Achievement Level Descriptors

for

Grade 4 English Language Arts

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.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		**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.*
Range		A student who achieves at the **Beginning Learner** level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the **Developing Learner** level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggles to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the **Proficient Learner** level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the **Distinguished Learner** level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	4.RL.1	Identifies what the text says explicitly.	Refers to details and examples in a text when explaining what the text says explicitly and draws simple inferences from the text.	Refers to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.	Refers to multiple details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
	4.RL.2	Identifies a simple theme in a story, drama, or poem.	Determines a theme in a story, drama, or poem, using details from the text.	Determines a theme in a story, drama, or poem, using details from the text, and summarizes the text.	Determines an implied theme in a story, drama, or poem, using details from the text, and summarizes a text using key details from the text.
	4.RL.3	Identifies a character trait, a	Describes a character trait, a	Describes in depth a character,	Describes in depth a character,

		setting, or an event in a story or drama, drawing on details in the text.	setting, or an event in a story or drama, drawing on details in the text.	a setting, or an event in a story or drama, drawing on specific details in the text.	a setting, or an event in a story or drama, drawing on implied details in the text.
	4.RL.4	Uses easily located, explicitly stated details to determine the meanings of familiar words and phrases as they are used in a text.	Uses explicitly stated details to determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	Determines the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	Determines the meanings of unfamiliar words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
	4.RL.5	Explains obvious differences between poems, dramas, and prose, referring to simple structural elements.	Explains differences between poems, dramas, and prose, referring to simple structural elements.	Explains significant differences between poems, dramas, and prose, referring to specific structural elements.	Explains how significant differences between poems, dramas, and prose affect meaning, referring to complex structural elements.
	4.RL.6	Compares and contrasts explicitly stated points of view from which different stories are narrated and identifies first-person narrations.	Compares and contrasts explicitly stated points of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compares and contrasts the points of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compares and contrasts implicitly stated points of view from which different stories are narrated, including the difference between third-person limited and third-person omniscient narrations.
	4.RL.7	Identifies connections within the text of the story or drama and visual or oral presentation of the text.	Makes simple connections between the text of a story and the visual or oral presentation of the text.	Makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Makes complex connections between inferred information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text.
	4.RL.8	N/A	N/A	N/A	N/A
	4.RL.9	Identifies similar explicitly stated themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	Describes the treatment of similar explicitly stated themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	Compares and contrasts the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	Compares and contrasts the treatment of implicitly stated themes, topics, and patterns of events in complex stories, myths, and traditional literature from different cultures and makes higher level inferences to identify

					support used by authors.
	4.RI.1	Identifies what the text says explicitly.	Refers to details and examples in the text when explaining what the text says explicitly and draws simple inferences from the text.	Refers to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.	Refers to multiple details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
	4.RI.2	Identifies an explicitly stated main idea and key details of the text.	Determines an explicit main idea of the text, identifies key details, and provides a simple summary of the text.	Determines the main idea of the text, explains how the main idea is supported by key details, and summarizes the text.	Determines and explains an implied main idea of a text using textual evidence and summarizes the text.
	4.RI.3	Identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.
	4.RI.4	Uses easily located, explicitly stated details to determine the meaning of familiar academic and domain-specific words or phrases in a text relative to a grade 4 topic/subject area.	Uses explicitly stated details to determine the meaning of common academic and domain-specific words or phrases in a text relative to a grade 4 topic/subject area.	Determines the meaning of common academic and domain-specific words or phrases in a text relative to a grade 4 topic/subject area.	Determines the meaning of sophisticated academic and domain-specific words or phrases in a text relative to a grade 4 topic/subject area.
	4.RI.5	Identifies the structure of events, ideas, concepts, or information in part of a text.	Identifies the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describes the overall structure of events, ideas, concepts, or information in a text or part of a text.	Analyzes how the overall structure of events, ideas, concepts, or information in a text contributes to its meaning.
	4.RI.6	Identifies a firsthand and secondhand account of the same event or topic.	Identifies information that is similar in a firsthand and secondhand account of the same event or topic.	Compares and contrasts a firsthand and secondhand account of the same event or topic and describes the differences in focus and the information provided.	Analyzes a firsthand and secondhand account of the same event or topic and uses evidence from the text to describe the differences in focus and the information provided.
	4.RI.7	Identifies information presented visually, orally, or quantitatively that supports the text.	Identifies information presented visually, orally, or quantitatively and describes how the information contributes to an	Interprets information presented visually, orally, or quantitatively and explains how the information contributes to the understanding of the text in	Analyzes information presented visually, orally, or quantitatively and explains how the information contributes to and expands the

