Appendix E: Reporting

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Grade 3 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • identify events and characters in a text; • identify sentences to introduce a topic, narrator, or character; • identify illustrations within a text; • identify sentences to describe a character's action; and • match words with real-life images.	In general, your child can: • answer simple questions about a text; • identify details leading to a main idea; • identify facts, definitions, or details to write about a topic; • identify dialogue and sequencing words; • identify sentences to describe an event, link ideas, or provide a conclusion; • identify an appropriate illustration for an idea; • identify literal word meaning; and • identify nouns, verbs, and describing words.	In general, your child can: • identify the main idea of a text; • recount key details; • identify details leading to a central message; • match a main idea and supporting detail; • summarize literary text using provided details; • develop sentences to introduce a topic and describe actions or events; • group related sentences; • identify sentences that describe characters; and • use nouns, verbs, adjectives, and pronouns.	In general, your child can: • identify a central message; • describe the main idea of a text; • ask or answer questions about a text; • develop sentences to convey related information; • develop facts, definitions, details, and a conclusion; • develop dialogue and introduce a narrator or character; • distinguish between literal and nonliteral word meanings; and • develop sentences using nouns, verbs, adjectives, and pronouns.
Mathematics			
In general, your child can: • use place value understanding to identify the number used to round a number to the nearest 10; • add and subtract single digit numbers; • identify whole, half and number of equal parts; • identify shapes; • tile rectangles; • match units of measure; • separate and group objects; and • use arrays to demonstrate skip counting.	In general, your child can: • use place value understanding to identify the number used to round a number to the nearest 100; • add and subtract two-digit numbers; • name and partition simple fractions; • sort shapes; • tile and count units to find area; • solve real-world addition measurement problems; and • group up to 20 objects to show multiplication or division.	In general, your child can: • round to the nearest 10 and 100; • add and subtract three-digit numbers; • identify fractions as part of a whole; • categorize shapes; • solve real-world addition and subtraction measurement problems; and • identify a number sentence that represents multiplication or division.	In general, your child can: • multiply one-digit numbers by 10; • use place value understanding to identify the number used to round a three-digit number to the nearest 10; • represent a visual model with a fraction; • compare shapes; • solve real-world multiplication and division measurement problems; • match multiplication and division number sentences to arrays; and • find area of rectangles.

Grade 4 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • answer simple comprehension questions (e.g., who, what, where, and/or when) about a text; • identify details, characters, settings, and events in a text; • identify sentences to introduce a topic, narrator, or characters or to describe an action; • identify headings and illustrations; and • identify prepositional phrases.	In general, your child can: • locate answers in a text; • identify details leading to a main idea; • describe characters and settings; • identify sentences to provide facts, details, and conclusions; • identify sentences to provide dialogue, describe events, and link ideas; • identify sentences using transition words, domain-specific vocabulary, and sensory details; • use prepositional phrases; and • identify antonyms and synonyms.	In general, your child can: • identify the main idea; • identify details leading to a theme; • match the main idea and supporting details; • summarize text using provided details; • group related sentences; • develop sentences to introduce a topic, narrator, or character, and to describe actions and events; • identify the meaning of similes/metaphors; and • match a word to its antonym and synonym.	In general, your child can: • identify a theme; • identify an appropriate inference and the information needed to make an inference; • describe the main idea; • develop sentences to provide facts and details; • develop a narrative; • develop sentences using domain-specific vocabulary and prepositional phrases; and • identify word relationships.
Mathematics			
In general, your child can: • compare numbers within 10; • add or subtract two single-digit whole numbers; • identify lines, line segments, rays, angles, parallel lines, perpendicular lines; • recognize smaller units of measure within a system; and • reproduce a given shape or number pattern.	In general, your child can: • compare numbers within 100; • add a two-digit number to a one-digit number; • compare decimals; • identify angles and lines; • chose an appropriate unit of measure; • understand how to find area and perimeter of rectangles; and • extend simple shape or number patterns.	In general, your child can: • understand place value of multi-digit whole numbers; • solve word problems using multi-digit numbers; • compare fractions; • identify, sort and describe lines and angles within a figure; • identify and compare units of measure; and • extend a pattern given a rule.	In general, your child can: • compare numbers within 1000; • compare decimals; • generate equivalent fractions; • fluently add and subtract multi-digit numbers; • show numbers in expanded form; • apply perimeter or area formula; • identify the relationship between units of measure; and • create a pattern or rule.

Grade 5 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • answer simple comprehension questions (e.g., who, what, where, and/or when) about a text; • identify details, characters, settings, and events; • identify sentences to introduce a topic, narrator, or character(s); • identify headings and illustrations; • identify sentences to describe actions and events; and • identify antonyms and synonyms.	In general, your child can: • identify details leading to a main idea; • locate text to answer a question; • identify sentences to provide dialogue, facts, details, and conclusions; • identify sentences using sensory details or domain-specific vocabulary; • identify an event sequence that unfolds naturally; • identify an appropriate heading or illustration; • identify a simile or metaphor; and • identify sentences to combine.	In general, your child can: • identify a main idea; • identify details leading to a theme; • identify character challenges/responses; • compare/contrast literary elements; • summarize text using provided details; • develop sentences to provide details, and to introduce a topic, narrator, or character; • identify if a heading or graphic is needed; • identify the meaning of similes/metaphors; • identify word relationships; and • reduce a sentence.	In general, your child can: • answer complex questions (e.g., how and/or why) about a text; • identify a theme; • describe a main idea; • identify an appropriate inference and information needed to make an inference; • develop a structure that logically groups information; • develop a narrative; • develop sentences using domain-specific vocabulary and sensory details; and • expand a sentence.
Mathematics			
In general, your child can: • match representations of whole numbers; • identify decimals to the tenths; • identify whole numbers and fractions; • plot numbers on a number line; • display data; • place unit cubes in a 3-D figure to show volume; and • extend simple numerical patterns.	In general, your child can: • represent a two-digit number with a model; • match forms of decimals; • compare decimals to the tenth; • add fractions with like denominators; • understand line plots; • count unit cubes to find volume; • match addition or subtraction numerical expressions with verbal expression; and • identify a point on a graph.	In general, your child can: • represent a three-digit number with a model; • compare and write decimals to hundredths; • multiply unit fractions; • understand the coordinate plane; • identify data needed to display line plots; • match multiplication numerical expressions with verbal expressions and • graph ordered pairs.	In general, your child can: • compare decimals to the thousandths; • multiply fractions resulting in a mixed number; • construct a line plot; • compare volume; • add or subtract fractions to solve problems; • write numerical expressions; and • identify a numerical pattern which fits a given statement.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
Science			
In general, your child can: • identify changes in Earth's surface features; • identify a physical change; • identify elements of simple electric circuits; • identify a step to determine electrical conductivity; • identify a characteristic to sort animals into groups; and • identify cell parts.	In general, your child can: • identify the processes involved in Earth's surface formations; • identify steps needed to show a physical change; • identify chemical changes; • identify components of electric circuits; • identify electrical conductivity; • identify animal and plant characteristics; and • label some parts of animal and plant cells.	In general, your child can: • develop a simple model showing Earth's surface formations; • sequence steps of physical and chemical changes; • identify the purpose of the components of a simple electrical circuit; • determine a materials electrical conductivity; • sort animals and plants based on their characteristics; and • describe the structure of plant and animal cells.	In general, your child can: • describe Earth's surface formations; • collect data from models that show Earth's surface formations; • develop steps needed to show physical and chemical changes; • sequence steps to determine electrical conductivity; • develop a model of plant and animal cells; and • describe the difference between animal and cell parts.
Social Studies			
In general, your child can: • identify the Lusitania and events of September 11, 2001; • identify and locate agricultural/industrial icons on a map or map key; • identify rights/responsibilities of citizens; • identify key people of the civil rights movement; and • define vocabulary related to household economics.	In general, your child can: • identify events related to World War I and World War II; • define vocabulary related to agricultural and industrial centers; • locate agricultural and industrial centers on a map; • identify the rights/responsibilities of citizens; • identify rights limited by and the purpose of Jim Crow laws; • define the function of private business, and • identify elements of a personal budget.	In general, your child can: • describe the U.S. role in WWI, WWII; • describe the events of September 11th; • identify how factors have influenced agricultural and industrial centers; • identify events of the civil rights movement; • describe rights/responsibilities of citizens; • identify effects of Jim Crow laws; • describe the function of households; and • describe the importance of saving and tracking spending.	In general, your child can: • explain U.S. involvement in WWI, WWII; • identify changes in American life post-September 11, 2001; • explain how factors influenced primary agricultural and industrial centers; • describe people and events of the civil rights movement; • explain effects of Jim Crow laws; and • describe the function of private business.

Grade 6 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • answer simple comprehension questions (e.g., who, what, where, and/or when) about a text; • identify details, characters, settings, and events; • identify sentences to introduce a topic, narrator, or character; • identify headings and graphics; • identify sentences to describe actions and events; and • identify the meaning of a word/phrase within a sentence or paragraph.	In general, your child can: • identify details to support a given central idea or theme; • locate text to answer a question; • sequence events; • identify sentences to provide dialogue, details, and conclusions; • identify action and transitional language; • identify domain-specific vocabulary; • identify appropriate headings and graphics for an idea; and • use reference materials to identify word meaning and part of speech.	In general, your child can: • summarize text using provided details; • identify a theme or central idea; • identify character responses; • develop sentences to introduce a topic, narrator, or character; • identify if a heading or graphic is needed; • develop sentences to provide details and character/event descriptions; • develop sentences that use transitional language; • identify word relationships; and • define words using context clues.	In general, your child can: • identify an appropriate inference and information needed to make an inference; • describe a central idea or theme; • explain how character actions affect conflict resolution; • summarize text; • develop an organizational structure; • develop sentences using domain-specific vocabulary; • use a formal writing style; • develop a narrative; and • determine the relationship of words within a sentence.
Mathematics			
In general, your child can: • represent ratios between two quantities; • identify positive and negative numbers; • determine the factors of numbers within ten; • find multiples of numbers within 5; • count to find parts of a whole; • match cubes and rectangular prisms to their net; • identify number of data points; and • determine what a variable represents.	In general, your child can: • create a ratio; • identify proportional relationships; • identify factors and multiples of numbers within 20; • match pyramids to their net; • find the area of rectangles and right triangles; • display data on a dot plot; and • solve problems in the form of $x + p = q$.	In general, your child can: • identify part-to-whole ratios; • match ratios represented in three ways; • understand division of fractions in a word problem; • identify greatest common factor (GCF); • identify common multiples; • match 3-D shapes to their appropriate net; • find the area of polygons by composing shapes; • identify mode and range of a set of data; and • solve addition equations with variables.	In general, your child can: • simplify ratios; • divide fractions; • find least common multiple; • represent a situation using positive and negative numbers; • find the surface area of a rectangular prism given its net; • decompose polygons to find their area; • display data on a histogram; • identify the mean of a set of data; and • solve simple multiplication equations with variables.

Grade 7 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • answer simple comprehension questions (e.g., who, what, where, and/or when) about a text; • identify details, characters, settings, and events; • identify appropriate introductions to a topic, narrator, or character; • identify headings and graphics; • identify appropriate descriptions of actions and events; and • identify the meaning of a word/phrase within a sentence or paragraph.	In general, your child can: • identify details to support a given central idea or theme; • locate text to answer a question; • summarize text using provided details; • identify appropriate facts, details, headings, graphics, and conclusions; • identify an organizational structure; • identify dialogue, domain-specific vocabulary, and transitional language; and • use reference materials to identify word meaning and part of speech.	In general, your child can: • identify a theme or central idea; • identify character emotions; • develop sentences to introduce/describe a topic, narrator, character, or event; • identify if a heading or graphic is needed; • develop sentences to convey relevant facts, using a formal writing style; • develop sentences using transitional language; • identify word relationships; and • define words using context clues.	In general, your child can: • identify an appropriate inference and information needed to make an inference; • describe a central idea or theme; • summarize text; • develop an organizational structure; • develop sentences using domain-specific vocabulary; • use transitions to clarify conceptual relationships; • develop a narrative; • complete an analogy; and • use reference materials to clarify precise word meaning.
Mathematics			
In general, your child can: • identify information needed to show a proportional relationship; • determine information needed to find area, volume, or surface area of a figure; • identify a valid sample population; and • identify parts of an equation from a word problem.	In general, your child can: • graph ratios to determine proportional relationships; • graph a number and its opposite on a number line; • match a cross section with its 3-D figure; • find area, volume, or surface area; • answer questions about a data sample based on a graph; • match properties of operations to a number sentence; • match word problems to an equation; and • identify steps needed to solve a word problem.	In general, your child can: • complete a ratio table; • solve real-world problems showing inverse relationships; • identify divisors and dividends in context; • identify a cross section of a figure; • find area, volume, or surface area given a word problem; • determine if data supports and inference; • use properties of operations to evaluate expressions; and • write and solve equations.	In general, your child can: • identify unit rates in context; • solve multi-step mathematical problems; • identify multiple cross sections of a figure; • determine a statistical question to ask a sample population; • use data to make a prediction; • combine like terms to simplify an expression; and • apply the distributive property to expressions.

Grade 8 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • answer simple comprehension questions (e.g., who, what, where, and/or when) about a text; • identify details, characters, settings, and events; • identify appropriate introductions to a topic, narrator, or character; • identify headings and graphics; • identify appropriate descriptions of actions and events; and • identify the meaning of a word/phrase within a sentence or paragraph.	In general, your child can: • identify details to support a given central idea or theme; • summarize text using provided details; • identify plot; • sequence events; • identify appropriate facts, details, organizational structures, headings, graphics, and conclusions; • identify dialogue, domain-specific vocabulary, transitional language, and formal writing; and • use reference materials to identify word meaning and part of speech.	In general, your child can: • identify a theme or central idea; • identify character responses; • develop sentences to introduce/describe a topic, narrator, character, or event; • develop headings, graphics, and logical conclusions; • develop sentences to convey relevant facts, using a formal writing style; • develop sentences using transitional language; • identify word relationships; and • define words using context clues.	In general, your child can: • identify an appropriate inference and information needed to make an inference; • describe central idea, theme, and character reactions; • summarize text; • develop an organizational structure; • develop sentences using domain-specific vocabulary, and using transitions to clarify relationships; • develop a narrative; • complete an analogy; and • use reference materials to clarify precise word meaning.
Mathematics			
In general, your child can: • change fractions to decimals; • identify congruent shapes on a coordinate plane; • represent data on a scatter plot; • identify like terms; and • distinguish between linear and non-linear functions and their properties.	In general, your child can: • change decimals to fractions; • compare decimal values on a number line; • identify congruency of shapes as a result of a rotation, reflection, or translation; • determine and describe trends in scatter plots; • relate area of a square to perfect squares; and • understand the relationship between inputs and outputs of a function.	In general, your child can: • determine if a number is rational or irrational and place it on a number line; • show a rigid transformation and identify corresponding parts; • determine formal or informal line of best fit on a scatter plot; • identify perfect squares; • understand the relationship between perfect squares and square root; • use functions and graphs to identify output; and • solve linear equations.	In general, your child can: • order square root values on a number line; • create visual models of perfect squares; • distinguish between rigid transformations of two congruent shapes; • predict outcomes using a scatter plot; • identify a function as linear or non-linear after graphing; and • solve real-world problems using linear equations and graph the results.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
Science			
In general, your child can: • identify the movement of particles in a state of matter when energy is added; • identify models showing kinetic and potential energy; • identify statements that describe forces and motion; • identify basic parts of light and sound waves; and • recognize the existence of a gravitational field.	In general, your child can: • identify the movement of particles in a state of matter when energy is removed; • identify chemical and physical changes; • identify methods of heat transfer; • identify key features on a motion graph; • compare light and sound waves; and • recognize the existence of magnetic and electric fields.	In general, your child can: • compare particles in states of matter; • compare chemical and physical changes; • identify steps that show heat transfer and transformation between kinetic and potential energy; • identify change in speed or distance on a motion graph; • identify effects of balanced and unbalanced forces; • identify properties of sound and light waves; and • recognize the existence of gravitational fields.	In general, your child can: • complete a model showing particles in states of matter; • explain differences between chemical and physical changes; • develop steps to show heat transfer and transformation between kinetic and potential energy; • connect Newton's laws to the effect of force on motion; • describe changes in energy of a wave; and • explain the existence of gravitational, magnetic and electrical fields.
Social Studies			
In general, your child can: • identify/define vocabulary related to the Civil War and World War II; • identify key individuals of the civil rights movement; • identify Georgia as a state; • identify icons on a map or map key; • identify the Georgia Constitution; and • define economic concepts.	In general, your child can: • Define abstract terms related to the Civil War; • identify WWII American allies; • identify key events of the civil rights movement; • locate Georgia on a map of the United States; • identify Georgia's geographic regions; • define geographic terms; • identify citizens' rights/responsibilities and the juvenile justice system; and • describe income sources and reasons for saving money.	In general, your child can: • identify issues/events leading to the Civil War and American involvement in WWII; • identify groups involved in the civil rights movement; • locate Georgia on a world map; • describe Georgia's geographic regions; • identify abstract citizens' rights/responsibilities; • identify juvenile rights; • identify debt risks; and • describe benefits of budgeting.	In general, your child can: • describe and identify the importance of issues/events leading to the Civil War and American involvement in WWII; • describe the role of individuals/groups/events of the civil rights movement; • distinguish among Georgia's geo-graphic regions; • describe citizens' rights/responsibilities, including juveniles in the justice system; and • provide money management plan examples.

High School – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
In general, your child can: • answer simple comprehension questions (who, what, where, and/or when) about a text; • identify key details to include in a summary; • introduce a topic; • identify correct end punctuation in writing; • match a possible meaning of a word/phrase within a sentence or paragraph.	In general, your child can: • identify key details, central ideas/themes, and supporting details in a text; • identify connections between literary elements; • introduce a claim; • identify related ideas, relevant facts, and logical conclusions; • identify domain-specific vocabulary; • identify formal writing; • capitalize the beginning of sentences; • use reference materials to find word meaning/part of speech.	In general, your child can: • summarize a text; • sequence development of literary elements; • identify sentences to support a topic/claim; • identify or add words that clarify relationships between claims and reasons; • identify appropriate graphics and logical conclusions; identify precise language and an objective writing tone; • capitalize "I", names, months, and days; • define words using context clues.	In general, your child can: • identify an inference; • describe central ideas/themes and development of literary elements; • identify impact of author's choice; • develop sentences that clarify relationships between counterclaims and reasons and sentences that use transitions; • match multimedia to ideas; • use commas between day and year/city and state; • use reference materials to clarify meanings.
Mathematics			
In general, your child can: • count to determine square roots; • determine a line of best fit; • identify the number of dots needed in a dot plot from data in frequency table; • identify a point of intersection; • determine key features on a graph; • use manipulatives to create equations.	In general, your child can: • show how to rewrite expressions with perfect squares; • determine square roots using manipulatives; • place the line of best fit on a scatter plot; • identify a dot plot from data in a table; place one value on a histogram; solve equations; • identify a point of intersection on a graph; • identify minimum or maximum on a graph; • identify a term in a sequence.	In general, your child can: • identify and rewrite expressions with perfect squares; • place the line of best fit on a real-world scatter plot; • identify a dot plot from data in a list or a histogram from data in a table; • solve equations/inequalities; • identify the solution to a system of equations; • identify key features of a graph; • complete an explicit expression; • describe steps used for a sequence.	In general, your child can: • rewrite expressions that use perfect squares and two operations; • interpret data from a scatter plot and solve problems; • identify a histogram from data in a list; • create equations and inequalities to solve problems; • identify graphs given multiple key features; • show how to find any term using the explicit expression or by identifying the mathematical steps.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
Science			
In general, your child can: • identify the interaction between cellular structures/organelles; • identify the flow of energy within an ecosystem and in an energy pyramid.	In general, your child can: • identify cellular structures and transport; • identify a question about the role of photosynthesis or respiration; • identify a pattern of common ancestry; • identify similarities and differences between viruses and organisms; • create a food web; • identify a solution to reduce the impact of a human activity and a statement that predicts an organism's ability to survive.	In general, your child can: • describe interactions among cell structures; • sequence steps showing the role of cellular transport; • ask questions about photosynthesis and respiration; • identify data that shows common ancestry; • describe differences and similarities between viruses and organisms; • develop an energy pyramid model; connect a human impact on the environment with a possible solution.	In general, your child can: • explain the roles of photosynthesis and respiration; • compare models of common ancestry; • identify evidence of the similarities and differences between viruses and organisms, identify the energy used in an energy pyramid; • develop a solution to reduce human impact on the environment and statements to predict an organism's ability to survive in a changing environment.
Social Studies			
In general, your child can: • identify key vocabulary related to the English colonies, Civil War, Reconstruction, Great Depression, and World War II; • identify key inventions; • define amendments; • identify key protections within the Bill of Rights; • define allies.	In general, your child can: • describe English colonies; • identify key details of the Great Depression; • identify key details within the United States Constitution; • identify the Thirteenth, Fourteenth, and Fifteenth amendments; • identify characteristics of the North and South during the Civil War; • identify American allies, rationing, and the role of women and African Americans during World War II.	In general, your child can: • describe mercantilism, trans-Atlantic trade, the development of colonies, and the influence of key inventions; • identify causes of the stock market crash of 1929; • identify and describe political and social impacts of the Great Depression; • describe features and amendments of the U.S. Constitution; • identify key details related to the Civil War and World War II.	In general, your child can: • identify benefits/effects/importance of mercantilism, trans-Atlantic trade, and colonial development; • describe causes of the stock market crash of 1929 and community responses to unemployment during the Great Depression; • identify the purpose/importance of features and amendments of the U.S. Constitution; • describe conflicts that influenced development of the U.S.

