



Achievement Level Descriptors
for
Grade 5 Social Studies

Georgia Department of Education
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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>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 <i>college and career readiness</i>.</p>	<p>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 <i>college and career readiness</i>.</p>	<p>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 <i>college and career readiness</i>.</p>	<p>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 <i>college and career readiness</i>.</p>
RANGE ALDs			
Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<p>A student who achieves at the Beginning Learner 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"> • identify major Civil War battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea or the significance of Appomattox Court House; • identify the role of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas “Stonewall” Jackson; • identify sharecropping, Jim Crow laws, or customs related to Jim Crow laws; • identify the Black Cowboys of Texas, the Great Western Cattle 	<p>A student who achieves at the Developing Learner 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"> • explain the importance of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, or Appomattox Court House; • explain the role of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas “Stonewall” Jackson in the Civil War; • identify the 13th, 14th, and 15th amendments; • identify the role of the Freedmen’s Bureau; • explain sharecropping; 	<p>A student who achieves at the Proficient Learner 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"> • explain how the issues of states’ rights and slavery increased tensions between the North and South; • explain the importance of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, or Appomattox Court House; • analyze the significance of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas “Stonewall” Jackson in the Civil War; • explain the effects of war on the 	<p>A student who achieves at the Distinguished Learner 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"> • analyze how the issues of states’ rights and slavery increased tensions between the North and South; • explain the importance of Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, or Appomattox Court House; • analyze the significance of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, or Thomas “Stonewall” Jackson in the Civil War;

<p>Trail, or the Chisholm Trail;</p> <ul style="list-style-type: none"> • identify the inventions of the Wright brothers, George Washington Carver, Alexander Graham Bell, or Thomas Edison; • identify regions from which people immigrated to the United States; • identify the Stock Market Crash of 1929, the Great Depression, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, or soup kitchens; • identify Pearl Harbor and the Holocaust; • identify Roosevelt, Churchill, and Hitler; • define rationing; • identify the United Nations; • identify the Vietnam War; • identify Rosa Parks and Martin Luther King, Jr.; • locate important physical features of the United States: the Grand Canyon and the Great Salt Lake; • identify the responsibilities of a U.S. citizen; • identify the functions of households in providing resources and consuming goods and services; • identify the functions of private business in producing goods and services; and • identify examples of how people 	<ul style="list-style-type: none"> • explain the purpose of the Great Western Cattle Trail and the Chisholm Trail; • explain how the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), or Thomas Edison (electricity) had an impact on American life at the turn of the century; • identify William McKinley or Theodore Roosevelt as presidents of the United States and their role pertaining to the Spanish-American War or the Panama Canal; • identify region where people settled when they immigrated to the United States; • identify the field in which one of these individuals made important contributions: Jazz Age (Louis Armstrong), Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), or aviation (Charles Lindbergh); • explain the Dust Bowl and soup kitchens; • identify the New Deal, the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority; • identify Duke Ellington, Margaret Mitchell, and Jesse Owens; 	<p>North and South;</p> <ul style="list-style-type: none"> • explain the reasons for the 13th, 14th, and 15th amendments; • explain the function of the Freedmen’s Bureau or explain how the Freedmen’s Bureau affected American life during Reconstruction; • explain purpose of Jim Crow Laws and customs or explain how Jim Crow laws and customs affected African Americans; • explain the importance of the Black Cowboys in the late 19th century; • analyze the importance of the contributions of the Wright brothers, George Washington Carver, Alexander Graham Bell, or Thomas Edison to American life; • explain how building the Panama Canal under President Theodore Roosevelt contributed to America’s expanded role in the world; • explain the reasons people immigrated to the United States at the turn of the 20th century; • explain the impact of westward expansion on Native Americans; • explain how the sinking of the Lusitania and the concerns over safety of U.S. ships led to the ultimate involvement of the United States in World War I or 	<ul style="list-style-type: none"> • analyze reasons for the similarities and differences in the effects of the war on the North and South; • analyze how the 13th, 14th, and 15th amendments affected American life during Reconstruction; • analyze the importance of the Freedmen’s Bureau; • analyze the impact of Jim Crow laws and customs on African Americans or analyze the differences between slavery and sharecropping; • analyze the importance of the Great Western Cattle Trail and the Chisholm Trail; • analyze the importance of the contributions of the Wright brothers, George Washington Carver, Alexander Graham Bell, or Thomas Edison to American life; • explain how the results of the Spanish-American War under President McKinley expanded America’s role in the world; • analyze information in reference to the reasons people immigrated to the United States, from where they emigrated, and where they settled; • describe the impact of the Battle of Little Bighorn on Native
