation.	**Solves** complex real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation.
5.AT.6	Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	**Identifies** the *x*-axis and *y*-axis. Identifies the *x*-coordinate and *y*-coordinate.	**Selects** corresponding coordinates and given data points on a graph.	**Graphs** points with whole number coordinates on a coordinate plane. **Explains** how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond.	**Graphs** points with whole number coordinates using information relative to other points on the coordinate plane.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.AT.7	Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	**Represents** real-world problems and equations by identifying ordered pairs in the first quadrant of the coordinate plane.	**Represents** real-world problems and equations by graphing given ordered pairs in the first quadrant of the coordinate plane.	**Represents** real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane and **interprets** coordinate values of points in the context of the situation.	**Represents** complex real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and **interprets** coordinate values of points in the context of the situation.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.AT.8	Define and use up to two variables to write linear expressions that arise from real-world problems and evaluate them for given values.	**Identifies** linear expressions that arise from real-world problems.	**Identifies** linear expressions that arise from real-world problems and **evaluates** them for given values.	**Defines** and **uses** up to two variables to write linear expressions that arise from real-world problems and **evaluates** them for given values.	**Defines** and **uses** up to two variables to write linear expressions that arise from complex real-world problems and **evaluates** them for given values.
Computation					
5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	**Multiplies** a multi-digit whole number by a single-digit whole number.	**Multiplies** multi-digit whole numbers without regrouping.	**Multiplies** multi-digit whole numbers fluently using a standard algorithmic approach.	**Multiplies** multi-digit whole numbers fluently and **verifies** the results using multiple approaches.
5.C.2	Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.	**Identifies** and **attempts** the process for finding whole-number quotients and remainders with up to four-digit dividends and two-digit divisors.	**Finds** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	**Finds** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. **Describes** the strategy and **explains** the reasoning used.	**Represents** whole-number quotients and remainders with up to four-digit dividends and two-digit divisors using a mathematical model.
5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.	**Identifies** a model for adding and subtracting fractions with unlike denominators without regrouping.	**Adds** and **subtracts** fractions with unlike denominators where one denominator is a multiple of each other and does not require regrouping.	**Adds** and **subtracts** fractions with unlike denominators, including mixed numbers.	**Determines** a missing numerator or denominator in the addend, subtrahend, or minuend of an addition or subtraction problem with fractions.
5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	**Identifies** a model for multiplying a fraction by a fraction or a whole number.	When given visual fraction models and numbers, **multiplies** a fraction by a fraction or a whole number.	**Uses** visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	**Determines** a missing numerator or denominator in the factor of a multiplication problem with fractions.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.C.6	Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.	**Identifies** an expression that represents a given statement comparing a product to one of its factors.	**Explains** why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. **Explains** why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Models will be utilized.	**Explains** why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. **Explains** why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relates the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.	**Creates** fraction expressions that have a value less than or greater than a given number, where the expressions are that number multiplied by a fraction.
5.C.7	Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.	**Identifies** a model for dividing a fraction by a whole number or to divide a whole number by a unit fraction.	**Uses** visual fraction models and numbers to divide a fraction by a whole number or to divide a whole number by a unit fraction.	**Uses** visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.	**Uses** numbers to divide a fraction by a whole number and to divide a whole number by a unit fraction.
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.	**Adds** and **subtracts** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations.	**Adds**, **subtracts**, **multiplies**, and **divides** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations.	**Adds**, **subtracts**, **multiplies**, and **divides** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. **Describes** the strategy and explain the reasoning.	**Adds**, **subtracts**, **multiplies**, and **divides** decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. **Describes** the strategy and explain the reasoning.
5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	**Evaluates** a simple numerical expression with parentheses.	**Evaluates** expressions with only one set of parentheses involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	**Evaluates** expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	**Rewrites** a given numerical expression with parentheses, brackets, and/or braces (by inserting these grouping symbols) such that the expression evaluates to a given answer.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Geometry and Measurement, Data Analysis, and Statistics					
5.DS.1	Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.	**Identifies** questions that can be addressed with data. **Uses** observations, surveys, and experiments to collect data.	**Identifies** questions that can be addressed with data. **Uses** observations, surveys, and experiments to collect and represent the data using tables (including frequency tables), line plots, bar graphs, and line graphs.	**Formulates** questions that can be addressed with data and makes predictions about the data. **Uses** observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. **Identifies** the differences in representing categorical and numerical data.	**Interprets** and **represents** data from more than one source using data tables, line plots, bar graphs, and line graphs.
5.DS.2	Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.	**Distinguishes** between measures of center (mean and median) and frequency (mode).	**Calculates** and **finds** measures of center and frequency of a data set.	**Applies** measures of center and frequency to describe a data set.	Given a measure of center or frequency, **identifies** a missing value in a data set.
5.G.1	Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.	**Identifies** angles within a triangle. **Identifies** that radius and diameter are parts of a circle.	**Identifies** triangles (right, acute, obtuse) and circles using appropriate tools. **Identifies** radius or a diameter in a circle.	**Identifies**, **describes**, and **draws** triangles and circles using appropriate tools. Given a numerical value for either a radius or a diameter, **identifies** the other.	**Draws** a triangle given angle measurements. **Draws** a circle given a diameter or radius length.
