


# DRAFT Achievement Level Descriptors

# Grade 3 English Language Arts

EFFECTIVE 2025-2026 SCHOOL YEAR

DRAFT

## 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 post-secondary 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 post-secondary 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 post-secondary 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 post-secondary 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. The ***draft ALDs for English Language Arts*** were developed by Georgia educators in July of 2023 and are subject to revisions during the standard setting process that occurs after the first administration of a new assessment.

***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.

DRAFT


All Rights Reserved

| Policy ALDs | | | |
|---|---|---|---|
| **Beginning Learner** | **Developing Learner** | **Proficient Learner** | **Distinguished Learner** |
| **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 ***may need substantial academic support*** to be prepared for the next grade level or course and to be on track for *post-secondary 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 ***may need additional academic support*** to ensure success in the next grade level or course and to be on track for *post-secondary 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 *post-secondary 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 *post-secondary readiness*. |

| RANGE DESCRIPTIONS | | | |
|---|---|---|---|
| A student who achieves at the Beginning Learner level demonstrates minimal command of the grade-level standards working with various grade-level texts. | A student who achieves at the Developing Learner level demonstrates partial command of the grade-level standards working with various grade-level texts. | A student who achieves at the Proficient Learner level demonstrates proficiency of the grade-level standards and working with various grade-level texts. | A student who achieves at the Distinguished Learner level demonstrates advanced proficiency of the grade-level standards and working with various grade-level texts. |
| **Domain: Texts**<br>Students grow in their learning as they purposefully engage with texts. | | | |
| **Big Idea: Context**<br>Students describe the influences of purpose and audience on texts. | | | |
| *3.T.C.1: Purpose & Audience - Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.* | | | |
| • Determine the **purpose** (e.g., entertain, inform, persuade) **when given the target audience** of a text.<br>• Identify common text features in texts of various text modes.<br>• Create multimodal texts. | • Determine the **target audience** of a text.<br>• Describe how the text feature(s) of various text modes contribute to the overall purpose or effect.<br>• Create multimodal texts with minimal connection between features of pre-selected modes and purpose and audience. | • Determine the **purpose and target audience** of a text.<br>• Determine common text features various text modes and describe how they contribute to the overall purpose and/or effect.<br>• Create multimodal texts, using features of pre-selected modes that are connected to a specific purpose and audience. | • Determine the purpose (e.g., entertain, inform, persuade) and target audience **across two texts.**<br>• Create multimodal texts, intentionally using multiple features of pre-selected modes to support a specific purpose and audience. |

DRAFT


All Rights Reserved

| | | | |
|---|---|---|---|
| *3.T.C.2: Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.* | | | |
| • Identify the perspective of a narrator or speaker. | • Describe a perspective of a narrator or speaker. | • Describe different perspectives of the narrator or speakers. | • Describe different perspectives of narrators and speakers across two texts.<br>• Identify the context in which a text is written . |
| **Big Idea: Structures and Styles**<br>Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. | | | |
| *3.T.SS.1: Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.* | | | |
| • Identify the text feature that is used to organize a text.<br>• Choose from a variety of text features to design a text for a specific purpose and audience.<br>• Use transition word(s) to sequence events and actions. | • Describe how a provided text feature contributes to the organizational structure of a text.<br>• Choose from a variety of text structures to design a text for a specific purpose and audience.<br>• Use conjunction(s) to link ideas and information **within a sentence**.<br>• Use a transition word(s) or phrase(s) to link ideas **within a paragraph.**<br>• Craft related sentences into a single paragraph. | • Describe how a text is arranged to represent information and ideas using text features and organizational structures.<br>• Design a text using a **variety of text structure(s)** and features, according to purpose and audience.<br>• Use conjunctions and transition words or phrases, such as *although* and *since*, to add cohesion and link ideas and information **within a paragraph.**<br>• Craft related sentences into clear and cohesive paragraphs. | • Describe how two texts are arranged differently to represent the same information and ideas using various text features and organizational structures.<br>• Use a variety of conjunctions and transition words or phrases **across multiple paragraphs** to add cohesion and link ideas and information. |
| *3.T.SS.2: Craft- Use language to interpret meaning and craft engaging texts.* | | | |
| • Identify figurative language, in a text. | • Describe how figurative language creates meaning in a text.<br>• Use figurative language **within a sentence** to show a relationship between ideas and information. | • Identify and describe **one** use of figurative language, such as similes, metaphors, and idioms in a text.<br>• Use figurative language **in a section of text**, such as similes, metaphors, and idioms, to show relationships between ideas and information. | • Identify and describe the use of **more than one** use of figurative language in a text.<br>• Use figurative language **throughout a text** to show relationships between ideas and information. |

