

DRAFT Achievement Level Descriptors

Grade 5 English Language Arts

EFFECTIVE 2025-2026 SCHOOL YEAR

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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 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.

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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.			
5.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 audience of a text. • Classify various texts by mode.	• Identify multiple purposes found across a text. • Determine the purpose **and** audience of a text. • Describe how the author's choice of mode influences the audience. • Create multimodal texts for a specific purpose and audience.	• Determine audience and identify multiple purposes found **across 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 the pre-selected	• Determine the audience and identify multiple purposes found **across two texts**. • Create multimodal texts, intentionally using multiple features of pre-selected modes to support a specific purpose and audience.

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		modes that are connected to a specific purpose and audience.	
5.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 a narrator or speaker's perspective. • Identify **one way** the author indicates the context in which a text is written.	• Describe a narrator or speaker's perspective. • Identify **more than one way** the author indicates the context in which a text is written.	• Describe how a narrator or speaker's perspective influences the text. • Make inferences about the context in which the text is written.	• Describe how a narrator or speaker's perspective influences the text and support the description with evidence. • Make an inference about the context in which the text is written and **support the inference with evidence.**
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.			
5.T.SS.1: Organization – Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.			
• Identify text feature(s) that present ideas and information coherently in a text. • Choose from a variety of **text features** to design a text for a specific purpose and audience. • Craft related sentences into a cohesive paragraph.	• Describe how provided text feature(s) OR organizational structures present ideas and information coherently in a text. • 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**. • Use transitions to craft related sentences within a cohesive paragraph.	• Describe how text features and organizational structures function in conjunction to represent ideas and information coherently in texts. • Design a text using a variety of **text structure(s) and features**, 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 ideas into cohesive paragraphs that follow a logical structure using transitions. • Craft related sentences into cohesive paragraph(s) that follow a logical structure using transitions.	• Use a variety of conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information **across multiple paragraphs.** • Craft related ideas into a cohesive text that follows a logical structure using transitions effectively.
5.T.SS.2: Craft – Use language to interpret meaning and craft engaging texts.			

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• Identify figurative language in various modes and/or genres.	• Describe the meaning of figurative language used in various modes or genres. • Use figurative language for intentional effect(s).	• Describe the impact of the use of figurative language in response to the audience and purpose, in various modes and genres. • Use figurative language for intentional effects when expressing ideas or conveying information **within a section of text**.	• Describe the impact of the use of figurative language in response to the audience and purpose, in various modes and genres, and support the description with evidence. • Use figurative language for intentional effects when expressing ideas or conveying information **throughout a text.**
Big Idea: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.			
5.T.T.1: Narrative Techniques – Explain, analyze, and use narrative techniques to shape understandings.			
• Identify the narrative technique that is used in a in text to convey information about a character, setting and/or plot. • Identify the setting, event(s), conflict, or characterization that contribute to the plot. • Identify a theme, a character's growth, or conflict resolution. • Identify the themes or topics of stories in the same genre from diverse cultures. • Apply a narrative technique to introduce a character, a setting, a 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.	• Explain how a provided narrative technique is used to present ideas, design text(s), 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 a provided setting, event(s), conflict, or characterization contributes to the plot. • Explain how the provided theme is connected to a character or conflict resolution. • Explain how the authors approach a shared theme or topic of at least two stories in the same genre from diverse cultures. • Identify a shared theme or topic in at least two stories and show how the authors approach one of these aspects using textual evidence.	• Analyze the use of narrative techniques to present ideas, design text(s), and convey information about characters, setting, and/or plot. • Analyze how the setting, event(s), conflict, or characterization contribute to the plot. • Explain how a theme is demonstrated through a character's growth or conflict resolution. • Compare and contrast texts in the same genre from diverse cultures on their approaches to similar themes and topics. • Develop part of a real or imagined experience by applying more than one of the following narrative techniques: • Clearly sequence events in a story, including the intro, climax, conflict/resolution, and conclusion, when provided one part of the sequence. • Apply more than one instance of dialogue to develop character(s)	• Identify and explain how a theme is demonstrated through a character's growth or conflict resolution and support the explanation with evidence. • Compare and contrast texts in different genres from diverse cultures on their approaches to similar themes and topics. • Apply narrative techniques to enhance the ideas shaped through other techniques.

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• Include the resolution in a story when provided the problem.	• 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. • Include the climax of the story when provided other parts of the plot. • 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). • Apply narrative techniques to develop a real or imagined experience AND attempt to use details, event sequences, and a conclusion.	throughout a real or imagined experience. • Use descriptive details to further develop a real or imagined experience that includes character, setting, and events.	
5.T.T.2: Expository Techniques – Explain, analyze, and use expository techniques to shape understandings.			
• Identify the main ideas in an expository text. • Identify an expository technique the author uses in a text. • Explain an individual, event, idea, or concept in a historical, scientific, or technical text. • Explain why a text is a first or secondhand account of an event or topic or explain why a source is a primary or secondary source. • Apply expository techniques to introduce a topic. • Apply expository techniques to provide a concluding statement or section.	• Describe the techniques used to present and design expository texts, including multiple main ideas and facts and key details used to support the main idea. • Determine a main idea(s) or key detail(s) in an expository text that is presented using a specific technique. • Determine specific fact(s) and/or key detail(s) within an expository text that support the main idea(s). • Determine a main idea of an expository text and support that main idea with a fact or key detail. • Explain the relationships or interactions between two an individual(s), event(s), idea(s),	• Evaluate techniques used to present and design expository texts. • Determine the main ideas of an expository text and support the main ideas with fact(s) and/or key detail(s). • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Compare and contrast first and secondhand accounts of the same event or topic using primary and/or secondary sources. • Apply expository techniques **across multiple paragraphs** that	• Identify and evaluate the techniques used to present and design expository texts and support the evaluation with textual evidence. • Apply expository techniques **throughout a text** to enhance writing.

