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.

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 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

		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.

	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. |

		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

				adjectives in their correct function.