Achievement Level Descriptors for Grade 3 English Language Arts

Georgia Department of Education
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE3.RL.1 ELAGSE3.RI.1 ELAGSE3.RL.2 ELAGSE3.RI.2 ELAGSE3.RL.3	Identify events from a literary text. Identify the main character(s) in a literary text.	Answer basic comprehension questions (who, what, where, and/or when) about a text.	Identify the main idea of an informational text. Recount key details in an informational text.	Identify a central message or lesson conveyed in a literary text. Identify an explanation of how a character's

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		Identify key details in a text. Identify events that occurred at the beginning and end of a literary text. Identify key details from an informational text which could lead to the identification of a main idea. Identify the main events in a literary text.	Identify key details from a literary text which could lead to the identification of a central message or lesson. Match the character with his/her description within a literary text. Match the main idea and at least one supporting detail within an informational text. Sequence key events found in a literary text to provide a summary of the text.	actions contribute to an event in a story. Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of the text. Describe the main idea of an informational text using at least one supporting detail. Produce relevant questions about a text.
Students produce writing for a range of purposes and audiences.				
ELAGSE3.W.2 ELAGSE3.W.3	Identify statements/sentences that introduce a topic. Identify illustrations within a text. Identify statements/sentences that introduce a narrator and/or character(s).	Complete statements/sentences that introduce a topic. Identify a statement/sentence which provides a fact, definition, and/or detail about a topic. Identify dialogue.	Develop sentences that introduce a topic. Complete an event sequence that unfolds naturally. Complete statements/sentences that use words/phrases to link ideas.	Develop sentences using words/phrases to link ideas. Complete sentences which describe the thoughts, feelings, and responses of a character. Develop two or more sentences to indicate related information.

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	Identify statements/sentences which describe the action of a character.	Identify statements/sentences that provide a conclusion for a topic or sense of closure. Identify statements/sentences which describe an event. Identify a structure that groups related information. Identify an event sequence that unfolds naturally. Identify a word/phrase used to link ideas within categories of information. Identify statements/sentences that use words/phrases to link ideas. Identify temporal words/phrases used to signal event order within a text.	Group two or more statements/sentences to indicate related information. Complete a statement/sentence using a temporal word/phrase to signal event order within a text. Identify statements/sentences which describe the thoughts, feelings, and responses of a character. Develop sentences which describe the action of a character. Develop sentences which describe an event. Complete dialogue statements/sentences within a narrative. Complete statements/sentences that provide a	Develop one or more sentences with temporal words/phrases to signal event order. Identify sentences/sections that would benefit from the use of an illustration. Develop sentences that provide facts, definitions, or details. Develop sentences that introduce a narrator and/or character(s). Develop sentences to provide a conclusion for a topic or sense of closure. Develop dialogue for characters appropriate to a given situation.

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		Identify an appropriate illustration for a specific idea. Complete statements/sentences which describe the action of a character. Complete statements/sentences which describe an event.	conclusion for a topic or sense of closure. Complete statements/sentences that introduce a narrator and/or character(s). Complete a statement/sentence which provides a fact, definition, and/or detail about a topic.	
Students demonstrate an understanding of the function and meaning of language.				
ELAGSE3.L.1a ELAGSE3.L.5a ELAGSE3.L.5b	Match a word with a given real-life image (e.g., match warm with sun).	Identify the literal meaning of a word or phrase in context. Identify concrete nouns and action verbs in sentences given a description of the function (e.g., which word in the sentence tells “who” or “what”?). Identify a word that describes a given noun (e.g., ice: cold).	Complete sentences with the word that functions as a noun, verb, adjective, or pronoun (e.g., complete the sentence to describe the noun). Identify real-life connections between words and their use (e.g., note things at school that are colorful).	Match a word or phrase to its nonliteral meaning. Distinguish whether the literal or nonliteral meaning of a word or phrase is being used in context. Identify the nonliteral meaning of a word or phrase. Develop sentences using nouns, verbs, pronouns, and

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				adjectives in their correct function.

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Achievement Level Descriptors for Grade 4 English Language Arts

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE4.RL.1 ELAGSE4.RI.1 ELAGSE4.RL.2 ELAGSE4.RI.2 ELAGSE4.RL.3	Answer basic comprehension questions (e.g., who, what, where, and/or when) in relation to a text.	Identify key details from an informational text which could lead to the identification of a main idea.	Identify the main idea of an informational text. Identify key details from a literary text which could lead to the	Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of the text.

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	Identify details from a text. Identify the main character(s) in a literary text. Identify the setting(s) in a literary text. Identify a specific event in a literary text.	Find text which answers a question within a text. Identify events that occurred at the beginning of a literary text and one additional event (middle or end). Match the character with his/her description within a literary text. Match the setting with its description within a literary text. Identify key details to include in a summary of the text.	identification of a theme. Identify specific details to support descriptions of characters, settings, or events in a literary text. Match the main idea and supporting details within an informational text. Identify and sequence sentences to summarize a text.	Identify a theme within a literary text. Identify a statement that provides information needed to make an inference. Identify when a question requires an inference (the answer is not directly provided by the text). Describe the main idea of an informational text using supporting details. Identify an appropriate inference drawn from a text.
Students produce writing for a range of purposes and audiences.				
ELAGSE4.W.2 ELAGSE4.W.3	Identify statements/sentences that introduce a topic. Identify headings, illustrations, and/or multimedia within a text.	Identify statements/sentences that provide a conclusion or sense of closure. Identify statements/sentences that provide facts,	Complete statements/sentences that use words/phrases to link ideas. Group two or more statements/sentences to indicate related information.	Develop sentences that use words/phrases to link ideas. Develop an event sequence that unfolds naturally.

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	Identify statements/sentences that introduce a narrator and/or character(s). Identify statements/sentences which describe the action of a character.	definitions, concrete details, quotations, or examples to support an informative/explanatory text. Identify dialogue. Identify statements/sentences which describe an event. Identify a structure that groups related information. Identify an event sequence that unfolds naturally. Identify statements/sentences that use domain-specific vocabulary. Identify transitional words/phrases used to signal event order within a text. Identify statements/sentences with sensory details.	Complete statements/sentences that use domain-specific vocabulary. Develop sentences that introduce a topic. Identify statements/sentences which describe the response of a character. Complete sentences which describe the response of a character. Develop sentences which describe the action of a character. Develop sentences which describe an event. Complete statements/sentences that provide a conclusion or sense of closure.	Develop sentences that use domain-specific vocabulary. Develop a sentence using a transitional word/phrase to signal event order within a text. Develop two or more sentences to indicate related information. Identify sentences/sections that would benefit from the use of an illustration. Develop sentences that provide facts, definitions, concrete details, or examples to support an informative/explanatory text. Identify sentences that use precise language. Develop sentences that establish a situation.

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		Identify a word/phrase used to link ideas within categories of information. Identify statements/sentences that use words/phrases to link ideas. Identify statements/sentences that establish a situation. Complete statements/sentences that introduce a narrator and/or character(s). Complete statements/sentences that introduce a topic. Identify an appropriate illustration for a specific idea. Complete statements/sentences which describe the action of a character.	Complete statements/sentences with sensory details. Complete a statement/sentence using a transitional word/phrase to signal event order within a text. Complete dialogue statements/sentences within a narrative. Complete statements/sentences that establish a situation. Develop sentences that introduce a narrator and/or character(s). Complete an event sequence that unfolds naturally. Complete statements/sentences that provide facts, definitions, concrete details, or examples to	Develop dialogue for characters appropriate to a given situation. Develop sentences that provide a conclusion or sense of closure. Develop sentences with sensory details.

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		Complete statements/sentences which describe an event.	support an informative /explanatory text.	
Students demonstrate an understanding of the function and meaning of language.				
ELAGSE4.L.1e ELAGSE4.L.5a ELAGSE4.L.5c	Identify a prepositional phrase using in, on, under, or above to describe the location of a person, place, or thing.	Complete a sentence with a prepositional phrase. Identify an antonym or synonym of a given word.	Identify a simple simile or metaphor. Match a word with both an antonym and a synonym.	Identify the meaning of a simple simile or metaphor. Identify the meaning of a simple simile or metaphor in context. Identify the relationship between a set of words. Develop a sentence using a prepositional phrase to describe a location or situation.

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Achievement Level Descriptors for Grade 5 English Language Arts

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	Level 1	Level 2	Level 3	Level 4
	Students at this level demonstrate a limited under-standing 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.	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.	Students at this level demonstrate an adequate under-standing 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.	Students at this level demonstrate a thorough under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE5.RL.1 ELAGSE5.RI.1 ELAGSE5.RL.2 ELAGSE5.RI.2 ELAGSE5.RL.3	Answer basic comprehension questions (who, what, where, and/or when) based upon a text.	Identify key details within a text which could lead to the identification of a main idea.	Identify a main idea of an informational text. Identify key details from a literary text which could lead to the	Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of an informational text.

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	Identify key details in a text. Identify characters in a literary text. Identify two or more characters, settings, or events in a story or drama.	Identify a quotation from a literary text. Find text which answers a question within a text. Identify an event that occurred at the beginning of a literary text and one that occurred at the middle or end of the text. Match details from a story or drama with the character, setting, or event they represent. Identify key details to include in a summary of a text.	identification of a theme. Identify when a question requires an inference (the answer is not directly provided by the text). Identify character challenges in a literary text. Identify one similarity and one difference between characters, settings, or events in a story or drama. Match main ideas found within an informational text with key details supporting each. Identify how a character in a literary text responds to a challenge. Identify and sequence sentences to summarize a text.	Identify the theme of a literary text. Describe a main idea of an informational text using supporting details. Identify an appropriate inference drawn from a text. Identify a statement within a text which provides information needed to make an inference. Develop a statement comparing or contrasting characters, settings, or events in a story or drama.

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			Sort details from a story or drama by the character, setting, or event they represent.	
Students produce writing for a range of purposes and audiences.				
ELAGSE5.W.2 ELAGSE5.W.3	Identify statements/sentences that introduce a topic clearly. Identify headings, illustrations, and/or multimedia within a text. Identify statements/sentences that introduce a narrator and/or character(s). Identify statements/sentences which describe the action of a character. Identify statements/sentences that describe events.	Identify statements/sentences that provide a conclusion or sense of closure. Identify statements/sentences that provide facts, definitions, concrete details, or examples to support an informative/explanatory text. Identify an event sequence that unfolds naturally. Identify statements/sentences with sensory details. Identify dialogue. Identify statements/sentences that use domain-specific vocabulary.	Complete statements/sentences that provide facts, definitions, concrete details, or examples to support an informative/ explanatory text. Complete statements/sentences that use words/phrases to link ideas. Complete a structure that logically groups information. Complete statements/sentences that use domain-specific vocabulary. Identify sentences/sections which would benefit from the use of a heading, graphic, or piece of multi-media.	Develop a structure that logically groups information. Develop an event sequence that unfolds naturally. Develop sentences that use words/phrases to link ideas. Develop sentences that use domain-specific vocabulary. Develop sentences utilizing transitional language to sequence events within a narrative piece. Develop sentences that establish a situation. Develop sentences that provide a conclusion or sense of closure.

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		Identify a structure that logically groups information. Identify transitional language used to sequence events within a narrative piece. Identify statements/sentences that use words/phrases to link ideas. Identify statements/sentences that establish a situation. Complete statements/sentences that introduce a topic. Identify an appropriate heading, illustration, or piece of multimedia for a specific idea. Complete statements/sentences that describe events.	Develop sentences that provide facts, definitions, concrete details, or examples to support an informative/ explanatory text. Develop statements/sentences that introduce a narrator and/or character(s). Complete an event sequence that unfolds naturally. Develop sentences that describe events. Complete sentences which describe the thoughts, feelings, and responses of a character. Identify sentences that use precise language. Complete statements/sentences that provide a conclusion or sense of closure.	Develop sentences with sensory details. Develop dialogue for characters appropriate to a given situation.

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		Complete statements/sentences that introduce a narrator and/or character(s).	Develop sentences to introduce a topic. Complete statements/sentences with sensory details. Complete statements/sentences that establish a situation. Identify statements/sentences which describe the thoughts, feelings, and responses of a character. Complete dialogue statements/sentences within a narrative. Complete statements/sentences utilizing transitional language to sequence events within a narrative piece.	
Students demonstrate an understanding of the function and meaning of language.				

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ELAGSE5.L.3a ELAGSE5.L.5a ELAGSE5.L.5c	Identify a synonym or antonym of a given word.	Identify two sentences that can be combined. Identify a simple simile or metaphor.	Combine two or more sentences. Identify the relationship between a set of words. Identify the meaning of a simple simile or metaphor. Identify the meaning of a simple simile or metaphor in context.	Reduce a sentence by eliminating information that is not needed. Expand a sentence. Distinguish the meaning of a word among a synonym, an antonym, and/or a homograph in context (e.g., bow, bow, straighten).

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Achievement Level Descriptors for Grade 6 English Language Arts

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE6.RL.1 ELAGSE6.RI.1 ELAGSE6.RL.2 ELAGSE6.RI.2 ELAGSE6.RL.3	Answer basic comprehension questions (e.g., who, what, where, and/or when) based upon a text.	Identify key details that support a given central idea in an informational text. Identify details found within a sentence or	Locate a specific quote or sentence from a text to answer explicit (who, what, when, and/or where) questions from a text.	Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of the text.

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	Identify one or more details from a text. Identify key details to include in a summary of a text. Identify one or more characters from a literary text. Identify one or more settings and/or events from a literary text.	paragraph to answer explicit (who, what, when, and/or where) questions about a literary text. Identify key details that support the given theme and/or central idea in a literary text. Identify the events occurring at the beginning and end of a story or drama. Sequence key events from a literary text. Match characters with their corresponding setting and/or event from a literary text.	Identify when a question requires an inference (the answer is not directly provided by the text). Identify and sequence sentences to summarize a text. Identify the theme and/or central idea of a text. Match supporting key details (characters, setting, events) to a central idea or theme found within a literary text. Identify how characters respond emotionally to an event/episode within a literary text. Match character description(s) (e.g., happy, sad, scared) to key events in a literary text.	Identify an appropriate inference drawn from a text. Identify a sentence/statement within a text that provides information to make an inference. Describe a central idea or theme of a text, using key supporting details. Explain how a character's actions and/or words affect the resolution of a conflict in a literary text. Identify how a character changes as a story or drama unfolds. Complete or develop sentences to summarize a text.

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Students produce writing for a range of purposes and audiences.				
ELAGSE6.W.2 ELAGSE6.W.3	Identify statements/sentences that introduce a topic. Identify the use of headings, graphics, and/or multimedia within a text. Identify statements/sentences that introduce a character and/or narrator. Identify statements/sentences that describe an event and/or action of a character.	Identify statements/sentences that develop a topic with relevant facts, definitions, concrete details, quotations, and examples. Identify statements/sentences that provide a logical conclusion. Identify dialogue. Identify transitional language. Identify a structure that appropriately organizes ideas, concepts, and information. Complete statements/sentences that introduce a topic. Identify an appropriate heading, graphic, or piece of multimedia for a specific idea.	Complete a structure to organize ideas, concepts, and information. Develop sentences to introduce a topic. Identify sentences/sections which would benefit from the use of a heading, graphic or piece of multi-media. Complete statements/sentences that develop the topic with relevant facts, definitions, concrete details, and examples. Develop sentences that support the topic with relevant facts, definitions, concrete details, and examples. Complete statements/sentences that use domain-specific vocabulary.	Develop a structure to organize ideas, concepts, and information. Develop sentences that use transitions to clarify relationships among ideas and concepts. Develop sentences that use domain-specific vocabulary. Develop a sequence of events that unfolds naturally and logically. Develop dialogue for characters appropriate to a given situation. Develop sentences to maintain a formal writing style. Develop sentences that describe the feelings of the character. Develop one or more sentences utilizing

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		Identify statements/sentences that use domain-specific vocabulary. Identify statements/sentences written using a formal style. Identify an event sequence that unfolds naturally and logically. Complete statements/sentences to introduce a narrator and/or character(s). Identify statements/sentences that describe the feelings of the character. Complete statements/sentences utilizing transitional language within a narrative piece. Identify sensory and action language.	Complete statements/sentences with words which best reflect a formal writing style. Complete statements/sentences that include transitional vocabulary to clarify relationships among ideas and concepts. Complete statements/sentences that provide a logical conclusion. Complete a sequence of events that unfolds naturally and logically. Develop sentences that introduce a narrator and/or character(s). Identify sentences that use precise language. Complete statements/sentences that describe the feelings of the character.	sensory language within a narrative piece. Develop sentences that establish context. Develop sentences that provide a logical conclusion.

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		Identify statements/sentences that establish context. Complete statements/sentences that describe an event and/or action of a character.	Develop sentences that describe an event and/or action of a character. Develop one or more sentences utilizing action language within a narrative piece. Develop sentences utilizing transitional language within a narrative piece. Complete statements/sentences that establish context. Complete dialogue statements/sentences within a narrative. Complete statements/sentences utilizing sensory and action language within a narrative piece.	
Students demonstrate an understanding of the function and meaning of language.				
ELAGSE6.L.4a ELAGSE6.L.4c ELAGSE6.L.5b	Match an unknown word/phrase to a possible meaning found	Use reference materials to identify the part of speech of a word.	Sort words with a given relationship (e.g., cause/effect, part/whole,	Use reference materials to clarify the precise meaning of a word as

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	within the sentence/paragraph.	Use reference materials to find the meaning of a word. Match words with given relationships (e.g., cause/effect, part/whole, item/category).	item/category) into meaningful categories. Identify the relationship between a set of words. Define an unknown word/phrase within a sentence, using context clues. Identify the word(s) within a sentence/paragraph which may provide a clue to the meaning of an unknown word/phrase.	used in a given sentence. Given a sentence involving word relationships (e.g., cause/effect, part/whole, item/category), determine the relationship between words.

