

Achievement Level Descriptors for Grade 3 English Language Arts

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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 proceed 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 <i>college and career</i>	track for <i>college and career</i>		college and career readiness.
		readiness.	readiness.		
Range		A student who achieves at the Beginning Learner level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the Developing Learner level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggles to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the Proficient Learner level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the Distinguished Learner level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	3.RL.1	Answers simple questions to	Answers questions to	Asks and answers questions to	Asks and answers complex
		demonstrate understanding of	demonstrate understanding of	demonstrate understanding of	questions to demonstrate
		texts.	texts, referring to texts as the	texts, referring explicitly to texts	understanding of texts,
			basis for answers.	as the basis for answers.	referring explicitly to texts as
	0.5.				the basis for answers.
	3.RL.2	Recounts stories by identifying	Recounts stories by identifying	Recounts stories by identifying	Recounts stories by explaining
		details and identifies explicitly	key details and determines	key details in sequential order	key details in sequential order
		stated central messages,	simple central messages,	and determines central	and determines implicitly
		lessons, or morals.	lessons, or morals.	messages, lessons, or morals	stated central messages,
				and explains how they are	lessons, or morals and explains
				conveyed through key details.	how they are conveyed

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					through key details.
	3.RL.3	Identifies fundamental	Describes fundamental	Describes characters in stories	Describes intricate components
		components of characters in	components of characters in	and explains how their actions	of complex characters in stories
		stories and explains how these	stories and explains how these	contribute to sequence of	and explains how their actions
		features contribute to stories.	components contribute to	events in stories.	contribute to complex
			stories.		sequences of events in stories.
	3.RL.4	Uses easily found, explicitly	Uses explicitly stated evidence	Determines the meanings of	Determines the meanings of
		stated evidence to determine	to determine the meanings of	words and phrases as they are	sophisticated words and
		the meanings of simple words	words and phrases as they are	used in texts, distinguishing	phrases as they are used in
		and phrases.	used in texts, identifying literal	literal from nonliteral language.	texts, distinguishing literal from
			and nonliteral language.		complex nonliteral language.
	3.RL.5	Refers to basic elements of	Refers to parts of stories,	Refers to parts of stories,	Refers to detailed parts of
		stories, dramas, and poems	dramas, and poems when	dramas, and poems when	stories, dramas, and poems
		when writing about texts, using	writing about texts, using terms	writing about texts, using terms	when writing about texts, using
		terms such as chapter, scene,	such as chapter, scene, and	such as chapter, scene, and	terms such as chapter, scene,
		and stanza, and identifies how	stanza, and describes how one	stanza, and describes how each	and stanza, and describes how
		one part builds on an earlier	part builds on an earlier section.	successive part builds on earlier	each successive part builds on
		section.		sections.	earlier sections.
	3.RL.6	Identifies clearly stated points	Distinguishes readers' points of	Distinguishes readers' points of	Distinguishes readers' points of
		of view of narrators or	view from clearly stated points	view from points of view of	view from implied points of
		characters.	of view of narrators or	narrators or characters and	view of narrators or characters
			characters.	explains what makes the points	and explains what makes the
				of view distinct or similar.	points of view distinct or
					similar.
	3.RL.7	Identifies how specific aspects	Infers how specific aspects of	Explains how specific aspects of	Explains how specific aspects of
		of texts' simple illustrations	texts' simple illustrations show	texts' illustrations contribute to	texts' detailed illustrations
		show elements of stories.	elements of stories.	what is conveyed by words in	contribute to what is conveyed
				stories (e.g., create mood,	by words in stories (e.g., create
				emphasize aspects of characters	mood, emphasize aspects of
				or settings).	characters or settings).
	3.RL.8	N/A	N/A	N/A	N/A
	3.RL.9	Identifies simple and directly	Describes directly stated	Compares and contrasts	Compares and contrasts very
		stated themes, settings, and	themes, settings, and plots of	themes, settings, and plots	complex, implicit themes,
		plots of stories written by the	stories written by the same	written by the same author	settings, and plots written by
		same author about the same or	author about the same or	about the same or similar	the same author about the
		similar characters (e.g., in books	similar characters (e.g., in books	characters (e.g., in books from a	same or similar characters (e.g.,
		from a series).	from a series).	series).	in books from a series).
	3.RI.1	Answers simple questions to	Answers questions to	Asks and answers questions to	Asks and answers complex
		demonstrate understanding of	demonstrate understanding,	demonstrate understanding of	questions to demonstrate