5.G.2	Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.	**Identifies** polygons including quadrilaterals, pentagons, hexagons, and triangles.	**Identifies** polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute, and obtuse) based on angle measures and sides.	**Identifies** and **classifies** polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute, and obtuse) based on angle measures and sides. **Classifies** polygons in a hierarchy based on properties.	**Classifies** a set of polygons in multiple ways based on attributes.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.M.1	Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step real-world problems.	**Converts** among different-sized standard measurement units within a given measurement system.	**Converts** among different-sized standard measurement units within a given measurement system and use these conversions in solving one-step real-world problems.	**Converts** among different-sized standard measurement units within a given measurement system and **uses** these conversions in solving multi-step real-world problems.	**Converts** among different-sized standard measurement units within a given measurement system and **uses** these conversions in solving complex multi-step real-world problems.
5.M.2	Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.	**Identifies** expressions that could be used to find the area of a rectangle with fractional side lengths.	**Multiplies** fractional side lengths to find areas of rectangles.	**Finds** the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths and shows that the area is the same as would be found by multiplying the side lengths. **Multiplies** fractional side lengths to find areas of rectangles and represents fraction products as rectangular areas.	**Determines** an unknown side length when given the area and one side length of a rectangle containing fractional side lengths.
5.M.3	Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.	**Substitutes** values into a formula for area of triangles, parallelograms, and trapezoids.	**Uses** formulas for the area of triangles, parallelograms, and trapezoids.	**Solves** real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms, and trapezoids, using appropriate units for measures.	**Solves** more complex real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms, and trapezoids, using appropriate units for measures. **Develops** equivalent formulas to given formulas to find the areas of triangles, parallelograms, and trapezoids.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.M.4	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.	**Identifies** the appropriate unit to find the volume of a right rectangular prism.	**Finds** the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes.	**Finds** the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, shows that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.	Given a number of unit cubes, **finds** possible dimensions that would create a right rectangular prism.
5.M.5	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.	**Substitutes** values into a formula for the volume of a right rectangular prism.	**Applies** the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths.	**Applies** the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.	**Applies** the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve complex real-world problems and other mathematical problems.
5.M.6	Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, when prisms are decomposed and all dimensions are given.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.	**Finds** volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve complex real-world problems and other mathematical problems.
Number Sense					
5.C.3	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Using only whole numbers, **compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Using only whole numbers and unit fractions, **compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	**Compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	**Compares** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication, in real-world problems.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.	Given fractions and mixed numbers or decimals to thousandths on a number line, **compares** the numbers.	Given fractions and mixed numbers or decimals to thousandths on a number line, **compares** the numbers. **Writes** the results using >,=, and < symbols.	**Uses** a number line to compare and order fractions, mixed numbers, and decimals to thousandths. **Writes** the results using >, =, and < symbols.	**Uses** a number line to compare and order fractions, mixed numbers, and decimals to thousandths. **Writes** the results using >, =, and < symbols.
5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	**Matches** visual models with given interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	**Identifies** different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers, when given models.	**Identifies** different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	**Identifies** different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers by creating corresponding visual models.
5.NS.3	Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	Given a model, **identifies** the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.	**Identifies** the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.	**Identifies** the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	**Identifies** the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.
5.NS.4	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	**Identifies** patterns in the number of zeros of the product when multiplying a number by powers of 10. **Uses** whole-number exponents to denote powers of 10.	**Continues** patterns in the number of zeros of the product when multiplying a number by powers of 10. **Uses** whole-number exponents to denote powers of 10.	**Evaluates** patterns in the number of zeros of the product when multiplying a number by powers of 10, and **evaluates** patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. **Uses** whole-number exponents to denote powers of 10.	Given a standard number, including decimals, **writes** the expression using a power of 10.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.	**Uses** place value understanding to round decimal numbers up to tenths to any given place value.	**Uses** place value understanding to round decimal numbers up to hundredths to any given place value.	**Uses** place value understanding to round decimal numbers up to thousandths to any given place value.	**Generates** numbers that would round to a given value.
5.NS.6	Understand, interpret, and model percents as part of a hundred (e.g., by using pictures, diagrams, and other visual models).	**Identifies** percents as part of a hundred, when given a model.	**Interprets** percents as part of a hundred, when given a model.	**Interprets** and **models** percents as part of a hundred.	**Interprets** and **models** percents as part of a hundred in real-world problems.
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategies to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
2	**Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in construc-ting arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments,	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments based on limited prior knowledge or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing questions to strengthen conjectures or the conjectures of others.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	using such tools as diagrams, two-way tables, graphs, flow-charts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.	**Computes** solutions to problems without attending to precision.	**Computes** solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem. **Identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice whether calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

