



# Achievement Level Descriptors for Grade 8 Social Studies

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**Achievement Levels and Achievement Level Descriptors**

The Georgia Alternate Assessment (GAA) 2.0 is the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) for those students with significant cognitive disabilities who cannot participate in the general statewide assessment program, even with maximum allowable accommodations.

The GAA 2.0 is designed to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the essential knowledge, concepts, and skills inherent in the standards. To that end, the GAA 2.0 assesses students' understanding of the state's alternate academic content standards, or *Extended Content Standards*, which align to the grade-level content standards. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant cognitive disabilities may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would provide access to the standard. The *Extended Content Standards* allow students to show learning of concepts and constructs within a grade-level standard, but at reduced levels of complexity.

The following four achievement levels generally describe students' understanding of the essential knowledge and skills outlined in Georgia's Extended Content Standards.

**Level 1:** Students at this level demonstrate a **limited** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need substantial academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

**Level 2:** Students at this level demonstrate a **partial** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need frequent academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

**Level 3:** Students at this level demonstrate an **adequate** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need occasional academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

**Level 4:** Students at this level demonstrate a **thorough** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need limited academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

More detailed and content-specific concepts and skills are provided for each grade and content area in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels, based on the *Extended Content Standards*. The ALDs were developed for each grade level and content area by committees of Georgia educators.

**ALDs show a progression of knowledge and skills** for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level as well as all content and skills in any achievement levels that precede his/her own, if any. For example, a Level 3 learner should also possess the knowledge and skills of a Level 2 learner and a Level 1 learner.

| <b>Policy ALDs</b>  |   |  |  |  |
|---|---|--|--|--|
| <b>Standards</b>  | <b>Level 1</b>  | <b>Level 2</b>   | <b>Level 3</b>   | <b>Level 4</b>   |
|   | Students at this level demonstrate a <b>limited</b> understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need substantial academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment. | Students at this level demonstrate a <b>partial</b> understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need frequent academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment. | Students at this level demonstrate an <b>adequate</b> understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need occasional academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment. | Students at this level demonstrate a <b>thorough</b> understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need limited academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment. |
| <b>Range ALDs</b>   |   |  |  |  |
| <b>Students understand the connections between significant people, places, events, and government policies in the history of Georgia.</b> |   |  |  |  |

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| <p>SS8H5a<br/>SS8H9a<br/>SS8H11b</p>   | <p>Define slavery.</p> <p>Identify Japan as a nation involved in key events leading up to American involvement in World War II.</p> <p>Define allies.</p> <p>Identify individuals in the civil rights movement (i.e., Martin Luther King, Jr., John Lewis).</p> | <p>Define secession, debate, and election.</p> <p>Identify World War II.</p> <p>Identify American allies during World War II.</p> <p>Identify events in the civil rights movement (i.e., the March on Washington).</p> | <p>Identify a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia).</p> <p>Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.</p> <p>Identify groups in the civil rights movement (i.e., Student Nonviolent Coordinating Committee (SNCC), Southern Christian Leadership Conference (SCLC)).</p> | <p>Describe a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia).</p> <p>Identify the importance of a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia).</p> <p>Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.</p> <p>Identify and/or describe the role of specific individuals, groups, or events in the civil rights movement.</p> |
| <p><b>Students understand geographic and economic characteristics of Georgia and its five regions.</b></p> |   |  |   |  |
| <p>SS8G1a<br/>SS9G1b</p>   | <p>Identify Georgia as a state by name or shape.</p>  | <p>Locate Georgia on a regional and national map.</p>  | <p>Locate Georgia in relation to the continents.</p>  | <p>Distinguish among the five geographic regions of Georgia in terms of</p>  |

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|   | Identify icons on a map and/or map key that represent climate, agriculture, and economic contributions. | Identify the five geographic regions of Georgia in terms of location.<br><br>Define climate, agriculture, and economic contributions.<br><br>Use a map to identify the climate, agriculture, or economic contribution of a geographic region of Georgia.                                  | Describe the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.  | location, climate, agriculture, and economic contribution.  |
| <b>Students understand civic responsibilities and processes that maintain the Georgia state government.</b> |   |   |   |   |
| SS8CG1c<br>SS8CG5b  | Identify the Georgia Constitution.<br><br>Define a juvenile.  | Identify the rights and responsibilities of citizens according to the Georgia Constitution (i.e., Rights - right to assemble; right to petition; right to vote; right to trial by jury; Responsibilities - serving on a jury, paying taxes).<br><br>Identify the juvenile justice system. | Identify the rights and responsibilities of citizens according to the Georgia Constitution (i.e., right to life, liberty, and property; equal protection; freedom of speech; freedom of the press).<br><br>Identify the rights of juveniles involved in the justice system. | Describe the rights and responsibilities of citizens according to the Georgia constitution.<br><br>Describe the rights of juveniles involved in the justice system. |

| <b>Students understand the interaction of economic concepts.</b> |  |  |  |  |
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| SS8E3b<br>SS8E3a<br>SS8E3c<br>SS8E3d                             | Identify and/or define income.<br><br>Identify and/or define expenditure.<br><br>Identify and/or define savings. | Describe income as money earned through employment and investments.<br><br>Identify and/or define a household budget.<br><br>Define debt, credit, interest, and bankruptcy.<br><br>Identify and/or describe the reasons for or benefits of saving. | Identify and/or describe the reasons for or benefits of a household budget.<br><br>Identify and/or describe uses of debt.<br><br>Identify the risks of debt. | Provide real-life examples of income as the first step of a personal financial management plan.<br><br>Describe debt risks using real-life examples. |