



Achievement Level Descriptors
for
Grade 7 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, using various sources, change in Africa, Asia, or the Middle East leading into the twenty-first century; • identify environmental issues in Africa; • identify the impact of location, climate, or physical characteristics on population distribution in Africa, Asia, and the Middle East; • identify various forms of government; • identify different economic systems; and 	<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"> • describe, using various sources, change in Africa, Asia, or the Middle East leading into the twenty-first century; • identify environmental issues in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia; • identify the impact of location, climate, and physical characteristics on population distribution in Africa, Asia, and the Middle East; • identify factors (climate, physical characteristics, distribution of 	<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"> • describe, using various sources, continuity and change in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia leading into the twenty-first century; • explain environmental issues in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia; • describe the impact of location, climate, and physical characteristics on population distribution in Africa, Asia, and the Middle East; 	<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"> • compare, using various sources, continuity and change in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia leading into the twenty-first century; • compare environmental issues in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia; • compare the impact of location, climate, and physical characteristics on population distribution in Africa, Asia, and the Middle East;

<ul style="list-style-type: none"> • identify factors that influence economic growth. 	<p>natural resources) which affect population distribution in Southwest Asia (the Middle East) or Southern and Eastern Asia;</p> <ul style="list-style-type: none"> • identify the diverse cultures in Africa; • identify the diverse cultures in Southern and Eastern Asia; • identify, using various sources, different forms of government; • identify, using various sources, different economic systems; • identify factors that influence economic growth in Nigeria, South Africa, Israel, Saudi Arabia, Iran, India, China, and Japan; and • describe personal money management choices in terms of credit or investing. 	<ul style="list-style-type: none"> • describe how location, climate, physical characteristics, distribution of natural resources, and population distribution impact Southwest Asia (the Middle East) or Southern and Eastern Asia; • describe and explain the cultures of the people who live in Africa and Southwest Asia; • describe and explain the cultures of the people who live in Southern and Eastern Asia; • identify how politics in Africa impacts standard of living; • describe, using several sources, various forms of government; • describe, using various sources, different economic systems; • identify how voluntary trade benefits buyers and sellers in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia; • identify factors that influence economic growth and their presence or absence in Nigeria, South Africa, Israel, Saudi Arabia, Iran, India, China, and Japan; and • describe personal money management choices in terms of credit and investing. 	<ul style="list-style-type: none"> • compare the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (the Middle East) and Southern and Eastern Asia; • compare and contrast, using various sources, the diverse cultures of the people who live in Africa and Southwest Asia; • compare and contrast, using various sources, the diverse cultures of the people who live in Southern and Eastern Asia; • explain, using various sources, how politics in Africa impacts standard of living; • compare, using several sources, various forms of government; • compare, using various sources, different economic systems; • explain how voluntary trade benefits buyers and sellers in Africa, Southwest Asia (the Middle East), and Southern and Eastern Asia; • explain factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, Israel, Saudi Arabia, Iran, India, China, and Japan; and • explain personal money management choices in terms of credit and investing.
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