			understanding of the text.	which it appears.	overall understanding of the text in which it appears.
	4.RI.8	Identifies reasons and evidence to support particular points in a text.	Identifies how an author uses reasons and evidence to support particular points in a text.	Explains how an author uses reasons and evidence to support particular points in a text.	Analyzes how an author uses reasons and evidence to support particular points in a text.
	4.RI.9	Uses information from one text to write or speak about the subject knowledgeably.	Identifies explicitly stated information from two texts on the same topic that could be used to write or speak about the subject knowledgeably.	Integrates information from two texts on the same topic to write or speak about the subject knowledgeably.	Analyzes information from two texts on the same topic to write or speak about the subject knowledgeably, using complex inferences supported by textual evidence as support.
	4.W.1	Writes an opinion piece that shows little or no organization: the introduction and conclusion are either missing or lack clarity, the reasons are irrelevant to the opinion, and the connections between the opinion and reasons are ineffective or are missing.	Writes an opinion piece that is loosely organized: the topic is introduced in the introduction and a concluding statement is provided, relevant and irrelevant reasons are provided to support the opinion, and the connections between the opinion and reasons lack clarity.	Writes an opinion piece that shows clear organization: introduces the topic, provides relevant reasons for the opinion that are supported by facts and details, clearly links opinions and reasons, and provides a relevant concluding statement.	Writes an engaging multi-paragraph opinion piece that shows clear organization: effectively introduces the topic, provides relevant reasons for the opinion that are effectively supported by facts and details, clearly links opinions with appropriate words, and provides an effective concluding statement.
	4.W.2	Writes an informative/explanatory piece in which there is little or no organization: the introduction and conclusion are either missing or lack clarity, the topic is developed using irrelevant or ineffective information, and the vocabulary used to explain the topic lacks domain-specific vocabulary.	Writes an informative/explanatory piece that is loosely organized: introduces the topic; develops the topic with some facts, definitions, and details that may or may not be related to the topic; links ideas within categories of information using words and phrases that may or may not be related to the topic; uses domain-specific vocabulary in an attempt to explain the topic; and provides a concluding statement.	Writes an informative/explanatory piece that shows clear organization: introduces the topic; develops the topic with facts, definitions, details, quotations, or other information; links ideas within categories of information; uses precise and domain-specific vocabulary to explain the topic; and provides a concluding statement related to the information presented.	Writes an engaging multi-paragraph informative/explanatory piece that shows clear organization: clearly and effectively introduces the topic; develops the topic with concrete facts, definitions, details, quotations, or other information related to the topic; links ideas within categories of information using appropriate words; uses precise domain-specific vocabulary efficiently; and provides an effective

					concluding statement related to the information presented.
	4.W.3	Writes a narrative piece that shows little or no organization: shows little or no establishment of situations, narrators, and/or characters; lacks transition words used to manage the sequence of events; lacks concrete words, phrases, and sensory details to convey experiences and events precisely; and provides little sense of closure.	Writes a narrative piece that shows loose organization: shows simple establishments of situations, narrators, and/or characters; provides some transition words to create the sequence of events; uses a few concrete words, phrases, and sensory details to convey experiences and events precisely; and provides some sense of closure.	Writes a narrative piece that shows clear organization: shows establishment of situations, narrators, and/or characters; uses transition words to manage the sequence of events; uses dialogue to develop the experiences and events or to show the responses of characters to different situations; uses concrete words, phrases, and sensory details to convey experiences and events precisely; and provides a conclusion that follows from the narrated experiences of events.	Writes an engaging narrative piece that shows clear organization: shows effective establishment of situations, narrators, and/or characters; uses transitional words effectively to manage the sequence of events; uses appropriate dialogue to develop the experiences and events or to show the responses of characters to different situations; uses effective concrete words, phrases, and sensory details to convey experience and events precisely; and provides a strong sense of closure.
	4.W.4	Produces writing in which development and organization are inadequate for tasks, purposes, and audiences.	Produces writing in which development and organization are incomplete or inadequate for tasks, purposes, and audiences.	Produces clear and coherent writing in which the development and organization are appropriate for tasks, purposes, and audiences.	Produces effective writing in which development and organization are complete and appropriate for tasks, purposes, and audiences.
	4.W.5	With guidance and support from adults, develops writing as needed by revising and editing.	With guidance and support from adults, develops writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develops and strengthens writing to an advanced level by using strategic planning, concise revising, and accurate editing.
	4.W.6	With guidance and support from adults, uses technology to produce and publish writing.	With guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact with others.	With guidance and support, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrates sufficient command of	With minimal guidance and support, uses technology, including the Internet, to produce and publish various types of writing as well as to interact and collaborate with others and demonstrates