ILEARN Performance Level Descriptors
Grade 5 English/Language Arts (ELA)

Updated July 1, 2022

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment process to inform item development and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, RangePLDs, and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student's performance and are used by policymakers and stakeholders to articulate expectations about a state's performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Indiana Academic Standard to represent expectations for student performance surrounding each cut score as a model for standard setting.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency
Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency
Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency
Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

Review this sample from grade four, which models ways you can use PLDs to think about the expectations across the continuum of proficiency. The sample provides context around how you could think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA 4 Standard: 4.RL.2.3	Provide a limited description of a character, setting, or event in a story or play, giving minimal details that pertain to plot.	Describe a character, setting, or event in a story or play, providing some details from the text that impact the plot.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Explain how a character, setting, or event in a story or play impacts the plot, providing support of the impact by drawing on specific details from the text.

Classroom Implications	Below Proficiency students may provide a limited description of a character, setting, or event in a story or play, while Approaching Proficiency students may be able to describe characters, settings, and events by using details. When moving students into Approaching Proficiency, build on limited descriptions by asking students probing questions that lead to more description about the characters, setting, and events in the story.	At Proficiency students build on the skills of Approaching Proficiency in their ability to use specific details to describe how a character, setting, or event in a story or play impacts the plot. When moving students into the At Proficiency level, ask them guiding questions to help them focus their descriptions of characters, settings, and events. Guide students toward relating their descriptions of characters, settings, and events to the impact they have on the plot.	Students who are Above Proficiency are able to extend their understanding by explaining how a character, setting, or event impacts the plot, using specific details to support the explanation. When moving students into the Above Proficiency level, guide students toward thinking about specific details that support their explanation of how a character, setting, or event impacts the plot.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote textual evidence when explaining what a text says explicitly.	Quote textual evidence when explaining what a text says explicitly and when drawing basic inferences from the text.	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote accurate textual evidence when explaining what a text says explicitly and when drawing complex inferences from the text.
5.RL.2.2	Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Identify a simple theme of a story, play, or poem; provide some key events from the text.	Identify a theme of a story, play, or poem from details in the text; provide most key events in a text.	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a complex theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; thoroughly summarize the text.
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Identify two or more characters, settings, or events in a story or play, providing minimal details and how the details affect the plot.	Describe two or more characters, settings, or events in a story or play, drawing on some details that affect the plot.	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Explain how two or more characters, settings, or events in a story or play impact the plot, provide support of the impact on the plot, drawing on specific details from the text.
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote textual evidence when explaining what a text says explicitly and/or when drawing a basic inference.	Quote textual evidence when explaining what a text says explicitly and when drawing basic inferences from the text.	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Quote accurate textual evidence when explaining what a text says explicitly and when drawing complex inferences from the text.
5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Identify two or more ideas and/or details of a text; provide a simple summary of a basic text.	Determine two or more main ideas and/or details of a text; provide a basic summary of a text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine two or more main ideas of a text and thoroughly explain how they are supported by key details; summarize a complex text.
5.RN.2.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on basic information in the text.	Describe the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on general information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Explain the complex relation-ships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Determine the meaning of simple unknown words by recognizing and applying context clues and text features explicitly stated in the text.	Determine the meaning of unknown words by selecting and applying context clues and text features explicitly stated in the text.	Determine the meaning of unknown words by selecting and applying context clues and text features.	Determine the meaning of complex unknown words by selecting and applying context clues and text features.
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify relationships among words, given heavy context, including well-known multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify relationships among common words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Identify subtle relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).	Recognize word structure elements, known words, and word patterns to determine meaning.	Apply limited knowledge of word structure elements, known words, and word patterns to determine meaning.	Apply knowledge of word structure elements, known words, and word patterns to determine meaning.	Apply knowledge of complex word structure elements, known words, and word patterns to determine meaning.
5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and the meanings of words and phrases.	Consult reference materials, both print and digital, to find pronunciation and clarify the meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and clarify the precise meanings of words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and utilize the precise meanings of words and phrases.
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	Identify simple words and phrases that provide meaning to works of literature, including imagery, symbolism, and figurative language.	Determine how simple words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language.	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language.	Determine how complex words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text.	Minimally determine the meanings of basic academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or subject area.	Mostly determine the meanings of academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or subject area.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or subject area.	Determine the meanings of complex academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or subject area.
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.	Explain the meanings of common proverbs, adages, and idioms in context.	Analyze the meanings of common proverbs, adages, and idioms in context.	Analyze the meanings of proverbs, adages, and idioms in context.	Analyze the meanings of complex proverbs, adages, and idioms in context.
Structural Elements and Organization/Connection of Ideas/Media Literacy					
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.	Recognize evidence used to support claims made in various types of media.	Evaluate simplistic evidence used to support claims made in various types of media.	Evaluate evidence used to support claims made in various types of media.	Evaluate complex evidence used to support claims made in various types of media.
5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	Recognize the role of the media when using simplistic messages to focus people's attention on events and in forming their opinions on issues.	Identify the role of the media when using simplistic messages to focus people's attention on events and in forming their opinions on issues.	Identify the role of the media when using messages to focus people's attention on events and in forming their opinions on issues.	Identify the role of the media when using complex messages to focus people's attention on events and in forming their opinions on issues.
5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Identify how a brief and simplistic series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Provide a simple explanation how a brief and/or simplistic series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Provide a detailed explanation how a complex series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
5.RL.3.2	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Identify how a narrator's or speaker's point of view influences events.	Minimally describe how a narrator's or speaker's point of view influences how events are portrayed.	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Thoroughly describe how a narrator's or speaker's point of view influences how events are portrayed.
5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide an explanation how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide a simple analysis how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide an adequate analysis how visual and multimedia presentations and representations can enhance the meaning of a text.	Provide a complex analysis how visual and multimedia presentations and representations can enhance the meaning of a text.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Identify similarities and differences in simple stories in the same genre on their approaches to similar themes and topics.	Compare and contrast simple stories in the same genre on their approaches to similar themes and topics.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare and contrast complex stories in the same genre on their approaches to similar themes and topics.
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Identify text features in multiple print and digital sources.	Apply knowledge of text features in multiple print and digital sources to locate information.	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Evaluate how text features in multiple print and digital sources are used to locate information, gain meaning from a text, or solve a problem.
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	Identify similarities and differences in the organizational structure of events, ideas, concepts, or information in two or more simple texts.	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more simple texts.	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more complex texts.
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Identify multiple accounts of the same event or topic in simple texts, identifying similarities or differences in the perspectives the accounts represent.	Identify multiple accounts of the same event or topic in simple texts, noting important similarities and differences in the perspectives the accounts represent.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Analyze multiple accounts of the same event or topic in complex texts, noting important similarities and differences in the perspectives the accounts represent.
