



# Achievement Level Descriptors for High School Social Studies

Georgia Department of  
Education August 2022  
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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.

**Range ALDs**

**Students describe key events that contributed to the development of the United States.**

SSUSH1a SSUSH11c SSUSH17a SSUSH17c	Identify raw materials, manufactured goods, and colonies.  Identify key inventions that influenced U.S. infrastructure.	Identify mercantilism and trans-Atlantic trade.  Describe colonies.  Identify social impacts	Describe mercantilism and trans-Atlantic trade.  Describe why England developed colonies.	Identify a benefit of mercantilism.  Identify the effects or importance of mercantilism, trans-
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	<p>Identify the economic factors that led to the Great Depression.</p>	<p>of widespread unemployment during the Great Depression.</p> <p>Describe the economic factors that led to the Great Depression.</p> <p>Identify the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).</p>	<p>Identify the roles of the trans-Atlantic trade and colonies in mercantilism.</p> <p>Describe the influence of key inventions on U.S. infrastructure in terms of enhanced safety and connectivity across great distances.</p> <p>Identify the economic factors that led to the stock market crash of 1929.</p> <p>Identify political impacts of widespread unemployment during the Great Depression.</p> <p>Describe social impacts of widespread unemployment during the Great Depression.</p>	<p>Atlantic trade, and colonies.</p> <p>Describe the roles of the trans-Atlantic trade and colonies in mercantilism.</p> <p>Describe the influence of key inventions on U.S. infrastructure in terms of efficiency and productivity.</p> <p>Describe the economic factors that led to the stock market crash of 1929.</p> <p>Describe political impacts of widespread unemployment during the Great Depression.</p> <p>Describe the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).</p>
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**Students explain key documents that contributed to the development of the United States.**

<p>SSUSH5c SSUSH5e SSUSH10c</p>	<p>Define amendment.</p> <p>Identify key protections within the Bill of Rights (i.e., the right to assemble, the freedom of speech).</p>	<p>Identify the Great Compromise, limited government, and the Three-Fifths Compromise.</p> <p>Describe key protections in the Bill of Rights (i.e., the right to assemble, the freedom of speech).</p> <p>Identify the Thirteenth, Fourteenth, and Fifteenth amendments.</p>	<p>Describe the Great Compromise, limited government, or the Three-Fifths Compromise.</p> <p>Identify key protections within the Bill of Rights (i.e., the right to a trial by jury, protections against self-incrimination).</p> <p>Describe the Thirteenth, Fourteenth, and Fifteenth amendments.</p>	<p>Identify the purpose and/or importance of the Great Compromise, limited government, or the Three-Fifths Compromise.</p> <p>Describe key protections within the Bill of rights (i.e., the right to a trial by jury, protections against self-incrimination).</p> <p>Describe key issues solved by the Bill of Rights (i.e., power of states, rights of the people).</p> <p>Identify the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.</p>
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**Students evaluate conflicts that influenced the development of the United States.**

<p>SSUSH9a SSUSH19a SSUSH19d</p>	<p>Identify North, South, population, railroads, and industry.</p> <p>Identify Japan as a nation involved in key events leading up to American involvement in World War II.</p> <p>Define allies.</p>	<p>Identify characteristics of the North and the South.</p> <p>Identify World War II.</p> <p>Identify American allies during World War II.</p> <p>Identify rationing as a domestic impact of the war.</p> <p>Identify the role of women during World War II.</p> <p>Identify the role of African Americans or Blacks during World War II.</p>	<p>Identify the reasons for the growing economic disparity between the North and the South based on specific economic characteristics.</p> <p>Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.</p> <p>Identify the importance of the bombing of Pearl Harbor.</p> <p>Identify wartime conversion as a domestic impact of the war.</p> <p>Describe rationing as a domestic impact of the war.</p> <p>Describe the role of women during World War II.</p>	<p>Identify the importance of the growing economic disparity between the North and the South.</p> <p>Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.</p> <p>Describe wartime conversion as a domestic impact of the war.</p>
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			Describe the role of African Americans or Blacks during World War II.	
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