

## Achievement Level Descriptors for

## **Grade 7 Social Studies**

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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
Beginning Learners do not yet	<b>Developing Learners demonstrate</b>	Proficient Learners demonstrate	Distinguished Learners
demonstrate proficiency in the	partial proficiency in the	proficiency in the knowledge and	demonstrate advanced proficiency
knowledge and skills necessary at	knowledge and skills necessary at	skills necessary at this grade	in the knowledge and skills
this grade level/course of learning,	this grade level/course of learning,	level/course of learning, as	necessary at this grade level/course
as specified in Georgia's content	as specified in Georgia's content	specified in Georgia's content	of learning, as specified in Georgia's
standards. The students need	standards. The students need	standards. The students are	content standards. The students are
substantial academic support to be	additional academic support to	prepared for the next grade level or	well prepared for the next grade
prepared for the next grade level or	ensure success in the next grade	course and are on track for <i>college</i>	level or course and are well
course and to be on track for	level or course and to be on track	and career readiness.	prepared for <i>college and career</i>
college and career readiness.	for college and career readiness.		readiness.
RANGE ALDs			
Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
A student who achieves at the	A student who achieves at the	A student who achieves at the	A student who achieves at the
Beginning Learner level	Developing Learner level	Proficient Learner level	Distinguished Learner level
demonstrates minimal command of	demonstrates partial command of	demonstrates proficiency of the	demonstrates advanced proficiency
the grade-level standards. The	the grade-level standards. The	grade-level standards. The pattern	of the grade-level standards. The
pattern exhibited by student	pattern exhibited by student	exhibited by student responses	pattern exhibited by student
responses indicates that students	responses indicates that students	indicates that students are most	responses indicates that students
are most likely able to	are most likely able to	likely able to	are most likely able to
<ul> <li>identify, using various sources,</li> </ul>	<ul> <li>describe, using various sources,</li> </ul>	<ul> <li>describe, using various sources,</li> </ul>	<ul> <li>compare, using various sources,</li> </ul>
change in Africa, Asia, or the	change in Africa, Asia, or the	continuity and change in Africa,	continuity and change in Africa,
Middle East leading into the	Middle East leading into the	Southwest Asia (the Middle East),	Southwest Asia (the Middle East),
twenty-first century;	twenty-first century;	and Southern and Eastern Asia	and Southern and Eastern Asia
<ul> <li>identify environmental issues in</li> </ul>	identify environmental issues in	leading into the twenty-first	leading into the twenty-first
Africa;	Africa, Southwest Asia (the	century;	century;
<ul> <li>identify the impact of location,</li> </ul>	Middle East), and Southern and	explain environmental issues in	compare environmental issues in
climate, or physical	Eastern Asia;	Africa, Southwest Asia (the	Africa, Southwest Asia (the
characteristics on population	<ul> <li>identify the impact of location,</li> </ul>	Middle East), and Southern and	Middle East), and Southern and
distribution in Africa, Asia, and	climate, and physical	Eastern Asia;	Eastern Asia;
the Middle East;	characteristics on population	<ul> <li>describe the impact of location,</li> </ul>	compare the impact of location,
<ul> <li>identify various forms of</li> </ul>	distribution in Africa, Asia, and	climate, and physical	climate, and physical
government;	the Middle East;	characteristics on population	characteristics on population
identify different economic	• identify factors (climate, physical	distribution in Africa, Asia, and	distribution in Africa, Asia, and
systems; and	characteristics, distribution of	the Middle East;	the Middle East;

- identify factors that influence economic growth.
- natural resources) which affect population distribution in Southwest Asia (the Middle East) or Southern and Eastern Asia;
- 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.

- 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.

- 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.