



# Achievement Level Descriptors for Grade 5 English Language Arts

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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 <b>specified in Georgia's</b> 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 <b>Georgia's alternate</b> 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 <b>specified in Georgia's</b> 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 <b>specified in Georgia's</b> 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.

	<p>Identify key details in a text.</p> <p>Identify characters in a literary text.</p> <p>Identify two or more characters, settings, or events in a story or drama.</p>	<p>Identify a quotation from a literary text.</p> <p>Find text which answers a question within a text.</p> <p>Identify an event that occurred at the beginning of a literary text and one that occurred at the middle or end of the text.</p> <p>Match details from a story or drama with the character, setting, or event they represent.</p> <p>Identify key details to include in a summary of a text.</p>	<p>identification of a theme.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p> <p>Identify character challenges in a literary text.</p> <p>Identify one similarity and one difference between characters, settings, or events in a story or drama.</p> <p>Match main ideas found within an informational text with key details supporting each.</p> <p>Identify how a character in a literary text responds to a challenge.</p> <p>Identify and sequence sentences to summarize a text.</p>	<p>Identify the theme of a literary text.</p> <p>Describe a main idea of an informational text using supporting details.</p> <p>Identify an appropriate inference drawn from a text.</p> <p>Identify a statement within a text which provides information needed to make an inference.</p> <p>Develop a statement comparing or contrasting characters, settings, or events in a story or drama.</p>
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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	<p>Identify statements/sentences that introduce a topic clearly.</p> <p>Identify headings, illustrations, and/or multimedia within a text.</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>Identify statements/sentences that describe events.</p>	<p>Identify statements/sentences that provide a conclusion or sense of closure.</p> <p>Identify statements/sentences that provide facts, definitions, concrete details, or examples to support an informative/explanatory text.</p> <p>Identify an event sequence that unfolds naturally.</p> <p>Identify statements/sentences with sensory details.</p> <p>Identify dialogue.</p> <p>Identify statements/sentences that use domain-specific vocabulary.</p>	<p>Complete statements/sentences that provide facts, definitions, concrete details, or examples to support an informative/explanatory text.</p> <p>Complete statements/sentences that use words/phrases to link ideas.</p> <p>Complete a structure that logically groups information.</p> <p>Complete statements/sentences that use domain-specific vocabulary.</p> <p>Identify sentences/sections which would benefit from the use of a heading, graphic, or piece of multi-media.</p>	<p>Develop a structure that logically groups information.</p> <p>Develop an event sequence that unfolds naturally.</p> <p>Develop sentences that use words/phrases to link ideas.</p> <p>Develop sentences that use domain-specific vocabulary.</p> <p>Develop sentences utilizing transitional language to sequence events within a narrative piece.</p> <p>Develop sentences that establish a situation.</p> <p>Develop sentences that provide a conclusion or sense of closure.</p>

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

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