



Achievement Level Descriptors for High School 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.				
ELAGSE11-12.RL.1 ELAGSE11-12.RI.1 ELAGSE11-12.RL.2	Identify specific details from a text that address basic comprehension questions (who, what, when, and/or where).	Locate specific details, quotes, or sentences within a text to answer explicit (who, what, when, and/or where) questions.	Identify a statement within a text that provides information needed to make an inference.	Identify an appropriate inference drawn from a text. Identify unanswered questions based upon a

<p>ELAGSE11-12.RI.2 ELAGSE11-12.RL.3</p>	<p>Identify key facts, events, or ideas to include in a summary of a text.</p>	<p>Identify a theme or central idea of a text.</p> <p>Identify key supporting ideas of a theme or central idea within a text.</p> <p>Identify and sequence sentences to summarize a text.</p> <p>Identify a connection between two of the following elements in a story or drama: key individuals, settings, events, or ideas (e.g., characters who are part of the same event).</p>	<p>Complete a statement to describe at least one central idea of an informational text(s).</p> <p>Complete or develop sentences to summarize a text.</p> <p>Match two themes or central ideas of a literary text with key details supporting each.</p> <p>Sequence key supporting details of a theme or central idea within a text.</p> <p>Sequence the development of one element (i.e. key characters, settings, or events) within a literary text.</p>	<p>text where matters are left uncertain.</p> <p>Describe central ideas or themes of a text with key supporting details.</p> <p>Identify one impact of the author’s choices regarding development and connection of setting, characters, or events within a literary text.</p> <p>Describe how an author develops literary elements (i.e. key characters, settings, or events).</p>
<p>Students produce writing for a range of purposes and audiences.</p>				
<p>ELAGSE9-10.W.1 ELAGSE9-10.W.2</p>	<p>Identify statements/sentences that introduce a topic.</p> <p>Identify a heading, graphic, or piece of</p>	<p>Identify statements/sentences that introduce or support a claim.</p>	<p>Complete an organizational structure showing a claim, opposing claim, and a concluding statement.</p>	<p>Create an organizational structure showing claims, opposing claims, reasons/evidence for</p>

	<p>multimedia for a specific idea.</p>	<p>Identify statements/sentences that support a counterclaim.</p> <p>Identify statements/sentences that provide a logical and appropriate conclusion.</p> <p>Identify an organizational structure showing a claim, an opposing claim, or a concluding statement.</p> <p>Complete statements/sentences that introduce a claim.</p> <p>Identify a statement/sentence that introduces an alternate or opposing claim.</p> <p>Identify a structure that appropriately organizes ideas, concepts, and information.</p>	<p>Complete a sentence that introduces an alternate or opposing claim.</p> <p>Complete or develop sentences that provide relevant support for a claim or a counterclaim.</p> <p>Develop sentences that introduce a claim.</p> <p>Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.</p> <p>Add an appropriate word/phrase/clause to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.</p> <p>Develop sentences that provide an appropriate conclusion and support the argument presented.</p>	<p>each, and a concluding statement.</p> <p>Develop sentences using words/phrases/clauses to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.</p> <p>Develop a structure to organize ideas, concepts, and information.</p> <p>Develop sentences that use transitions to cohesively link sections of text and clarify relationships among complex ideas/concepts.</p> <p>Develop sentences that include domain-specific vocabulary to convey ideas.</p> <p>Develop sentences that maintain an objective tone.</p>
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		<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 that develop a topic with relevant facts, definitions, concrete details, quotations, examples, and/or information appropriate for the audience.</p> <p>Identify statements/sentences that use domain-specific vocabulary to convey ideas.</p> <p>Identify statements/sentences written using an appropriate writing style.</p> <p>Complete statements/sentences that provide a logical</p>	<p>Develop sentences that support the topic with relevant facts, definitions, concrete details, quotations, examples, and/or information appropriate for the audience.</p> <p>Complete a structure to organize ideas, concepts, and information.</p> <p>Develop sentences to introduce a topic.</p> <p>Complete statements/sentences that provide an appropriate conclusion and support the argument presented.</p> <p>Develop headings, graphics or multimedia to organize/support information and ideas within a text.</p> <p>Develop sentences that maintain an appropriate writing style.</p>	
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		<p>and appropriate conclusion.</p>	<p>Identify statements/sentences that use transitions to link sections of text and clarify relationships among ideas/concepts.</p> <p>Complete statements/sentences that develop the topic with relevant facts, definitions, concrete details, quotations, or examples.</p> <p>Complete statements/sentences that include domain-specific vocabulary to convey ideas.</p> <p>Identify sentences that use precise language.</p> <p>Identify statements/sentences written using an objective tone.</p> <p>Complete statements/sentences using an appropriate</p>	
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			<p>writing style and an objective tone.</p> <p>Develop sentences that provide a logical and appropriate conclusion.</p> <p>Complete statements/sentences that use transitions to cohesively link sections of text and clarify relationships among ideas/concepts.</p>	
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Students demonstrate an understanding of the function and meaning of language.

<p>ELAGSE11-12.L.2c ELAGSE11-12.L.4a ELAGSE11-12.L.4c</p>	<p>Identify the correct use of end punctuation (period, question mark) within writing.</p> <p>Match an unknown word/phrase to a possible meaning found within a sentence/paragraph.</p>	<p>Identify the correct use of capitalization (beginning of sentence) within writing.</p> <p>Use reference materials to identify the part of speech of a word.</p> <p>Use reference materials to find the meaning of a word.</p>	<p>Identify the correct use of end punctuation (exclamation point) within writing.</p> <p>Identify the correct use of capitalization (personal pronoun “I”, names of people, months, and days of the week) within writing.</p> <p>Define an unknown word/phrase within a sentence using context clues.</p> <p>Identify the word(s)</p>	<p>Produce writing with correct end punctuation and capitalization (beginning of sentence, personal pronoun “I”, names of people, months, days of the week).</p> <p>Identify the correct use of commas (between day and year and between city and state) within writing.</p> <p>Identify the correct use of capitalization (cities, states, and countries)</p>
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			<p>within a text that may provide a context clue to the meaning of an unknown word/phrase.</p>	<p>within writing.</p> <p>Identify the correct use of spelling within writing.</p> <p>Use reference materials to clarify the precise meaning of a word as used in a given sentence.</p>
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