



# Achievement Level Descriptors for Grade 8 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.

<b>Policy ALDs</b>				
<b>Standards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	Students at this level demonstrate a <b>limited</b> 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 <b>may need substantial academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a <b>partial</b> 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 <b>may need frequent academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate an <b>adequate</b> 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 <b>may need occasional academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a <b>thorough</b> 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 <b>may need limited academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
<b>Range ALDs</b>				
<b>Students comprehend text in increasingly complex ways.</b>				
ELAGSE8.RL.1 ELAGSE8.RI.1 ELAGSE8.RL.2 ELAGSE8.RI.2 ELAGSE8.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 when a question requires an inference (the answer is not directly provided by the text).	Identify an appropriate inference drawn from a text.  Describe how at least one central idea or theme of an

	<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 characters and settings in various sections of a literary text.</p>	<p>Identify the central idea of an informational text.</p> <p>Identify and sequence sentences to summarize a text.</p> <p>Identify details found within a sentence or 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 plot in a literary text.</p> <p>Sequence events from a story or drama.</p> <p>Identify the events occurring at the beginning and end of a story or drama.</p>	<p>Sequence supporting details related to a central idea within an informational text.</p> <p>Match supporting key details to central idea(s) found within an informational text.</p> <p>Match the given theme of a literary text with supporting key details from the text.</p> <p>Sequence key supporting details of a theme or central idea within a literary text.</p> <p>Identify how the characters respond to the conflict in a story or drama.</p> <p>Identify how the characters respond to events and each other through dialogue within a story or drama.</p> <p>Identify the theme and/or central idea of a literary text.</p>	<p>informational text is supported by key details.</p> <p>Describe a central idea or theme of a literary text with key supporting details.</p> <p>Describe characters' reactions (e.g., happy, sad, scared) to key events and/or connect to dialogue in a story or drama.</p> <p>Complete or develop sentences to summarize a text.</p> <p>Identify a sentence/statement within a text that provides information to make an inference.</p>
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		Match character(s) to specific dialogue within a story or drama.  Identify dialogue of specific characters within a literary text.	Locate a specific quote or sentence within a text to answer explicit (who, what, when, and/or where) questions.	
<b>Students produce writing for a range of purposes and audiences.</b>				
ELAGSE8.W.2 ELAGSE8.W.3	Identify statements/sentences that introduce a topic.  Identify a heading, graphic, or piece of multimedia for a specific idea.  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 the topic with relevant facts, definitions, details, quotations, or examples.  Identify a structure that appropriately organizes an introduction, ideas, and a conclusion.  Identify statements/sentences that provide a conclusion or logical concluding statement.  Identify statements/sentences with transitions.	Complete a structure that appropriately organizes an introduction, categorized information, and a conclusion.  Develop sentences that introduce a topic.  Develop headings, graphics or multimedia to organize/support information and ideas within text.  Complete statements/sentences that develop the topic with relevant facts, definitions, concrete details, or examples.	Develop a structure to organize an introduction, categorized information, and a conclusion.  Develop sentences that use domain-specific vocabulary.  Develop sentences that use transitions to clarify relationships among ideas and concepts.  Develop a sequence of events that unfolds naturally and logically.  Develop sentences that establish context.

		<p>Identify transitional language within a narrative piece.</p> <p>Complete statements/sentences that introduce a topic.</p> <p>Complete a heading, graphic, or piece of multimedia for a specific idea.</p> <p>Identify statements/sentences written using a formal style.</p> <p>Identify statements/sentences that include domain-specific vocabulary.</p> <p>Complete statements/sentences that provide a conclusion or logical concluding statement.</p> <p>Identify an event sequence that unfolds naturally and logically.</p>	<p>Develop sentences that support the topic with relevant facts, definitions, concrete details, or examples.</p> <p>Develop sentences to maintain a formal writing style.</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 language within a narrative piece.</p> <p>Identify sentences that use precise language.</p> <p>Complete statements/sentences that include domain-specific vocabulary.</p> <p>Complete sentences with words which best</p>	<p>Develop dialogue for characters appropriate to a given situation.</p>
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		<p>Complete sentences that introduce the narrator and/or characters.</p> <p>Identify statements/sentences that describe the feelings of the character.</p> <p>Complete sentences utilizing transitional language within a narrative piece.</p> <p>Identify sensory and action language in a narrative piece.</p> <p>Complete sentences that describe an event and/or action of a character and describe the feelings of the character.</p> <p>Identify statements/sentences that establish context.</p> <p>Identify dialogue statements/sentences for a character.</p>	<p>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 utilizing transitional language within a narrative piece.</p> <p>Complete sentences utilizing sensory and action language within a narrative piece.</p> <p>Identify statements/sentences that use precise language.</p> <p>Develop sentences that provide a logical conclusion.</p> <p>Complete statements/sentences that include transitional vocabulary to clarify</p>	
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			relationships among ideas and concepts.  Complete dialogue statements/sentence for a character.  Complete statements/sentences that establish context.	
<b>Students demonstrate an understanding of the function and meaning of language.</b>				
ELAGSE8.L.4a ELAGSE8.L.4c ELAGSE8.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.  Match words with given relationships (e.g., cause/effect, part/whole, item/category).	Define an unknown word/phrase within a sentence using context clues.  Sort words with a given relationship (e.g., cause/effect, part/whole, item/category) into meaningful categories.  Identify the relationship between a set of words.  Identify the word(s) within a sentence or paragraph which may provide a clue to the meaning of an unknown word/phrase.	Complete an analogy.  Use reference materials to clarify the precise meaning of a word as used in a given sentence.