



**Achievement Level Descriptors**  
**for**  
**Grade 3 Social Studies**

Georgia Department of Education  
September 2015  
All Rights Reserved

### Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

**Beginning Learners do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors (ALDs)**. ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

**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 Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

POLICY ALDs			
Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<p><b>Beginning Learners do not yet demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for <i>college and career readiness</i>.</p>	<p><b>Developing Learners demonstrate partial proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for <i>college and career readiness</i>.</p>	<p><b>Proficient Learners demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are prepared for the next grade level or course and are on track for <i>college and career readiness</i>.</p>	<p><b>Distinguished Learners demonstrate advanced proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are well prepared for the next grade level or course and are well prepared for <i>college and career readiness</i>.</p>
RANGE ALDs			
Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<p>A student who achieves at the <b>Beginning Learner</b> level demonstrates minimal command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to</p> <ul style="list-style-type: none"> <li>define direct democracy and representative democracy;</li> <li>identify how Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez contributed to the growth of rights or freedoms in the United States;</li> <li>locate major rivers (Mississippi, Ohio) and major mountain ranges (Appalachian) of the United States with the use of a</li> </ul>	<p>A student who achieves at the <b>Developing Learner</b> level demonstrates partial command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to</p> <ul style="list-style-type: none"> <li>describe what is meant by direct democracy as practiced in ancient Athens, identify how the Athenians chose their leaders, or explain what is meant by representative democracy as practiced in the United States;</li> <li>describe how Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez helped expand a particular right or freedom for</li> </ul>	<p>A student who achieves at the <b>Proficient Learner</b> level demonstrates proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to</p> <ul style="list-style-type: none"> <li>explain ancient Athens as a direct democracy and the United States as a representative democracy or explain the ancient Athenians’ idea that a community should choose its own leaders;</li> <li>explain how Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez helped expand a particular right or freedom for people;</li> </ul>	<p>A student who achieves at the <b>Distinguished Learner</b> level demonstrates advanced proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to</p> <ul style="list-style-type: none"> <li>compare and contrast ancient Athens as a direct democracy and the United States as a representative democracy or explain the ancient Athenians’ idea that a community should choose its own leaders;</li> <li>analyze how the actions and ideas of Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B.</li> </ul>

<p>map; and</p> <ul style="list-style-type: none"> <li>• identify the three levels of government (national, state, local).</li> </ul>	<p>people;</p> <ul style="list-style-type: none"> <li>• describe how Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression;</li> <li>• describe how Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez chose when to respect and accept authority;</li> <li>• locate on a political map places significant to the lives and times of Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez;</li> <li>• locate major rivers (Rio Grande, Colorado, Hudson) and major mountain ranges (Rocky) of the United States with the use of a map or locate the equator on a map;</li> <li>• identify the three branches (executive, legislative, judicial) in</li> </ul>	<ul style="list-style-type: none"> <li>• explain how Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez displayed the character traits of cooperation, diligence, courage, and leadership;</li> <li>• explain the social barriers, restrictions, or obstacles that Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez had to overcome and how they overcame them;</li> <li>• explain how relevant physical or human characteristics of place affected the lives of Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez;</li> <li>• explain how the regions in which Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, or Cesar Chavez lived influenced their lives and cultural identification;</li> </ul>	<p>Johnson, or Cesar Chavez have influenced events in the past and how these actions and ideas continue to influence the world today;</p> <ul style="list-style-type: none"> <li>• explain the reasons for the separation of powers among branches and levels of government;</li> <li>• explain capital goods and identify an example of capital goods;</li> <li>• explain that governments provide certain types of goods and services and pay for these through taxes (schools, libraries, roads, police/fire protection, and military);</li> <li>• analyze the relationship between producers and consumers;</li> <li>• analyze the relationship between price and the sale of goods and services; and</li> <li>• analyze personal spending and savings choices.</li> </ul>
---	--	--	--

	<p>each level of government, including the names of the legislative branch (Congress, General Assembly, county commission, or city council), or define separation of powers;</p> <ul style="list-style-type: none"> <li>• define natural resources or identify an example of a natural resource;</li> <li>• define capital goods or identify an example of capital goods;</li> <li>• identify types of goods and services provided by the government;</li> <li>• explain that some goods are made locally, some elsewhere in the country, and some in other countries; and</li> <li>• define entrepreneur or identify examples of entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>• locate the prime meridian and lines of latitude and longitude on a map;</li> <li>• locate Greece on a map;</li> <li>• give examples of the responsibilities of each branch (executive, legislative, judicial) of government;</li> <li>• define natural resources or identify an example of a natural resource;</li> <li>• define capital goods or identify an example of capital goods;</li> <li>• describe that governments provide certain types of goods and services and pay for these through taxes (schools, libraries, roads, police/fire protection, and military);</li> <li>• explain that most countries create their own currency;</li> <li>• explain how consumers and producers rely on each other;</li> <li>• explain how price influences the sale of goods and services; and</li> <li>• explain costs and benefits of personal spending and savings choices or how choices about spending money can affect an individual.</li> </ul>	
--	--	---	--