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	texts.	referring to texts as the basis for answers.	texts, referring explicitly to texts as the basis for answers.	understanding of texts, referring explicitly to texts as the basis for answers.
3.RI.2	Identifies explicitly stated main ideas of texts and identifies details that support main ideas.	Determines simple main ideas of texts and identifies key details that support main ideas.	Determines main ideas of texts and recounts key details and explains how they support main ideas.	Determines implicitly stated main ideas of texts and recounts key details and explains how they support main ideas.
3.RI.3	Identifies historical events, scientific ideas, or some steps in technical procedures in texts, using language that attempts to address time or sequence.	Identifies simple relationships between historical events, scientific ideas, or steps in technical procedures in texts, using limited language that pertains to time, sequence, and/or cause/effect.	Describes relationships between series of historical events, scientific ideas, or steps in technical procedures in texts, using language that pertains to time, sequence, and cause/effect.	Describes and analyzes complicated relationships between series of historical events, scientific ideas, or steps in technical procedures in texts, using specific and academic language that pertains to time, sequence, and cause/effect.
3.RI.4	Uses easily found, explicitly stated evidence to determine the meanings of simple academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas.	Uses explicitly stated evidence to determine the meanings of simple academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas.	Determines the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas.	Determines the meanings of sophisticated academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas.
3.RI.5	Uses simple text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information directly stated in texts.	Uses simple text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively.	Uses complex text features and search tools (e.g., key words, sidebars, hyperlinks) to analyze information relevant to a given topic effectively.
3.RI.6	Identifies directly stated points of view of authors of texts.	Distinguishes readers' points of view from clearly stated points of view of authors of texts.	Distinguishes readers' points of view from points of view of authors of texts and explains what makes these points of view distinct or similar.	Distinguishes readers' points of view from indirectly stated points of view of authors of texts and explains what makes these points of view distinct or similar.
3.RI.7	Uses information gained from simple illustrations and direct statements within texts to demonstrate understanding of texts.	Uses information gained from simple illustrations and basic inferences within texts to demonstrate understanding of texts.	Uses information gained from simple illustrations (e.g., maps, photographs) and the words in texts to demonstrate understanding of texts (e.g.,	Uses information gained from elaborate illustrations (e.g., maps, photographs) and advanced inferences to demonstrate understanding of

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			where, when, why, how key events occur).	texts.
3.RI.8	Identifies basic connections between particular sentences (e.g., comparison, cause/effect, first/second/third).	Identifies logical connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third).	Describes logical connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third).	Describes intricate connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) using textual evidence.
3.RI.9	Identifies the most important points and key details presented in one text.	Describes the most important points and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic and provides evidence from texts to support the comparisons.
3.W.1	Writes opinion pieces that show little or no organization, lack introductions or conclusions, and provide few or irrelevant reasons to support stated opinions.	Writes opinion pieces that show loose organization, include simple introductions and conclusions, and provide both relevant and irrelevant reasons to support stated opinions.	Writes opinion pieces that show clear organization, include introductions, provide relevant reasons that support stated opinions, use linking words and phrases, and include concluding statements.	Writes engaging multi- paragraph opinion pieces that show clear organization, include effective introductions, provide relevant reasons that effectively support stated opinions, use linking words and phrases, and include effective concluding statements.
3.W.2	Writes informative/explanatory pieces that show little or no organization, lack introductions or conclusions, and provide few or irrelevant details to support topics.	Writes informative/explanatory pieces that show loose organization, include simple introductions or conclusions, and provide both relevant and irrelevant details to support topics.	Writes informative/explanatory pieces that show clear organization, include introductions, provide relevant details to support topics, use linking words and phrases, and include concluding statements.	Writes engaging multi- paragraph informative/explanatory pieces that show clear organization, include effective introductions, provide relevant details that effectively support topics, use linking words and phrases, and include effective concluding statements.
3.W.3	Writes narrative pieces that show little or no organization, show little or no establishment of situations, narrators, and/or characters, provide little sense of closure, and include few	Writes narrative pieces that show loose organization, show simple establishment of situations, narrators, and/or characters, provide some sense of closure, and include some	Writes narrative pieces that show clear organization, show establishment of situations, narrators, and/or characters, provide a sense of closure, and include appropriate techniques	Writes engaging narrative pieces that show clear organization, show effective establishment of situations, narrators, and/or characters, provide a strong sense of

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	techniques to develop experiences/events.	techniques to develop experiences/events.	to develop experiences/events.	closure, and include appropriate and effective techniques to develop experiences/events.
3.W	2.4 Produces writing with guidance and support from adults in which development and organization are inadequate for tasks and purposes.	Produces writing with guidance and support from adults in which development and organization are incomplete for tasks and purposes.	With guidance and support from adults, produces writing in which development and organization are appropriate for tasks and purposes.	With guidance and support from adults, produces effective writing in which development and organization are effective and appropriate for tasks and purposes.
3.W	With guidance and support from adults, strengthens writing as needed by planning, revising, and editing.	With guidance and support from adults, develops and strengthens writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develops and strengthens writing to an advanced level by planning, revising, and editing.
3.W	7.6 With guidance and support from adults, uses technology to produce writing projects.	With guidance and support from adults, uses technology to produce and publish writing as well as to interact with others.	With guidance and support from adults, uses technology to produce and publish writing as well as to interact and collaborate with others.	With guidance and support from adults, uses technology to produce and publish complex writing at an advanced level as well as to interact and collaborate with others.
3.W	Conducts simple, short research projects.	Conducts simple, short research projects that build limited knowledge about topics.	Conducts short research projects that build knowledge about topics.	Conducts complex, short research projects that build extensive knowledge about topics.
3.W	Gathers information from sources, providing evidence that is irrelevant or sorted incorrectly into provided categories.	Gathers information from sources, providing some evidence that is sorted incompletely into provided categories.	Gathers information from print and digital sources, takes brief notes on sources, and sorts relevant evidence into provided categories.	Gathers the most relevant information from print and digital sources, effectively takes notes on sources, and efficiently sorts relevant evidence into provided categories.
3.L	Uses conventions of Standard English grammar and usage in simple sentences.	Uses conventions of Standard English grammar and usage in simple and compound sentences, including the use of common nouns, pronouns, adjectives, adverbs, and conjunctions.	Demonstrates command of simple, compound, and complex sentences, including the use of regular and irregular plural nouns, abstract nouns, simple, regular, and irregular verbs, coordinating and subordinating	Demonstrates strong, sophisticated command of grammar in simple, compound, and complex sentences, including the use of regular and irregular plural nouns, abstract nouns, simple, regular, and