				keyboarding skills.	strong keyboarding skills.
	4.W.7-9	Conducts some research and recalls some information from experiences and sources, providing irrelevant evidence from literary or informational texts or categorizing the evidence incorrectly in an attempt to support research.	Conducts some research and recalls some information from experiences and sources, providing some evidence from literary or informational texts and categorizing some of the information incorrectly in an attempt to support research.	Conducts short research and recalls information from experiences and sources, categorizing relevant evidence into provided categories and drawing information from literary or informational texts to support analysis, reflection, and research.	Conducts short research and analyzes information from relevant experiences and sources, categorizing relevant evidence into proper categories and drawing information from literary or informational texts as strong support for analysis, reflection, and research.
	4.L.1	Attempts to demonstrate the conventions of Standard English grammar and usage when writing or speaking: forms and uses simple prepositional phrases.	Demonstrates an understanding of the conventions of Standard English grammar and usage when writing or speaking: uses relative pronouns and relative adverbs; forms and uses the progressive verb tense; orders adjectives within sentences according to conventional patterns; forms and uses simple prepositional phrases; produces complete sentences; and recognizes and corrects fragments and run-ons.	Demonstrates command of the conventions of Standard English grammar and usage when writing: uses relative pronouns and relative adverbs; forms and uses the progressive verb tenses; uses helping/linking verbs to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; and correctly uses frequently confused words (e.g., to, too, two; there, their).	Demonstrates strong command of the conventions of Standard English grammar and usage when writing: uses relative pronouns and relative adverbs; forms and uses the progressive verb tenses; uses helping/linking verbs to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses complex prepositional phrases; produces complete sentences with varying complexity, recognizing and correcting inappropriate fragments and run-ons; and correctly uses frequently confused words (e.g., to, too, two; there, their).
	4.L.2	Attempts to meet the conventions of Standard English capitalization, punctuation, and spelling when writing: uses commas and/or quotation marks to mark direct speech and quotations from a text and spells most grade-appropriate words correctly, consulting	Demonstrates an understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses commas and/or quotation marks to mark direct speech and quotations from a text; uses a comma before a	Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating	Demonstrates a strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a

		provided references as needed.	coordinating conjunction in a compound sentence; and spells most grade-appropriate words correctly, consulting provided references as needed.	conjunction in a compound sentence; and spells grade-appropriate words correctly, consulting provided references as needed.	comma before a coordinating conjunction in a compound sentence; and spells low-frequency and above grade-level words correctly, consulting provided references as needed.
	4.L.3	Uses knowledge of language and its conventions when writing, speaking, reading, or listening: chooses words and phrases to form sentences and uses some punctuation.	Uses some knowledge of language and its conventions when writing, speaking, reading, or listening: chooses words and phrases to convey ideas, chooses appropriate punctuation, and uses a formal or an informal tone.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening: chooses words and phrases to convey ideas precisely; chooses punctuation for effect; and differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Consistently uses knowledge of language and its conventions when writing, speaking, reading, or listening: chooses elaborate words and phrases to convey ideas precisely; chooses punctuation effectively; and differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	4.L.4	Clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies: uses immediate context as a clue to the meaning of a word or phrase and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of words and phrases.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: uses immediate context as a clue to the meaning of a word or phrase; recognizes grade-appropriate Greek and Latin affixes and roots; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	Consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies: uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the exact meaning of key words and phrases

	4.L.5	Recognizes simple figurative language, simple word relationships, and simple nuances in word meanings: recognizes simple similes and metaphors; recognizes simple idioms, adages, and proverbs; and demonstrates an understanding that words have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms).	Demonstrates understanding of simple figurative language, simple word relationships, and simple nuances in word meanings: explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of simple idioms, adages, and proverbs; and demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings: explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; and demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrates understanding of figurative language, sophisticated word relationships, and subtle nuances in word meanings: explains the meaning of similes and metaphors in context; recognizes and explains the meaning of idioms, adages, and proverbs; and demonstrates a complex understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	4.L.6	Uses grade-appropriate general academic words and phrases that are basic to a particular topic.	Uses grade-appropriate general and domain-specific words and phrases that are basic to a particular topic.	Acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Acquires and accurately uses academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.