



Achievement Level Descriptors for Grade 4 Mathematics

Georgia Department of Education
August 2019
All Rights Reserved

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 demonstrate increasingly complex understanding of number sense.				
MGSE4.NBT.2 MGSE4.NBT.4 MGSE4.NF.1 MGSE4.NF.7	Compare two numbers within 10 using "more than", "less than", or "equal to". Add or subtract two single-digit whole	Match a multi-digit number with another form of the number. Compare two numbers within 100 using "more than", "less than", or	Match a multi-digit number with two other forms of the number. Compose and decompose multi-digit numbers by their place	Compare numbers within 1,000 using the symbols $>$, $<$, and $=$. Generate multiple pairs of equivalent fractions using manipulatives.

	numbers or ten and a single-digit number.	<p>"equal to" using a visual model.</p> <p>Add a two-digit number and a one-digit number.</p> <p>Determine which of two decimals represents a larger part of a whole utilizing a visual model.</p> <p>Demonstrate fractions equivalent to $\frac{1}{2}$ using manipulatives or visual models.</p>	<p>values using expanded form and base-ten materials.</p> <p>Show equivalent fractions using manipulatives or visual models.</p> <p>Subtract a two-digit number and a one-digit number.</p> <p>Determine which of two decimals represents a larger part of a whole.</p> <p>Determine which of two decimals represents a larger part of a whole utilizing different visual models.</p>	<p>Fluently add or subtract multi-digit whole numbers.</p> <p>Compare visual models of decimals using symbols ($<$, $>$, $=$).</p> <p>Determine whether a decimal to the tenth place is larger or smaller than a decimal to the hundredth place.</p> <p>Show numbers in expanded form.</p>
--	---	--	---	---

Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.

<p>MGSE4.G.1 MGSE4.MD.1 MGSE4.MD.3</p>	<p>Identify lines, line segments, rays, or angles.</p> <p>Recognize parallel and perpendicular lines.</p> <p>Identify a smaller measurement which could be utilized to</p>	<p>Recognize right, acute, or obtuse angles.</p> <p>Match lines and angles to their defining attributes.</p> <p>Identify the units which will be utilized to compare</p>	<p>Sort lines and angles by two or more attributes.</p> <p>Identify types of lines and angles in a two-dimensional figure.</p>	<p>Describe the differences between types of lines and angles in a figure.</p> <p>Identify a figure given a specific attribute of the line segments or angles of the figure.</p>
--	--	--	--	--

	completely fill a larger measurement.	measurements within an activity. Determine how to find the perimeter or area of a rectangle.	Describe lines and angles using appropriate terms. Order units within a system from smallest to largest or largest to smallest. Identify the unit within a system which would best measure an item. Identify the needed information to apply the perimeter or area formulas for a rectangle.	Identify the relationship between two units in the same system. Apply the perimeter formula of a rectangle or area formula of a rectangle to solve problems.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE4.OA.2 MGSE4.OA.5	Reproduce a given number pattern. Reproduce a given shape pattern.	Group items to solve word problems involving multiplicative comparison. Extend repeating shape patterns, given a model or example. Extend simple repeating number patterns, given a model or example.	Count grouped items to solve word problems involving multiplicative comparisons. Extend a simple, one operation addition or subtraction pattern to 20. Match a number or shape pattern to a given rule.	Identify the number sentence using symbols for the unknown to a multiplicative or additive comparison. Given a starting number and simple addition or subtraction rule, create or complete a pattern.

			Extend a shape pattern with three or more basic shapes.	Identify a rule given a number or shape pattern. Create a simple addition or subtraction rule.
--	--	--	---	---