

DRAFT Achievement Level Descriptors

Grade 4 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 DESCRIPTORS			
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 *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*.
RANGE DESCRIPTORS			
A student who achieves the Beginning Learner level demonstrates minimal command of the grade-level standards, working with various grade-level texts.	A student who achieves the Developing Learner level demonstrates partial command of the grade-level standards, working with various grade-level texts.	A student who achieves the Proficient Learner level demonstrates proficiency of the grade-level standards, working with various grade-level texts.	A student who achieves the Distinguished Learner level demonstrates advanced proficiency of the grade-level standards, working with various grade-level texts.
Domain: Texts Students grow in their learning as they purposefully engage with texts.			
Big Idea: Context Students describe the influences of purpose and audience on texts.			
4.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** when **given the audience** of a text. • Classify text by mode.	• Determine the **audience and purpose** of a text. • Describe how the author's choice of mode influences the audience. • Create multimodal texts for a specific purpose and audience.	• Determine the audience and explain the development of the purpose **of a text.** • Classify various texts by mode and describe how the author's choice of mode influences audiences and contributes to the overall purpose and effect. • Create multimodal texts, using features of pre-selected modes that are connected to a specific purpose and audience.	• Determine the audience and explain the development of the purpose **across two texts**. • Create multimodal texts, intentionally using multiple features of pre-selected modes to support a specific purpose and audience.
4.T.C.2: Authors & Speakers – Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.			

DRAFT

All Rights Reserved

• Identify the perspective of a narrator or speaker in a text.	• Describe the perspective of a narrator or speaker in a text. • Identify **one way** in which the author indicates the context in which a text is written.	• Compare and contrast the perspectives of different narrators or speakers in a text. • Identify **more than one way** in which the author indicates the context in which a text is written.	• Compare and contrast the perspectives of different narrators and speakers and support the comparison with text evidence. • Identify and explain how the author indicates the context in which a text is written.
Big Idea: Structure & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.			
4.T.SS.1: Organization: Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.			
• Describe how a provided text feature contributes to the organizational structure of a text. • Describe the organizational structure of a text. • Choose from a variety of **text features** to design a text for a specific purpose and audience. •	• Compare and contrast the text features OR structures of texts written in different genres/for certain purposes, on the same topic. • Choose from a variety of **text structures** to design a text for a specific purpose and audience. • Use conjunction(s) or transition word(s) or phrase(s) to show relationships between ideas and information **within a paragraph.** • Craft related sentences into a cohesive paragraph.	• Compare and contrast the text features and organizational structures of two texts written in different genres/for certain purposes, on the same topic. • Design a text using a variety **of text structure(s) and feature(s)**, according to purpose and audience. • Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information **within a paragraph**. • Craft related sentences into cohesive paragraph(s) that follow a chosen structure using transitions.	• Compare and contrast how two texts are arranged differently to represent the same information and ideas using various text features and organizational structures. • Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information **across multiple paragraphs**.
4.T.SS.2: Craft – Use language to interpret meaning and craft engaging texts.			
• Identify figurative language in a text.	• Describe the meaning of the figurative language used in a text. • Use figurative language for intentional effect(s) **within a sentence**.	• Identify and explain how one example of figurative language used in a text shapes how ideas and information are understood. Use figurative language for intentional effects when expressing ideas or conveying information **within a section of text**.	• Identify and explain how the use of more than one example of figurative language in a text shapes how the ideas and information are understood. • Use figurative language for intentional effects when expressing ideas or conveying information **throughout a text.**

DRAFT

All Rights Reserved

Big Idea: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.			
4.T.T.1: Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.			
• Identify narrative technique(s) in text, such as character, setting, and/or plot. • Identify the text's protagonist and antagonist. • Identify the conflict. • Identify a common theme in a text. • Identify a similar theme, topic, or pattern of events in two stories, myths, or traditional literature from diverse cultures. • Apply a narrative technique to introduce a character, a setting, problem/resolution, or develop event(s) in a story. • Use descriptive detail(s) to introduce a character in a developed paragraph. • Use descriptive detail(s) to develop a setting. • Use dialogue to convey a provided experience/emotion of a character. • Use a descriptive detail to develop an event in a developed paragraph. • Include the resolution in a story when provided the problem.	• Explain how a provided narrative technique is used to present ideas, design texts, and convey information about characters, setting, and/or plot. • Determine specific detail(s) within the text that convey information about characters, setting, and/or plot. • Describe how the text's protagonist or antagonist function in the plot. • Determine the detail(s) about character(s) that develop a provided common theme. • Identify similar theme(s), topic(s), or pattern(s) of events in at least two stories, myths, or traditional literature from diverse cultures, and show how the authors approach one of these aspects using textual evidence. • Develop part of a real or imagined experience by applying a narrative technique. • Clearly sequence events in a story when given at least two parts of the sequence. • Use one instance of dialogue to further develop a character in a real or imagined experience. • Use descriptive details to further develop a character, a setting, or an event(s).	• Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and/or plot. • Describe how the text's protagonist and antagonist function in the plot, drives the conflict, or contribute to the development of other characters in a text. • Identify and describe common theme(s) in a text that is revealed through detail(s) about character(s). • Compare **and** contrast the approach to similar themes, topics, and/or patterns of events in stories, myths, and traditional literature from diverse cultures. • Develop part of a real or imagined experience by applying **more than one** narrative technique. • Clearly sequence events in a story, including the introduction, problem/resolution, and conclusion, when provided one part of the sequence. • Apply more than one instance of dialogue to develop character(s) throughout a real or imagined experience. • Use descriptive details to further develop a real or imagined experience that includes character, setting, and events.	• Describe **with textual support** how the text's protagonist and antagonist function in a plot, drive the conflict, or contribute to the development of other characters in a text. • Identify and describe common theme(s) in a text that are revealed through details about characters and support the description with textual evidence. • Apply narrative techniques to enhance the ideas shaped through other techniques.