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	and/or concept(s) in a historical, scientific, or technical text based on specific information in the text. • Demonstrate relationship(s) between individuals, events, ideas, or concepts in a text. • Compare a firsthand and secondhand account of the same event or topic using primary and/or secondary sources. • Contrast a firsthand and secondhand account of the same event or topic. • Explain how a text would be different if written as a firsthand or secondhand account. • Integrate and/or explain information from first and secondhand accounts of the same event or topic using primary and/or secondary sources. • Identify detail/evidence from one text that supports an idea from another text or identify details/evidence from texts that support an idea. • Apply expository technique(s) to develop the topic **in a section of text** with fact(s) and other information. • Apply expository techniques to group paragraphs or sections to develop a topic. • Use precise language.	clearly introduce a topic, develop the topic with facts and/or other information, use precise language, and/or provide a concluding statement or section. • Apply expository techniques by using precise language to develop the topic.	
5.T.T.3: Opinion Techniques – Explain, analyze, and use opinion techniques to shape understandings.			

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• Identify author's opinion or claim. • Apply opinion technique(s) to introduce a topic. • Apply opinion technique(s) to provide a concluding statement or section. • Use linking word(s) to connect the opinion and reason(s).	• Identify reason(s) or evidence that support the author's opinion or claim. • Apply opinion technique(s) to support a provided opinion with reason(s) and/or evidence.	• Evaluate technique(s) used to present and design opinion and argumentative texts, including author's opinion and/or claim, supporting reasons, and/or evidence. • Identify the author's opinion or claim and provide the reason(s) or textual evidence that support that opinion or claim. • Apply opinion techniques to create opinion pieces that introduce a 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
5.T.T.4: Poetic Techniques – Explain, analyze, and use poetic techniques to shape understandings.			
• Identify the rhyme scheme or structure of a poem.	• Identify AND attempt to explain techniques used to present and design poetry. • Identify a technique used to present and design poetry. • When given lines of a poem, apply a poetic technique to produce two types of poetry.	• Explain how a technique(s) is used to present and/or design poetry, including rhyme and structure. • Apply poetic technique(s) to produce a specific type of poem.	• Explain how a technique(s) is used to present and/or design poetry 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.			
5.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.			

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• Generate **question(s) about a topic** to be researched.	• Generate **question(s) about a topic** to be researched, to deepen and extend understanding of the topic and related ideas and information. • Conduct research by locating, gathering, and/or curating information from at least one credible source, including print, digital, and personal communication, about a topic. • Integrate information from research, including relevant and accurate evidence from one credible source.	• Generate questions about a topic to be researched, asking probing questions to compare and contrast related topics. • Conduct research by locating, gathering, curating, and integrating information from **multiple credible sources**, including print, digital, and personal communication, about a topic. • Integrate information from research, including relevant and accurate evidence from two or more credible sources.	• Generate questions about a topic to be researched, asking probing questions to compare and contrast related topics from multiple sources. • Conduct research by locating, gathering, curating, and integrating information from **multiple credible sources** to support **multiple ideas on a topic.** • Integrate relevant, well-chosen evidence from **multiple credible sources** to support an opinion on a topic.
5.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 to support a topic or message.	• Refer to **specific passages or quotations** from a text to support an idea, answer, or opinion. • Determine credibility and/or relevance by assessing the strengths and weaknesses of source texts to support a topic or message. • Use basic parenthetical citation(s) to credit the source used.	• 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.			
5.L.G.C.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.			

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• 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.	• Use indefinite pronouns, ensuring correct agreement. • Use subordinating conjunctions to join clauses. • Use commas after introductory phrases or clauses. • Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. • Use intensive pronouns.	
5.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 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 complex sentences to strengthen clarity and coherence, maintaining consistent verb tense **throughout the entire text**. • Use correct subject-verb agreement to consistently achieve clarity **in a variety of sentences**.	• Use correct subject-verb agreement to consistently achieve clarity **in a text**

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		• Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.	
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.			
5.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/or specialized vocabulary word(s) and/or phrase to enhance communication for a specific purpose.	• Use grade-level general, academic, or specialized vocabulary word(s) or phrase(s) to enhance communication for specific purpose(s).
5.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 work, or affix is below grade-level. • Identify how the function of a word changes when adding or changing an affix. • Construct a **word** using a Greek or Latin root or root word and an affix.	• Deconstruct word(s) to determine meaning when the tested Greek and Latin root, root word, and/or affix is on grade-level. • Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words. • Construct **words** using knowledge of Greek and Latin roots, root words, and affixes.	• Deconstruct word(s) to determine meaning when the tested Greek and Latin root, root work, or affix is above grade-level.
5.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.	• Use context **beyond a sentence** to determine or clarify the meaning of unknown **and/or**	• Identify and explain an analogy used in a text.

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	• Identify synonyms or antonyms to show relationships. •	multiple-meaning words and phrases. • Identify an analogy used in a text. • Use synonyms or antonyms, to clarify intended meaning. • Distinguish shades of meaning among related words, including verbs, adjectives, and/or adverbs, to clarify intended meaning. • 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.	

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