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<p>earn income by selling the labor to business.</p>	<ul style="list-style-type: none"> • identify Pearl Harbor, Iwo Jima, D-Day, VE and VJ days, and the Holocaust; • identify Hiroshima and Nagasaki; • identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler; • identify “Rosie the Riveter” or the Tuskegee Airmen; • explain the U.S. role in the formation of the United Nations; • identify the Berlin airlift, the Korean War, or the North Atlantic Treaty Organization; • identify Joseph McCarthy or Nikita Khrushchev; • identify the Cuban Missile Crisis and the Vietnam War; • identify <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.; • explain the impact on American society of the assassinations of President John F. Kennedy and Martin Luther King, Jr.; • identify the Middle East (may use a map), the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001; • explain the impact the development of the personal 	<p>describe U.S contributions to the war and the impact of the Treaty of Versailles;</p> <ul style="list-style-type: none"> • explain the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and aviation (Charles Lindbergh); • explain the relationship among Herbert Hoover, Franklin Roosevelt, and the Great Depression; • explain the main features of the New Deal: the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority; • explain the cultural contributions of Duke Ellington, Margaret Mitchell, and Jesse Owens; • explain Germany’s aggression in Europe and Japan’s aggression in Asia; • explain how major events in the war in both Europe and the Pacific, including Pearl Harbor, Iwo Jima, D-Day, and VE and VJ days, and the Holocaust, affected the course of the war; • explain the reasons for President Truman’s decision to drop the atomic bomb on Hiroshima and Nagasaki; 	<p>Americans and the reasons for the relocation of Native Americans to reservations;</p> <ul style="list-style-type: none"> • analyze how German attacks on U.S. shipping during the war in Europe (1914–1917) ultimately led the United States to join the fight against Germany or analyze U.S contributions to the war and the impact of the Treaty of Versailles; • analyze the impact of Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford, and Charles Lindbergh on the cultural development associated with their contributions; • analyze the relationship among Herbert Hoover, Franklin Roosevelt, and the Great Depression; • analyze the impact of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority; • analyze the impact of Duke Ellington, Margaret Mitchell, and Jesse Owens on life in America in the 1930s; • explain Germany’s aggression in Europe and Japan’s aggression in Asia; • explain the impact of the Holocaust; • compare and contrast the
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	<p>computer and Internet has had on American life;</p> <ul style="list-style-type: none"> locate important physical features of the United States: the Salton Sea and the Mojave Desert; locate important man-made places on a political map: the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL; identify the factors (population, transportation, and resources) influencing industrial location in the United States after the Civil War; explain the responsibilities of U.S. citizens; identify the freedoms granted by the Bill of Rights; identify examples of due process; identify the purpose for the amendment process; identify examples of price incentives; identify examples of specialization; identify the role of trade in economic relationships; explain the household function in providing resources and consuming goods and services; explain the private business function in producing goods and services; 	<ul style="list-style-type: none"> identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler; explain rationing and explain the role of women and African Americans during World War II, as exemplified by “Rosie the Riveter” and the Tuskegee Airmen; describe the U.S. role in the formation of the United Nations; describe the origin and/or the significance of the term “Iron Curtain”; explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization; identify Joseph McCarthy or Nikita Khrushchev; explain the importance of the Cuban Missile Crisis and the Vietnam War; explain the key events and people of the Civil Rights movement including <i>Brown v. Board of Education</i> (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.; explain the impact on American 	<p>reasons for President Truman’s decision to drop the atomic bomb on Hiroshima and Nagasaki;</p> <ul style="list-style-type: none"> describe the roles of Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler; analyze the effects of rationing and the changing role of women and African Americans during World War II; analyze the U.S. role in the formation of the United Nations; describe the origin and/or the significance of the term “Iron Curtain”; analyze the importance of the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization; identify Joseph McCarthy or Nikita Khrushchev; analyze the importance of the Cuban Missile Crisis and the Vietnam War; analyze how the Civil Rights movement was influenced by these key events and people; explain the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.; analyze the impact of television and space exploration on American life;
