



# Achievement Level Descriptors for Kindergarten Mathematics

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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 demonstrate increasingly complex understanding of number sense.</b>				
MGSEK.CC.3 MGSEK.NBT.1 MGSEK.CC.4 MGSEK.CC.5	Identify numerals in the everyday environment.  Identify whether a given amount shows the same amount as a	Identify numerals and represented quantities in the everyday environment.  Match numerals to sets of objects with the	Match numerals to sets of objects with the same number, 0–10.  Determine the number of given objects up to 10.	Identify the model and/or number needed to add to 10 for a sum from 11 to 19.  Identify the model and/or number needed

	<p>given numeral.</p> <p>Identify the number name for a given number of objects up to 3.</p> <p>Identify the last number name for a group of up to 5 objects when the number of objects has been counted.</p> <p>Identify and sort pennies based on color and shape.</p>	<p>same number, 0–5.</p> <p>Identify a number from 11-19 composed of a ten and some more ones.</p> <p>Match the number of objects to the number name up to 5.</p> <p>Identify the next number when given up to 4 objects.</p> <p>Identify the last number name for a group of up to 10 objects when the number of objects has been counted.</p> <p>Touch or manipulate items in a group being counted utilizing one-to-one correspondence, 0-5 (each item identified once).</p> <p>Match a specific number of items to a given group utilizing one-to-one correspondence.</p>	<p>Identify the model represented using ten ones and additional ones that shows a given number from 11-19.</p> <p>Identify the next number name when given up to 10 objects.</p> <p>Identify the last number provided when placing items on a number line or counting jig utilizing one-to-one correspondence.</p> <p>Give items using one-to-one correspondence until an identified number is reached.</p> <p>Identify the group with the stated amount with 4 or more items.</p>	<p>to "take away" from 11 to 19 to arrive at a difference of 10.</p> <p>Match at least two sets of objects to a given number of objects.</p> <p>Identify the number name that is one larger than a given number name up to 15.</p>
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<p><b>Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.</b></p>				
<p>MGSEK.G.2 MGSEK.MD.2</p>	<p>Match two identical shapes.</p>	<p>Name two basic shapes.</p> <p>Sort shapes of the same size.</p> <p>Identify whether two objects are the same or different in relation to a measurable attribute.</p>	<p>Identify whether an object has more of or less of a measurable attribute than another object.</p> <p>Name up to four basic shapes.</p> <p>Sort shapes of various sizes.</p>	<p>Identify the object in a set of two, with the described measurable attribute.</p>

<b>Students solve increasingly complex mathematical problems using algebraic thinking.</b>				
MGSEK.OA.1 MGSEK.OA.5	<p>Add objects to an existing group when told to "put more".</p> <p>Remove objects from an existing group when told to "take away".</p>	<p>Create a group of items from outside an existing group when given an addition problem.</p> <p>Make a group from an existing group when given a subtraction problem.</p> <p>Count to solve addition or subtraction problems within 5.</p>	<p>Solve addition or subtraction problems within 5 using manipulatives and/or a number line.</p> <p>Identify the amount needed to be made or in a group during the specific steps of an addition or subtraction problem.</p>	<p>Solve addition and/or subtraction problems within 5 using a number sentence which may be supported by using manipulatives and number lines.</p>