Achievement Level Descriptors for Grade 6 English Language Arts

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.				
ELAGSE6.RL.1 ELAGSE6.RI.1 ELAGSE6.RI.2 ELAGSE6.RL.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.

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.

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

		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.

		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

	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.