DRAFT

All Rights Reserved

4.T.T.2: Expository Techniques – Explain, analyze, and use expository techniques to shape understandings.			
• Identify the main idea in an expository text. • Identify an expository technique the author uses in a text. • Identify steps(s) in a procedure, historical event(s), scientific idea(s), or technical concept(s) in a text. • Determine an important point(s) shared by two texts. • Determine important point(s) or key detail(s) where texts differ. • Apply expository technique(s) to introduce a topic. • Apply expository technique(s) to provide a concluding statement or section.	• Determine a main idea or key detail(s) in an expository text that is presented using a specific technique. • Determine specific fact(s) or key detail(s) within an expository text that support the main idea. • Describe a relationship between events, procedures, ideas, or concepts (including what happened and why) in a historical, scientific, or technical text. • Demonstrate the relationship between a series of events, procedures, ideas, or concepts in a text. • Describe how texts are alike or how they are different. • When an important point is provided, support that important point with details/evidence from two texts on the same topic. • Apply expository technique(s) to develop the topic in a section of the text with fact(s) and/or other information. • Use precise language.	• Evaluate technique(s) used to present and design expository text(s). • Determine the main idea of an expository text and support it with fact(s) and/or key detail(s). • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • Integrate and/or classify information from multiple texts on the same topic in relationship to important points and key details. • Integrate and classify information from multiple texts on the same topic by using textual evidence from one text to explain the relationship between texts. • Apply expository techniques across multiple paragraphs that clearly introduce a topic, develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and/or provide a concluding statement or section. • Apply expository techniques by using precise language to develop the topic. • Group paragraphs or sections to develop the topic.	• Identify and evaluate the techniques used to present and design expository texts and support the evaluation with textual evidence. • Integrate and classify information from multiple texts on the same topic by using textual evidence from multiple texts to explain the relationship between texts.
4.T.T.3: Opinion Techniques – Explain, analyze, and use opinion techniques to shape understandings.			
• Identify an author's opinion or claim. • Apply opinion technique(s) to introduce a topic.	• Identify explicit reason(s) and/or evidence that support the author's opinion or claim.	• Evaluate technique(s) used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and/or evidence.	• Identify and describe the techniques used to present the author's opinion or claim and support it with evidence from multiple texts.

DRAFT

All Rights Reserved

• Apply opinion technique(s) to provide a concluding statement or section. • Use linking word(s) to connect the opinion and reason(s).	• Apply opinion technique(s) to support a provided opinion with reason(s) and/or evidence.	• Identify the author's opinion or claim and provide the reason(s) or textual evidence that supports that opinion or claim. • Apply opinion techniques to create opinion pieces that introduce a provided topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words to connect the opinion and reasons, and/or provide a concluding statement or section.	• Evaluate techniques used to present and design opinion and argumentative texts and support the evaluation with evidence.
4.T.T.4: Poetic Techniques – Explain, analyze, and use poetic techniques to shape understandings.			
• Identify the rhyme scheme or type(s) of poem(s).	• Identify a technique used to present and design a type of poetry, including free verse, rhymed verse, haiku, or limerick. • Apply a poetic technique to produce poetry that uses a predetermined rhyme scheme.	• Explain how a technique(s) is used to present and/or design a type of poetry, which can include free verse, rhymed verse, haiku, and/or limerick. • Apply poetic technique(s) to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect.	• Explain how a technique(s) is used to present and/or design a type of poetry, which can include free verse, rhymed verse, haiku, and/or limerick and support that explanation with textual evidence.
Big Idea: Research & Analysis 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.			
4.T.RA.1: Research & 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 a question(s) about a given topic that can be answered from information in one source. Locate, gather, and/or curate information from one credible source about a given topic. • Integrate information from research, including relevant and accurate evidence from one credible source.	• Generate questions about a given topic to be researched from one source. • Formulate open-ended questions to deepen and extend understanding of the given topic and related ideas and information from one source. • Conduct research by locating, gathering, curating, and/or integrating information from multiple credible sources, including print, digital, and personal communication, about a topic. • Integrate information from research, including relevant and accurate	• Generate questions about a shared topic to be researched from two sources. • Formulate open-ended questions to deepen and extend understanding of a shared topic, related ideas, and information from two sources. • Conduct research by gathering relevant information from multiple credible sources about a topic to support multiple ideas about a topic. • Integrate relevant, well-chosen evidence from multiple sources to

