

DRAFT Achievement Level Descriptors

Grade 6 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 recognize influences on texts and analyze how they shape meaning.			
6.T.C.1: Purpose & Audience – Analyze the impact of purpose and audience on a wide variety of texts.			
• Determine multiple purposes **within a single text.** • Determine multiple audiences **within a single text**. • Identify text mode feature(s) that aid comprehension of a disciplinary text.	• Explain how multiple purposes target a specific audience **within a single text.** • Determine the audiences and purposes **of a single text**. • Use text mode feature(s) to aid comprehension of a disciplinary text and its related context. • Construct multimodal texts for a specific purpose or audience.	• Analyze the development of multiple purposes within **a single text** and how those purposes target specific audiences. • Use text mode feature(s) to aid comprehension and analysis of disciplinary text(s) and related context(s). • Construct multimodal texts and/or presentations for a specific purpose and audience.	• Analyze the development of multiple purposes **within two texts** and determine how those purposes target specific audiences.

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6.T.C.2: Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.			
• Identify two perspectives conveyed **by a single text.** • Identify what the author's use of evidence reveals about the author's perspective. • Identify the background information or context presented in the text (e.g., geography, location, era, historical happenings). • Identify **a credible source** to research the answer to a question on a provided topic.	• Describe the development or interaction of two perspectives conveyed **by a single text**. • Identify how the author's choice of evidence may impact credibility. • Explain the impact of the provided background information or context on text development. • Identify **credible sources** to research the answers to questions on a provided topic.	• Describe and analyze the development and interaction of two or more perspectives conveyed **by a single text**. • Explain how the author's choice of evidence reveals the author's perspective and impacts credibility. • Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. • Use **credible sources** to research the answer to a question on a provided research topic.	• Describe and analyze the development and interaction of two or more perspectives conveyed **across two texts**. • Explain with text evidence how the author's choice of evidence reveals the author's perspective and impacts credibility (e.g., evidence is not provided to the student). • Analyze how background information in one text (e.g., geography, location, era, historical happenings) impacts the audience's understanding of another text. • Use **credible sources** to expand upon ideas in the student's draft research text.
Big Idea: Structure & Style Students analyze and use organizational structures and style to shape ideas and information.			
6.T.SS.1: Organization – Analyze and use organizational structures to craft meaning.			
• Identify organizational structure(s) or feature(s) that help achieve a provided purpose or convey meaning. • Plan a text using a text structure or text feature appropriate to a provided purpose and/or audience. • Identify concept repetition in a paragraph.	• Identify organizational structures or features that convey meaning and respond to the targeted audiences. • Explain how **an author** uses organizational structure(s) or text feature(s) to convey meaning or achieve a specific purpose for the audience. • Design a text using text structures or text features to convey information for a provided purpose, and/or audience. • Use concept repetition or connected terms to support transitions or clarify the relationship between ideas and information **in a paragraph**.	• Explain **how authors** use organizational structures **or** text features to convey meaning, respond to the audience, or achieve specific purposes. • Design texts, flexibly employing a variety of text structures and text features to convey information and/or add style as appropriate to purpose and audience. • Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, or increase text cohesion. **across two paragraphs**. • Craft part of a multi-paragraph text by focusing on one of the following:	• Explain **how authors** use organizational structures **and** text features to convey meaning, respond to the audience, or achieve specific purposes. • Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, or increase text cohesion **throughout a text**. • Craft **multi-paragraph texts** using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

