Achievement Level Descriptors
for
Grade 6 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.				
MGSE6.RP.1 MGSE6.NS.5 MGSE6.NS.1 MGSE6.NS.4	Manipulate materials to represent ratios given the relationship between two quantities. Identify positive or negative numbers.	Identify the number of objects in a real-world problem situation using ratios.	Express the mathematical relationship of two quantities as a ratio. Identify part-to-whole ratios with materials	Express ratios in simplest form using part-to-part given in real-world problems. Interpret visual representations of

	Count the number of parts needed to create a whole given differing numbers of partitioned parts. Identify missing factors of numbers within 10. Continue a list of multiples of numbers within 5.	Create different ratios among objects sorted by attribute. Identify the proportional relationship between two given quantities, using drawings, manipulatives, or technology. Express ratios using a model, using part-to-part given in real-world problems. Demonstrate that the whole is equal to the sum of the partitioned parts within a word problem. Identify whether two numerals up to 10 have a given similar factor. Identify all factors of whole numbers to 20. Identify multiples in amounts up to 20.	containing 3 or more attributes. Match mathematical statements about ratios from a real-world example expressed in three different ways. Describe numbers given in a real-world situation as either positive or negative. Identify fractions when parts are divided more than one time, within a word problem. Identify the greatest common factor of two whole numbers to 20. Identify common multiples of numerals to 10.	division of simple fractions from a whole to solve problems. Solve real-world problems using multiples of two numerals to 5. Represent a real-world situation using positive and negative numbers including zero.

		Identify common multiples of numerals to 5.		
Students demonstrating increasingly complex spatial reasoning and understanding of geometric principles.				
MGSE6.G.4 MGSE6.G.1	Match a cube or rectangular prism with the appropriate two-dimensional net made of squares and rectangles. Compose two shapes (triangles and rectangles) into a rectangle.	Match three-dimensional figures, including cubes, rectangular prisms and pyramids to the appropriate nets made of squares, rectangles and triangles. Find the area of a right triangle. Find the area of a rectangle.	Match similar three-dimensional shapes of various sizes to the net of appropriate size. Find area of polygons by composing given areas of triangles and/or rectangles making up the shape.	Calculate the surface area of a rectangular prism using manipulatives. Solve real-world problems involving area by decomposing polygons into triangles and/or rectangles.
Students demonstrating increasingly complex understanding of measurement, data, and analytic procedures.				
MGSE6.SP.3 MGSE6.SP.4	When presented with a numerical data set, students will identify the number of data points.	When presented with an ordered numerical data set, students will identify the median. Display a numerical data value on a dot plot.	Display multiple numerical data on a dot plot. Identify the median, mode, and/or range of a set of data in a data display.	Display numerical data on a dot plot and histogram. Identify the mean of a set of data in a data display.

Students solve increasingly complex mathematical problems using algebraic thinking.				
MGSE6.EE.6 MGSE6.EE.7	Identify the meaning of a given variable in the context of a problem.	Identify an expression that represents a given addition or subtraction problem, using a variable to represent an unknown. Solve real-world and mathematical problems in the form of $x + p = q$ when given the amounts for x and p.	When given a real-world mathematical word problem, write the expression using variables to represent the unknown number. Solve real-world and mathematical equations, involving addition and an unknown amount.	Solve real-world or mathematical equations involving addition or multiplication with unknown amounts.