



Achievement Level Descriptors for Grade 5 Science

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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 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 show an understanding of the process involved in the production of Earth’s surface features, by explaining and modeling how surface features are formed.				
S5E1a S5E1b	Identify simple interactive models that illustrate a change in surface features caused by a constructive or destructive process.	Identify a statement from scientific evidence which connects a surface feature with the type of process (constructive or	Develop a statement from scientific evidence which connects the surface feature with the type of process (constructive or	Develop a statement from scientific evidence which describes a surface feature as being caused by both

		destructive) causing the feature.	destructive) causing the feature. Develop a simple interactive model that illustrates how changes in surface features are caused by a constructive or destructive process.	constructive and destructive processes. Develop a simple interactive model to collect data which illustrates how changes in surface features are caused by a constructive and destructive process.
Students explain the difference between a physical change and a chemical change.				
S5P1a S5P1c	Identify steps needed to investigate physical changes by manipulating, separating and mixing dry and liquid materials.	Identify and sequence steps needed to investigate physical changes by manipulating, separating and mixing dry and liquid materials. Identify two steps in an investigation that would produce observable evidence of a chemical change.	Develop one or more steps needed to investigate physical changes by manipulating, separating and mixing dry and liquid materials. Identify and sequence three steps in an investigation that would produce observable evidence of a chemical change.	Develop and sequence steps in an investigation to determine if a chemical change occurred.
Students use information to investigate electricity.				
S5P2b S5P2c	Identify one item needed to complete a simple electric circuit.	Identify multiple items needed to complete a simple electric circuit.	Identify the necessary components of a complete, simple electric circuit and the	Design a complete, simple electric circuit. Identify and sequence steps needed to

	Identify a step needed to determine whether a given material is an insulator or conductor of electricity.	Identify steps needed to design a complete, simple electric circuit.	purpose of each component. Sequence steps needed to design a complete, simple electric circuit. Identify and sequence steps to determine whether a given common material is an insulator or conductor of electricity.	determine whether two common materials are insulators or conductors of electricity.
Students group organisms using scientific classification procedures.				
S5L1a S5L1b	Identify one characteristic from which a model can be developed to sort given animals into groups.	Identify two characteristics from which a model can be developed to sort given animals into groups. Identify one characteristic from which a model can be developed to sort given plants into groups.	Identify two characteristics from which a model can be developed to sort given plants into groups.	Identify two characteristics that can be used to sort animals into groups and use a model to sort animals into groups based on two characteristics. Identify two characteristics that can be used to sort plants into groups, and use a model to sort plants into groups based on two characteristics.

Students identify and communicate information to compare and contrast the parts of plant and animal cells (nucleus, cell membrane, cell wall).				
S5L3b S5L3c	Identify the labels and cell parts appropriate for use in a model of a plant cell or an animal cell.	Sort labels and parts of plant and animal cells to be used in a model. Match statements that describe animal cells and plant cells.	Place labels within models of a plant and animal cell. Sort statements describing the structure of plant and animal cells. Identify statements which describe the difference between plant and animal cells.	Develop a model of a plant cell or an animal cell and label each part. Develop one to two statements describing the differences in the structure of plant and animal cells.