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	• Craft part of a multi-paragraph text by focusing on one of the following: ○ Craft a section of a text using a coherent structure. ○ Revise part of an introduction to address the research, question, purpose, and/or audience. ○ Use supporting facts, reasons, details, descriptions and/or events to increase coherence in one section of the text. ○ Revise part of a conclusion to improve coherence.	○ Craft a plan for a complete text using a coherent structure. ○ Craft a complete introduction that addresses the research question, purpose, and audience. ○ Use supporting facts, reasons, details, descriptions and/or events to increase coherence in multiple sections of the text. ○ Craft a complete conclusion that contributes to a coherent structure.	
6.T.SS.2: Craft – Interpret and use language to craft engaging texts.			
• Identify figurative and/ or connotative language in a text that contributes to meaning, mood, or tone. • Determine the mood or tone in a text. • Identify whether a sentence is formal or informal.	• Determine how figurative and/or connotative language contributes to meaning, mood, or tone. • Use figurative language or literary devices for intentional effect(s) when creating **a section of text.** • Apply formal or informal style to sentences.	• Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a text. • Use figurative language or literary devices for intentional effect(s) when creating **a section of text** to achieve specific purpose(s) or appeal to the target audience. • Apply understanding of characteristics of formal style (e.g., jargon, complete sentences) and informal style (e.g., contractions, slang, sentence fragments) appropriately when writing and speaking.	• Explain how figurative and connotative language choices contribute to meaning, mood, or tone in a text and support that determination with textual evidence. • Use a variety of figurative language and literary devices **throughout a text** for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. • Compare and contrast characteristics of formal style with those of informal style and apply understandings to complete draft texts.
Big Idea: Techniques Students analyze and apply various techniques to comprehend and shape meaning.			
6.T.T.1: Narrative Techniques – Analyze and apply narrative techniques.			
• Identify a narrative technique that is used (e.g., dialogue, description, foreshadowing) to develop plot, character(s), or setting. • Identify the setting, event(s), conflict, or characterization. that affect plot pacing.	• Describe how a narrative technique within **a section of text** develops the plot, character(s), or setting. • Determine specific detail(s) within the text that convey information about plot, characters, and/or setting.	• Describe how narrative technique(s) are used **across a text** to develop plot, character(s), and/or setting. • Analyze how setting, event(s), conflict, and/or characterization influence plot pacing.	• Describe how narrative technique(s) are used **across a text** to develop plot, character(s), and/or setting, and support that description with textual evidence. • Describe how narrative technique(s) are used to develop

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• Identify the main theme.
• Identify the themes or topics in two literary texts from different genres.
• Apply a narrative technique to develop plot, characterization, or setting.
	• Explain how setting, event(s), conflict, or characterization influences plot pacing **in a section of text**.
	• Identify multiple themes.
	• Describe the main theme using textual evidence.
	• When provided the common theme between two literary texts in different modes or genres, support the theme with textual evidence.
	• Apply **one** of the following narrative techniques to achieve a specific purpose.
	  ○ Clearly sequence plot when given part of the sequence.
	  ○ Use one instance of dialogue to achieve a specific purpose.
	  ○ Use a descriptive detail to achieve a specific purpose.
		• Identify multiple themes and describe how the relationships and interactions between characters influence and/or shape themes.
		• Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and/or topics.
		• Apply **multiple** narrative technique(s) to enhance writing, engage an audience, and achieve a specific purpose.
		  ○ Clearly sequence plot, including the intro, climax, conflict/resolution, and conclusion.
		  ○ Apply dialogue to achieve specific purpose(s).
		  ○ Use descriptive details to achieve specific purpose(s).
			ideas **within other text genres** (e.g., argumentative, expository) to develop ideas.
			• Identify multiple themes and describe how the relationships and interactions between characters influence and/or shape themes and **support the description with textual evidence.**
			• Compare and contrast-literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and/or topics and **support the comparison with textual evidence.**
			• Apply narrative techniques to engage the audience and achieve a specific purpose in other text genres (e.g., argumentative, expository).

6.T.T.2: Expository Techniques – Analyze and apply expository techniques.			
• Recognize the main idea(s) in an expository text. • Recognize an expository technique the author uses in a text. • Recognize a specific fact or key detail within an expository text that supports the main idea. • Describe an author's presentation of a historical event or topic. • Apply an expository technique to introduce the topic, develop the topic, or provide a sense of closure.	• Recognize the main idea(s) or key detail(s) in an expository text that is presented using a specific technique. • Recognize specific facts and/or key details within an expository text that support the main idea(s). • Recognize how the author provides a sense of closure. • Recognize a main idea of an expository text and support that main idea with facts or key details. • Describe how two authors are similar in their presentations of a historical event or topic. • Describe how two authors' presentations of a historical event or topic are different. • Apply expository techniques to develop the topic **within a**	• Recognize and describe expository techniques used to present and design content. • Recognize the main ideas of an expository text and support the main ideas with facts and/or key details. • Compare and contrast one author's presentation of events with that of another on the same historical event or topic. • Apply expository techniques (e.g., main idea, facts, key details, sense of closure) **across multiple paragraphs** to enhance writing and engage audiences.	• Recognize and describe expository techniques used **in multiple texts** to present and design content. • Compare or contrast one author's presentation of events with that of another on the same historical event or topic and **support that comparison with textual evidence**. • Apply expository techniques **throughout the text** to enhance writing and engage audiences.