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	<ul style="list-style-type: none"> • identify the functions of banks in providing checking accounts, savings accounts, and loans; • define or identify definitions of competition and markets; • explain how people earn income by selling their labor to businesses; • identify examples of risks entrepreneurs take; and • identify the elements of a personal budget (income, expenses). 	<ul style="list-style-type: none"> • identify the functions of banks in providing checking accounts, savings accounts, and loans; • define or identify definitions of competition and markets; • explain how people earn income by selling their labor to businesses; • identify examples of risks entrepreneurs take; and • identify the elements of a personal budget (income, expenses). <p>society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.;</p> <ul style="list-style-type: none"> • explain the significance of the technologies of television and space exploration between 1950 and 1975; • describe U.S. involvement in world events, including efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001; • analyze the impact of the personal computer and the Internet on American life; • locate features identified on a map in relation to the location of the Grand Canyon, the Salton Sea, the Great Salt Lake, and the Mojave Desert; • relate features identified on a map to the location of the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL; • identify and explain the factors (population, transportation, and resources) influencing industrial location; • locate primary agricultural and industrial locations and describe how factors such as population, 	<ul style="list-style-type: none"> • analyze the role of the United States in efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001; • analyze the impact of the personal computer and the Internet on American life; • locate features identified on a map in relation to the location of the Grand Canyon, the Salton Sea, the Great Salt Lake, and the Mojave Desert; • relate features identified on a map to the location of the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL; • relate information about locations to factors (population, transportation, and resources) influencing industrial location; • interpret and draw conclusions from a map of the dispersion of the primary agricultural and industrial locations within the United States since the early 1900s; • explain the responsibilities of U.S. citizens; • explain examples illustrating the freedoms granted by the Bill of Rights;
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		<p>transportation, and resources have influenced these areas;</p> <ul style="list-style-type: none"> • explain the responsibilities of U.S. citizens; • explain examples illustrating the freedoms granted by the Bill of Rights; • explain what is meant by the concept of due process of law or explain examples that illustrate due process; • describe the amendment process outlined in the Constitution; • explain the purpose for the amendment process; • explain the purpose of the 12th and 17th amendments; • explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments; • explain how opportunity costs influences decision making; • explain how price incentives affect people’s behavior and choices; • explain how specialization improves standards of living; • explain how voluntary exchange helps both buyers and sellers; • explain the role of trade in promoting economic activity; • explain examples of the impact of technological advancement on business productivity during the development of the United 	<ul style="list-style-type: none"> • describe how the Constitution protects a citizen’s rights by due process; • interpret, explain, or fill in the missing step in a flow chart of the amendment process; • explain the importance and purpose of the amendment process; • analyze how the 12th and 17th amendments helped the United States maintain a representative democracy; • analyze the effect the 15th, 19th, 23rd, 24th, and 26th amendments have had on maintaining a representative democracy in the United States; • evaluate the effect opportunity costs have on decision making; • analyze the impact of price incentives on people’s behavior and choices; • analyze how specialization affects standards of living; • analyze how voluntary exchange helps both buyers and sellers; • using data on the relationship between trade and economic growth, analyze the importance of trade in promoting economic activity; • analyze the impact of technological advancement on business productivity during the development of the United
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		<p>States;</p> <ul style="list-style-type: none"> • explain the household function in providing resources and consuming goods and services; • explain the private business function in producing goods and services; • explain the bank function in providing checking accounts, savings accounts, and loans; • explain the purpose of taxation and the government function in providing certain goods and services through taxes; • explain examples of how competition, markets, and prices influence people’s behavior; • explain how people earn income by selling their labor to businesses; • explain how entrepreneurs take risks to develop new goods and services to start a business; and • explain why personal spending and saving decisions are important. 	<p>States;</p> <ul style="list-style-type: none"> • explain the household function in providing resources and consuming goods and services; • explain the private business function in producing goods and services; • explain the bank function in providing checking accounts, savings accounts, and loans; • explain the purpose of taxation and the government function in providing certain goods and services through taxes; • make generalizations or draw conclusions about how a specific situation (involving competition, markets, and/or prices), based on data provided in a chart, will influence people’s behavior; • explain how people earn income by selling their labor to businesses; • analyze the risks entrepreneurs take; and • evaluate why spending and saving parts of a budget are important or identify patterns in parts of the budget (such as the effects of weekly saving or constant spending).
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