

Achievement Level Descriptors

for

Coordinate Algebra

Based on the Georgia Standards of Excellence and Effective Beginning with Winter 2015 End-of-Course Administration

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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.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		Beginning Learners do not yet	Developing Learners	Proficient Learners	Distinguished Learners
		demonstrate proficiency in the	demonstrate partial proficiency	demonstrate proficiency in the	demonstrate advanced
		knowledge and skills necessary	in the knowledge and skills	knowledge and skills necessary	proficiency in the knowledge
		at this grade level/course of	necessary at this grade	at this grade level/course of	and skills necessary at this
		learning, as specified in	level/course of learning, as	learning, as specified in	grade level/course of learning,
		Georgia's content standards.	specified in Georgia's content	Georgia's content standards.	as specified in Georgia's
		The students need substantial	standards. The students need	The students are prepared for	content standards. The
		academic support to be	additional academic support to	the next grade level or course	students are well prepared for
		prepared for the next grade	ensure success in the next grade	and are on track for <i>college and</i>	the next grade level or course
		level or course and to be on	level or course and to be on	career readiness.	and are well prepared for
		track for college and career	track for college and career		college and career readiness.
		readiness.	readiness.		
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Range		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	demonstrates partial command	demonstrates proficiency of the	demonstrates advanced
		command of the grade-level	of the grade-level standards.	grade-level standards.	proficiency of the grade-level
		standards.			standards.
	N 0 1		Description (1) and a second second second		Description of the line of
	N.Q.1	Uses numbers and units to solve	Reasons with numbers and units	Reasons quantitatively and uses	Reasons analytically and
	N.Q.2	problems.	to solve problems.	units to solve problems.	quantitatively and interprets,
	N.Q.3				represents, and uses units to solve problems.
	A.SSE.1	Identifies equations that	Understands the structure of	Interprets the structure of	Interprets and analyzes the
	A.CED.1	describe numbers and solves	expressions, identifies equations	expressions, creates equations	structure of expressions;
	A.CED.2	equations in one variable.	that describe numbers or	that describe numbers or	creates and represents
	A.CED.3		relationships, understands	relationships, understands	equations that describe
	A.CED.4		solving equations as a process of	solving equations as a process of	numbers and relationships;
	A.REI.1		reasoning, and solves and	reasoning and explains the	understands solving equations
	A.REI.3		graphs systems of equations.	reasoning, and solves and	as a process of reasoning and
	A.REI.5			graphs equations and	explains the reasoning; and
	A.REI.6			inequalities with one or two	solves and graphs multistep
	A.REI.10			variables and systems of	equations and inequalities with
	A.REI.11			equations with two variables.	one or two variables and
	A.REI.12				systems of equations with two
					variables, in context.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
	F.IF.1	Identifies and defines a	Understands the concept of a	Interprets functions by	Interprets and analyzes
	F.IF.2	function.	function and uses function	understanding the concept of a	functions by understanding the
	F.IF.3		notation.	function and uses function	concept of a function,
	F.IF.4			notation, interprets functions	recognizes and uses contextual
	F.IF.5			that arise in applications in	forms of function notation,
	F.IF.6			terms of the context, and	interprets functions that arise
	F.IF.7			analyzes functions using	in applications in terms of
	F.IF.9			different representations.	contexts, and analyzes
					functions using multiple
					representations.
	F.BF.1	N/A	Builds functions from models of	Builds functions that model a	Builds functions that model a
	F.BF.2		a relationship between two sets	relationship between two	relationship between two
	F.BF.3		of data.	quantities and builds functions	quantities or contexts and
				from existing functions.	builds and tests functions from
					existing functions.
	F.LE.1	N/A	Compares linear and	Constructs and compares linear	Constructs, compares, and
	F.LE.2		exponential models.	and exponential models and	analyzes linear and exponential
	F.LE.3			solves problems and interprets	models and solves complex
	F.LE.5			expressions for functions in	problems and represents,
				terms of the situation they	interprets, and translates
				model.	expressions for functions in
					terms of the situation they
					model.
	G.CO.1	Understands angles, circles,	Understands and represents	Experiments with	Understands, interprets, uses,
	G.CO.2	perpendicular lines, parallel	transformations in the plane.	transformations in the plane	and experiments with
	G.CO.3	lines, and line segments.		and uses coordinates to prove	transformations in the plane to
	G.CO.4			simple geometric theorems	demonstrate knowledge of and
	G.CO.5			algebraically.	analyze congruence in terms of
	G.GPE.4				transformations and uses
	G.GPE.5				coordinates to prove geometric
	G.GPE.6				theorems algebraically.
	G.GPE.7				

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
	S.ID.1	Represents data on a single	Represents and interprets data	Summarizes, represents, and	Summarizes, represents, and
	S.ID.2	count or measurement variable.	on a single count or	interprets data on a single count	interprets data on single count
	S.ID.3		measurement variable.	or measurement variable;	and measurement variables;
	S.ID.5			summarizes, represents, and	summarizes, represents, and
	S.ID.6			interprets data on two	interprets data on two
	S.ID.7			categorical and quantitative	categorical and quantitative
	S.ID.8			variables; and interprets linear	variables; and interprets and
	S.ID.9			models.	analyzes linear models.