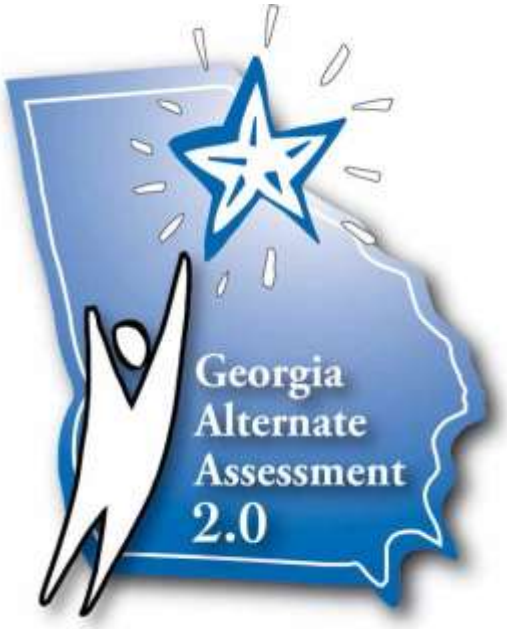

Achievement Level Descriptors for Grade 3 Mathematics

Georgia Department of Education
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Achievement Levels and Achievement Level Descriptors

The Georgia Alternate Assessment (GAA) 2.0 is the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) for those students with significant cognitive disabilities who cannot participate in the general statewide assessment program, even with maximum allowable accommodations.

The GAA 2.0 is designed to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the essential knowledge, concepts, and skills inherent in the standards. To that end, the GAA 2.0 assesses students' understanding of the state's alternate academic content standards, or *Extended Content Standards*, which align to the grade-level content standards. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant cognitive disabilities may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would provide access to the standard. The *Extended Content Standards* allow students to show learning of concepts and constructs within a grade-level standard, but at reduced levels of complexity.

The following four achievement levels generally describe students' understanding of the essential knowledge and skills outlined in Georgia's Extended Content Standards.

Level 1: Students at this level demonstrate a **limited** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need substantial academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

Level 2: Students at this level demonstrate a **partial** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need frequent academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

Level 3: Students at this level demonstrate an **adequate** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need occasional academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

Level 4: Students at this level demonstrate a **thorough** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need limited academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

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

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 Level 3 learner should also possess the knowledge and skills of a Level 2 learner and a Level 1 learner.

Policy ALDs				
Standards	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Students at this level demonstrate a **limited** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need substantial academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a **partial** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need frequent academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate an **adequate** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need occasional academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a **thorough** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need limited academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
Range ALDs				
Students demonstrate increasingly complex understanding of number sense.				
MGSE3.NBT.1 MGSE3.NBT.2 MGSE3.NBT.3 MGSE3.NF.1	Identify the numeral in the place used to round a two-digit whole number to the nearest 10.	Identify the numeral in the place used to round a three-digit whole number to the nearest 100.	Round whole two-digit numbers to the nearest 10 using place value materials. Match manipulatives in multiples of 10s (in the	Multiply one-digit numbers by 10, in the range of 10-90, using manipulatives, repeated addition, skip counting by tens, or place value strategies.

	Add (without regrouping) single digit by single digit numbers using manipulatives. Subtract (without regrouping) single digit by single digit numbers using manipulatives. Identify concepts of whole and half using manipulatives and/or familiar objects. Identify the number of equal parts by which a whole has been partitioned.	Add (without regrouping) two-digit by two-digit numbers. Subtract (without regrouping) two-digit by two-digit numbers. Uses manipulatives in groups of ten to multiply by a whole number by counting groups to that number. Partition a whole into 2, 3 or 4 equal parts using visual models or manipulatives. Match visual or manipulative representation of simple fractions to the name of the fraction.	range of 0 – 90) to its whole number representation. Round whole three-digit numbers to the nearest 100 using place value materials. Add (without regrouping) three-digit by three-digit numbers. Subtract (without regrouping) three-digit by three-digit numbers. Identify written fractions with like denominators. Identify parts of a whole using visual fraction models and/or objects.	Create visual representation of simple fractions. Determine the size of a unit fraction by using same sized pieces to create a whole. Identify the numeral in the place used to round a three-digit whole number to the nearest 10.
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.				
MGSE3.MD.7 MGSE3.G.1 MGSE3.MD.2	Place tiles without gaps or overlaps in a rectangle. Match two-dimensional shapes by attributes.	Identify the total number of units needed to cover a rectangle. Identify the number of units that represent the	Identify the relevant information in real-world problems related to finding areas of rectangles.	Find the area of a larger rectangle made up of two smaller rectangles.

	Use a tiled rectangle to find the area by counting tiles. Match the appropriate unit of measure for measuring liquid volumes or masses of objects.	length and/or width, number of rows, or the number of unit squares per row. Sort two-dimensional shapes by attributes. Find the area of one or more rectangles found in the classroom, school, or community by tiling an area and counting unit squares using manipulatives, technology, or visual models. Using one unit of measure, solve a real-world, one-step word problems using addition with manipulatives. Measure or estimate the liquid volume or mass of an object.	Identify the length and width of a rectangle to solve for the area. Categorize shapes presented in an array given the name or characteristic of the shape. Select the best measure of liquid volume and/or mass of up to three objects using units of grams, kilogram, or liters. Using one unit of measure, solve a real-world, one-step addition or subtraction problem.	Compare shapes by describing their base attributes. Using one unit of measure, solve real-world, one-step multiplication or division problems. Find the area of a rectangle given a real-world problem.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE3.OA.1 MGSE3.OA.2	Skip count the number of objects in an array to demonstrate repeated addition.	Represent problems involving repeated addition.	Match number sentences representing repeated addition to the number sentence	Match number sentences showing multiplication to different arrays of manipulatives.

	Group up to 10 objects in an array that demonstrates the concept of repeated addition. Separate up to 12 objects by a given amount.	Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects. Identify the number of items in a group when up to 20 objects are divided equally by a given amount.	representing multiplication. Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects. Represent problems involving repeated subtraction. Identify the number sentence that demonstrates the concept of division using a given array of objects. Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects. Represent repeated grouping within 30.	Match a number sentence showing division to different arrays of manipulatives.