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Recognize that an author uses evidence to support claims in a text, identifying the evidence that supports those claims.	Recognize that an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Explain how an author uses reasons and evidence to support claims in a text, citing which reasons and evidence support which claims.
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Recognize information from several simple texts or digital sources on the same topic in order to demonstrate basic knowledge about the subject.	Combine information from several simple texts or digital sources on the same topic in order to demonstrate basic knowledge about the subject.	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Combine information from several complex texts or digital sources on the same topic in order to demonstrate in-depth knowledge about the subject.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Writing					
5.W.3.1	Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Present a position with little to no introductory statement to an audience. • Support the position with minimal qualitative and/or quantitative facts and details from various sources, including texts. • Use little or no organizational structure to group related ideas that support the purpose. • Use little or no language appropriate for the audience. • Little to no connection of reasons to the position using words, phrases, and clauses. • Provide little to no concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Present a position in a minimal introductory statement to an audience. • Support the position with basic qualitative and/or quantitative facts and details from various sources, including texts. • Use minimal organizational structure to group related ideas that support the purpose. • Use language somewhat appropriate for the audience. • Minimally connect reasons to the position using words, phrases, and clauses. • Provide a minimal concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.	Write persuasive compositions in a variety of forms that – • Clearly present a well-developed position in an introductory statement to an identified audience. • Support the position with high caliber qualitative and quantitative facts and details from various sources, including texts. • Use intentional organizational structure to group related ideas that support the purpose. • Use precise language appropriate for the identified audience. • Intentionally connect reasons to the position using words, phrases, and clauses. • Provide a well-developed concluding statement or section related to the position presented.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.3.2	Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented.	Write informative compositions on a variety of topics that – • Introduce a topic; little to no organization of sentences and/or paragraphs, using minimal organizational form. • Employ little to no examples, facts, quotations, or other information from various sources and texts to give basic support for topics. • Little or no connection to ideas within and/or across categories using transition words (e.g., therefore, in addition). • Include little to no text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Little or no use of appropriate language, vocabulary, and/or sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide little to no concluding statement or section related to the information or explanation presented.	Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs, using an organizational form. • Employ examples, facts, quotations, or other information from various sources and texts to give support for topics. • Connect ideas within and/or across categories using transition words (e.g., therefore, in addition). • Include minimal text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use some appropriate language, vocabulary, and/or sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a minimal concluding statement or section related to the information or explanation presented.	Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented.	Write informative compositions on a variety of topics that – • Clearly introduce a topic; deliberatively organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ high quality examples, facts, quotations, or other information from various sources and texts to give insightful support for topics. • Connect ideas within and across categories using a variety of complex logical transition words (e.g., therefore, in addition). • Include a variety of text features (e.g., formatting, pictures, graphics) and multimedia intentionally to aid comprehension. • Use intentional language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a clear concluding statement or section specifically related to the information or explanation presented.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.3.3	Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Use little to no development of the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Use little to no event sequence (e.g., conflict, climax, resolution) with disjointed ideas and events using simple or no transitions. • Use little to no narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use little to no precise and expressive vocabulary and figurative language for effect. • Provide little or no ending connected to the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Minimally develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop a minimal event sequence (e.g., conflict, climax, resolution) that loosely connects ideas and events using simple transitions. • Use minimal narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Minimally use precise and expressive vocabulary and figurative language for effect. • Provide a minimal ending that loosely follows the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events.	Write narrative compositions in a variety of forms that – • Develop a strong exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an intentional event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using skillful transitions. • Skillfully weave narrative techniques, such as dialogue, description, and pacing to intentionally develop experiences and events or show the responses of characters to situations. • Intentionally use precise and expressive vocabulary and complex figurative language for effect. • Provide a well-developed ending that enhances the narrated experiences or events.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas with little to no relevance to topic, purpose, and genre; lacking revision to improve writing, attempt to use reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and little to no editing for format and standard English conventions. • Minimally use technology to interact and collaborate with others.	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas mostly relevant to topic, purpose, and genre; some revision to improve writing, use reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and limited editing of writing for format and standard English conventions. • Minimally use technology to interact and collaborate with others.	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.	Apply the writing process to – • Generate a well-developed draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using highly appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and precisely edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.5	Conduct short research assignments and tasks on a topic. • With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a simple research idea. • Identify information from a source. • Use little to no summarization and/or paraphrasing of ideas and supporting details and include little to no direct quotations where appropriate and or citing the source of information. • Make little to no attempt to avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing little to no variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a simple research question. • Identify and/or acquire information through primary and/or secondary sources. • Use limited summarization and paraphrasing of ideas and supporting details and inconsistently include quotations where appropriate and/or citing the source of information. • Attempt to avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a minimal variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a research question. • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.	Conduct short research assignments and tasks on a topic. • With support, formulate a multi-faceted research question. • Identify and acquire targeted information through reliable primary and secondary sources. • Consistently summarize and paraphrase important ideas and supporting details, and include direct quotations to enhance the writing, citing the source of information. • Consistently avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a rich variety of sources.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.6.1b	Verbs – • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs (Inconsistently) – • Writing simple sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs (Intermittently) – • Writing simple sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs – • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Verbs – • Writing complex sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
5.W.6.1d	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	Prepositions – Writing simple sentences that include prepositional phrases and beginning to apply their functions in the sentence.	Prepositions – Writing sentences that include prepositional phrases and applying their functions in the sentence.	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	Prepositions – Writing complex sentences that include prepositional phrases and explaining their functions in the sentence.
5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Inconsistently writing correct simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Writing mostly correct simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Usage – Writing correctly more elaborate simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.6.2a	Capitalization – Applying correct usage of capitalization in writing.	Capitalization – Inconsistently applying correct usage of capitalization in writing.	Capitalization – Mostly applying correct usage of capitalization in writing.	Capitalization – Applying correct usage of capitalization in writing.	Capitalization – Purposefully applying correct usage of capitalization in writing.
5.W.6.2b	Punctuation – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Punctuation (Inconsistently) – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Punctuation (Mostly correct) – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Punctuation – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Punctuation (Purposefully) – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing.	Spelling – Beginning to use correct spelling patterns and generalizations in writing.	Spelling – Applying correct spelling patterns and generalizations in writing most of the time.	Spelling – Applying correct spelling patterns and generalizations in writing.	Spelling – Applying more complex correct spelling patterns and generalizations in writing.
Speaking and Listening					
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Provide little or no oral summarization or response to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Provide limited oral summarization or response to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Precisely orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3.2	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	Little or no summarization of a speaker's points as they relate to main ideas or supporting details and/or limited demonstration of how claims are supported by reasons and evidence.	Limited summarization of a speaker's points as they relate to main ideas or supporting details and/or demonstration how claims are supported by reasons and evidence.	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	Precisely summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