3.L.2 Capitalizes some simpler words in titles, uses some commas in addresses, and superlative adverbs, and subject-verb and pronoun-antecedent agreement. Uses conventions of Standard English capitalization in titles, uses some commas in addresses, and spells some high-frequency words correctly, and uses common spelling patterns when writing unknown words; and applies spelling patterns when writing unknown words; and applies spelling generalizations when adding suffixes. 3.L.3 Chooses words and/or phrases when writing without apparent care regarding effect. 3.L.4 Determines the meaning of unknown words using nearby context clues. 3.L.5 Interprets simple word relationships and nuances in word meanings and identifies word relationships and nuances in word word meanings and identifies the differences marked and pronoun-antecedent agreement. Demonstrates a command of Standard English capitalization in titles, commas in addresses, commas and quotation marks in dialogue, and the use of possessives; spells high-frequency words correctly; uses spelling patterns when writing unknown words correctly; uses spelling generalizations when adding suffixes. Chooses words and/or phrases when writing and identifies the differences between spoken and written English. English. Determines the meaning of unknown words using nearby context clues. Determines the meaning of unknown words using sentence-level context clues, morphemic analysis, and/or reference materials. Interprets simple word relationships and nuances in word meanings, identifies the differences word relationships and subject-verb and pronoun-antecedent agreement. Demonstrates a command of Standard English capitalization in titles, command and superlative and	Grade 5			Georgia End-or-Grade. English Lang	suage Aits	September 2015
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3.L.2 Capitalizes some simpler words in titles, uses some commas in addresses, and spells some high-frequency words correctly. high-frequency words correctly, high-frequency words correctly. high-frequency words correctly, and uses common spelling patterns when writing unknown words. and applies spelling generalizations when adding suffixes. 3.L.3 Chooses words and/or phrases when writing without apparent care regarding effect. 3.L.4 Determines the meaning of unknown words using nearby context clues. 3.L.4 Determines the meaning of unknown words using eneraby context clues. 3.L.5 Interprets simple word relationships and nuances in word meanings, identifies the dilatogus and the context of reference materials. 3.L.5 Interprets simple word relationships and interprets simple word meanings, identifies the distances in word meanings, identifies the word meanings, identifies the distances in word meanings, identifies the distances in word meanings, identifies the order to address the distances in word meanings, identifies the distances in word meanings, identifies the uncompanied to the proposal and the use of possessives; spells high-frequency words correctly, and the use of possessives; spells high-frequency words correctly; uses spelling patterns and thregularly spelled words. Chooses words and/or phrases when writing and identifies the differences between spoken and written English. Chooses words and phrases for effect when writing and applies the differences between spoken and written English. Determines the meaning of unknown words using sentence-level context clues, morphemic analysis, and/or reference materials. Determines the meaning of unknown words using morphemic analysis and unances in word meanings, identifies the word meanings, identifies the uncompanied to the properties and unances in word meanings, identifies the uncompanied to the properties and unances in word meanings.					superlative adverbs, and	and subordinating
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			•	1	J .	•
			real-life connections between	literal meanings of words and	nonliteral meanings of words	distinguishes literal and
words and their uses. phrases in context, and and phrases in context, nonliteral meanings of complex			words and their uses.	_		_
identifies real-life connections identifies real-world words and phrases in context,				•	· ·	_ ,

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		between words and their uses.	connections between words and	identifies complex real-world
			their uses, and distinguishes	connections between words
			shades of meaning among	and their uses, and
			related words that describe	distinguishes subtle shades of
			states of mind or degrees of	meaning among related words
			certainty.	that describe states of mind or
				degrees of certainty.
3.L.6	Uses some simple grade-	Uses simple grade-appropriate	Uses grade-appropriate	Uses sophisticated grade-
	appropriate general academic	academic and domain-specific	academic and domain-specific	appropriate academic and
	words and phrases.	words and phrases, including	words and phrases, including	domain-specific words and
		those that signal simple spatial	those that signal spatial and	phrases, including those that
		and temporal relationships.	temporal relationships.	signal subtle spatial and
				temporal relationships.