Achievement Level Descriptors
for
Grade 7 Mathematics

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** under-standing 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** under-standing 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** under-standing 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.				
MGSE7.RP.2a MGSE7.RP.2b MGSE7.NS.1a MGSE7.NS.3	Identify the quantities within a problem which are needed to determine a proportional relationship.	Utilize information from a given ratio table to complete a graph on a coordinate plane. Determine whether a graph of coordinates	Determine the proportional relationship given a scenario. Complete a ratio table to determine if a	Identify unit rates associated with ratios of whole numbers in tables, graphs, diagrams or verbal descriptions.

Identify the two quantities which may have a proportional relationship involving unit rate.	from a ratio table demonstrate a straight line and proportional relationship. Identify the inverse of a given number. Demonstrate the sum of a positive number and its inverse on a number line. Solve real-world and mathematical problems involving one of the operations with rational numbers.	relationship is proportional. Solve real-world and mathematical problems involving two operations with rational numbers. Identify proportional and non-proportional relationships given various graphs. Solve real-world problems that show the inverse relationship between two quantities. Identify the quantity representing the divisor and dividend when presented with tables, graphs or verbal descriptions.	Solve real-world and mathematical problems involving more than two operations with rational numbers.
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.			
MGSE7.G.3 MGSE7.G.6	Determine information needed to find the area, volume, or surface area of a two- or three-dimensional object.	Match a cross section as a two-dimensional figure with its three-dimensional figure. Calculate the area, volume, or surface area	Identify the two-dimensional figure (cross section) that results from slicing a three-dimensional shape along one plane.	Identify the two-dimensional figures (cross section) that result from slicing a three-dimensional figure along two different planes.

		of a two- or three-dimensional object given the dimensions and formula.	Calculate the area, volume, or surface area of a two- or three-dimensional object given a real-world problem.	
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE7.SP.1 MGSE7.SP.2	Identify whether a given person is a valid sample of a population.	Identify whether a given set of data supports a statistical question. Identify whether data from a random sample shows information needed to make an inference. Answer questions from a data sample represented graphically.	Identify whether data supports an inference. Create multiple samples from the same set of data to answer one statistical question.	Identify the relevant features of a statistical question and determine a possible sample. Utilize data from one sample to make a prediction on another set of data.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE7.EE.1 MGSE7.EE.4c	Identify numbers and the unknown quantity to complete an equation given a word problem.	Match the commutative, associative, or distributive property with the associated number sentence. Identify the steps needed to solve a word	Apply commutative, associative, or distributive property to evaluate expressions involving one or more operations with positive and/or negative whole numbers.	Simplify expressions involving one or more operations with numbers and with letters representing unknown numbers given the value of the unknown number.

		problem leading to the equation x + p = q. Match a word problem to an appropriate algebraic equation.	Write an equation based upon a word problem in the form x + p = q or px = q. Solve an equation in the form x + p = q and px = q given a word problem.	Produce and evaluate equivalent expressions by applying the distributive property to problems involving addition, subtraction, and multiplication.