



# Achievement Level Descriptors for High School Mathematics

Georgia Department of Education  
August 2022  
All Rights Reserved

**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 <b>limited</b> 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 <b>may need substantial academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a <b>partial</b> 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 <b>may need frequent academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate an <b>adequate</b> 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 <b>may need occasional academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a <b>thorough</b> 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 <b>may need limited academic support</b> 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.				
MGSE.N.RN.2 MGSE.A.REI.4b	Count the blocks on one side of a given square.	Identify steps needed to add or subtract radicals, in order to rewrite expressions that use perfect squares.	Identify steps needed to add and subtract radicals, in order to rewrite expressions that use perfect squares.	Identify steps needed to add or subtract with multiplication of radicals, in order to rewrite expressions that use perfect squares.

		Determine the square root by placing given blocks into a perfect square.	Identify whether given amount is a perfect square.	
<b>Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.</b>				
MGSE.S.ID.6a MGSE.S.ID.6c MGSE.S.ID.1	Identify the graph that shows the line of best fit.  Identify the number of dots needed for a single value in a dot plot from data in a frequency table.	Identify the line of best fit, given data on a scatter plot.  Choose the line of best fit on a given scatter plot representing a real-world scenario.  Identify the corresponding dot plot from data in a frequency table.  Identify where one numerical value would be placed on a histogram from data in a tally chart or frequency table.	Draw or place the line of best fit on a given scatter plot representing a real-world scenario.  Identify the corresponding dot plot from data in a list.  Complete a histogram by placing numerical data from a tally chart or frequency table.	Interpret data from a given scatter plot to solve a real-world problem.  Draw the line of best fit on a scatter plot representing a real-world scenario and determine if the line is increasing or decreasing.  Identify the corresponding histogram from data in a list.

**Students solve increasingly complex mathematical problems using algebraic thinking.**

<p>MGSE.A.CED.1 MGSE.A.REI.6 MGSE.F.IF.4 MGSE.F.BF.1a</p>	<p>Create an equation with objects, pictures, symbols and/or numbers that represents a real-world problem.</p> <p>Given the graph of a system of linear equations, identify the point of intersection as a coordinate.</p> <p>Identify key maximums on a graph that models the relationship between two quantities.</p>	<p>Solve an equation representing a real-world problem with objects, pictures, symbols, and/or numbers.</p> <p>Identify the graph that shows a point is or is not the solution to a system of linear equations.</p> <p>Identify key minimum or maximum on a graph that models the relationship between two quantities.</p> <p>Given a real-world problem, identify a term in the sequence.</p> <p>Given a real-world problem, complete the steps to find the next value/term.</p>	<p>Complete an equation or inequality with one variable that represents a real-world problem.</p> <p>Given a simple system of linear equations, identify the solution.</p> <p>Given a graph, identify three key features, minimum or maximum, x-intercept(s) or y-intercept.</p> <p>Given a real-world problem, complete an explicit expression in the form <math>mx + b</math>.</p> <p>Given a real-world problem, describe in words or algebraically the steps to find the next value/term.</p>	<p>Create an equation or inequality with one variable and use it to solve a real-world problem.</p> <p>Given three key features, minimum or maximum, x-intercept(s) or y-intercept, identify the corresponding graph.</p> <p>Given a real-world problem, identify the explicit expression in the form <math>mx + b</math> used to determine any term.</p> <p>Given a real-world problem, identify the steps mathematically to find the value of any term.</p>
---	---	---	---	---