ILEARN Performance Level Descriptors
Grade 5 Social Studies

Updated July 1, 2022

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment process to inform item development and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, RangePLDs, and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student's performance and are used by policymakers and stakeholders to articulate expectations about a state's performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Indiana Academic Standard to represent expectations for student performance surrounding each cut score as a model for standard setting.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency
Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency
Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency
Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

Review this sample from grade five, which models ways you can use PLDs to think about the expectations across the continuum of proficiency. The sample provides context around how you could think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Social Studies 5 Standard: SS 5.2.4	Identify a key idea about government found in one of the historical documents noted in the standard.	Identify and describe a key idea about government found in an historical document (if provided as a stimulus) noted in the standard.	Identify and explain key ideas about government using evidence found in an historical document (if provided as stimuli) referenced by the standard.	Analyze key ideas about government using evidence found in historical documents (if provided as stimuli) referenced in the standard.
Classroom Implications	Students who are Below Proficiency may be able to identify a key idea about government using a historical document, but not describe it. When thinking about moving students into Approaching Proficiency, guide students to describe how a term such as federalism or individual rights is used in a historical document, as opposed to simply defining what the term means.	Students who are Approaching Proficiency can describe a key idea about government using a historical document, but may not be able to use evidence from the document to explain the idea. When thinking about moving students into At Proficiency, guide students to use the text of a historical document to provide an explanation of a term such as federalism or individual rights.	Students who are At Proficiency can describe key ideas about government using historical documents, and can explain these ideas using evidence from documents. They may not, however, be able to analyze how these ideas are used. When thinking about moving students into Above Proficiency, guide students to analyze how terms such as federalism or individual rights are used in historical documents to make an argument, or how different documents use them in different ways.	

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Civics and Government					
5.1.8	Identify the early founders of colonial settlements and describe early colonial resistance to British rule. Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn	Identify an early colonial settlement founder.	Identify an early colonial settlement founder and identify an example of early colonial resistance to British rule.	Identify early colonial settlement founders and describe how early colonial settlers resisted British rule.	Identify early colonial settlement founders and describe how early colonial settlers resisted British rule, citing specific events as support.
5.1.9	Understand how political, religious, and economic ideas brought about the American Revolution. Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War	Identify political, religious, or economic causes of the American Revolution (as noted in the standard).	Identify political, religious, or economic causes of the American Revolution (as noted in the standard) and describe events related to those causes.	Identify political, religious, or economic causes of the American Revolution (as noted in the standard), describe events related to those causes, and explain how they led to the revolution.	Summarize political, religious, or economic causes of the American Revolution (as noted in the standard), describe events related to those causes, and provide evidence to reflect which were the most important ones leading to the revolution.
5.1.10	Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	Identify an action taken by the British government that led to the American Revolution.	Identify and explain specific actions taken by the British government that led to related grievances listed in the Declaration of Independence.	Analyze specific actions taken by the British government that led to related grievances listed in the Declaration of Independence.	Analyze and draw conclusions on how specific actions taken by the British government led to related grievances listed in the Declaration of Independence, citing specific events as support.