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Achievement Level Descriptors for Grade 7 English Language Arts

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	Level 1	Level 2	Level 3	Level 4
	Students at this level demonstrate a limited under-standing 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.	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.	Students at this level demonstrate an adequate under-standing 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.	Students at this level demonstrate a thorough under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE7.RL.1 ELAGSE7.RI.1 ELAGSE7.RL.2 ELAGSE7.RI.2 ELAGSE7.RL.3	Answer basic comprehension questions (who, what, where, and/or when) based upon a text.	Identify key details that support the given central idea in an informational text. Identify details found within a sentence or	Locate a specific quote or sentence from a text to answer explicit (who, what, when, and/or where) questions from a text.	Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of the text.

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	Identify one or more details from a text. Identify key details to include in a summary of a text. Identify one or more characters from a literary text. Identify one or more settings and/or events from a literary text.	paragraph to answer explicit (who, what, when, and/or where) questions from a literary text. Identify key details that support the given theme and/or central idea in a literary text. Identify and sequence sentences to summarize a text. Match characters with their corresponding setting and/or event from a literary text.	Match supporting key details to central idea(s) found within an informational text. Sequence supporting details related to a central idea within an informational text. Identify how a character responds emotionally (e.g., happy, sad, scared) to an event/episode within a literary text. Identify when a question requires an inference (the answer is not directly provided by the text). Identify the theme and/or central idea of a text. Sequence key supporting details of a theme or central idea within a literary text. Match supporting key details (characters,	Identify an appropriate inference drawn from text. Describe a central idea or theme of a text with key supporting details. Identify a statement within a text that provides information needed to make an inference. Complete or develop sentences to summarize a text.

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			setting, events) to a central idea or theme found within a literary text. Match character description(s) (e.g., happy, sad, scared) to key events and settings in a literary story or drama. Sort actions/emotions of a specific character as found in different settings or events within a literary text.	
Students produce writing for a range of purposes and audiences.				
ELAGSE7.W.2 ELAGSE7.W.3	Identify statements/sentences that introduce a topic. Identify the use of headings, graphics, and/or multimedia within a text. Identify statements/sentences that introduce a character and/or narrator.	Identify statements/sentences that develop a topic with relevant facts, definitions, concrete details, quotations, or examples. Identify statements/sentences that use transitions. Identify statements/sentences	Complete a structure to organize ideas, concepts, and information. Develop sentences to introduce a topic. Identify sentences/sections which would benefit from the use of a heading, graphic or piece of multi-media.	Develop a structure to organize ideas, concepts, and information. Develop sentences that use transitions to clarify relationships among ideas and concepts. Develop sentences that use domain-specific vocabulary.

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	Identify statements/sentences that describe an event and/or action of a character.	that provide a logical conclusion. Identify transitional language within a narrative piece. Identify dialogue statements/sentences for a character. Identify a structure that appropriately organizes ideas, concepts, and information. Complete statements/sentences that introduce a topic. Identify an appropriate heading, graphic, or piece of multimedia for a specific idea. Identify statements/sentences that use domain-specific vocabulary. Identify statements/sentences written using a formal style.	Develop sentences that support the topic with relevant facts, definitions, concrete details, or examples. Identify sentences that use precise language. Complete statements/sentences with words which best reflect a formal writing style. Complete a sequence of events that unfolds naturally and logically. Develop sentences that introduce the narrator and/or characters. Develop sentences to maintain a formal writing style. Complete statements/sentences that develop the topic with relevant facts, definitions, concrete details, or examples.	Develop a sequence of events that unfolds naturally and logically. Develop sentences that provide a logical conclusion. Develop dialogue for characters appropriate to a given situation. Develop sentences that establish context.

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		Identify an event sequence that unfolds naturally and logically. Complete statements/sentences that introduce the narrator and/or characters. Identify statements/sentences that describe the feelings of the character. Complete statements/sentences utilizing transitional language within a narrative piece. Identify sensory and action language in a narrative piece. Identify statements/sentences that establish context. Complete statements/sentences that describe an event	Complete statements/sentences that describe the feelings of the character. Complete statements/sentences that use domain-specific vocabulary. Complete statements/sentences that include transitional vocabulary to clarify relationships among ideas and concepts. Complete statements/sentences that provide a logical conclusion. Develop sentences that describe an event and/or action of a character and describe the feelings of the character. Develop one or more sentences utilizing sensory and action	

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		and/or action of a character.	language within a narrative piece. Develop sentences utilizing transitional language within a narrative piece. Complete statements/sentences utilizing sensory and action language within a narrative piece. Complete dialogue statements/sentences for a character. Complete statements/sentences that establish context.	
Students demonstrate an understanding of the function and meaning of language.				
ELAGSE7.L.4a ELAGSE7.L.4c ELAGSE7.L.5b	Match an unknown word/phrase to possible meaning found within the sentence/paragraph.	Use reference materials to identify the part of speech of a word. Use reference materials to find the meaning of a word.	Sort words with a given relationship (e.g., synonym/antonym) into meaningful categories. Identify the relationship between a set of words.	Use reference materials to clarify the precise meaning of a word as used in a given sentence. Complete an analogy.

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		Match words with given relationships (e.g., synonym/antonym).	Define an unknown word/phrase within a sentence using context clues. Identify the word(s) within a sentence/paragraph which may provide a clue to the meaning of an unknown word/phrase.	

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Achievement Level Descriptors for Grade 8 English Language Arts

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE8.RL.1 ELAGSE8.RI.1 ELAGSE8.RL.2 ELAGSE8.RI.2 ELAGSE8.RL.3	Answer basic comprehension questions (who, what, where, and/or when) based upon a text.	Identify key details that support the given central idea in an informational text.	Identify when a question requires an inference (the answer is not directly provided by the text).	Identify an appropriate inference drawn from a text. Describe how at least one central idea or theme of an

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	Identify one or more details from a text. Identify key details to include in a summary of a text. Identify characters and settings in various sections of a literary text.	Identify the central idea of an informational text. Identify and sequence sentences to summarize a text. Identify details found within a sentence or paragraph to answer explicit (who, what, when, and/or where) questions from a literary text. Identify key details that support the given theme and/or central idea in a literary text. Identify plot in a literary text. Sequence events from a story or drama. Identify the events occurring at the beginning and end of a story or drama.	Sequence supporting details related to a central idea within an informational text. Match supporting key details to central idea(s) found within an informational text. Match the given theme of a literary text with supporting key details from the text. Sequence key supporting details of a theme or central idea within a literary text. Identify how the characters respond to the conflict in a story or drama. Identify how the characters respond to events and each other through dialogue within a story or drama. Identify the theme and/or central idea of a literary text.	informational text is supported by key details. Describe a central idea or theme of a literary text with key supporting details. Describe characters' reactions (e.g., happy, sad, scared) to key events and/or connect to dialogue in a story or drama. Complete or develop sentences to summarize a text. Identify a sentence/statement within a text that provides information to make an inference.

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		Match character(s) to specific dialogue within a story or drama. Identify dialogue of specific characters within a literary text.	Locate a specific quote or sentence within a text to answer explicit (who, what, when, and/or where) questions.	
Students produce writing for a range of purposes and audiences.				
ELAGSE8.W.2 ELAGSE8.W.3	Identify statements/sentences that introduce a topic. Identify a heading, graphic, or piece of multimedia for a specific idea. Identify statements/sentences that introduce a character and/or narrator. Identify statements/sentences that describe an event and/or action of a character.	Identify statements/sentences that develop the topic with relevant facts, definitions, details, quotations, or examples. Identify a structure that appropriately organizes an introduction, ideas, and a conclusion. Identify statements/sentences that provide a conclusion or logical concluding statement. Identify statements/sentences with transitions.	Complete a structure that appropriately organizes an introduction, categorized information, and a conclusion. Develop sentences that introduce a topic. Develop headings, graphics or multimedia to organize/support information and ideas within text. Complete statements/sentences that develop the topic with relevant facts, definitions, concrete details, or examples.	Develop a structure to organize an introduction, categorized information, and a conclusion. Develop sentences that use domain-specific vocabulary. Develop sentences that use transitions to clarify relationships among ideas and concepts. Develop a sequence of events that unfolds naturally and logically. Develop sentences that establish context.

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		Identify transitional language within a narrative piece. Complete statements/sentences that introduce a topic. Complete a heading, graphic, or piece of multimedia for a specific idea. Identify statements/sentences written using a formal style. Identify statements/sentences that include domain-specific vocabulary. Complete statements/sentences that provide a conclusion or logical concluding statement. Identify an event sequence that unfolds naturally and logically.	Develop sentences that support the topic with relevant facts, definitions, concrete details, or examples. Develop sentences to maintain a formal writing style. Develop sentences that describe an event and/or action of a character and describe the feelings of the character. Develop one or more sentences utilizing sensory and action language within a narrative piece. Identify sentences that use precise language. Complete statements/sentences that include domain-specific vocabulary. Complete sentences with words which best	Develop dialogue for characters appropriate to a given situation.

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		Complete sentences that introduce the narrator and/or characters. Identify statements/sentences that describe the feelings of the character. Complete sentences utilizing transitional language within a narrative piece. Identify sensory and action language in a narrative piece. Complete sentences that describe an event and/or action of a character and describe the feelings of the character. Identify statements/sentences that establish context. Identify dialogue statements/sentences for a character.	reflect a formal writing style. Complete a sequence of events that unfolds naturally and logically. Develop sentences that introduce the narrator and/or characters. Develop sentences utilizing transitional language within a narrative piece. Complete sentences utilizing sensory and action language within a narrative piece. Identify statements/sentences that use precise language. Develop sentences that provide a logical conclusion. Complete statements/sentences that include transitional vocabulary to clarify	

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			relationships among ideas and concepts. Complete dialogue statements/sentence for a character. Complete statements/sentences that establish context.	
Students demonstrate an understanding of the function and meaning of language.				
ELAGSE8.L.4a ELAGSE8.L.4c ELAGSE8.L.5b	Match an unknown word/phrase to possible meaning found within the sentence/paragraph.	Use reference materials to identify the part of speech of a word. Use reference materials to find the meaning of a word. Match words with given relationships (e.g., cause/effect, part/whole, item/category).	Define an unknown word/phrase within a sentence using context clues. Sort words with a given relationship (e.g., cause/effect, part/whole, item/category) into meaningful categories. Identify the relationship between a set of words. Identify the word(s) within a sentence or paragraph which may provide a clue to the meaning of an unknown word/phrase.	Complete an analogy. Use reference materials to clarify the precise meaning of a word as used in a given sentence.

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Achievement Level Descriptors
for
High School English Language Arts

Georgia Department of Education
August 2021
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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.

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Policy ALDs				
Standards	Level 1	Level 2	Level 3	Level 4
	Students at this level demonstrate a limited under-standing 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.	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.	Students at this level demonstrate an adequate under-standing 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.	Students at this level demonstrate a thorough under-standing 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.
Range ALDs				
Students comprehend text in increasingly complex ways.				
ELAGSE11-12.RL.1 ELAGSE11-12.RI.1 ELAGSE11-12.RL.2	Identify specific details from a text that address basic comprehension questions (who, what, when, and/or where).	Locate specific details, quotes, or sentences within a text to answer explicit (who, what, when, and/or where) questions.	Identify a statement within a text that provides information needed to make an inference.	Identify an appropriate inference drawn from a text. Identify unanswered questions based upon a

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ELAGSE11-12.RI.2 ELAGSE11-12.RL.3	Identify key facts, events, or ideas to include in a summary of a text.	Identify a theme or central idea of a text. Identify key supporting ideas of a theme or central idea within a text. Identify and sequence sentences to summarize a text. Identify a connection between two of the following elements in a story or drama: key individuals, settings, events, or ideas (e.g., characters who are part of the same event).	Complete a statement to describe at least one central idea of an informational text(s). Complete or develop sentences to summarize a text. Match two themes or central ideas of a literary text with key details supporting each. Sequence key supporting details of a theme or central idea within a text. Sequence the development of one element (i.e. key characters, settings, or events) within a literary text.	text where matters are left uncertain. Describe central ideas or themes of a text with key supporting details. Identify one impact of the author's choices regarding development and connection of setting, characters, or events within a literary text. Describe how an author develops literary elements (i.e. key characters, settings, or events).
Students produce writing for a range of purposes and audiences.				
ELAGSE9-10.W.1 ELAGSE9-10.W.2	Identify statements/sentences that introduce a topic. Identify a heading, graphic, or piece of	Identify statements/sentences that introduce or support a claim.	Complete an organizational structure showing a claim, opposing claim, and a concluding statement.	Create an organizational structure showing claims, opposing claims, reasons/evidence for

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	multimedia for a specific idea.	Identify statements/sentences that support a counterclaim. Identify statements/sentences that provide a logical and appropriate conclusion. Identify an organizational structure showing a claim, an opposing claim, or a concluding statement. Complete statements/sentences that introduce a claim. Identify a statement/sentence that introduces an alternate or opposing claim. Identify a structure that appropriately organizes ideas, concepts, and information.	Complete a sentence that introduces an alternate or opposing claim. Complete or develop sentences that provide relevant support for a claim or a counterclaim. Develop sentences that introduce a claim. Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims. Add an appropriate word/phrase/clause to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims. Develop sentences that provide an appropriate conclusion and support the argument presented.	each, and a concluding statement. Develop sentences using words/phrases/clauses to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims. Develop a structure to organize ideas, concepts, and information. Develop sentences that use transitions to cohesively link sections of text and clarify relationships among complex ideas/concepts. Develop sentences that include domain-specific vocabulary to convey ideas. Develop sentences that maintain an objective tone.

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		Complete statements/sentences that introduce a topic. Complete a heading, graphic, or piece of multimedia for a specific idea. Identify statements/sentences that develop a topic with relevant facts, definitions, concrete details, quotations, examples, and/or information appropriate for the audience. Identify statements/sentences that use domain-specific vocabulary to convey ideas. Identify statements/sentences written using an appropriate writing style. Complete statements/sentences that provide a logical	Develop sentences that support the topic with relevant facts, definitions, concrete details, quotations, examples, and/or information appropriate for the audience. Complete a structure to organize ideas, concepts, and information. Develop sentences to introduce a topic. Complete statements/sentences that provide an appropriate conclusion and support the argument presented. Develop headings, graphics or multimedia to organize/support information and ideas within a text. Develop sentences that maintain an appropriate writing style.	

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		and appropriate conclusion.	Identify statements/sentences that use transitions to link sections of text and clarify relationships among ideas/concepts. Complete statements/sentences that develop the topic with relevant facts, definitions, concrete details, quotations, or examples. Complete statements/sentences that include domain-specific vocabulary to convey ideas. Identify sentences that use precise language. Identify statements/sentences written using an objective tone. Complete statements/sentences using an appropriate	

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			writing style and an objective tone. Develop sentences that provide a logical and appropriate conclusion. Complete statements/sentences that use transitions to cohesively link sections of text and clarify relationships among ideas/concepts.	
Students demonstrate an understanding of the function and meaning of language.				
ELAGSE11-12.L.2c ELAGSE11-12.L.4a ELAGSE11-12.L.4c	Identify the correct use of end punctuation (period, question mark) within writing. Match an unknown word/phrase to a possible meaning found within a sentence/paragraph.	Identify the correct use of capitalization (beginning of sentence) within writing. Use reference materials to identify the part of speech of a word. Use reference materials to find the meaning of a word.	Identify the correct use of end punctuation (exclamation point) within writing. Identify the correct use of capitalization (personal pronoun “I”, names of people, months, and days of the week) within writing. Define an unknown word/phrase within a sentence using context clues. Identify the word(s)	Produce writing with correct end punctuation and capitalization (beginning of sentence, personal pronoun “I”, names of people, months, days of the week). Identify the correct use of commas (between day and year and between city and state) within writing. Identify the correct use of capitalization (cities, states, and countries)

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			within a text that may provide a context clue to the meaning of an unknown word/phrase.	within writing. Identify the correct use of spelling within writing. Use reference materials to clarify the precise meaning of a word as used in a given sentence.

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Achievement Level Descriptors for Grade 3 Mathematics

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	Students at this level demonstrate a **partial** under-standing 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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE3.NBT.1 MGSE3.NBT.2 MGSE3.NBT.3 MGSE3.NF.1	Identify the numeral in the place used to round a two-digit whole number to the nearest 10.	Identify the numeral in the place used to round a three-digit whole number to the nearest 100.	Round whole two-digit numbers to the nearest 10 using place value materials. Match manipulatives in multiples of 10s (in the	Multiply one-digit numbers by 10, in the range of 10-90, using manipulatives, repeated addition, skip counting by tens, or place value strategies.

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	Add (without regrouping) single digit by single digit numbers using manipulatives. Subtract (without regrouping) single digit by single digit numbers using manipulatives. Identify concepts of whole and half using manipulatives and/or familiar objects. Identify the number of equal parts by which a whole has been partitioned.	Add (without regrouping) two-digit by two-digit numbers. Subtract (without regrouping) two-digit by two-digit numbers. Uses manipulatives in groups of ten to multiply by a whole number by counting groups to that number. Partition a whole into 2, 3 or 4 equal parts using visual models or manipulatives. Match visual or manipulative representation of simple fractions to the name of the fraction.	range of 0 – 90) to its whole number representation. Round whole three-digit numbers to the nearest 100 using place value materials. Add (without regrouping) three-digit by three-digit numbers. Subtract (without regrouping) three-digit by three-digit numbers. Identify written fractions with like denominators. Identify parts of a whole using visual fraction models and/or objects.	Create visual representation of simple fractions. Determine the size of a unit fraction by using same sized pieces to create a whole. Identify the numeral in the place used to round a three-digit whole number to the nearest 10.
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.				
MGSE3.MD.7 MGSE3.G.1 MGSE3.MD.2	Place tiles without gaps or overlaps in a rectangle. Match two-dimensional shapes by attributes.	Identify the total number of units needed to cover a rectangle. Identify the number of units that represent the	Identify the relevant information in real-world problems related to finding areas of rectangles.	Find the area of a larger rectangle made up of two smaller rectangles.

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	Use a tiled rectangle to find the area by counting tiles. Match the appropriate unit of measure for measuring liquid volumes or masses of objects.	length and/or width, number of rows, or the number of unit squares per row. Sort two-dimensional shapes by attributes. Find the area of one or more rectangles found in the classroom, school, or community by tiling an area and counting unit squares using manipulatives, technology, or visual models. Using one unit of measure, solve a real-world, one-step word problems using addition with manipulatives. Measure or estimate the liquid volume or mass of an object.	Identify the length and width of a rectangle to solve for the area. Categorize shapes presented in an array given the name or characteristic of the shape. Select the best measure of liquid volume and/or mass of up to three objects using units of grams, kilogram, or liters. Using one unit of measure, solve a real-world, one-step addition or subtraction problem.	Compare shapes by describing their base attributes. Using one unit of measure, solve real-world, one-step multiplication or division problems. Find the area of a rectangle given a real-world problem.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE3.OA.1 MGSE3.OA.2	Skip count the number of objects in an array to demonstrate repeated addition.	Represent problems involving repeated addition.	Match number sentences representing repeated addition to the number sentence	Match number sentences showing multiplication to different arrays of manipulatives.

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	Group up to 10 objects in an array that demonstrates the concept of repeated addition. Separate up to 12 objects by a given amount.	Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects. Identify the number of items in a group when up to 20 objects are divided equally by a given amount.	representing multiplication. Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects. Represent problems involving repeated subtraction. Identify the number sentence that demonstrates the concept of division using a given array of objects. Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects. Represent repeated grouping within 30.	Match a number sentence showing division to different arrays of manipulatives.

