

High School – Understanding Your Child’s Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
English Language Arts			
<p>In general, your child can:</p> <ul style="list-style-type: none"> answer simple comprehension questions (who, what, where, and/or when) about a text; identify key details to include in a summary; introduce a topic; identify correct end punctuation in writing; match a possible meaning of a word/phrase within a sentence or paragraph. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> identify key details, central ideas/themes, and supporting details in a text; identify connections between literary elements; introduce a claim; identify related ideas, relevant facts, and logical conclusions; identify domain-specific vocabulary; identify formal writing; capitalize the beginning of sentences; use reference materials to find word meaning/part of speech. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> summarize a text; sequence development of literary elements; identify sentences to support a topic/claim; identify or add words that clarify relationships between claims and reasons; identify appropriate graphics and logical conclusions; identify precise language and an objective writing tone; capitalize “I”, names, months, and days; define words using context clues. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> identify an inference; describe central ideas/themes and development of literary elements; identify impact of author’s choice; develop sentences that clarify relationships between counterclaims and reasons and sentences that use transitions; match multimedia to ideas; use commas between day and year/city and state; use reference materials to clarify meanings.
Mathematics			
<p>In general, your child can:</p> <ul style="list-style-type: none"> count to determine square roots; determine a line of best fit; identify the number of dots needed in a dot plot from data in frequency table; identify a point of intersection; determine key features on a graph; use manipulatives to create equations. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> show how to rewrite expressions with perfect squares; determine square roots using manipulatives; place the line of best fit on a scatter plot; identify a dot plot from data in a table; place one value on a histogram; solve equations; identify a point of intersection on a graph; identify minimum or maximum on a graph; identify a term in a sequence. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> identify and rewrite expressions with perfect squares; place the line of best fit on a real-world scatter plot; identify a dot plot from data in a list or a histogram from data in a table; solve equations/inequalities; identify the solution to a system of equations; identify key features of a graph; complete an explicit expression; describe steps used for a sequence. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> rewrite expressions that use perfect squares and two operations; interpret data from a scatter plot and solve problems; identify a histogram from data in a list; create equations and inequalities to solve problems; identify graphs given multiple key features; show how to find any term using the explicit expression or by identifying the mathematical steps.

Georgia Alternate Assessment

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
Science			
<p>In general, your child can:</p> <ul style="list-style-type: none"> • identify the interaction between cellular structures/organelles; • identify the flow of energy within an ecosystem and in an energy pyramid. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> • identify cellular structures and transport; • identify a question about the role of photosynthesis or respiration; • identify a pattern of common ancestry; • identify similarities and differences between viruses and organisms; • create a food web; • identify a solution to reduce the impact of a human activity and a statement that predicts an organism’s ability to survive. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> • describe interactions among cell structures; • sequence steps showing the role of cellular transport; • ask questions about photosynthesis and respiration; • identify data that shows common ancestry; • describe differences and similarities between viruses and organisms; • develop an energy pyramid model; connect a human impact on the environment with a possible solution. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> • explain the roles of photosynthesis and respiration; • compare models of common ancestry; • identify evidence of the similarities and differences between viruses and organisms, identify the energy used in an energy pyramid; • develop a solution to reduce human impact on the environment and statements to predict an organism’s ability to survive in a changing environment.
Social Studies			
<p>In general, your child can:</p> <ul style="list-style-type: none"> • identify key vocabulary related to the English colonies, Civil War, Reconstruction, Great Depression, and World War II; • identify key inventions; • define amendments; • identify key protections within the Bill of Rights; • define allies. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> • describe English colonies; • identify key details of the Great Depression; • identify key details within the United States Constitution; • identify the Thirteenth, Fourteenth, and Fifteenth amendments; • identify characteristics of the North and South during the Civil War; • identify American allies, rationing, and the role of women and African Americans during World War II. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> • describe mercantilism, trans-Atlantic trade, the development of colonies, and the influence of key inventions; • identify causes of the stock market crash of 1929; • identify and describe political and social impacts of the Great Depression; • describe features and amendments of the U.S. Constitution; • identify key details related to the Civil War and World War II. 	<p>In general, your child can:</p> <ul style="list-style-type: none"> • identify benefits/effects/importance of mercantilism, trans-Atlantic trade, and colonial development; • describe causes of the stock market crash of 1929 and community responses to unemployment during the Great Depression; • identify the purpose/importance of features and amendments of the U.S. Constitution; • describe conflicts that influenced development of the U.S.