All Rights Reserved

		evidence from two or more credible sources.	support an opinion on a topic.
4.T.RA.2: Curating Sources & Evidence – Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.			
	• Identify a **specific passage or quotation** from a text that supports a provided idea, answer, or opinion. • Identify what makes a source text credible or relevant.	• Refer to **specific passages or quotations** from a text (or text set) to support an idea, answer, or opinion. • Determine what makes a source text (or text set) credible and/or relevant using text-based information.	• Refer to specific passages or quotations from a text (or text set) to support multiple ideas, answers, or opinions.
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.			
4.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.			
• Use adjectives and adverbs. • Use common and proper nouns. • Form and use the simple verb tenses. • Use determiners (articles, possessive determiners, demonstrative adjectives). • Capitalize proper nouns. • Use periods, exclamation marks, and question marks at the end of sentences. • Form plural nouns by changing -y to -ies. • Use personal pronouns (subject, object, and possessive). • Use frequently occurring prepositions. • Use commas to separate items in a series and to format dates, addresses, salutations, and closings. • Form and use verbs by adding -d or -es.	• Use apostrophes to form contractions and singular possessive nouns. • Form and use irregular plural nouns. • Form and use the past tense of irregular verbs. • Use coordinating conjunctions to join words, phrases, or clauses. • Use collective and abstract nouns. • Use reflexive pronouns. • Use commas with coordinating conjunctions to join independent clauses. • Use hyphens to divide words at line breaks.	• Form and use prepositional phrases. • Form and use comparative and superlative adjectives and adverbs. • Ensure pronoun-antecedent agreement. • Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. • Use relative pronouns and relative adverbs. • Use interjections. • Use helping and linking verbs. • Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). • Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. • Use commas to indicate direct address and to set off the words *yes* and *no.* • Use apostrophes to form plural possessive nouns.	

All Rights Reserved

4.L.GC.2: Syntax – Apply understandings of sentence structure to comprehend and compose varied sentences.			
• Use correct subject-verb agreement **in a simple or compound sentence**.	• Use a variety of simple, compound, and/or complex sentences to strengthen coherence, maintaining consistent verb tense **within a paragraph.** • Use correct subject-verb agreement **in a complex sentence**. • Use adjectives and/or adverbs when incorporating details and descriptions to develop ideas.	• Apply understandings of sentence structure to comprehend a wide variety of grade-level texts. • Use a variety of simple, compound, and/or complex sentences to strengthen clarity and coherence, maintaining consistent verb tense **within and between paragraphs**. • Use correct subject-verb agreement to consistently achieve clarity **in a variety of sentences.** • Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.	• Use a variety of simple, compound, and/or complex sentences to strengthen clarity and coherence, maintaining consistent verb tense **throughout a text**. • Use correct subject-verb agreement to consistently achieve clarity **within and between paragraphs.**
Big Idea: Vocabulary 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.			
4.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 the meaning of a range of general, academic, and/or specialized vocabulary words and/or phrases through grade-level texts and content. • Use grade-level general, academic, and specialized vocabulary word(s) and/or phrase(s) to enhance communication for a specific purpose.	• Determine the meaning of a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.
4.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 Greek and Latin root, root word, or affix is below grade-level. • Identify affixes associated with specific parts of speech to aid comprehension.	• Deconstruct word(s) to determine meaning when the tested Greek and Latin root, root word, and/or affix is on grade-level. • Explain how the part of speech and the meaning of a root or root word changes based on the use of	• Deconstruct word(s) to determine meaning when the tested Greek and Latin root, root word, or affix is above grade-level.

DRAFT

All Rights Reserved

	• Construct a **word** using a Greek or Latin root or root word and an affix.	different affixes (e.g., *beautiful* as an adjective vs. *beautifully* as an adverb). • Construct **words** using knowledge of Greek and Latin roots, root words, and affixes.	
4.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 the meaning of **unknown or multiple-meaning words and phrases**. • Identify synonyms or antonyms for a provided word.	• Use context **beyond a sentence** to determine or clarify the meaning of unknown **and/or** multiple-meaning words and phrases. • Demonstrate understanding of words by relating them to their synonyms or antonyms. • Distinguish shades of meaning among closely related adverbs. • Use print and digital reference materials to determine or clarify the precise meaning of words and phrases. • Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.	• Use multiple pieces of context **throughout a text** to determine or clarify the **meaning of unknown words and multiple-meaning words and phrases.**

DRAFT

All Rights Reserved