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Achievement Level Descriptors for Grade 4 Mathematics

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	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.	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.	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.	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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE4.NBT.2 MGSE4.NBT.4 MGSE4.NF.1 MGSE4.NF.7	Compare two numbers within 10 using "more than", "less than", or "equal to". Add or subtract two single-digit whole	Match a multi-digit number with another form of the number. Compare two numbers within 100 using "more than", "less than", or	Match a multi-digit number with two other forms of the number. Compose and decompose multi-digit numbers by their place	Compare numbers within 1,000 using the symbols >, <, and =. Generate multiple pairs of equivalent fractions using manipulatives.

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	numbers or ten and a single-digit number.	"equal to" using a visual model. Add a two-digit number and a one-digit number. Determine which of two decimals represents a larger part of a whole utilizing a visual model. Demonstrate fractions equivalent to ½ using manipulatives or visual models.	values using expanded form and base-ten materials. Show equivalent fractions using manipulatives or visual models. Subtract a two-digit number and a one-digit number. Determine which of two decimals represents a larger part of a whole. Determine which of two decimals represents a larger part of a whole utilizing different visual models.	Fluently add or subtract multi-digit whole numbers. Compare visual models of decimals using symbols (<, >, =). Determine whether a decimal to the tenth place is larger or smaller than a decimal to the hundredth place. Show numbers in expanded form.
Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.				
MGSE4.G.1 MGSE4.MD.1 MGSE4.MD.3	Identify lines, line segments, rays, or angles. Recognize parallel and perpendicular lines. Identify a smaller measurement which could be utilized to	Recognize right, acute, or obtuse angles. Match lines and angles to their defining attributes. Identify the units which will be utilized to compare	Sort lines and angles by two or more attributes. Identify types of lines and angles in a two-dimensional figure.	Describe the differences between types of lines and angles in a figure. Identify a figure given a specific attribute of the line segments or angles of the figure.

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	completely fill a larger measurement.	measurements within an activity. Determine how to find the perimeter or area of a rectangle.	Describe lines and angles using appropriate terms. Order units within a system from smallest to largest or largest to smallest. Identify the unit within a system which would best measure an item. Identify the needed information to apply the perimeter or area formulas for a rectangle.	Identify the relationship between two units in the same system. Apply the perimeter formula of a rectangle or area formula of a rectangle to solve problems.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE4.OA.2 MGSE4.OA.5	Reproduce a given number pattern. Reproduce a given shape pattern.	Group items to solve word problems involving multiplicative comparison. Extend repeating shape patterns, given a model or example. Extend simple repeating number patterns, given a model or example.	Count grouped items to solve word problems involving multiplicative comparisons. Extend a simple, one operation addition or subtraction pattern to 20. Match a number or shape pattern to a given rule.	Identify the number sentence using symbols for the unknown to a multiplicative or additive comparison. Given a starting number and simple addition or subtraction rule, create or complete a pattern.

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			Extend a shape pattern with three or more basic shapes.	Identify a rule given a number or shape pattern. Create a simple addition or subtraction rule.

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Achievement Level Descriptors for Grade 5 Mathematics

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE5.NBT.1 MGSE5.NBT.3 MGSE5.NF.4 MGSE5.NF.6	Match base-ten materials to the place within a multi-digit whole number.	Exchange base-ten materials to show the representation of 10s. Identify the two-digit whole number	Exchange base-ten materials to show the representation of 100s. Identify the three-digit whole number demonstrated using	Compare two decimals between tenths and thousandths using the symbols >, <, and =. Multiply a unit fraction by a unit fraction with

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	Identify a decimal to the tenth when given its number name. Identify fractions and whole numbers when given a multiplication expression.	represented by given base-ten blocks. Match a multi-digit decimal to the hundredths to its number name or expanded form using a place value chart or other graphical support. Compare two decimals to tenths and identify the greater number using place value materials. Add fractions with like denominators to demonstrate multiplication of fractions by a whole number. Convert a whole number into a fraction when participating in multiplying a fraction by a whole number. Solve real-world problems demonstrating the multiplication of	given place value manipulatives. Write a multi-digit decimal to thousandths given a number name or expanded form. Compare two decimals to hundredths using “more than”, “less than”, or “equal to "using place value materials. Multiply a unit fraction by a unit fraction with like denominators of 2 or 3. Utilize repeated addition of fractions with like denominators to solve an equation related to the multiplication of a fraction by a whole number. Identify the area of a rectangle by counting unit squares of like unit fractions when the	denominators of 2, 3, or 4. Solve real-world problems demonstrating the multiplication of fractions which result in a product of mixed numbers.

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		fractions and whole numbers which result in a product of 1.	denominators are 2, 3, or 4. Solve real world problems demonstrating the multiplication of fractions which result in a product of whole numbers greater than 1.	
Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles.				
MGSE5.G.1 MGSE5.G.2	Plot numbers on a horizontal (*x*-axis) or vertical (*y*-axis) number line.	Determine the distance from the origin on a number line given a point on a horizontal (*x*-axis) or vertical (*y*-axis) number line. Identify a graphed point given the coordinate values.	Demonstrate placing a point on the coordinate plane using an ordered pair. Identify the information related to the x-axis and y-axis within a real-world or mathematical problem.	Plot given coordinate values on a coordinate plane. Identify information related to coordinate values in a real-world or mathematical problem.
Students demonstrating increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE5.MD.2 MGSE5.MD.4	Display a data set of measurement in whole units. Place unit cubes without gaps or overlaps in a three-dimensional figure.	Construct a line plot with measurements in whole numbers. Identify relevant data needed to solve problems given the whole number data.	Construct a line plot with measurements in whole and half units. Identify relevant data needed to solve problems given the	Construct a line plot with measurements in fractions with the same denominator of 2, 4, or 8. Compare volumes of two different three-

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		Display a data set of measurement including whole and half units. Place unit cubes without gaps or overlaps in a three-dimensional figure, then count the total number of units.	whole and half number units. Display a data set of measurement including fractions with the same denominator of 2, 4, or 8.	dimensional figures by counting unit cubes in each figure. Solve addition and subtraction problems using fractional measurements.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE5.OA.2 MGSE5.OA.3	Extend a simple numerical pattern by skip counting.	Match an addition or subtraction expression with a verbal expression. Complete up to three outputs within an input/output table. Graph an ordered pair generated from a given input/output table.	Extend two numerical patterns utilizing a given rule. Match a numerical expression involving multiplication and addition or subtraction to a verbal expression. Complete the output area of an input/output table showing a single numerical pattern. Graph multiple ordered pairs generated from a completed input/output table.	Complete an input/output table given a numerical pattern. Write a numerical expression given a verbal expression involving multiplication or division and addition or subtraction. Identify the numerical pattern which fits a given comparative statement. Graph all ordered pairs generated from a completed input/output table.

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Achievement Level Descriptors for Grade 6 Mathematics

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE6.RP.1 MGSE6.NS.5 MGSE6.NS.1 MGSE6.NS.4	Manipulate materials to represent ratios given the relationship between two quantities. Identify positive or negative numbers.	Identify the number of objects in a real-world problem situation using ratios.	Express the mathematical relationship of two quantities as a ratio. Identify part-to-whole ratios with materials	Express ratios in simplest form using part-to-part given in real-world problems. Interpret visual representations of

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	Count the number of parts needed to create a whole given differing numbers of partitioned parts. Identify missing factors of numbers within 10. Continue a list of multiples of numbers within 5.	Create different ratios among objects sorted by attribute. Identify the proportional relationship between two given quantities, using drawings, manipulatives, or technology. Express ratios using a model, using part-to-part given in real-world problems. Demonstrate that the whole is equal to the sum of the partitioned parts within a word problem. Identify whether two numerals up to 10 have a given similar factor. Identify all factors of whole numbers to 20. Identify multiples in amounts up to 20.	containing 3 or more attributes. Match mathematical statements about ratios from a real-world example expressed in three different ways. Describe numbers given in a real-world situation as either positive or negative. Identify fractions when parts are divided more than one time, within a word problem. Identify the greatest common factor of two whole numbers to 20. Identify common multiples of numerals to 10.	division of simple fractions from a whole to solve problems. Solve real-world problems using multiples of two numerals to 5. Represent a real-world situation using positive and negative numbers including zero.

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		Identify common multiples of numerals to 5.		
Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles.				
MGSE6.G.4 MGSE6.G.1	Match a cube or rectangular prism with the appropriate two-dimensional net made of squares and rectangles. Compose two shapes (triangles and rectangles) into a rectangle.	Match three-dimensional figures, including cubes, rectangular prisms and pyramids to the appropriate nets made of squares, rectangles and triangles. Find the area of a right triangle. Find the area of a rectangle.	Match similar three-dimensional shapes of various sizes to the net of appropriate size. Find area of polygons by composing given areas of triangles and/or rectangles making up the shape.	Calculate the surface area of a rectangular prism using manipulatives. Solve real-world problems involving area by decomposing polygons into triangles and/or rectangles.
Students demonstrating increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE6.SP.3 MGSE6.SP.4	When presented with a numerical data set, students will identify the number of data points.	When presented with an ordered numerical data set, students will identify the median. Display a numerical data value on a dot plot.	Display multiple numerical data on a dot plot. Identify the median, mode, and/or range of a set of data in a data display.	Display numerical data on a dot plot and histogram. Identify the mean of a set of data in a data display.

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Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE6.EE.6 MGSE6.EE.7	Identify the meaning of a given variable in the context of a problem.	Identify an expression that represents a given addition or subtraction problem, using a variable to represent an unknown. Solve real-world and mathematical problems in the form of x + p = q when given the amounts for x and p.	When given a real-world mathematical word problem, write the expression using variables to represent the unknown number. Solve real-world and mathematical equations, involving addition and an unknown amount.	Solve real-world or mathematical equations involving addition or multiplication with unknown amounts.

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Achievement Level Descriptors for Grade 7 Mathematics

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	Students at this level demonstrate an **adequate** under-standing 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.	Students at this level demonstrate a **thorough** under-standing 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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE7.RP.2a MGSE7.RP.2b MGSE7.NS.1a MGSE7.NS.3	Identify the quantities within a problem which are needed to determine a proportional relationship.	Utilize information from a given ratio table to complete a graph on a coordinate plane. Determine whether a graph of coordinates	Determine the proportional relationship given a scenario. Complete a ratio table to determine if a	Identify unit rates associated with ratios of whole numbers in tables, graphs, diagrams or verbal descriptions.

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	Identify the two quantities which may have a proportional relationship involving unit rate.	from a ratio table demonstrate a straight line and proportional relationship. Identify the inverse of a given number. Demonstrate the sum of a positive number and its inverse on a number line. Solve real-world and mathematical problems involving one of the operations with rational numbers.	relationship is proportional. Solve real-world and mathematical problems involving two operations with rational numbers. Identify proportional and non-proportional relationships given various graphs. Solve real-world problems that show the inverse relationship between two quantities. Identify the quantity representing the divisor and dividend when presented with tables, graphs or verbal descriptions.	Solve real-world and mathematical problems involving more than two operations with rational numbers.
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.				
MGSE7.G.3 MGSE7.G.6	Determine information needed to find the area, volume, or surface area of a two- or three-dimensional object.	Match a cross section as a two-dimensional figure with its three-dimensional figure. Calculate the area, volume, or surface area	Identify the two-dimensional figure (cross section) that results from slicing a three-dimensional shape along one plane.	Identify the two-dimensional figures (cross section) that result from slicing a three-dimensional figure along two different planes.

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		of a two- or three-dimensional object given the dimensions and formula.	Calculate the area, volume, or surface area of a two- or three-dimensional object given a real-world problem.	
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE7.SP.1 MGSE7.SP.2	Identify whether a given person is a valid sample of a population.	Identify whether a given set of data supports a statistical question. Identify whether data from a random sample shows information needed to make an inference. Answer questions from a data sample represented graphically.	Identify whether data supports an inference. Create multiple samples from the same set of data to answer one statistical question.	Identify the relevant features of a statistical question and determine a possible sample. Utilize data from one sample to make a prediction on another set of data.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE7.EE.1 MGSE7.EE.4c	Identify numbers and the unknown quantity to complete an equation given a word problem.	Match the commutative, associative, or distributive property with the associated number sentence. Identify the steps needed to solve a word	Apply commutative, associative, or distributive property to evaluate expressions involving one or more operations with positive and/or negative whole numbers.	Simplify expressions involving one or more operations with numbers and with letters representing unknown numbers given the value of the unknown number.

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		problem leading to the equation x + p = q. Match a word problem to an appropriate algebraic equation.	Write an equation based upon a word problem in the form x + p = q or px = q. Solve an equation in the form x + p = q and px = q given a word problem.	Produce and evaluate equivalent expressions by applying the distributive property to problems involving addition, subtraction, and multiplication.

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Achievement Level Descriptors for Grade 8 Mathematics

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	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.	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.	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.	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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE8.NS.1 MGSE8.NS.2	Convert a rational number fraction to a decimal equivalent.	Convert a decimal expansion into a rational number. Identify a decimal on a number line which is	Determine if a number is rational by deciding if it is- or can be written as a fraction or a repeating or terminating decimal.	Order estimated square roots of rational numbers on a number line.

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		greater than/less than a given decimal.	Place the rational approximation of an irrational number on a number line.	
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.				
MGSE8.G.1 MGSE8.G.2	Identify congruent figures in the same location on a coordinate plane.	Identify a line segment or an angle within a figure that has been translated on a coordinate plane. Identify rotation, reflection, and/or translation when shown two congruent figures. Identify whether figures are congruent given the number of spaces up, down, left or right on a coordinate plane.	Identify a line segment or an angle within a figure that has been reflected or rotated on a coordinate plane. Demonstrate a reflection, translation, or rotation of a figure using manipulatives.	Given a figure that has been transformed, identify which transformation has occurred. Record shown movement needed to match congruent figures, including rotations, reflections on a coordinate plane.
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE8.SP.1 MGSE8.SP.2	Represent numerical data on a scatter plot.	Determine whether points on a scatter plot have a linear association. Describe the presence or absence of a trend on a scatter plot.	Describe a pattern of points on a scatter plot using terminology. Find an informal line of best fit for a scatter plot. Determine whether a line of best fit is	Use the line of best fit on a scatter plot of real-life data to predict likely outcomes.

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			appropriate based on how many data points are above or below.	
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE8.EE.2 MGSE8.EE.7b MGSE8.F.1 MGSE8.F.3	Identify like terms within an expression. Identify the input and output within a function. Identify the linear function given a graph of a linear and non-linear function.	Match the figure of a square with given dimensions to determine its perfect square. Identify whether a given number will provide a solution for a linear equation with one variable. Identify the function within a table of values. Identify the output when given a function and one input. Complete the ordered pair when given the input. Identify the outputs of the function y = mx + b when given two or more values for m, x, and b.	Identify a geometric formula that represents the area of a perfect square given the side lengths. Determine the square root as the length of one of the sides when given an equation and a visual perfect square model. Solve linear equations given a word problem. Identify perfect squares within 100. Simplify an expression with like terms. Identify outputs when given the function and two or more inputs. Complete one or more ordered pairs when given inputs.	Generate a visual square model that shows the square root of a perfect square is the length of one of the sides using sketches, objects, or pre-printed materials. Solve real-world or mathematical linear equations involving addition or multiplication. Graph one input and corresponding output on a coordinate plane. Identify a function as linear or not linear after graphing given points.

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			Identify the outputs of a given linear and non-linear function.	

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Achievement Level Descriptors for High School Mathematics

Georgia Department of Education
August 2021
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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.

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Policy ALDs				
Standards	Level 1	Level 2	Level 3	Level 4
	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.	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.	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.	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.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE.N.RN.2 MGSE.A.REI.4b	Count the blocks on one side of a given square.	Identify steps needed to add or subtract radicals, in order to rewrite expressions that use perfect squares.	Identify steps needed to add and subtract radicals, in order to rewrite expressions that use perfect squares.	Identify steps needed to add or subtract with multiplication of radicals, in order to rewrite expressions that use perfect squares.

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		Determine the square root by placing given blocks into a perfect square.	Identify whether given amount is a perfect square.	
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE.S.ID.6a MGSE.S.ID.6c MGSE.S.ID.1	Identify the graph that shows the line of best fit. Identify the number of dots needed for a single value in a dot plot from data in a frequency table.	Identify the line of best fit, given data on a scatter plot. Choose the line of best fit on a given scatter plot representing a real-world scenario. Identify the corresponding dot plot from data in a frequency table. Identify where one numerical value would be placed on a histogram from data in a tally chart or frequency table.	Draw or place the line of best fit on a given scatter plot representing a real-world scenario. Identify the corresponding dot plot from data in a list. Complete a histogram by placing numerical data from a tally chart or frequency table.	Interpret data from a given scatter plot to solve a real-world problem. Draw the line of best fit on a scatter plot representing a real-world scenario and determine if the line is increasing or decreasing. Identify the corresponding histogram from data in a list.

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Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE.A.CED.1 MGSE.A.REI.6 MGSE.F.IF.4 MGSE.F.BF.1a MGSE.N.Q.3	Create an equation with objects, pictures, symbols and/or numbers that represents a real-world problem. Given the graph of a system of linear equations, identify the point of intersection as a coordinate. Identify key maximums on a graph that models the relationship between two quantities.	Solve an equation representing a real-world problem with objects, pictures, symbols, and/or numbers. Identify the graph that shows a point is or is not the solution to a system of linear equations. Identify key minimum or maximum on a graph that models the relationship between two quantities. Given a real-world problem, identify a term in the sequence. Given a real-world problem, complete the steps to find the next value/term.	Complete an equation or inequality with one variable that represents a real-world problem. Given a simple system of linear equations, identify the solution. Given a graph, identify three key features, minimum or maximum, x-intercept(s) or y-intercept. Given a real-world problem, complete an explicit expression in the form $mx + b$. Given a real-world problem, describe in words or algebraically the steps to find the next value/term. Identify the most	Create an equation or inequality with one variable and use it to solve a real-world problem. Given three key features, minimum or maximum, x-intercept(s) or y-intercept, identify the corresponding graph. Given a real-world problem, identify the explicit expression in the form $mx + b$ used to determine any term. Given a real-world problem, identify the steps mathematically to find the value of any term. Identify which degree of accuracy and unit of

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		Identify the most appropriate unit of measure to be used in a real-world situation (e.g., measure the length of a grape in cm/m/km, paying with coins/bills).	accurate measurement to be used in a real-world situation (e.g., nearest cup, ½ cup or ¼ cup related to cooking).	measurement is accurate and appropriate in a real-world problem which may include estimation and rounding. (e.g., A quotient of 3.5 people would be 4 people. A quotient of $1.666667 would be $1.67).