DRAFT


All Rights Reserved

**Big Idea: Techniques**

Students explain, analyze, and use various techniques to comprehend and shape meaning.

*3.T.T.1: Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.*

| | | | |
|---|---|---|---|
| • Identify narrative technique(s) in a text, such as character, setting, or major events (plot).<br>• Identify a characteristic of plot, such as characters, setting, problem, and solution.<br>• Refer explicitly to a text to identify a character's trait(s), motivation(s), action(s), thought(s), or feeling(s) within a text.<br>• Refer explicitly to a text to identify the central message, lesson, or moral of the text.<br>• Identify two characters, settings, explicit central messages, or events in text(s).<br>• Apply a narrative technique to introduce a character, a setting, or develop event(s) in a story.<br>• Use descriptive detail(s) to introduce a character in a developed paragraph.<br>• Use descriptive detail(s) to develop a setting.<br>• Use dialogue to convey a provided experience/emotion of a character.<br>• Use a descriptive detail to develop an event in a developed paragraph. | • Explain how a provided narrative technique is used to present ideas or convey information about characters, setting, and/or plot.<br>• Determine specific detail(s) within the text that convey information about characters, setting, and/or plot.<br>• Order the events of the plot sequentially that involve characters, setting, problem, and solution.<br>• Use details from a text to describe a character's trait(s), motivation(s), action(s), thought(s), or feeling(s) within a text.<br>• Use details from a text to describe the central message, lesson, or moral of the text.<br>• Compare and contrast two or more characters, settings, central messages, or events within one text.<br>• Develop part of a real or imagined experience by applying **one** narrative techniques.<br>• Clearly sequence events in a story when given at least two parts of the sequence.<br>• Include the problem in a story when provided the resolution or include the resolution when provided the problem.<br>• Use one instance of dialogue to further develop a character in a real or imagined experience.<br>• Use descriptive details to further develop a character, a setting, or an event(s). | • Explain how narrative technique(s) are used to present ideas, design texts, or convey information about characters, setting, and/or plot.<br>• Explain how characters, setting, problem, and/or solution function in the plot.<br>• Describe character(s)' trait(s), motivation(s), action(s), thought(s), or feelings and explain their connection to the central message, lesson, or moral of the text.<br>• Compare and contrast two or more characters, settings, central messages, or events in more than one text across diverse cultures.<br>• Develop part of a real or imagined experience by applying **more than one** narrative technique.<br>• Clearly sequence events in a story, including the introduction, problem/resolution, and conclusion, when provided one part of the sequence.<br>• Apply more than one instance of dialogue to develop character(s) throughout a real or imagined experience.<br>• Use descriptive details to further develop a real or imagined experience that includes character, setting, and events. | • Explain how narrative technique(s) are used to present ideas, design texts, or convey information about characters, setting, and/or plot and **support with textual information**.<br>• Explain how characters, setting, problem, and/or solution function in the plot, and **support this explanation with textual information**.<br>• Describe character(s)' trait(s), motivation(s), action(s), thought(s), and/or feeling(s) and their connection to the central message, lesson, or moral of the text, and **support with textual information**.<br>• Apply narrative techniques to enhance the ideas shaped through other techniques. |


