



Achievement Level Descriptors for Grade 7 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.				
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.

	<p>Identify one or more details from a text.</p> <p>Identify key details to include in a summary of a text.</p> <p>Identify one or more characters from a literary text.</p> <p>Identify one or more settings and/or events from a literary text.</p>	<p>paragraph to answer explicit (who, what, when, and/or where) questions from a literary text.</p> <p>Identify key details that support the given theme and/or central idea in a literary text.</p> <p>Identify and sequence sentences to summarize a text.</p> <p>Match characters with their corresponding setting and/or event from a literary text.</p>	<p>Match supporting key details to central idea(s) found within an informational text.</p> <p>Sequence supporting details related to a central idea within an informational text.</p> <p>Identify how a character responds emotionally (e.g., happy, sad, scared) to an event/episode within a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p> <p>Identify the theme and/or central idea of a text.</p> <p>Sequence key supporting details of a theme or central idea within a literary text.</p> <p>Match supporting key details (characters,</p>	<p>Identify an appropriate inference drawn from text.</p> <p>Describe a central idea or theme of a text with key supporting details.</p> <p>Identify a statement within a text that provides information needed to make an inference.</p> <p>Complete or develop sentences to summarize a text.</p>
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			<p>setting, events) to a central idea or theme found within a literary text.</p> <p>Match character description(s) (e.g., happy, sad, scared) to key events and settings in a literary story or drama.</p> <p>Sort actions/emotions of a specific character as found in different settings or events within a literary text.</p>	
Students produce writing for a range of purposes and audiences.				
<p>ELAGSE7.W.2 ELAGSE7.W.3</p>	<p>Identify statements/sentences that introduce a topic.</p> <p>Identify the use of headings, graphics, and/or multimedia within a text.</p> <p>Identify statements/sentences that introduce a character and/or narrator.</p>	<p>Identify statements/sentences that develop a topic with relevant facts, definitions, concrete details, quotations, or examples.</p> <p>Identify statements/sentences that use transitions.</p> <p>Identify statements/sentences</p>	<p>Complete a structure to organize ideas, concepts, and information.</p> <p>Develop sentences to introduce a topic.</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 to organize ideas, concepts, and information.</p> <p>Develop sentences that use transitions to clarify relationships among ideas and concepts.</p> <p>Develop sentences that use domain-specific vocabulary.</p>

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

		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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