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Achievement Level Descriptors for Grade 5 Science

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	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.	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.
Range ALDs				
Students show an understanding of the process involved in the production of Earth's surface features, by explaining and modeling how surface features are formed.				
S5E1a S5E1b	Identify simple interactive models that illustrate a change in surface features caused by a constructive or destructive process.	Identify a statement from scientific evidence which connects a surface feature with the type of process (constructive or	Develop a statement from scientific evidence which connects the surface feature with the type of process (constructive or	Develop a statement from scientific evidence which describes a surface feature as being caused by both

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		destructive) causing the feature.	destructive) causing the feature. Develop a simple interactive model that illustrates how changes in surface features are caused by a constructive or destructive process.	constructive and destructive processes. Develop a simple interactive model to collect data which illustrates how changes in surface features are caused by a constructive and destructive process.
Students explain the difference between a physical change and a chemical change.				
S5P1a S5P1c	Identify steps needed to investigate physical changes by manipulating, separating and mixing dry and liquid materials.	Identify and sequence steps needed to investigate physical changes by manipulating, separating and mixing dry and liquid materials. Identify two steps in an investigation that would produce observable evidence of a chemical change.	Develop one or more steps needed to investigate physical changes by manipulating, separating and mixing dry and liquid materials. Identify and sequence three steps in an investigation that would produce observable evidence of a chemical change.	Develop and sequence steps in an investigation to determine if a chemical change occurred.
Students use information to investigate electricity.				
S5P2b S5P2c	Identify one item needed to complete a simple electric circuit.	Identify multiple items needed to complete a simple electric circuit.	Identify the necessary components of a complete, simple electric circuit and the	Design a complete, simple electric circuit. Identify and sequence steps needed to

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	Identify a step needed to determine whether a given material is an insulator or conductor of electricity.	Identify steps needed to design a complete, simple electric circuit.	purpose of each component. Sequence steps needed to design a complete, simple electric circuit. Identify and sequence steps to determine whether a given common material is an insulator or conductor of electricity.	determine whether two common materials are insulators or conductors of electricity.
Students group organisms using scientific classification procedures.				
S5L1a S5L1b	Identify one characteristic from which a model can be developed to sort given animals into groups.	Identify two characteristics from which a model can be developed to sort given animals into groups. Identify one characteristic from which a model can be developed to sort given plants into groups.	Identify two characteristics from which a model can be developed to sort given plants into groups.	Identify two characteristics that can be used to sort animals into groups and use a model to sort animals into groups based on two characteristics. Identify two characteristics that can be used to sort plants into groups, and use a model to sort plants into groups based on two characteristics.

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Students identify and communicate information to compare and contrast the parts of plant and animal cells (nucleus, cell membrane, cell wall).				
S5L3b S5L3c	Identify the labels and cell parts appropriate for use in a model of a plant cell or an animal cell.	Sort labels and parts of plant and animal cells to be used in a model. Match statements that describe animal cells and plant cells.	Place labels within models of a plant and animal cell. Sort statements describing the structure of plant and animal cells. Identify statements which describe the difference between plant and animal cells.	Develop a model of a plant cell or an animal cell and label each part. Develop one to two statements describing the differences in the structure of plant and animal cells.

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Achievement Level Descriptors for Grade 8 Science

Georgia Department of Education
August 2019
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Achievement Levels and Achievement Level Descriptors

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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** under-standing 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.	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.	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.	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.
Range ALDs				
Students identify and describe the structure and properties of matter.				
S8P1b S8P1c	Identify a model that shows the movement of particles in one state of matter and the change in movement when thermal energy is added.	Identify a model that shows the movement of particles in one state of matter and the change in movement when thermal energy is removed.	Identify a model which compares the movement of particles in two different states of matter and the change in movement in each state when	Develop a model which identifies and explains the change in movement of particles through the states as thermal energy is added or removed.

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		Identify steps needed to show a chemical and physical change in matter.	thermal energy is added or removed. Identify and sequence steps needed to show one difference between a chemical and physical change in matter.	Identify and sequence steps needed to show two differences between a chemical and physical change in a given material.
Students describe energy transformations within a system.				
S8P2b S8P2d	Identify steps needed to show the transformation between kinetic and potential energy within a single system.	Identify steps needed to show heat transfer on molecular motion through either conduction, radiation, or convection.	Identify and sequence steps needed to explain the transformation between kinetic and potential energy within a single system. Identify and sequence steps needed to show heat transfer on molecular motion through conduction, radiation, or convection and identify the effect of the transfer.	Explain a sequence of steps needed to show a transformation between kinetic and potential energy within a single system. Identify and sequence steps to show the effects of heat transfer on molecular motion through conduction, radiation and convection.
Students show an understanding of the relationships between force, mass, and motion of objects.				
S8P3a S8P3b	Identify statements which describe the effect of a balanced forces on the motion of an object. Identify statements which describe the	Identify key data on a motion graph which shows changes in speed and distance.	Identify key data on a motion graph which show changes in speed, which indicates acceleration, or changes in distance, which indicates velocity.	Identify key data on a motion graph which show changes in speed, which indicate acceleration, and changes in distance, which indicates velocity.

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	effect of an unbalanced force on the motion of an object.		Develop one to two statements which describe the effects of balanced or unbalanced forces on the motion of an object.	Develop more than two statements which connect one of Newton's Laws of Motion to the effect of a balanced or unbalanced force on the motion of an object.
Students explain why and how light waves behave differently than sound waves.				
S8P4a S8P4f	Ask a prepared question to identify parts of an electromagnetic and mechanical wave.	Ask a prepared question to identify similar or different qualities of electromagnetic and mechanical waves.	Identify a model in which one wave property (e.g., frequency, amplitude, or wavelength) changes, and describe the change in energy. Ask two or more prepared questions to explain similar qualities of electromagnetic and mechanical waves. Ask two or more prepared questions to identify parts of electromagnetic and mechanical waves. Ask two or more prepared questions to identify similar or	Develop a model in which more than one wave property (e.g., frequency, amplitude, and/or wavelength) changes, and describe the change in energy. Develop a model showing changes in a wave and predict the change in energy. Ask one initial and one follow-up question to identify similar or different qualities of electromagnetic and mechanical waves.

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			different qualities of electromagnetic and mechanical waves.	
Students use evidence to communicate information about gravity, electricity, and magnetism as major forces acting in nature.				
S8P5a	Identify statements from evidence which support the claim that gravitational fields exist between objects and exert forces on objects.	Identify statements from evidence, which support the claim that magnetic and electric fields exist between objects and exert forces on objects.	Identify statements from evidence which support the claim that gravitational fields exist between objects and exert forces on objects even when the objects are not in contact. Identify statements from evidence which support the claim that magnetic and electric fields exist between objects and exert forces on objects even when the objects are not in contact.	Develop one or more statements from evidence, which support the claim that gravitational fields exist between objects and exert forces on objects even when the objects are not in contact. Develop one or more statements from evidence, which support the claim that magnetic and electric fields exist between objects and exert forces on objects even when the objects are not in contact.

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Achievement Level Descriptors
for
High School Science

Georgia Department of Education
August 2021
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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.

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Policy ALDs				
Standards	Level 1	Level 2	Level 3	Level 4
	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.	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.	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.	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.

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Range ALDs				
Students explain or use models to demonstrate the role of cellular structures in maintaining homeostasis, the relationship between structure and function within a cell, and the cycling of matter through photosynthesis and respiration.				
SB1a SB1d SB1e	Identify a statement which describes the interaction between two cell structures or organelles.	Identify statements which describe the interaction between two or more cell structures or organelles in maintaining homeostasis. Identify steps needed to determine the role of one type of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis. Use a model to identify a question to explain a role of photosynthesis or respiration within a living thing.	Develop statements which describe the interaction between two or more cell structures and organelles in maintaining homeostasis. Sequence steps needed to identify the role of one type of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis. Identify a question about the functions or sub-processes of photosynthesis or respiration within a living thing.	Using a model, develop two or more steps needed to identify the role of types of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis. Identify a question to explain the roles of photosynthesis and respiration in the cycling of matter and flow of energy within a living thing.

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Students use models to explain common ancestry and differences across groups of organisms.				
SB4b SB4c		Identify a pattern of common ancestry used in a model to show a relationship among a major group of organisms. Identify a statement from given evidence which describes similarities in the characteristics of viruses and organisms. Identify a statement from given evidence which describes differences in the characteristics of viruses and organisms.	Identify the data used to develop a model that shows patterns of common ancestry among major groups of organisms. Develop a statement from given evidence which supports similarities in the characteristics of viruses and organisms. Develop a statement from given evidence which supports differences in the characteristics of viruses and organisms.	Compare models based on patterns of common ancestry to determine the model developed from data sets. Identify evidence needed to support similarities in the characteristics of viruses and organisms. Identify evidence needed to support differences in the characteristics of viruses and organisms.

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Students describe the interrelationships between organisms and the environment within an ecosystem.				
SB5b SB5d SB5e	Use a model to identify the flow of energy within an ecosystem. Use a model to identify the flow of energy in a simple energy pyramid.	Use a model to create a food web with given components to show flow of energy within an ecosystem. Identify multiple components needed to design a solution to reduce the impact of a given human activity on the environment. Identify a solution for a given human activity from a number of possible solutions. Identify statements which predict an organism's ability to survive within changing environmental limits.	Develop a model of an energy pyramid with given items showing quantity of energy use through a series of more/less decisions. Given specific components, develop a model of a food web to show the flow of energy within an ecosystem. Connect an aspect of the impact of a given human activity on the environment with a possible solution. Develop a statement which predicts an organism's ability to survive within changing environmental limits.	Develop a model of an energy pyramid with given items showing quantity of energy used from most to least. Design a basic solution which reduces the impact of a given human activity on the environment. Develop two or more statements which predict an organism's ability to survive within changing environmental limits. Design a basic solution which reduces the impact of a given human activity on the environment.

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Achievement Level Descriptors for Grade 5 Social Studies

Georgia Department of Education
August 2019
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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	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.	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.	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.	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.
Range ALDs				
Students understand the connections between significant people, places, and events in the history of the United States.				
SS5H2a SS5H4b SS5H7b	Identify the Lusitania. Identify the events of September 11, 2001.	Identify the Treaty of Versailles (i.e., the end of the war, diplomacy as a resolution to disagreements).	Identify an impact of the Treaty of Versailles. Identify D-Day as a major event in World War II and match it to	Describe the events that led to U.S. involvement in World War I.

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		Identify U.S. contributions to World War I. Identify Pearl Harbor as a major event in World War II and match it to its theater (i.e. Pacific). Identify the Holocaust as a major event in World War II and match it to its theater (i.e., Europe).	its theater (i.e., Europe). Describe major events in World War II (i.e., Pearl Harbor and the Holocaust). Describe U.S. contributions to World War I. Describe the events of September 11, 2001.	Explain the causes and effects of U.S. involvement in World War I. Explain an impact of the Treaty of Versailles in 1919. Describe major events in World War II (i.e., D-Day). Identify changes in American life that resulted from the events on September 11, 2001.
Students understand how geography affects the locations of agricultural and industrial centers.				
SS5G2a SS5G2b	Identify or locate icons on a map and/or map key that represent agriculture, industry, population centers, roads, railroads, waterways, and resources.	Define agricultural, industrial, population, transportation, resources, rural, urban, railroads, and waterways. Use a map to locate a primary agricultural or industrial center.	Match factors such as population, transportation, and resources to how they have influenced primary agricultural and industrial centers between the end of the Civil War and 1900. Match factors such as population, transportation, and resources to how they	Identify an appropriate explanation of how factors such as population, transportation, and resources have influenced primary agricultural and industrial centers between the end of the Civil War and 1900. Identify an appropriate explanation of how

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			have influenced primary agricultural and industrial centers since the turn of the 20th century.	factors such as population, transportation, and resources have influenced primary agricultural and industrial centers since the turn of the 20th century.
Students understand the significance of civil rights and civic responsibilities of United States citizens.				
SS5H6a SS5H6b SS5CG1a	Identify key people in the civil rights movement (i.e., Rosa Parks and Martin Luther King, Jr.). Identify rights and responsibilities of a U.S. citizen (i.e., voting, obeying laws, respecting the rights of others).	Identify the rights limited by Jim Crow laws. Identify the purpose of Jim Crow laws. Define segregation (e.g., a separation of races). Identify rights and responsibilities of a U.S. citizen (i.e., serving on a jury, participating in military service).	Describe the rights limited by Jim Crow laws. Identify the effects of Jim Crow laws. Identify key events in the civil rights movement (i.e., Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, and Voting Rights Act). Describe the rights and responsibilities of a U.S. citizen.	Explain the effects of Jim Crow laws. Describe key people and events of the civil rights movement (i.e., Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, and Voting Rights Act, Rosa Parks, and Martin Luther King, Jr.).
Students understand the interaction of economic concepts.				
SS5E2a SS5E2b	Define a household.	Define resources. Identify ways in which a	Identify and describe ways in which a household will provide	Identify and describe ways in which private business functions in

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SS5E4	Define goods and services. Define income, expenses, and saving.	household consumes goods and services. Define private business. Identify elements of a personal budget.	resources within the economy. Describe ways in which a household consumes goods and services. Identify and describe the importance of saving. Identify and describe the importance of tracking spending.	producing goods and services in the U.S. economy.

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Achievement Level Descriptors
for
Grade 8 Social Studies

Georgia Department of Education
August 2019
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Achievement Levels and Achievement Level Descriptors

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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.

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Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	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.	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.	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.	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.
Range ALDs				
Students understand the connections between significant people, places, events, and government policies in the history of Georgia.				

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

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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. Define climate, agriculture, and economic contributions. 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.
Students understand civic responsibilities and processes that maintain the Georgia state government.				
SS8CG1c SS8CG5b	Identify the Georgia Constitution. 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). 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). Identify the rights of juveniles involved in the justice system.	Describe the rights and responsibilities of citizens according to the Georgia constitution. Describe the rights of juveniles involved in the justice system.

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

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Achievement Level Descriptors for High School Social Studies

Georgia Department of Education August 2021
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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.

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Policy ALDs				
Standards	Level 1	Level 2	Level 3	Level 4
	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.	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.	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.	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.
Range ALDs				
Students describe key events that contributed to the development of the United States.				
SSUSH1a SSUSH11c SSUSH17a SSUSH17c	Identify raw materials, manufactured goods, and colonies. Identify key inventions that influenced U.S. infrastructure.	Identify mercantilism and trans-Atlantic trade. Describe colonies. Identify social impacts	Describe mercantilism and trans-Atlantic trade. Describe why England developed colonies.	Identify a benefit of mercantilism. Identify the effects or importance of mercantilism, trans-

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	Identify the economic factors that led to the Great Depression.	of widespread unemployment during the Great Depression. Describe the economic factors that led to the Great Depression. Identify the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).	Identify the roles of the trans-Atlantic trade and colonies in mercantilism. Describe the influence of key inventions on U.S. infrastructure in terms of enhanced safety and connectivity across great distances. Identify the economic factors that led to the stock market crash of 1929. Identify political impacts of widespread unemployment during the Great Depression. Describe social impacts of widespread unemployment during the Great Depression.	Atlantic trade, and colonies. Describe the roles of the trans-Atlantic trade and colonies in mercantilism. Describe the influence of key inventions on U.S. infrastructure in terms of efficiency and productivity. Describe the economic factors that led to the stock market crash of 1929. Describe political impacts of widespread unemployment during the Great Depression. Describe the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).

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Students explain key documents that contributed to the development of the United States.				
SSUSH5c SSUSH5e SSUSH10c	Define amendment. Identify key protections within the Bill of Rights (i.e., the right to assemble, the freedom of speech).	Identify the Great Compromise, limited government, and the Three-Fifths Compromise. Describe key protections in the Bill of Rights (i.e., the right to assemble, the freedom of speech). Identify the Thirteenth, Fourteenth, and Fifteenth amendments.	Describe the Great Compromise, limited government, or the Three-Fifths Compromise. Identify key protections within the Bill of Rights (i.e., the right to a trial by jury, protections against self-incrimination). Describe the Thirteenth, Fourteenth, and Fifteenth amendments.	Identify the purpose and/or importance of the Great Compromise, limited government, or the Three-Fifths Compromise. Describe key protections within the Bill of rights (i.e., the right to a trial by jury, protections against self-incrimination). Describe key issues solved by the Bill of Rights (i.e., power of states, rights of the people). Identify the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.

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Students evaluate conflicts that influenced the development of the United States.				
SSUSH9a SSUSH19a SSUSH19d	Identify North, South, population, railroads, and industry. Identify Japan as a nation involved in key events leading up to American involvement in World War II. Define allies.	Identify characteristics of the North and the South. Identify World War II. Identify American allies during World War II. Identify rationing as a domestic impact of the war. Identify the role of women during World War II. Identify the role of African Americans or Blacks during World War II.	Identify the reasons for the growing economic disparity between the North and the South based on specific economic characteristics. Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II. Identify the importance of the bombing of Pearl Harbor. Identify wartime conversion as a domestic impact of the war. Describe rationing as a domestic impact of the war. Describe the role of women during World War II.	Identify the importance of the growing economic disparity between the North and the South. Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II. Describe wartime conversion as a domestic impact of the war.

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			Describe the role of African Americans or Blacks during World War II.	

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Score Interpretation Guide

Interpretive Guide for Score Reports

Georgia Alternate Assessment 2.0
Spring 2023

Find more information about Georgia's testing programs at testing.gadoe.org

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Purpose of this Guide

The guide provides essential information to help stakeholders interpret reports, scores, and other data related to the Georgia Alternate Assessment 2.0 (GAA 2.0). Supporting parents and educators is the primary focus of this guide. This guide is intended to assist stakeholders in understanding how to interpret achievement outcomes and use this information for improving student learning of the knowledge and skills assessed. This guide details the Individual Student Report, as well as other reports created primarily for system and school staff use in evaluating student learning and making decisions about improving instruction.

Educators are encouraged to use the GAA 2.0 scores, recommendations in this guide, and other available resources to build an instructional plan for their students. Educators should use their expertise in interpreting scores and other data points, and should share the plan, knowledge, and resources with parents to support a student's education and learning progress.

This guide is organized into four sections:

- Introduction to the GAA 2.0
- GAA 2.0 Test Design
- General Guidelines for Score Interpretation
- GAA 2.0 Sample Reports with Annotations

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Introduction to the GAA 2.0

The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards (AA-AAAS) as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student.

The GAA 2.0 is Georgia's alternate assessment based on our state's alternate academic achievement standards, called Extended Content Standards (ECS), for those students with significant cognitive disabilities who receive instruction based on Georgia's alternate academic content standards. 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. 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.

For more information on the GAA 2.0, please refer to the resources found at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx.

Students to be Assessed

For students with the most significant cognitive disabilities, the student's Individualized Education Program (IEP) team determines whether their instruction should be based on the general statewide academic content standards or alternate academic content standards, which in turn determines how the student shall participate in Georgia's student assessment program. The IEP team will use the Eligibility Criteria to guide and document its decisions. The GAA 2.0 is designed only for the students with the most significant cognitive disabilities who are on track to earn an alternate diploma. Many Georgia students with significant cognitive disabilities receive special education services and maximum allowable accommodations to support their continued learning of the general statewide academic content standards, and remain eligible for a general

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diploma. For more information, please refer to the Eligibility Criteria at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GAA_2/Eligibility_Criteria_for_the_Georgia_Alternate_Assessment_22-23.pdf.

Learner Characteristics Inventory (LCI)

The Learner Characteristics Inventory (LCI) provides important context when interpreting any individual student's results. Teachers use the LCI each year to document the learner characteristics of each student participating in the GAA 2.0, including each student's communication mode and learning style. Students with the most significant cognitive disabilities represent a highly diverse population with varying levels of communication and other complex characteristics that should be used to contextualize the interpretations made about their achievement. It is important to note, the LCI should not be used as the sole basis for decision making about student placement or instruction. Together, GAA 2.0 achievement results and the LCI provide robust information that can help educators and parents understand the ways in which the student communicates, accesses academic content, and demonstrates what they know and can do. For more information on the LCI, visit the GAA 2.0 Test Administration Resources page at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Resources.aspx.

GAA 2.0 Assessments by Grade and Content Area

Students eligible to participate in the GAA 2.0 in Grades 3, 4, 6, and 7 are assessed in English Language Arts (ELA) and Mathematics. Students eligible to participate in the GAA 2.0 in Grade 5 are assessed in ELA, Mathematics, and Science. Students eligible to participate in the GAA 2.0 in Grades 8 and High School are assessed in ELA, Mathematics, Science, and Social Studies. The High School assessment is administered to students for the first time in Grade 11 and must occur prior to intended graduation. Note that the standards assessed in High School are from the following four courses: American Literature and Composition, Algebra, Biology, and U.S. History.

