



Achievement Level Descriptors for Grade 4 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.				
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.

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

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