All Rights Reserved

| | | | |
|---|---|---|---|
| *3.T.T.2: Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.* | | | |
| • Identify the main idea in an expository text.<br>• Identify step(s) in a technical procedure in a text.<br>• Apply an expository technique to introduce a topic.<br>• Apply an expository technique to conclude the text. | • Determine a main idea or key detail(s) in an expository text that is presented using a specific technique.<br>• Determine specific fact(s) or key detail(s) within an expository text that support the main idea.<br>• Describe the relationship between a historical event, scientific idea, or concept and another event, idea or concept in the text.<br>• Demonstrate the relationship between a series of historical events, scientific ideas, or steps in a technical procedure.<br>• Determine an important point shared by two texts.<br>• When an important point is provided, support that important point with details/information from two texts on the same topic.<br>• Apply an expository technique to develop a provided topic with facts or other information. | • Describe the technique(s) used to present and design expository text(s).<br>• Determine the main idea of an expository text and support it with fact(s) and/or key detail(s).<br>• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.<br>• Integrate and/or explain information from **two** texts on the same topic in relationship to important points and key details.<br>• Apply expository techniques to introduce a provided topic, develop the topic with fact(s) or other information, and/or provide a concluding statement or section. | • Identify and describe the techniques used to present and design expository texts and support the description with textual information.<br>• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, and **support that description with information**.<br>• Integrate and/or explain information from **three** texts on the same topic in relationship to important points and key details. |
| *3.T.T.3: Opinion Techniques – Explain, analyze, and use opinion techniques to shape understandings.* | | | |
| • Identify an author's opinion statement.<br>• Apply an opinion technique to introduce a topic.<br>• Apply an opinion technique to conclude the text.<br>• Use linking word(s) to connect the opinion and reason(s). | • Identify explicit reason(s) and/or evidence to support a provided author's opinion statement.<br>• Apply opinion technique(s) to support a provided opinion with reason(s). | • Describe the technique(s) used to present and design opinion texts, including author's opinion statement, supporting reasons, and/or evidence.<br>• Determine the author's opinion and support it with reason(s) or evidence.<br>• Apply opinion techniques to create opinion pieces that introduce a provided topic, state the opinion, and supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion | • Identify and describe the techniques used to present the author's opinion and support it with evidence. |

DRAFT


All Rights Reserved

| | | | |
|---|---|---|---|
| | | and reasons, and/or provide a concluding statement or section. | |
| *3.T.T.4: Poetic Techniques – Explain, analyze, and use poetic techniques to shape understandings.* | | | |
| • Identify rhyme scheme. | • Identify a technique used to present or design poetry.<br>• In a provided stanza, apply poetic technique(s) to produce poetry that achieves an intended effect. | • Explain how a technique(s) is used to present and/or design poetry, including rhyme scheme.<br>• Apply poetic techniques to produce poetry and engage audiences that use rhyme **in at least two stanzas** to achieve an intended effect. | • Explain how a technique(s) is used to present and/or design poetry, including rhyme scheme, and support that explanation with textual information. |
| **Big Idea: Research and Analysis**<br>Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. | | | |
| *3.T.RA.1: Research and Inquiry – Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.* | | | |
| • Determine whether sources are credible. | • Generate question(s) about a topic to be researched.<br>• Locate, gather, and/or select information from one credible source about a topic.<br>• Summarize researched, relevant, and accurate information from one credible source about a topic. | • Generate question(s) about a topic to be researched, formulating additional question(s) to clarify or deepen understanding.<br>• Conduct research by locating, gathering, selecting, and/or organizing information from multiple credible sources, including print, digital, and personal communication, about a topic.<br>• Summarize researched, relevant, and accurate information from at least two credible sources about a topic. | • Generate question(s) about a topic to be researched, formulating additional question(s) to clarify or deepen understanding from multiple sources.<br>• Conduct research by gathering information from multiple credible sources to support multiple ideas on a topic.<br>• Integrate relevant, well-chosen information from multiple sources to support an opinion on a topic. |
| *3.T.RA.2: Curating Sources & Evidence – Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.* | | | |
| | • Identify a **specific passage** from a text that supports a provided idea, answer, or opinion.<br>• Identify what makes a source text credible or relevant. | • Refer to **specific passages** from a text (or text set) to support an idea, answer, or opinion.<br>• Determine what makes a source text (or text set) credible and/or relevant and identify examples. | • Refer to specific passages from a text (or text set) to support multiple ideas, answers, or opinions. |