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Table 1: Content Areas by Grade

Grades	ELA	Mathematics	Science	Social Studies
3	x	x		
4	x	x		
5	x	x	x	
6	x	x		
7	x	x		
8	x	x	x	x
HS	x	x	x	x

Alignment to Standards

The tasks on the GAA 2.0 are aligned to the Extended Content Standards for each grade and content area. The Extended Content Standards reflect how a grade-level standard can be made accessible for students with the most significant cognitive disabilities for both instruction and assessment. They are separated into four levels, starting with the least complex and moving to the most complex concepts and skills. GAA 2.0 tasks are aligned to the second, third, and fourth levels of the Extended Content Standards. GAA 2.0 tasks have been written to assess the content knowledge and skills that are described in the Extended Content Standards, which are aligned to grade-level general education standards that are reduced in depth, breadth, and complexity. During the item development process, Georgia educators review the tasks to ensure there is alignment between such tasks and standards. Links to the Extended Content Standards and support documents are available on the Georgia Department of Education (GaDOE) website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Extended-Content-Standards.aspx.

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GAA 2.0 Test Design

The GAA 2.0 contains eleven three-part tasks with multiple-choice questions. Ten of the tasks count toward a student's score, and one task is a field test task which does not count toward a student's score. Each task is written to three levels of complexity, starting with the least complex part and increasing in complexity. A scenario or passage is provided at the beginning of each task and serves as an introduction.

Test Content

The content of each GAA 2.0 assessment is outlined in the test blueprint. The blueprint indicates the Extended Content Standards to be assessed. Related standards are grouped by claims and targets, and the percentage of the test associated with each claim/target is provided. Test blueprints can be found at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Blueprints.aspx.

Test Format

The GAA 2.0 is administered as a scripted paper-and-pencil test, and Test Examiners assess each student individually. Students are able to use the same communication mode (read aloud, Braille, etc.) on the GAA 2.0 test as they would typically use in their classroom. The assessment is not timed and can be paused when needed. A wide variety of test administration approaches, which are designed to facilitate accessibility, are available to all students. All students receive a one-on-one administration with a familiar educator and are presented with large print materials. The Test Examiner reads from an online script and inputs the student responses in real time. This unique test format allows Test Examiners to customize the administration to the needs of the student, which in turn may provide additional information on student learning, communication, and interests. During this one-on-one assessment time, Test Examiners may gain valuable insight which extends beyond the student's score on the GAA 2.0. For a full list of administration options available to all students, see the Student Assessment Handbook at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx.

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Task Components

Tasks have been designed to allow for the flexibility needed to meet the needs of the diverse range of students taking the GAA 2.0.

Figure 1. Task Components for the GAA 2.0

Scenario

The scenario introduces the topic and provides a brief reminder of prior learning. The purpose of the scenario is to engage the student and suggest the relevance of the topic.

Part A: Lowest Complexity

The question in Part A represents the most basic presentation of the standard and may assess prerequisite skills. Basic text and simplified graphics help to support understanding at this level. Two answer options are provided at this level and most answer options include graphics.

Part B: Moderate Complexity

The question in Part B represents an entry-level skill and features simple text with some academic language. Three answer options are provided at this level and graphics may be more academic in nature than those provided for Part A.

Part C: Highest Complexity

The question in Part C may require the student to make inferences or require the application of previous learning. Three answer options are provided at this level and graphics are not always included in Part C.

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Key Terms

Accommodation

An accommodation is an alteration in the administration of an assessment that allows students to participate meaningfully in the assessment process. Allowable accommodations should be clearly determined by a student's IEP team, a Section 504 Individual Accommodation Plan (IAP) Committee, or an English Learner/Test Participation Committee (EL/TPC). The accommodations used by a student on a test must be consistent with the instructional and classroom assessment accommodations he or she is provided and must meet the criteria of state-approved accommodations.

For more information on accommodations, see the Student Assessment Handbook (posted annually on GaDOE's website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx).

Achievement Level

An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors. There are four achievement levels for the assessment: Level 1, Level 2, Level 3, and Level 4 (see page 11 of this guide for more information about the levels).

Achievement Level Descriptor

An Achievement Level Descriptor (ALD) is a narrative description of the knowledge and skills expected at each of the four achievement levels, based on the Extended Content Standards. An abbreviated version of the ALDs is provided for parents on the Individual Student Report and at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA2_Parent_ALD.aspx. More detailed versions of the ALDs for educators are available on GaDOE's website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA2_ALD.aspx.

Claim

A claim is a broad statement that outlines the outcomes achieved with mastery of the standards within the claim. For example, an ELA claim would be "students demonstrate an understanding of the function and meaning of language." Within each claim is a set of targets that identify the knowledge, concepts, and skills on which students will be assessed.

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Extended Content Standards

The Extended Content Standards reflect how a grade-level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment. They are separated into four levels, starting with the least complex and moving to the most complex concepts and skills. GAA 2.0 tasks are aligned to these levels. The Extended Content Standards for GAA 2.0 can be found on GaDOE's website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Extended-Content-Standards.aspx.

Georgia Test Identifier

The Georgia Test Identifier (GTID) is the 10-digit unique number assigned to each student that identifies the student throughout his or her public education years in the Georgia public school system.

Mean Scale Score

The mean is the arithmetic average of a set of scale scores. The mean scale score is found by adding all the scale scores in a given distribution and dividing that sum by the total number of scale scores.

Scaffolding

Scaffolding is support that is built into a task to increase a student's ability to access various levels of complexity within the task. If the student does not respond as indicated per the Test Examiner's script for each task part, scaffolding will be provided. All scaffolding instructions are provided in the Test Examiner's script and provide the student an additional opportunity to show what he or she knows and can do.

Scale Score

A scale score is a mathematical transformation of the total number of points earned (i.e., the raw score). Scale scores provide a uniform metric for interpreting and comparing scores within each grade level and content area.

Scale Score Range

The scale score range is based on the standard error of measurement and indicates the amount a student's observed score (the score the student receives on the test) may vary from his or her score if he or she took the test multiple times. A scale score indicates a student's achievement when he or she took the test. If a student were to take the same test again, with no additional learning, memorization, or fatigue, it is likely that his or her score would be within the scale score range. See page 15 for additional information.

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Standard Deviation

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

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General Guidelines for Score Interpretation

This section provides general guidelines for interpreting scores generated from the GAA 2.0. Educators are advised to support parents in understanding the components of the Individual Student Report. Particularly, the focus should be to help parents understand their child's individual strengths and weaknesses in relation to the expectations of the Extended Content Standards, using the Achievement Level Descriptors. School and system staff should use the school, system, and state summary reports to understand the strengths and weaknesses of the school's or system's curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the Extended Content Standards and incorporate other evidence of student learning.

Purpose and Use of Assessment Scores

While scores on a summative assessment like the GAA 2.0 provide insight into a child's learning and knowledge, the data should be used in conjunction with other sources of information, such as the LCI, formative and classroom assessments, and interactions with the student. It is important to link the practical implementation of GAA 2.0 scores to these other sources of student information, as one source does not give a full picture of the child's learning. Educators are encouraged to use their expertise in interpreting these scores to support student learning, as well as other resources to guide parents in assisting the child's learning.

For more information on supporting the learning of students with the most significant cognitive disabilities, see resources on the GaDOE Special Education website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx.

Understanding the Use of Scale Scores

In order for different stakeholders (Georgia, systems, schools, parents, etc.) to make consistent and accurate decisions based on assessment results, the scores reported from assessments need to be comparable—that is, scores must carry the same meaning regardless of which test form was administered. The use of scale scores to report student performance makes this possible and has distinct advantages over other methods such as raw scores and proportion-correct information.

Creating scale scores is analogous to converting currency from different countries to US dollars in order to report the relative value of different currencies. For example, scores for the SAT, the widely-used college entrance exam, are reported on a scale ranging from 200 to 800. Student raw score performance on the SAT is converted to the reporting scales in order to take into account differences between SAT forms.

A unique scale of measurement was developed to report student performance on the GAA 2.0. The scale score reported for each assessment is derived by converting the total

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number of points earned on the test (i.e., the raw score) to the GAA 2.0 scale for each particular grade and content area. GAA 2.0 scores are reported on a scale that can range from 1000 to 1800. Scale scores are comparable across years for the same assessment but are not comparable across different assessments. Thus, a scale score of 1375 on the Grade 4 ELA assessment does not indicate the same ability as a scale score of 1375 on the Grade 8 ELA assessment or the Grade 4 Mathematics assessment.

Scale Scores and Achievement Levels

To provide more meaning to an assessment's scaling system, achievement levels are established. A process known as standard setting helps to define points along the scale score range and gives additional meaning to student performance. These points that define different achievement levels are known as cut scores. Georgia educators and stakeholders from around the state participated in the standard setting process for the GAA 2.0 in July 2019. The cut score recommendations from this statewide committee were presented to the State Board of Education and adopted in July 2019.

An achievement level is a range of scores that defines a specific level of student performance, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each content area: **Level 1, Level 2, Level 3,** and **Level 4**. There are three kinds of ALDs: Policy, Range, and Reporting. Policy ALDs briefly describe the intended interpretation of the achievement levels and are not specific to any particular content test. Range ALDs describe the expected knowledge and skills of students performing in each achievement level, for each test, and correspond to the Policy ALD for that level. The Range ALDs depict the expected progression in knowledge and skills described in each claim (one or more standards) across achievement levels. Reporting ALDs are descriptions, in parent-friendly language, that summarize all of the Range ALDs in a given performance level, connect them to the Policy ALDs, and are used for score reporting.

The following are the general Policy ALDs for the GAA 2.0.

- **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.

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- **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.

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For GAA 2.0, the Level 3 ALD represents a student who meets the expectations of the alternate academic achievement standards. Below is an example of how the Level 3 Policy, Range, and Reporting ALDs relate to one another for Grade 3 ELA.

Policy	Range	Reporting
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.	**Grade 3, ELA Claim: Students comprehend text in increasingly complex ways.** Level 3 Expectations: • Identify the main idea of an informational text. • Recount key details in an informational text. • Identify key details from a literary text which could lead to the identification of a central message or lesson. • Match the character with his/her description within a literary text. • Match the main idea and at least one supporting detail within an informational text. • Sequence key events found in a literary text to provide a summary of the text.	In general, your child can: identify the main idea of a text; recount key details; identify details leading to a central message; match a main idea and supporting detail; summarize literary text using provided details; develop sentences to introduce a topic and describe actions or events; group related sentences; identify sentences that describe characters; and use nouns, verbs, adjectives, and pronouns.

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To make instructional decisions and set goals for your student, it is recommended to compare the student's current ALD level and the level above. Use both sets of information to determine next steps for instruction to aid the student in making progress towards achieving the next level. Below are the Level 4 Policy, Range, and Reporting ALDs for Grade 3 ELA.

Policy	Range	Reporting
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.	**Grade 3, ELA Claim: Students comprehend text in increasingly complex ways.** Level 4 Expectations: • Identify a central message or lesson conveyed in a literary text. • Identify an explanation of how a character's actions contribute to an event in a story. • Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of the text. • Describe the main idea of an informational text using at least one supporting detail. • Produce relevant questions about a text.	In general, your child can: identify a central message; describe the main idea of a text; ask or answer questions about a text; develop sentences to convey related information; develop facts, definitions, details, and a conclusion; develop dialogue and introduce a narrator or character; distinguish between literal and nonliteral word meanings; and develop sentences using nouns, verbs, adjectives, and pronouns.

The achievement level classification for a student is determined by the scale score cuts, which define scale score ranges for each achievement level. Table 2 presents the scale score ranges associated with each student achievement level and grade/content area.

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Table 2: GAA 2.0 Scale Score Ranges by Achievement Level

Content Area	Grade Level	Achievement Level 1 Scale Score	Achievement Level 2 Scale Score	Achievement Level 3 Scale Score	Achievement Level 4 Scale Score
ELA	Grade 3	1000–1349	1350–1399	1400–1440	1441–1800
	Grade 4	1000–1349	1350–1399	1400–1451	1452–1800
	Grade 5	1000–1349	1350–1399	1400–1449	1450–1800
	Grade 6	1000–1349	1350–1399	1400–1454	1455–1800
	Grade 7	1000–1349	1350–1399	1400–1460	1461–1800
	Grade 8	1000–1349	1350–1399	1400–1464	1465–1800
	High School	1000–1349	1350–1399	1400–1438	1439–1800
Mathematics	Grade 3	1000–1349	1350–1399	1400–1454	1455–1800
	Grade 4	1000–1349	1350–1399	1400–1434	1435–1800
	Grade 5	1000–1349	1350–1399	1400–1434	1435–1800
	Grade 6	1000–1349	1350–1399	1400–1443	1444–1800
	Grade 7	1000–1349	1350–1399	1400–1450	1451–1800
	Grade 8	1000–1349	1350–1399	1400–1438	1439–1800
	High School	1000–1349	1350–1399	1400–1441	1442–1800
Science	Grade 5	1000–1349	1350–1399	1400–1466	1467–1800
	Grade 8	1000–1349	1350–1399	1400–1431	1432–1800
	High School	1000–1349	1350–1399	1400–1477	1478–1800
Social Studies	Grade 8	1000–1349	1350–1399	1400–1442	1443–1800
	High School	1000–1349	1350–1399	1400–1433	1434–1800

Standard Error of Measurement

Standard error of measurement (SEM) is an estimate of the precision at points along the score scale and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his or her observed score (the score that is actually received on the test) may vary from his or her "true" score within a range of "observed score plus or minus the SEM." Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each GAA 2.0 assessment, and a scale score range (plus/minus one SEM unit) is reported together with the student's scale score.

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It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 1360, the scale score range might be shown as 1350–1399 on the Individual Student Report. The wider this range, the greater the potential variation between the student's observed score and his or her "true" score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, all of his or her scores would likely fall within the scale score range.

Students Not Receiving Scale Scores

A student may not receive a scale score for several reasons. In these cases, the student receives one of the following designations in lieu of a scale score. Scores associated with these non-score designations are not included when computing statistics for summary reports.

- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the assessment. For example, if a student is absent for the full assessment window, he or she would receive a DNA rather than a scale score for that test.
- **PID:** This designation indicates **Present, Insufficient Data**. This applies to administrations with insufficient data collected to produce a score.
- **PNRP:** This designation indicates **Present, No Response Provided**. This applies to students who do not have an established communication system, for whom testing was attempted for six consecutive parts but the student was unable to communicate a response.
- **IV:** This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. For example, if a student is administered the wrong assessment, he or she would receive an IV rather than a scale score for that test.
- **PIV:** This designation indicates that an irregularity in test administration resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated and the student is not considered a participant for accountability purposes. For example, if a student receives directive physical prompting on an assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would not be counted as a test participant.
- **ME:** A significant **Medical Emergency** is a rare medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window.

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Braille Forms

Students who take the Braille version of the GAA 2.0 are scored only on those items that are present on the Braille form of the assessment. Teachers of students with visual impairments review newly developed tasks to help ensure these tasks are accessible to the broadest range of students and are appropriate for Braille forms. These teachers determine whether images must be revised or if graphics need to be accompanied by a picture description. Because some test items may not be converted to Braille, the Braille version may have a different number of items in a given content area compared to other versions of the assessment. Most Braille forms have the same number of items as regular forms because Universal Design is the focus throughout item and test development. In the 2023 administration, all test items on the Braille form were converted to Braille.

Interpreting Group Data in Summary Reports

Summary reports are provided for classes, schools, systems, and the state as a whole. In addition, some reports provide comparative data at the state level. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics.

To protect student privacy, summary information is not provided for groups of fewer than 15 students. The exception to this rule is the Class Roster Report. Class Roster Reports will summarize the student results for instructional decision making even for classes with fewer than 15 students. These reports carry a special note: "This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students." Educators should take extra precautions with these reports. It should also be noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.

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GAA 2.0 Sample Reports with Annotations

This section of the GAA 2.0 Interpretive Guide for Score Reports provides samples of reports with annotation of the different components of each report. Reports are available for System and School Test Coordinators to access electronically through a secure site (i.e., MyGaDOE Portal or DRC INSIGHT Portal). The reports provided for the GAA 2.0 appear below and in Table 3.

- **Individual Student Report (ISR)**
  - Electronic via DRC INSIGHT Portal
- **Class Roster**
  - Electronic via DRC INSIGHT Portal
- **Content Area Summaries (School, System, State)**
  - Electronic via MyGaDOE Portal and DRC INSIGHT Portal
- **Summary Report of All Student Populations (School, System, State)**
  - Electronic via MyGaDOE Portal and DRC INSIGHT Portal
- **System Data File**
  - Electronic via MyGaDOE Portal and DRC INSIGHT Portal
  - Both .txt and .xlsx formats

Table 3: Report Type and Delivery Method

Report Type/Data File	MyGaDOE Portal	DRC INSIGHT Portal
Individual Student Report (ISR)		X
Class Roster		X
Content Area Summary – School Level	X	X
Content Area Summary – System Level	X	X
Content Area Summary – State Level	X	X
Summary Report of All Student Populations – School Level	X	X
Summary Report of All Student Populations – System Level	X	X
Summary Report of All Student Populations – State Level	X	X
System Data File – System Level (.txt and .xlsx)	X	X

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Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. System and School Test Coordinators download electronic versions of the ISRs from the DRC INSIGHT Portal.

A sample Grade 8 ISR appears on pages 20 through 21. Note: Grades 3, 4, 6, and 7 do not test Science and Social Studies, and Grade 5 does not test Social Studies. All ISRs are two pages.

The first page of the ISR provides:

1. **Student Demographic Information:** Student name, GTID, birth date, test date, teacher name, school name, system name, and system/school code.
2. **Achievement Level:** The overall student achievement level on each test is Level 1, Level 2, Level 3, or Level 4. According to the sample ISR, the student achieved Level 4 in English Language Arts, Level 1 in Mathematics, Level 3 in Science, and Level 3 in Social Studies.
3. **Scale Score/Scale Score Range:** This area of the ISR shows a student's scale score and the scale score range based on the standard error of measurement.
4. **Comparison Chart:** Illustrates the student's score compared to the mean scale score within the state.
5. **Glossary:** Definitions of terms referenced in this report.

The second page of the ISR provides:

6. **Achievement Level Descriptors:** The shaded level corresponds with the student's achievement level as noted on page 1 of the ISR.

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Sample Individual Student Report

FIRST NAME: AIDAN
LAST NAME: BROWN
GTID: 4948585599

1

BIRTH DATE: 10/01/2010
TEST DATE: Spring 2023
TEACHER NAME: TIM JOHNSON

SCHOOL NAME: GA DEMO SCHOOL
SYSTEM NAME: GA DEMO DISTRICT
CODE: 0009999

Individual Student Report

Georgia Alternate Assessment 2.0
Spring 2023
Grade X

The Georgia Alternate Assessment 2.0 (GAA 2.0) spans 3rd grade through high school for English Language Arts and Mathematics; and grades 5, 8 and high school for Science; and grades 8 and high school for Social Studies. The GAA 2.0 provides information on how well students demonstrate the knowledge and skills outlined in Georgia's Extended Content Standards. The information below summarizes your student's performance on the Spring 2023 GAA 2.0, and further detail on achievement is found on the following page. For more information, see the Score Interpretation Guide and other resources available at testing.gadoe.org

Your student's performance on the Georgia Alternate Assessment 2.0

English Language Arts

Achievement Level: Level 4 2
3 **Scale Score:** 1481
Scale Score Range: 1457-1505

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1465 1800
4 Student				1481
State			1436	

Mathematics

Achievement Level: Level 1
Scale Score: 1128
Scale Score Range: 1032-1224

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1439 1800
Student	1128			
State			1405	

Science

Achievement Level: Level 3
Scale Score: 1416
Scale Score Range: 1403-1429

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1432 1800
Student			1416	
State			1404	

Social Studies

Achievement Level: Level 3
Scale Score: 1392
Scale Score Range: 1375-1409

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1443 1800
Student			1392	
State			1411	

5 Glossary

Achievement Level: An achievement level is a range of scores that defines a specific level of student performance. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

Achievement Level Descriptors (ALDs): ALDs are descriptions of the knowledge and skills expected at each of the four achievement levels for each grade level and content areas.