5.1.14	Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.	Identify a basic outcome of the American Revolution (i.e., America was no longer a colony of Britain, America was now an independent country, etc.).	Identify and describe an outcome of the American Revolution, including either the strengths and weaknesses of the Articles of Confederation, or how American independence affected relationships with other countries.	Explain outcomes of the American Revolution, including the strengths and weaknesses of the Articles of Confederation, or how American independence affected relationships with other countries.	Explain how outcomes of the American Revolution were related to the strengths and weaknesses of the Articles of Confederation, and how American independence affected relationships with other countries.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.15	Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise	Identify a specific person who helped create the United States Constitution or describe a reason why it was created.	Identify specific people who helped create the United States Constitution and describe why it was created.	Identify specific people who helped create the United States Constitution, explain why it was created, and how it established a stronger union among the states.	Analyze ways in which the Constitution addressed problems in American government under the Articles of Confederation.
5.1.16	Describe the origins and drafting of the Bill of Rights, ratified in 1791.	Define the Bill of Rights.	Describe the drafting of the Bill of Rights.	Describe the reasons behind the origins and drafting of the Bill of Rights.	Describe reasons offered for and against the inclusion of the Bill of Rights in the Constitution.
5.1.17	Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections. Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)	Describe the first American political parties.	Explain why the first American political parties developed or describe the impact political parties had on early presidential elections.	Explain why the first American political parties developed and describe the impact political parties had on early presidential elections.	Explain why the first American political parties developed and analyze how political parties influenced early presidential elections, citing specific events as support.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.2.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	Identify a principle or purpose of government as stated in the Preamble to the United States Constitution.	Describe a principle and purpose of government as stated in the Preamble to the United States Constitution.	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	Analyze the principles and purposes of government as stated in the Preamble to the United States Constitution and describe how these principles are demonstrated in the rest of the Constitution.
5.2.2	Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.	Identify an idea about limited government, the rule of law or individual rights in key colonial era documents.	Identify and describe an idea about limited government, the rule of law and individual rights in key colonial era documents.	Identify and explain an idea about limited government, the rule of law and individual rights in key colonial era documents.	Analyze ideas about limited government, the rule of law and individual rights, citing specific sections in key colonial era documents as support.
5.2.3	Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices. Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut	Identify an example of self-government in the British colonies in America.	Describe the development of forms of representative government, self-government, and democratic practices in the British colonies in America.	Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.	Explain how the British colonies in America developed forms of representative government, self-government, and democratic practices, and describe how these three concepts are interrelated.
5.2.4	Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.	Identify a key idea about government found in one of the historical documents noted in the standard.	Identify and describe a key idea about government found in an historical document (if provided as a stimulus) noted in the standard.	Identify and explain key ideas about government using evidence found in an historical document (if provided as stimuli) referenced by the standard.	Analyze key ideas about government using evidence found in historical documents (if provided as stimuli) referenced in the standard.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.2.5	Describe and give examples of individual rights guaranteed by the Bill of Rights. Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure	Identify an individual right guaranteed by the Bill of Rights.	Describe an individual right guaranteed by the Bill of Rights.	Describe and give examples of individual rights guaranteed by the Bill of Rights.	Cite examples and explain individual rights guaranteed by the Bill of Rights.
5.2.6	Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.	Describe the election process for government offices.	Describe the general election process for local, state, and national offices.	Describe the primary and general election process for local, state, and national offices.	Describe the similarities and differences between primary and general election processes for local, state, andnational offices.
5.2.7	Identify the three branches of the United States government and explain the functions of each. Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government	Identify the three branches of the United States government.	Identify the three branches of the United States government and describe the functions of at least one branch.	Identify the three branches of the United States government and explain the functions of the branches.	Summarize the three branches of the United States government by explaining the functions of the branches, citing specific examples of these functions.
5.2.8	Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.	Identify a civic virtue, such as civility, cooperation, respect or responsible participation.	Describe a civic virtue, such as civility, cooperation, respect or responsible participation.	Describe a group or an individual action that illustrates a civic virtue, such as civility, cooperation, respect or responsible participation.	Describe and elaborate on how group and individual actions can illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.2.9	Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	List ways by which citizens may effectively voice opinions, monitor government, or bring about change in government including voting and participation in the election process.	Describe ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	Describe and explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	Analyze ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
5.2.10	Use a variety of information resources[1] to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good. Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.	Identify a contemporary issue that involves civic responsibility, individual rights or the common good.	Identify and describe contemporary issues that involve civic responsibility, individual rights and the common good by using a variety of information resources (as listed in the standard).	Identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good by using a variety of information resources (as listed in the standard).	Identify, evaluate, and draw conclusions about contemporary issues that involve civic responsibility, individual rights and the common good by using a variety of information resources (as listed in the standard).
	[1] Information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations				
Geography and Economics					
5.1.5	Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade	Identify the religious, political,or economic reasons for thecolonization of the Americasby Europe.	Describe the religious, political,or economic reasons for the colonization of the Americas by Europe.	Compare and contrast religious, political, or economicreasons for the colonization ofthe Americas by Europe.	Compare, contrast, and draw conclusions about the religious, political, and economic reasons for the colonization of the Americas by Europe.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.7	Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region. Examples: Slavery, plantations, town meetings and town markets	Identify British colonies of one of the regions (New England, Middle, Southern).	Identify and locate the British colonies by region (New England, Middle, Southern).	Identify and locate British colonies by region (New England, Middle, Southern) and describe the political, social, and/or economic organization and structure of each region.	Identify and locate the 13 British colonies by region (New England, Middle, Southern) and compare and/or contrast the political, social, and economic organization and structure of each region.
5.3.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	Locate major lines of latitude and longitude, such as the equator and prime meridian.	Demonstrate that lines of latitude and longitude can be used to locate places where these major lines intersect.	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.
5.3.2	Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.	Identify physical regions of the United States.	Identify cultural and physical regions of the United States.	Identify and describe cultural and physical regions of Indiana and relate them to other regions of the United States.	Compare and contrast the cultural and physical regions of Indiana to other regions in North America.
5.3.3	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	Identify prominent geographical features or states in the United States.	Use maps and globes to identify states, major rivers, and mountain ranges in the United States.	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.3.4	Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places. Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power	Identify Native American Indian and colonial settlements on maps.	Identify major Native American Indian and/or colonial settlements on maps and reasons for the locations of these places.	Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.	Identify Native American Indian and colonial settlements on maps and explain and provide examples for the reasons underlying the locations of these places.
5.3.5	Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.	Locate the continental divide.	Locate the continental divide and identify a major drainage basin or a major watershed in the United States.	Locate the continental divide and the major drainage basins and watersheds in the United States.	Locate the continental divide and the major drainage basins and watersheds in the United States.
5.3.6	Use maps to describe the characteristics of climate regions of the United States.	Identify the climate regions of the United States.	Use maps to locate climate regions of the United States.	Use maps to describe the characteristics of climate regions of the United States.	Use maps to describe the characteristics of climate regions of the United States, explaining how location impacts the climate of different regions.
5.3.7	Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	Identify a source of accessible fresh water.	Identify major sources of accessible fresh water and describe how access impacts the local communities.	Identify major sources of accessible fresh water and describe how access impacts local and regional communities.	Identify major sources of accessible fresh water and compare and contrast the effects of access on local and regional communities.
5.3.8	Explain how the Spanish, British and French colonists altered the character and use of land in early America.	Identify how colonists altered the physical characteristics of land in early America.	Identify ways the Spanish, British and French colonists altered the physical characteristics of land in early America.	Explain how the Spanish, British and French colonists altered the character and use of land in early America.	Explain the differences between how the Spanish, British and French colonists altered the character and use of land in early America.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.3.9	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	Identify major manufacturing and/or agricultural regions in colonial America.	Identify major manufacturing and agricultural regions in colonial America and identify ways that agriculture and manufacturing changed between 1600 and 1800.	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800, analyzing the impact of these changes on the country.
5.3.10	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio, and video) locate and explain the conflict over the use of land by Native American and the European colonists. Examples: Explain how economic competition for resources, boundary disputes, cultural differences and misperceptions, and control of strategic locations contributed to these conflicts	Using a visual graphic (such as a historical map or timeline), locate a conflict over the use of land by Native American Indians and the European colonists.	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate areas of conflict over the use of land by Native American Indians and the European colonists.	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and analyze the conflict over the use of land by Native American Indians and the European colonists.

