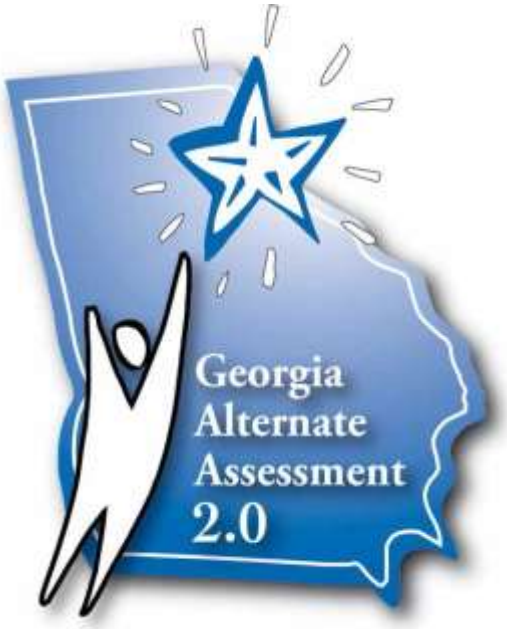

Achievement Level Descriptors for Grade 5 Mathematics

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.				
MGSE5.NBT.1 MGSE5.NBT.3 MGSE5.NF.4 MGSE5.NF.6	Match base-ten materials to the place within a multi-digit whole number.	Exchange base-ten materials to show the representation of 10s. Identify the two-digit whole number	Exchange base-ten materials to show the representation of 100s. Identify the three-digit whole number demonstrated using	Compare two decimals between tenths and thousandths using the symbols >, <, and =. Multiply a unit fraction by a unit fraction with

	Identify a decimal to the tenth when given its number name. Identify fractions and whole numbers when given a multiplication expression.	represented by given base-ten blocks. Match a multi-digit decimal to the hundredths to its number name or expanded form using a place value chart or other graphical support. Compare two decimals to tenths and identify the greater number using place value materials. Add fractions with like denominators to demonstrate multiplication of fractions by a whole number. Convert a whole number into a fraction when participating in multiplying a fraction by a whole number. Solve real-world problems demonstrating the multiplication of	given place value manipulatives. Write a multi-digit decimal to thousandths given a number name or expanded form. Compare two decimals to hundredths using "more than", "less than", or "equal to "using place value materials. Multiply a unit fraction by a unit fraction with like denominators of 2 or 3. Utilize repeated addition of fractions with like denominators to solve an equation related to the multiplication of a fraction by a whole number. Identify the area of a rectangle by counting unit squares of like unit fractions when the	denominators of 2, 3, or 4. Solve real-world problems demonstrating the multiplication of fractions which result in a product of mixed numbers.

		fractions and whole numbers which result in a product of 1.	denominators are 2, 3, or 4. Solve real world problems demonstrating the multiplication of fractions which result in a product of whole numbers greater than 1.	
Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles.				
MGSE5.G.1 MGSE5.G.2	Plot numbers on a horizontal (*x*-axis) or vertical (*y*-axis) number line.	Determine the distance from the origin on a number line given a point on a horizontal (*x*-axis) or vertical (*y*-axis) number line. Identify a graphed point given the coordinate values.	Demonstrate placing a point on the coordinate plane using an ordered pair. Identify the information related to the x-axis and y-axis within a real-world or mathematical problem.	Plot given coordinate values on a coordinate plane. Identify information related to coordinate values in a real-world or mathematical problem.
Students demonstrating increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE5.MD.2 MGSE5.MD.4	Display a data set of measurement in whole units. Place unit cubes without gaps or overlaps in a three-dimensional figure.	Construct a line plot with measurements in whole numbers. Identify relevant data needed to solve problems given the whole number data.	Construct a line plot with measurements in whole and half units. Identify relevant data needed to solve problems given the	Construct a line plot with measurements in fractions with the same denominator of 2, 4, or 8. Compare volumes of two different three-

		Display a data set of measurement including whole and half units. Place unit cubes without gaps or overlaps in a three-dimensional figure, then count the total number of units.	whole and half number units. Display a data set of measurement including fractions with the same denominator of 2, 4, or 8.	dimensional figures by counting unit cubes in each figure. Solve addition and subtraction problems using fractional measurements.
Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE5.OA.2 MGSE5.OA.3	Extend a simple numerical pattern by skip counting.	Match an addition or subtraction expression with a verbal expression. Complete up to three outputs within an input/output table. Graph an ordered pair generated from a given input/output table.	Extend two numerical patterns utilizing a given rule. Match a numerical expression involving multiplication and addition or subtraction to a verbal expression. Complete the output area of an input/output table showing a single numerical pattern. Graph multiple ordered pairs generated from a completed input/output table.	Complete an input/output table given a numerical pattern. Write a numerical expression given a verbal expression involving multiplication or division and addition or subtraction. Identify the numerical pattern which fits a given comparative statement. Graph all ordered pairs generated from a completed input/output table.