Extended Content Standards: The Extended Content Standards identify skills that connect to the grade-level content standards and allow students to show learning of concepts at different levels.

GTID: The Georgia Test Identifier (GTID) is the unique number assigned to each student that identifies the student throughout his/her public education years in the Georgia public school system.

Scale Score: A scale score is a representation of the total number of points a student earned, converted into a format which can be clearly interpreted and compared across years.

Scale Score Range: The scale score range is based on the amount a student's observed score (the score the student receives on the test) may vary from his or her score if he or she took the test multiple times. A scale score indicates your student's achievement when he or she took this test. If a student were to take the same test again, it is likely that his or her score would be within the scale score range.

For more information, see the Score Interpretation Guide at testing.gadoe.org. Here you will also find sample GAA 2.0 tasks and parent resources.

Page **1** of **2**
MM/DD/YYYY

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Achievement Levels

Grade X

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English Language Arts

Level 1	Level 2	Level 3	Level 4
In general, your child can: answer simple comprehension questions (i.e. who, what, where, and/or when) about a text; identify details, characters, settings, and events; identify appropriate introductions to a topic, narrator, or character; identify headings and graphics; identify appropriate descriptions of actions and events; identify the meaning of a word phrase within a sentence or paragraph.	In general, your child can: identify details to support a given central idea or theme; summarize text using provided details; identify plot; sequence events; identify appropriate facts, details, organizational structures, headings, graphics, and conclusions; identify dialogue, domain-specific vocabulary, transitional language, and formal writing; use reference materials to identify word meaning and part of speech.	In general, your child can: identify a theme or central idea; identify character responses; develop sentences to introduce/describe a topic, narrator, character, or event; develop headings, graphics, and logical conclusions; develop sentences to convey relevant facts, using a formal writing style; develop sentences using transitional language; identify word relationships; define words using context clues.	In general, your child can: identify an appropriate inference and information needed to make an inference; describe central idea, theme, and character reactions; summarize text; develop an organizational structure; develop sentences using domain-specific vocabulary, and using transitions to clarify relationships; develop a narrative; complete an analogy; use reference materials to clarify precise word meaning.

Mathematics

Level 1	Level 2	Level 3	Level 4
In general, your child can: change fractions to decimals; identify congruent shapes on a coordinate plane; represent data on a scatter plot; identify like terms; distinguish between linear and non-linear functions and their properties.	In general, your child can: change decimals to fractions; compare decimal values on a number line; identify congruency of shapes as a result of a rotation, reflection, or translation; determine and describe trends in scatter plots; relate area of a square to perfect squares; understand the relationship between inputs and outputs of a function.	In general, your child can: determine if a number is rational or irrational and place it on a number line; show a rigid transformation and identify corresponding parts; determine formal or informal line of best fit on a scatter plot; identify perfect squares; understand the relationship between perfect squares and square root; use functions and graphs to identify output; solve linear equations.	In general, your child can: order square root values on a number line; create visual models of perfect squares; distinguish between rigid transformations of two congruent shapes; predict outcomes using a scatter plot; identify a function as linear or non-linear after graphing; solve realworld problems using linear equations and graph the results.

Science

Level 1	Level 2	Level 3	Level 4
In general, your child can: identify the movement of particles in a state of matter when energy is added; identify models showing kinetic and potential energy; identify statements that describe forces and motion; identify basic parts of light and sound waves; recognize the existence of a gravitational field.	In general, your child can: identify the movement of particles in a state of matter when energy is added; identify models showing kinetic and potential energy; identify statements that describe forces and motion; identify basic parts of light and sound waves; recognize the existence of a gravitational field.	In general, your child can: compare particles in states of matter; compare chemical and physical changes; identify steps that show heat transfer and transformation between kinetic and potential energy; identify change in speed or distance on a motion graph; identify effects of balanced and unbalanced forces; identify properties of sound and light waves; recognize the existence of gravitational fields.	In general, your child can: complete a model showing particles in states of matter; explain differences between chemical and physical changes; develop steps to show heat transfer and transformation between kinetic and potential energy; connect Newton's laws to the effect of force on motion; describe changes in energy of a wave; explain the existence of gravitational, magnetic and electrical fields.

Social Studies

Level 1	Level 2	Level 3	Level 4
In general, your child can: identify/define vocabulary related to the Civil War and World War II; identify key individuals of the civil rights movement; identify Georgia as a state; identify icons on a map or map key; identify the Georgia Constitution; define economic concepts.	In general, your child can: Define abstract terms related to the Civil War; identify WWII American allies; identify key events of the civil rights movement; locate Georgia on a map of the United State; identify Georgia's geographic regions; define geographic terms; identify citizens' rights/responsibilities and the juvenile justice system; describe income sources and reasons for saving money.	In general, your child can: identify issues/events leading to the Civil War and American involvement in WWII; identify groups involved in the civil rights movement; locate Georgia on a world map; describe Georgia's geographic regions; identify abstract citizens' rights/responsibilities; identify juvenile rights; identify debt risks; describe benefits of budgeting.	In general, your child can: describe and identify the importance of issues/events leading to the Civil War and American involvement in WWII; describe the role of individuals/groups/events of the civil rights movement; distinguish among Georgia's geographic regions; describe citizens' rights/responsibilities, including juveniles in the justice system; provide money management plan examples.

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Class Roster Reports

Class Roster Reports are accessible via the DRC INSIGHT Portal.

Class Rosters contain demographic data and test results for each student listed on the roster. Rosters are produced for each grade level with students listed alphabetically within the class. The Class Roster Report is distributed via the DRC INSIGHT Portal only and is accessible by System and School Test Coordinators.

A sample Class Roster Report for Grade 8 appears on pages 24 through 25.

The Class Roster Reports consist of two sections. The first section is the list of students and their test performance for each of the content areas. To list every student in a class, there may be several pages. The last section of a class roster report contains the "summary" pages.

The first section of the Class Roster Report provides:

1. **Grade/Content Area:** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report.
2. **Class Demographic Information:** This includes the grade and teacher name, the school and system name, and system/school code.
3. **Student Demographic Information:** Student demographic information is printed in the left-hand column of the report. The student's name is followed by the student's GTID number and birth date.
4. **Scale Score:** The Class Roster Report indicates the scale score for each content area for a student on the roster.
5. **Achievement Level:** The student's achievement level for each content area is reported following the scale score. There are four achievement levels for the GAA 2.0 assessment—Level 1, Level 2, Level 3, and Level 4.

The Class Roster Summary appears on the last page of the Class Roster Report. The summary details are below:

6. **Summary by Content Area:** The Summary by Content Area section of the report has three main sections. The section entitled "Students Included in Summaries" provides, by content area, the number of students with scores, the mean scale score, and the standard deviation for each content area. It is important to note that the total number of students included in the summary does not include the students who received a DNA, PID, PNRP, IV, PIV, or ME in lieu of a scale score. In this sample class of 16 students, not every student received a score in each content area. Therefore, the total number of students is 15 in English Language Arts and Mathematics and 16 in Science and Social Studies. In

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addition, the table shows the percentage of students scoring in each achievement level. The next section entitled “Students Not Included in Summaries” shows students who did not receive a scale score in that content area. For this Grade 8 class, in English Language Arts one student received an Invalidation (IV). In Mathematics, one student received a Did Not Attempt (DNA).

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Sample Class Roster

2 **GRADE:** 8
TEACHER NAME: TIM JOHNSON
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

Class Roster

Spring 20XX Georgia Alternate Assessment 2.0

1 Grade 8

3 Student Name	GTID	Birth Date	English Language Arts 4 Scale Score	English Language Arts 5 Achievement Level	Mathematics Scale Score	Mathematics Achievement Level	Science Scale Score	Science Achievement Level	Social Studies Scale Score	Social Studies Achievement Level
LASTNAME, FIRSTNAME	XXXXXXXXXX	MM/DD/YYYY	1361	Level 2	1415	Level 3	1361	Level 2	1434	Level 3
LASTNAME2, FIRSTNAME2	XXXXXXXXXX	MM/DD/YYYY	1400	Level 3	1356	Level 2	1405	Level 3	1390	Level 2
LASTNAME3, FIRSTNAME3	XXXXXXXXXX	MM/DD/YYYY	1358	Level 2	1225	Level 1	1378	Level 2	1238	Level 1
LASTNAME4, FIRSTNAME4	XXXXXXXXXX	MM/DD/YYYY	1472	Level 4	1406	Level 3	1559	Level 4	1415	Level 3
LASTNAME5, FIRSTNAME5	XXXXXXXXXX	MM/DD/YYYY	1283	Level 1	1459	Level 4	1283	Level 1	1486	Level 4
LASTNAME6, FIRSTNAME6	XXXXXXXXXX	MM/DD/YYYY	IV	IV	1422	Level 3	1421	Level 3	1424	Level 3
LASTNAME7, FIRSTNAME7	XXXXXXXXXX	MM/DD/YYYY	1384	Level 2	1328	Level 1	1393	Level 2	1302	Level 1
LASTNAME8, FIRSTNAME8	XXXXXXXXXX	MM/DD/YYYY	1535	Level 4	1430	Level 3	1472	Level 4	1415	Level 3
LASTNAME9, FIRSTNAME9	XXXXXXXXXX	MM/DD/YYYY	1375	Level 2	1391	Level 2	1364	Level 2	1370	Level 2
LASTNAME10, FIRSTNAME10	XXXXXXXXXX	MM/DD/YYYY	1598	Level 4	1434	Level 3	1505	Level 4	1406	Level 3
LASTNAME11, FIRSTNAME11	XXXXXXXXXX	MM/DD/YYYY	1455	Level 3	DNA	DNA	1425	Level 3	1583	Level 4
LASTNAME12, FIRSTNAME12	XXXXXXXXXX	MM/DD/YYYY	1558	Level 4	1438	Level 3	1458	Level 4	1424	Level 3
LASTNAME13, FIRSTNAME13	XXXXXXXXXX	MM/DD/YYYY	1306	Level 1	1380	Level 2	1346	Level 1	1366	Level 2
LASTNAME14, FIRSTNAME14	XXXXXXXXXX	MM/DD/YYYY	1519	Level 4	1426	Level 3	1441	Level 4	1411	Level 3
LASTNAME15, FIRSTNAME15	XXXXXXXXXX	MM/DD/YYYY	1428	Level 3	1508	Level 4	1418	Level 3	1506	Level 4
LASTNAME16, FIRSTNAME16	XXXXXXXXXX	MM/DD/YYYY	1496	Level 4	1397	Level 2	1480	Level 4	1378	Level 2

Scale Score Codes:
DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:			
English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

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GRADE: 8
TEACHER NAME: TIM JOHNSON
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

Class Roster Summary

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

Summary by Content Area 6

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.

Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	15	15	16	16
Mean Scale Score	1435	1401	1419	1409
Standard Deviation	94	65	67	78
Percentage in Level 1	14	14	14	14
Percentage in Level 2	26	27	26	27
Percentage in Level 3	23	25	23	25
Percentage in Level 4	37	34	37	34
Students Not Included in Summaries:				
Number of Students - Did Not Attempt	0	1	0	0
Number of Students - Present, Insufficient Data	0	0	0	0
Number of Students - Present, No Response Provided	0	0	0	0
Number of Students - Invalidation	1	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - Medical Emergency	0	0	0	0

Scale Score Codes:
DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

Due to rounding, percentages may not total 100%.

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Content Area Summary Reports

The GAA 2.0 generates Content Area Summary Reports for the state, system, and school levels for each grade level. Each of these reports contains similar information, but comparison data are presented at different levels of aggregation. The School Content Area Summary Report provides overall performance data for the school, system, and/or state. Similarly, the System Content Area Summary Report provides overall performance data for the system and state. The State Content Area Summary Report simply provides the data at the overall state level.

A sample School Content Area Summary Report appears on page 28. Content Area Summary Reports are accessible via the DRC INSIGHT Portal and the MyGaDOE Portal to System and School Test Coordinators.

The Content Area Summary Reports provide:

1. **Percentage of Students by Achievement Level:** This bar graph displays the percentages of students in each achievement level.

2. **Overall Performance:**
   - Number of Students: In English Language Arts, 17 students at the school received scores. In Social Studies, the school had 16 students who received scores.
   - Mean Scale Score: In English Language Arts, the mean scale score for the school was 1490, which is higher than the state. In Social Studies, the mean scale score for the school was 1265, which is lower than the state.
   - Standard Deviation: In English Language Arts, the school had a standard deviation of 60. In Social Studies, the state's standard deviation was 58.
   - Percent Level 3 or Above (Levels 3 & 4): In English Language Arts, 62 percent of the students at the school achieved Levels 3 & 4 as compared to 56 percent at state levels. In Social Studies, the state had a larger percentage of students in Levels 3 and 4 (81 percent) than reported at the school level (50 percent).

3. **Percent Level 3 or Above (Levels 3 & 4):** This bar graph displays the percentages of students who demonstrate proficiency in the knowledge and skills necessary in each content area for this grade level.

4. **Number of Students Not Included in Summaries:** These students receive a non-score designation instead of a scale score and are excluded from the summary data. The sample reports provide the number of students who did not receive scores for one of the following reasons:
   - Did Not Attempt (DNA)
   - Present, Insufficient Data (PID)
   - Present, No Response Provided (PNRP)

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- Invalidation (IV)
- Participation Invalidation (PIV)
- Medical Emergency (ME)

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Sample Content Area Summary

GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Content Area Summary

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

1 Percentage of Students by Achievement Level

2 Overall Performance

Content Area	Level	Number of Students	Mean Scale Score	Standard Deviation	Percent Level 3 or Above
English Language Arts	School	17	1490	60	62
	State	1,435	1270	55	56
Mathematics	School	17	1128	61	35
	State	1,431	1405	56	50
Science	School	15	1404	62	70
	State	1,435	1380	57	61
Social Studies	School	16	1265	63	50
	State	1,431	1450	58	81

3 Percent Level 3 or Above

4

Number of Students Not Included in Summaries				
	English Language Arts	Mathematics	Science	Social Studies
DNA	0	0	0	0
PID	0	0	0	0
PNRP	0	0	0	0
IV	0	0	0	0
PIV	0	0	0	0
ME	0	0	0	0

Scale Score Codes:
DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

- **To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.**
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.

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Page 1 of 1

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Summary Reports of All Student Populations

Summary Reports of All Student Populations are generated at the school, system, and state levels. The reports are generated by grade level and present summary statistics for all students as well as particular groups of students. Note that summaries are not provided for groups of less than 15 students to protect student privacy and support appropriate interpretation. Because the GAA 2.0 is designed for and administered to a small population of students, summary values are frequently not available on school and system summary reports.

A sample School Summary Report for Grade 8 appears on pages 31 through 34. Population Summary Reports for Grades 3, 4, 6, and 7 reflect English Language Arts and Mathematics content areas only. For Grade 5, the reports also reflect Science. For Grades 8 and High School, the reports also reflect Science and Social Studies. Summary Reports of All Student Populations are accessible via the DRC INSIGHT Portal and the MyGaDOE Portal to System and School Test Coordinators.

The Summary of All Student Populations Reports provide:

1. **Group:** The student group provides a break out for all students and demographic groups such as specific disabilities, gender, ethnicity/race, Section 504, and EL.

2. **Number of Students:** The Summary Report identifies the total number of students who received scores.

3. **Mean Scale Score:** This statistic indicates the arithmetic average scale score for each group of students in the school, system, or state who received scores. The sample report indicates that the mean scale score for all students in the school is 1439. When looking at gender, females in the school had a lower mean scale score than males (1427 vs. 1445).

4. **Percentage of Students Scoring in Each Achievement Level:** There are four achievement levels for the GAA 2.0—Level 1, Level 2, Level 3, and Level 4. In Grade 8 English Language Arts, 4 percent of the school's students who took the GAA 2.0 are Level 1, 20 percent are Level 2, 44 percent are Level 3, and 32 percent are Level 4 in the All Students category.

5. **Number of Students Not Included in Summaries:** These students receive a non-score designation instead of a scale score and are excluded from the summary data. The sample reports provide the number of students who did not receive scores for one of the following reasons:

   - Did Not Attempt (DNA)
   - Present, Insufficient Data (PID)
   - Present, No Response Provided (PNRP)
   - Invalidation (IV)

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- Participation Invalidation (PIV)
- Medical Emergency (ME)

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Sample Summary Report of All Student Populations

GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

	1 Group	2 English Language Arts						3 Mathematics					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	4 Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
	All Students	71	1439	4	20	44	32	72	1400	4	43	39	14
Primary Disability	Visual Impairment or Blind (01)	1						1					
	Deaf or Hard of Hearing (02)	2						2					
	Deaf and Blind (03)	0						0					
	Specific Learning Disabilities (04)	0						0					
	Mild Intellectual Disabilities (05)	16	1429	0	19	75	6	16	1402	0	56	44	0
	Traumatic Brain Injury (06)	1						1					
	Moderate/Severe/Profound Intellectual Disabilities (07)	18	1367	17	33	39	11	18	1362	0	17	56	28
	Autism (08)	23	1462	0	22	26	52	24	1414	0	38	38	25
	Orthopedic Impairments (09)	2						2					
	Speech-Language Impairments (10)	0						0					
	Emotional and Behavioral Disabilities (11)	1						1					
	Other Health Impairments (12)	7						7					
Gender	Female	25	1427	4	40	24	32	25	1399	4	52	28	16
	Male	46	1445	4	9	54	33	47	1401	4	38	45	13

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

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GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

	Group	English Language Arts						Mathematics					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
Ethnic Group	Asian/Pacific Islander	0						0					
	Black, Non-Hispanic	33	1431	4	11	58	27	33	1399	6	38	47	9
	Hispanic	3						10					
	American Indian/Alaskan Native	0						0					
	White, Non-Hispanic	32	1459	9	3	34	53	33	1401	9	21	48	21
	Multiracial	1						1					
Other	English Learner	2						2					
	English Learner - Monitored	0						0					
	Migrant	0						0					
	Section 504	0						0					

5 Number of Students Not Included in Summaries:

	English Language Arts	Mathematics
DNA = Did Not Attempt	3	3
PID = Present, Insufficient Data	1	0
PNRP = Present, No Response Provided	3	3
IV = Invalidation	0	0
PIV = Participation Invalidation	0	0
ME = Medical Emergency	0	0

- **To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.**
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

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GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

Group		Science						Social Studies					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
All Students		71	1405	7	24	46	23	70	1417	6	26	37	31
Primary Disability	Visual Impairment or Blind (01)	1						1					
	Deaf or Hard of Hearing (02)	2						2					
	Deaf and Blind (03)	0						0					
	Specific Learning Disabilities (04)	0						0					
	Mild Intellectual Disabilities (05)	16	1402	0	31	69	0	16	1401	0	56	31	13
	Traumatic Brain Injury (06)	1						1					
	Moderate/Severe/Profound Intellectual Disabilities (07)	18	1371	17	10	67	7	16	1390	6	25	69	0
	Autism (08)	23	1421	3	30	22	43	24	1419	13	17	25	45
	Orthopedic Impairments (09)	2						2					
	Speech-Language Impairments (10)	0						0					
	Emotional and Behavioral Disabilities (11)	1						1					
	Other Health Impairments (12)	7						7					
Gender	Female	25	1397	12	36	36	16	25	1408	12	32	24	32
	Male	46	1409	4	17	52	26	45	1423	2	22	44	31

Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

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GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

	Group	Science						Social Studies					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
Ethnic Group	Asian/Pacific Islander	0						0					
	Black, Non-Hispanic	32	1404	6	31	53	9	32	1398	6	44	38	13
	Hispanic	7						7					
	American Indian/Alaskan Native	0						0					
	White, Non-Hispanic	31	1404	9	16	38	38	30	1435	6	6	35	52
	Multiracial	1						1					
Other	English Learner	2						2					
	English Learner - Monitored	0						0					
	Migrant	0						0					
	Section 504	0						0					

Number of Students Not Included in Summaries:		
	Science	Social Studies
DNA = Did Not Attempt	3	3
PID = Present, Insufficient Data	2	2
PNRP = Present, No Response Provided	2	3
IV = Invalidation	0	0
PIV = Participation Invalidation	0	0
ME = Medical Emergency	0	0

- **To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.**
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.

Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

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205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
www.gadoe.org

@georgiadeptofed

Richard Woods, State School Superintendent

Educating Georgia's Future

Georgia Alternate Assessment 2.0

KEY FEATURES

Basic text and **simplified graphics** are used to help students understand test material.

The test is untimed to allow for **flexible scheduling**, including customized student breaks and pacing.

If a student does not provide the correct answer to a question, examiners are directed to give students a **second, scripted opportunity** with additional support to answer the item.

Examiners can use the same **manipulatives** during testing that students use during classroom instruction to help students respond to tasks.

Scenarios or passages introduce each task to engage students and activate their background knowledge.

For more information, contact the Assessment Administration Division

(800) 634-4106

What is the GAA 2.0?

The Georgia Alternate Assessment 2.0 (GAA 2.0) is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

The Georgia Standards of Excellence and Extended Content Standards for students with significant cognitive disabilities drive the curriculum, instructional strategies, and assessment.

What are Extended Content Standards?

The Extended Content Standards reflect how a grade-level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment. They are separated into three access points, starting with the least complex and moving to the most complex concepts and skills. GAA 2.0 tasks are written to these access points.

How are Assessment Items Structured?

Each test has 11 tasks. Tasks begin with a scenario, followed by three parts that increase in complexity to give students the opportunity to show what they know and can do.

How will the test be administered to students?

Test examiners will assess each student individually. Most students will be able to use the same communication mode on the GAA 2.0 test as they would typically use in their classroom. The assessment is not timed and can be paused for a variety of reasons.

How will scores be used?

Parents can use scores to learn more about their student's achievement. Educators can use assessment results to plan for classroom instruction and monitor student progress. Scores are also utilized in the state's school accountability system, the College and Career Ready Performance Index (CCRPI).

Who will take the GAA 2.0?

The GAA 2.0 will be administered to all eligible students in the following areas:

- Grades 3-8 and high school will be assessed in English Language Arts and Mathematics.
- Grades 5, 8, and high school will be assessed in Science.
- Grades 8 and high school will also be assessed in Social Studies.

When will my child take the test?

Georgia's Spring 2023 GAA 2.0 test administration window is March 27 through May 5, 2023. School district administrators determine when students within their district will test during this state window.

FIRST NAME: AIDAN
LAST NAME: BROWN
GTID: 4948585599

BIRTH DATE: 10/01/2010
TEST DATE: Spring 2023
TEACHER NAME: TIM JOHNSON

SCHOOL NAME: GA DEMO SCHOOL
SYSTEM NAME: GA DEMO DISTRICT
CODE: 0009999

Individual Student Report

Georgia Alternate Assessment 2.0

Spring 2023

Grade X

The Georgia Alternate Assessment 2.0 (GAA 2.0) spans 3rd grade through high school for English Language Arts and Mathematics; and grades 5, 8 and high school for Science; and grades 8 and high school for Social Studies. The GAA 2.0 provides information on how well students demonstrate the knowledge and skills outlined in Georgia's Extended Content Standards. The information below summarizes your student's performance on the Spring 2023 GAA 2.0, and further detail on achievement is found on the following page. For more information, see the Score Interpretation Guide and other resources available at testing.gadoe.org

Your student's performance on the Georgia Alternate Assessment 2.0

English Language Arts

Achievement Level: Level 4
Scale Score: 1481
Scale Score Range: 1457-1505

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1465	1800
Student				**1481**
State			1436	

Mathematics

Achievement Level: Level 1
Scale Score: 1128
Scale Score Range: 1032-1224

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1439	1800
Student	**1128**			
State			1405	

Science

Achievement Level: Level 3
Scale Score: 1416
Scale Score Range: 1403-1429

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1432	1800
Student			**1416**	
State			1404	

Social Studies

Achievement Level: Level 3
Scale Score: 1392
Scale Score Range: 1375-1409

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1443	1800
Student			**1392**	
State			1411	

Glossary

Achievement Level: An achievement level is a range of scores that defines a specific level of student performance. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

Achievement Level Descriptors (ALDs): ALDs are descriptions of the knowledge and skills expected at each of the four achievement levels for each grade level and content areas.

Extended Content Standards: The Extended Content Standards identify skills that connect to the grade-level content standards and allow students to show learning of concepts at different levels.

GTID: The Georgia Test Identifier (GTID) is the unique number assigned to each student that identifies the student throughout his/her public education years in the Georgia public school system.

Scale Score: A scale score is a representation of the total number of points a student earned, converted into a format which can be clearly interpreted and compared across years.

Scale Score Range: The scale score range is based on the amount a student's observed score (the score the student receives on the test) may vary from his or her score if he or she took the test multiple times. A scale score indicates your student's achievement when he or she took this test. If a student were to take the same test again, it is likely that his or her score would be within the scale score range.

For more information, see the Score Interpretation Guide at testing.gadoe.org. Here you will also find sample GAA 2.0 tasks and parent resources.

Achievement Levels

Grade X

English Language Arts

Level 1	Level 2	Level 3	Level 4
In general, your child can: answer simple comprehension questions (i.e. who, what, where, and/or when) about a text; identify details, characters, settings, and events; identify appropriate introductions to a topic, narrator, or character; identify headings and graphics; identify appropriate descriptions of actions and events; identify the meaning of a word phrase within a sentence or paragraph.	In general, your child can: identify details to support a given central idea or theme; summarize text using provided details; identify plot; sequence events; identify appropriate facts, details, organizational structures, headings, graphics, and conclusions; identify dialogue, domain-specific vocabulary, transitional language, and formal writing; use reference materials to identify word meaning and part of speech.	In general, your child can: identify a theme or central idea; identify character responses; develop sentences to introduce/describe a topic, narrator, character, or event; develop headings, graphics, and logical conclusions; develop sentences to convey relevant facts, using a formal writing style; develop sentences using transitional language; identify word relationships; define words using context clues.	In general, your child can: identify an appropriate inference and information needed to make an inference; describe central idea, theme, and character reactions; summarize text; develop an organizational structure; develop sentences using domain-specific vocabulary, and using transitions to clarify relationships; develop a narrative; complete an analogy; use reference materials to clarify precise word meaning.

Mathematics

Level 1	Level 2	Level 3	Level 4
In general, your child can: change fractions to decimals; identify congruent shapes on a coordinate plane; represent data on a scatter plot; identify like terms; distinguish between linear and non-linear functions and their properties.	In general, your child can: change decimals to fractions; compare decimal values on a number line; identify congruency of shapes as a result of a rotation, reflection, or translation; determine and describe trends in scatter plots; relate area of a square to perfect squares; understand the relationship between inputs and outputs of a function.	In general, your child can: determine if a number is rational or irrational and place it on a number line; show a rigid transformation and identify corresponding parts; determine formal or informal line of best fit on a scatter plot; identify perfect squares; understand the relationship between perfect squares and square root; use functions and graphs to identify output; solve linear equations.	In general, your child can: order square root values on a number line; create visual models of perfect squares; distinguish between rigid transformations of two congruent shapes; predict outcomes using a scatter plot; identify a function as linear or non-linear after graphing; solve realworld problems using linear equations and graph the results.

Science

Level 1	Level 2	Level 3	Level 4
In general, your child can: identify the movement of particles in a state of matter when energy is added; identify models showing kinetic and potential energy; identify statements that describe forces and motion; identify basic parts of light and sound waves; recognize the existence of a gravitational field.	In general, your child can: identify the movement of particles in a state of matter when energy is added; identify models showing kinetic and potential energy; identify statements that describe forces and motion; identify basic parts of light and sound waves; recognize the existence of a gravitational field.	In general, your child can: compare particles in states of matter; compare chemical and physical changes; identify steps that show heat transfer and transformation between kinetic and potential energy; identify change in speed or distance on a motion graph; identify effects of balanced and unbalanced forces; identify properties of sound and light waves; recognize the existence of gravitational fields.	In general, your child can: complete a model showing particles in states of matter; explain differences between chemical and physical changes; develop steps to show heat transfer and transformation between kinetic and potential energy; connect Newton's laws to the effect of force on motion; describe changes in energy of a wave; explain the existence of gravitational, magnetic and electrical fields.

Social Studies

Level 1	Level 2	Level 3	Level 4
In general, your child can: identify/define vocabulary related to the Civil War and World War II; identify key individuals of the civil rights movement; identify Georgia as a state; identify icons on a map or map key; identify the Georgia Constitution; define economic concepts.	In general, your child can: Define abstract terms related to the Civil War; identify WWII American allies; identify key events of the civil rights movement; locate Georgia on a map of the United State; identify Georgia's geographic regions; define geographic terms; identify citizens' rights/responsibilities and the juvenile justice system; describe income sources and reasons for saving money.	In general, your child can: identify issues/events leading to the Civil War and American involvement in WWII; identify groups involved in the civil rights movement; locate Georgia on a world map; describe Georgia's geographic regions; identify abstract citizens' rights/responsibilities; identify juvenile rights; identify debt risks; describe benefits of budgeting.	In general, your child can: change fractions to decimals; identify congruent shapes on a coordinate plane; represent data on a scatter plot; identify like terms; In general, your child can: describe and identify the importance of issues/events leading to the Civil War and American involvement in WWII; describe the role of individuals/groups/events of the civil rights movement; distinguish among Georgia's geographic regions; describe citizens' rights/responsibilities, including juveniles in the justice system; provide money management plan examples.

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GRADE: 8
TEACHER NAME: TIM JOHNSON
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

Class Roster

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

Student Name	GTID	Birth Date	English Language Arts		Mathematics		Science		Social Studies	
			Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
LASTNAME, FIRSTNAME	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 2	XXXX	Level 3	XXXX	Level 2	XXXX	Level 3
LASTNAME2, FIRSTNAME2	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 3	XXXX	Level 2	XXXX	Level 3	XXXX	Level 2
LASTNAME3, FIRSTNAME3	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 2	XXXX	Level 1	XXXX	Level 2	XXXX	Level 1
LASTNAME4, FIRSTNAME4	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 4	XXXX	Level 3	XXXX	Level 4	XXXX	Level 3
LASTNAME5, FIRSTNAME5	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 1	XXXX	Level 4	XXXX	Level 1	XXXX	Level 4
LASTNAME6, FIRSTNAME6	XXXXXXXXXX	MM/DD/YYYY	IV	IV	XXXX	Level 3	XXXX	Level 3	XXXX	Level 3
LASTNAME7, FIRSTNAME7	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 2	XXXX	Level 1	XXXX	Level 2	XXXX	Level 1
LASTNAME8, FIRSTNAME8	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 4	XXXX	Level 3	XXXX	Level 4	XXXX	Level 3
LASTNAME9, FIRSTNAME9	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 2	XXXX	Level 2	XXXX	Level 2	XXXX	Level 2
LASTNAME10, FIRSTNAME10	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 4	XXXX	Level 3	XXXX	Level 4	XXXX	Level 3
LASTNAME11, FIRSTNAME11	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 3	DNA	DNA	XXXX	Level 3	XXXX	Level 4
LASTNAME12, FIRSTNAME12	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 4	XXXX	Level 3	XXXX	Level 4	XXXX	Level 3
LASTNAME13, FIRSTNAME13	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 1	XXXX	Level 2	XXXX	Level 1	XXXX	Level 2
LASTNAME14, FIRSTNAME14	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 4	XXXX	Level 3	XXXX	Level 4	XXXX	Level 3
LASTNAME15, FIRSTNAME15	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 3	XXXX	Level 4	XXXX	Level 3	XXXX	Level 4
LASTNAME16, FIRSTNAME16	XXXXXXXXXX	MM/DD/YYYY	XXXX	Level 4	XXXX	Level 2	XXXX	Level 4	XXXX	Level 2

Scale Score Codes:

- DNA = Did Not Attempt
- PID = Present, Insufficient Data
- PNRP = Present, No Response Provided
- IV = Invalidation
- PIV = Participation Invalidation
- ME = Medical Emergency

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

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GRADE: 8
TEACHER NAME: TIM JOHNSON
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

Class Roster Summary

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

Summary by Content Area

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.

Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	15	15	16	16
Mean Scale Score	XXXX	XXXX	XXXX	XXXX
Standard Deviation	XX	XX	XX	XX
Percentage in Level 1	14	14	14	14
Percentage in Level 2	26	27	26	27
Percentage in Level 3	23	25	23	25
Percentage in Level 4	37	34	37	34
Students Not Included in Summaries:				
Number of Students - Did Not Attempt	0	1	0	0
Number of Students - Present, Insufficient Data	0	0	0	0
Number of Students - Present, No Response Provided	0	0	0	0
Number of Students - Invalidation	1	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - Medical Emergency	0	0	0	0

Scale Score Codes:

DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

Due to rounding, percentages may not total 100%.

GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Content Area Summary

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

Percentage of Students by Achievement Level

Overall Performance

Content Area	Level	Number of Students	Mean Scale Score	Standard Deviation	Percent Level 3 or Above
English Language Arts	School	1,797	2270	60	62
	State	7,186	2290	55	56
Mathematics	School	1,431	2210	61	35
	State	5,722	2210	56	50
Science	School	1,797	2270	62	70
	State	7,186	2290	57	61
Social Studies	School	1,431	2210	63	50
	State	5,722	2210	58	81

Percent Level 3 or Above

Number of Students Not Included in Summaries

	English Language Arts	Mathematics	Science	Social Studies
DNA	0	0	0	0
PID	0	0	0	0
PNRP	0	0	0	0
IV	0	0	0	0
PIV	0	0	0	0
ME	0	0	0	0

Scale Score Codes:

DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

- **To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.**
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.

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GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
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CODE: 1234567

School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

	Group	English Language Arts						Mathematics					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
	All Students	1,797	227	24	32	26	18	1,431	221	25	32	26	17
Primary Disability	Visual Impairment or Blind (01)	180	216	20	30	30	20	143	210	20	30	30	20
	Deaf or Hard of Hearing (02)	54	228	35	35	30	0	43	208	35	35	30	0
	Deaf and Blind (03)	0						29	220	40	45	15	0
	Specific Learning Disabilities (04)	359	236	30	35	20	15	286	228	30	35	20	15
	Mild Intellectual Disabilities (05)	90	224	40	45	15	0	72	215	40	45	15	0
	Traumatic Brain Injury (06)	36	212	20	30	30	20	29	209	20	30	30	20
	Moderate/Severe/Profound Intellectual Disabilities (07)	0											
	Autism (08)	359	227	35	35	30	0	286	224	35	35	30	0
	Orthopedic Impairments (09)	54	218	30	35	20	15	43	214	30	35	20	15
	Speech-Language Impairments (10)	90	220	40	45	15	0	71	212	40	45	15	0
	Emotional and Behavioral Disabilities (11)	180	235	20	30	30	20	143	229	20	30	30	20
	Other Health Impairments (12)	395	223	35	35	30	0	286	219	35	35	30	0
Gender	Female	988	228	20	30	30	20	787	219	20	30	30	20
	Male	809	225	30	35	20	15	644	224	30	35	20	15

Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

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School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

	Group	English Language Arts						Mathematics					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
Ethnic Group	Asian/Pacific Islander	449	236	20	30	30	20	215	219	20	30	30	20
Ethnic Group	Black, Non-Hispanic	269	217	35	35	30	0	143	220	35	35	30	0
Ethnic Group	Hispanic	180	228	30	35	20	15	358	228	30	35	20	15
Ethnic Group	American Indian/Alaskan Native	449	222	40	45	15	0	215	215	40	45	15	0
Ethnic Group	White, Non-Hispanic	270	235	20	30	30	20	143	221	20	30	30	20
Ethnic Group	Multiracial	180	219	35	35	30	0	358	218	35	35	30	0
Other	English Learner	90	232	20	30	30	20	143	225	20	30	30	20
Other	English Learner - Monitored	180	218	35	35	30	0	72	215	35	35	30	0
Other	Migrant	270	224	30	35	20	15	215	208	30	35	20	15
Other	Section 504	359	212	40	45	15	0	286	211	40	45	15	0

Number of Students Not Included in Summaries:		
	English Language Arts	Mathematics
DNA = Did Not Attempt	0	0
PID = Present, Insufficient Data	0	0
PNRP = Present, No Response Provided	0	0
IV = Invalidation	0	0
PIV = Participation Invalidation	0	0
ME = Medical Emergency	0	0

- **To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.**
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.

Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

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School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

Group		Science						Social Studies					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
All Students		1,797	227	24	32	26	18	1,431	221	25	32	26	17
Primary Disability	Visual Impairment or Blind (01)	180	216	20	30	30	20	143	210	20	30	30	20
	Deaf or Hard of Hearing (02)	54	228	35	35	30	0	43	208	35	35	30	0
	Deaf and Blind (03)	0						29	220	40	45	15	0
	Specific Learning Disabilities (04)	359	236	30	35	20	15	286	228	30	35	20	15
	Mild Intellectual Disabilities (05)	90	224	40	45	15	0	72	215	40	45	15	0
	Traumatic Brain Injury (06)	36	212	20	30	30	20	29	209	20	30	30	20
	Moderate/Severe/Profound Intellectual Disabilities (07)	0											
	Autism (08)	359	227	35	35	30	0	286	224	35	35	30	0
	Orthopedic Impairments (09)	54	218	30	35	20	15	43	214	30	35	20	15
	Speech-Language Impairments (10)	90	220	40	45	15	0	71	212	40	45	15	0
	Emotional and Behavioral Disabilities (11)	180	235	20	30	30	20	143	229	20	30	30	20
	Other Health Impairments (12)	395	223	35	35	30	0	286	219	35	35	30	0
Gender	Female	988	228	20	30	30	20	787	219	20	30	30	20
	Male	809	225	30	35	20	15	644	224	30	35	20	15

Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

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School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

	Group	Science						Social Studies					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
Ethnic Group	Asian/Pacific Islander	449	236	20	30	30	20	215	219	20	30	30	20
Ethnic Group	Black, Non-Hispanic	269	217	35	35	30	0	143	220	35	35	30	0
Ethnic Group	Hispanic	180	228	30	35	20	15	358	228	30	35	20	15
Ethnic Group	American Indian/Alaskan Native	449	222	40	45	15	0	215	215	40	45	15	0
Ethnic Group	White, Non-Hispanic	270	235	20	30	30	20	143	221	20	30	30	20
Ethnic Group	Multiracial	180	219	35	35	30	0	358	218	35	35	30	0
Other	English Learner	90	232	20	30	30	20	143	225	20	30	30	20
Other	English Learner - Monitored	180	218	35	35	30	0	72	215	35	35	30	0
Other	Migrant	270	224	30	35	20	15	215	208	30	35	20	15
Other	Section 504	359	212	40	45	15	0	286	211	40	45	15	0

Number of Students Not Included in Summaries:		
	Science	Social Studies
DNA = Did Not Attempt	0	0
PID = Present, Insufficient Data	0	0
PNRP = Present, No Response Provided	0	0
IV = Invalidation	0	0
PIV = Participation Invalidation	0	0
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Scale Scores to Achievement Levels:			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX	Level 1 = XXXX - XXXX
Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX	Level 2 = XXXX - XXXX
Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX	Level 3 = XXXX - XXXX
Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX	Level 4 = XXXX - XXXX

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