



# Achievement Level Descriptors for Kindergarten 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>				
ELAGSEK.RL.1 ELAGSEK.RI.1 ELAGSEK.RL.2 ELAGSEK.RI.2 ELAGSEK.RL.3	Identify one or more details from a text.  Identify characters in a story.	Identify one or more key details from a text.  Identify key details at the beginning and end of a familiar story.	Identify the main topic/idea of an informational text.  Identify key details found in the beginning,	Produce a question about a text.  Answer questions of different types about key details in a text

		<p>Answer a question about a key detail in a text (e.g., who, what, where, or when).</p> <p>Identify settings in a story.</p>	<p>middle, and end of an informational text.</p> <p>Identify major events in a story.</p> <p>Sequence statements and/or illustrations related to key detail(s) found in the beginning, middle, and end of a story.</p>	<p>(e.g., who, what, where and/or when).</p> <p>Sequence statements and/or illustrations related to key detail(s) found in the beginning, middle, and end of an informational text.</p>
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**Students produce writing for a range of purposes and audiences.**

<p>ELAGSEK.W.2 ELAGSEK.W.3</p>	<p>Identify a picture, symbol, or statement/sentence to tell a reader the topic.</p>	<p>Identify a picture, symbol, or statement/sentence to give information about the topic.</p> <p>Identify a picture, symbol, or statement/sentence to tell a reader about an event.</p> <p>Complete a statement/sentence to tell a reader the topic.</p> <p>Complete a statement/sentence to tell a reader about an event.</p>	<p>Develop a picture or statement to tell a reader the topic.</p> <p>Identify a picture, symbol, or statement/sentence which provides a reaction to an event.</p> <p>Complete a statement/sentence to give information about the topic.</p> <p>Develop a picture or sentence to tell a reader about an event.</p> <p>Place pictures or sentences about an</p>	<p>Develop a picture or sentence to give a reaction to an event.</p> <p>Develop a picture or sentence to give information about the topic.</p> <p>Complete a statement/sentence to give a reaction to an event.</p>
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			event in chronological order.	
<b>Students demonstrate an understanding of the function and meaning of language.</b>				
ELAGSEK.L.5a ELAGSEK.L.5b ELAGSEK.L.5c	Match a word with a given real-life image (e.g., match warm with sun).	Match a verb or adjective with its meaning.  Identify a word that describes a given word (e.g., cold: ice).  Identify an object as belonging to a category shared by a given example (e.g., An apple and orange are given; a student should choose which other images belong in the same category).	Identify the opposite of a frequently occurring verb.  Identify the opposite of a frequently occurring adjective.	Identify the category of a given set of items.  Identify real-life connections between words and their use.  Sort 3-5 objects into two different categories.