5.3.11	Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment. Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans	Identify an example of cultural adaptation to the physical environment.	Identify ways Native Americans, Africans, other immigrant groups, and colonists adapted to the physical environment.	Describe how Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.	Describe adaptation and provide examples to demonstrate how Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.3.12	Describe and analyze how specific physical features influenced historical events and movements. Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley	Identify specific physical features that influenced historical events and movements.	Describe how specific physical features influenced historical events and movements.	Describe and analyze how specific physical features influenced historical events and movements.	Describe and analyze how specific physical features influenced historical events and movements, providing specific examples.
5.3.13	Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles. Examples: Draining historic (Indiana) watersheds to allow for farming (Kankakee River and Marsh); road cuts to allow for interstate development; dams to create power.	Identify specific alterations to the physical environment that influenced movement, politics, and lifestyles.	Describe how humans altered the physical environment to influence movement, politics, and lifestyles.	Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles, providing specific examples.
5.4.1	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. Examples: trade with French	Identify an economic activity within and among Native American Indian cultures prior to contact with Europeans.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Explain the economic incentives that helped motivate European exploration and colonization.

5.4.2	Summarize a market economy[2] and give examples of how the colonial and early American economy exhibited these characteristics. Example: Private ownership, markets, competition and rule of law	Identify an example of a good, a service, a producer, and a consumer	Identify features of a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	Summarize a market economy and use examples of how the colonial and early American economy exhibited these characteristics to explain how a market economy works.
5.4.3	Define types of trade barriers[3].	Identify an example of a trade barrier.	Identify types of trade barriers.	Define types of trade barriers.	Distinguish between different types of trade barriers.
	[2] Market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets. [3] Trade barriers: policies that hinder trade such as tariffs, quotas, or embargos				