All Rights Reserved

**Domain: Language**

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

**Big Idea: Grammar Conventions**

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

*3.LG.GC.1: Grammar, Usage, and Mechanics – Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.*

| | | | |
|---|---|---|---|
| • Form regular plural nouns by adding -s or -es.<br>• Form and use verbs by adding -ing, -ed, or -s.<br>• Use action verbs. | • Use adjectives and adverbs.<br>• Use common and proper nouns.<br>• Form and use the simple verb tenses.<br>• Use determiners (articles, possessive determiners, demonstrative adjectives).<br>• Capitalize proper nouns.<br>• Use periods, exclamation marks, and question marks at the end of sentences.<br>• Form plural nouns by changing -y to -ies.<br>• Use personal pronouns (subject, object, and possessive).<br>• Use frequently occurring prepositions.<br>• Use commas to separate items in a series and to format dates, addresses, salutations, and closings.<br>• Form and use verbs by adding -d or -es. | • Use apostrophes to form contractions and singular possessive nouns.<br>• Form and use irregular plural nouns.<br>• Form and use the past tense of irregular verbs.<br>• Use coordinating conjunctions to join words, phrases, or clauses.<br>• Use collective and abstract nouns.<br>• Use reflexive pronouns.<br>• Use commas with coordinating conjunctions to join independent clauses.<br>• Use hyphens to divide words at line breaks. | |

*3.L.GC.2: Syntax – Apply understandings of sentence structure to comprehend and compose varied sentences.*

| | | | |
|---|---|---|---|
| • Use correct verb tense within **a simple and/or compound sentence** to provide clarity.<br>• Use correct subject-verb agreement **in a simple or compound sentence**. | • Use consistent verb tense **within a complex sentence** to strengthen clarity and provide coherence.<br>• Use correct subject-verb agreement **in a complex sentence.**<br>• Use adjectives and adverbs when incorporating details and descriptions to develop idea(s). | • Distinguish between correctly structured simple, compound, and complex sentences.<br>• Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense **within and between sentences**. | • Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense **throughout a text**.<br>• Use correct subject-verb agreement with**in and between paragraphs**. |


All Rights Reserved

| | | | |
|---|---|---|---|
| | | • Use correct subject-verb agreement **in a variety of sentences**.<br>• Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning. | |
| **Big Idea: VOCABULARY**<br>Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | | | |
| *3.L.V.1: General, Academic, & Specialized Vocabulary – Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.* | | | |
| | | • Determine meaning of general, academic, and/or specialized vocabulary words and/or phrases through grade-level texts and content.<br>• Use grade-level general, academic, and/or specialized vocabulary word(s) and phrase(s) to enhance communication for a specific purpose. | • Determine the meaning of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| *3.L.V.2: Word Analysis – Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.* | | | |
| | • Deconstruct word(s) to determine meaning when the tested common root, root word, or affix is below grade-level.<br>• Construct a **word** using a common root or root word and an affix. | • Deconstruct word(s) to determine meaning when the tested common root, root word, or affix is on grade-level.<br>• Identify grade-level affixes associated with specific parts of speech to aid comprehension.<br>• Construct **words** using common roots, root words, and affixes. | |
| *3.L.V.3: Meaning & Purpose – Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.* | | | |
| • Use context **within a sentence** to determine or clarify the meaning of **unknown words**. | • Use context **within a sentence** to determine or clarify the meaning of **multiple-meaning words or phrases**.<br>• Identify synonyms or antonyms in a text. | • Use context **beyond a sentence** to determine or clarify the **meaning of unknown words and/or multiple-meaning words and phrases.** | • Use multiple pieces of context **throughout a text** to determine or clarify the **meaning of unknown words and multiple-meaning words and phrases.** |


All Rights Reserved

| | | | |
|---|---|---|---|
| | | • Use the relationship between synonyms and antonyms to clarify word meanings.<br>• Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) **or** closely related adjectives (e.g., thin, slender, skinny, scrawny).<br>• Use glossaries or dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.<br>• Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. | |

DRAFT


All Rights Reserved