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.4.4	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. Examples: transportation, steam engine, railroad, communication, telegraph	Describe major inventions during the early development of the United States.	Recognize the impact of technological developments and major inventions on business productivity during the early development of the United States.	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	Analyze the impact, both positive and negative, of technological developments and major inventions on business productivity during the early development of the United States.
5.4.5	Explain how education and training, specialization, andinvestment in capital resources[4] increase productivity[5].	Select an example of a capital resource.	Recognize how education and training, specialization, or investment in capital resources increase productivity.	Explain how education and training, specialization, and investment in capital resources increase productivity.	Provide examples of how education and training, specialization, and investmentin capital resources increase productivity.
5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.	Identify common careers in different geographic regions.	Explain why certain careers are more common in one region than in another.	Use economic reasoning to explain why certain careers are more common in one region than in another.	Use economic reasoning to analyze why certain careers are more common in one region than in another.
5.4.7	Predict the effect of changes in supply[6] and demand[7] on price.	Identify the difference between supply and demand.	Recognize the effects that changes in supply and demand have on price.	Predict the effect of changes in supply and demand on price.	Predict the effect of changes in supply and demand on price and justify reasoning behind predictions.
	[4] Capital resources: goods, such as tools, buildings, and equipment, used in production [5] Productivity: the amount of goods and services produced in a period of time divided by the productive resources used [6] Supply: what producers are willing and able to sell at various prices [7] Demand: what consumers are willing and able to buy at various prices				

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.4.8	Analyze how the causes and effects of changes in price of certain goods[8] and services[9] had significant influence on events in United States history. Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.	Identify the differences between goods and services.	Describe how the causes and effects of changes in price of certain goods and services had influence on events in United States history.	Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history and provide examples.
5.4.9	Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	Identify factors that influence household saving and spending decisions.	Explain the purpose of a personal budget and list factors that influence household saving and spending decisions.	Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	Evaluate the purpose and components of a personal budget and compare, contrast, and analyze factors that influence household saving and spending decisions in early United States history and today.
	[8] Goods: tangible objects, such as food or toys, that can satisfy people's wants [9] Services: actions that someone does for someone else, such as dental care or trash removal				
History					
5.1.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)	Identify early cultures that existed in North America prior to contact with Europeans.	Identify early cultures and settlements that existed in North America prior to contact with Europeans.	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	Compare and contrast early cultures and settlements that existed in North America prior to contact with Europeans.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.2	Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White	Using a map, identify North American water routes explored by early Europeans.	Using a map, identify major land and water routes for exploration by early European explorers.	Using textual sources, describe major land and water routes and reasons for exploration by early European explorers and the impact the exploration had.	Using textual sources, describe major land and water routes, analyze the reasons for exploration by early European explorers, and evaluate the impact the exploration had.
5.1.3	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.	Identify characteristics of historic Indian groups.	Describe characteristics of historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration.	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration.	Categorize historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration with respect to different aspects of their culture.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.4	Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements. Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown	Identify early Spanish, French and British settlements.	Identify and locate early Spanish, French and British settlements.	Locate and compare the origins, physical structure and social structure of early Spanish, French and/or British settlements.	Locate, compare and contrast, and categorize the origins, physical structure and social structure of early Spanish, French and/or British settlements.
5.1.6	Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.	Identify instances of cooperation and conflict that existed between Native American Indians and colonists.	Describe instances of cooperation and conflict that existed between Native American Indians and colonists.	Identify and explain general examples of cooperation and conflict that existed between Native American Indians and colonists.	Identify, explain, and provide specific examples of instances of both cooperation and conflict that existed between Native American Indians and colonists.
5.1.11	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. Examples: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: Boston Tea Party, the Battle of Lexington and Concord, publication of *Common Sense*, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)	Identify major British and American leaders of the American Revolutionary War.	Identify major British and American leaders of the American Revolutionary War and match them with the key events they are associated with.	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	Identify major British and American leaders of the American Revolutionary War and analyze their significance in key events of the war.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.12	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben	Identify that France contributed to the outcome of the American Revolution.	Describe contributions of France to the outcome of the American Revolution.	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	Analyze the contributions of France and other nations and of individuals to the outcome of the American Revolution.
5.1.13	Identify contributions of women and minorities during the American Revolution. Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant	Identify how women contributed during the American Revolution.	Identify contributions of specific women during the American Revolution.	Identify contributions of women and minorities during the American Revolution.	Analyze contributions of women and minorities during the American Revolution.
5.1.18	Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776–1801.	Identify major people, events, and developments in the early history of the United States from 1776–1801 on a timeline.	Identify where events go on timelines showing major people, events, and developments in theearly history of the United States from 1776–1801.	Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776–1801.	Create and analyze timelines showing major people, events, and developments in the early history of the United States from 1776–1801.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.19	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer	Identify an example of a conflict among and between groups of people during the formation of the United States.	Describe examples of conflicts among and between groups of people at different stages in the formation of the United States.	Compare and contrast examples of how conflicts among and between groups of people at different stages in the formation of the United States were resolved.	Compare and contrast examples of how conflicts among and between groups of people at different stages in the formation of the United States were resolved and analyze the accuracy of the stories' historical details and sequence of events.
5.1.20	Using primary[10] and secondary sources[11] to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed. Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800	Using primary and secondary sources to examine an historical account about an issue of the time, identify basic details about who was involved, what happened, or where it happened.	Using primary and secondary sources to examine an historical account about an issue of the time, identify details about who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.	Using primary and secondary sources to examine an historical account about an issue of the time, determine the literal meaning by describing who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.	Using primary and secondary sources to examine an historical account about an issue of the time, determine the literal meaning of the passages by summarizing who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.
	[10] Primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents) [11] Secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)				

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
5.1.21	Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States. Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.	Identify a problem confronting people during the Founding Era of the United States.	Use texts to identify a problem confronting people during the Founding Era of the United States.	Interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	Interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.
5.1.22	Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape. Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin	Identify the contribution of an important early American artist.	Identify the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	Analyze the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.