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	paragraph with multiple ideas, facts, and/or key details.		
6.T.T.3: Argumentative Techniques – Analyze and apply argumentative techniques.			
• Recognize an author's claim, a piece of supporting relevant evidence, or an identified counterclaim. • **Apply an argumentative technique** to develop an introduction or a logical conclusion.	• Recognize an author's claim along with the supporting relevant evidence for the claim. • Recognize multiple pieces of relevant evidence within an argumentative text that support a provided claim. • Recognize how the author provides a conclusion that logically follows the argument. • When provided an argumentative technique (e.g., claim, counterclaim, reason), **apply an additional technique** (e.g., counterclaim, relevant evidence) to enhance writing.	• Recognize and explain argumentative technique(s) used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and/or a conclusion that logically follows the argument. • **Apply more than one argumentative technique** (e.g., constructing a claim, supporting with relevant evidence, constructing a counterclaim, and providing a logical conclusion) to enhance writing and engage audiences.	• Evaluate the author's use of argumentative techniques to present and design content and support the evaluation with evidence.
6.T.T.4: Poetic Techniques – Analyze and apply poetic techniques.			
• Recognize the rhyme scheme or structure of a poem.	• Recognize a technique (e.g., stanzas, imagery, figurative language, and/or sound device) used to present and design poetry. • When provided a poetic technique, describe its use for presenting or designing content. • Apply **a poetic technique** (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage an audience.	• Recognize and describe poetic technique(s) used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound device. • Apply **poetic multiple techniques** (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.	• Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound device, and support that description 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.			
6.T.RA.1: Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.			
• Generate questions to guide research to investigate a topic.	• Generate question(s) to guide research about a topic to **extend the investigation of the topics**	• Generate questions to guide research and **make connections between related topics**,	• Conduct research by gathering and integrating relevant information

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	and ideas. • Conduct research by locating and/or gathering information from **one credible source** (including print, digital, and personal communication) about texts or related topics. • Draw upon research to support ideas and information.	formulating questions to investigate topics and ideas **across multiple sources.** • Conduct research by locating, gathering, curating, and/or integrating information from **two credible sources** about texts and related topics. • Draw from accumulated knowledge and research to analyze texts, **challenging or extending ideas and information.**	from **multiple credible sources** about a related topic.
6.T.RA.2: Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.			
	• Locate evidence **in a print or digital source** to support a central idea or question. • Analyze **a print or digital text** to determine indicator(s) that make the source credible. • **Use basic parenthetical citations** to credit authors.	• Locate evidence **in multiple print and/or digital sources** to support a central idea or question. • Analyze **multiple print and/or digital texts** to determine indicators that make the sources credible. • **Use basic parenthetical citations** to credit authors when quoting or paraphrasing texts **drawing on information provided from a basic Works Cited entry**.	• Locate evidence in print and digital sources to support **multiple** central ideas or questions.
Big Idea: Periods & Movements Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.			
6.T.PM.1: Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.			
		• Identify a specific element (e.g., character, event, conflict, lesson) that a modern writer adapted from a myth or text (fictional or historical). • Identify how/when an author conveys a particular time period in literature.	• Identify a specific element (e.g., character, event, conflict, lesson) that a modern writer adapted from a myth or text (fictional or historical) and **support with textual evidence.**
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.			

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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.

6.L.GC.1: Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.

• 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.	• Form and use the progressive, perfect, and perfect progressive verb aspects. • Form and use participles. • Recognize and correct vague pronoun references. • Use correlative conjunctions to join words, phrases, or clauses. • Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue. • Use semicolons to separate items in a series or list when at least one of the items already contains commas.	

6.L.GC.2: Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.

• Use a variety of simple, compound, and complex sentences to combine ideas.	• Use a variety of simple, compound, complex, and compound-complex sentences to combine ideas, maintaining verb tense **within a paragraph.** • Determine when active voice should be used. • Use modifiers when adding details to convey meaning.	• Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. • Use a variety of simple, compound, and complex sentences, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense **throughout the entire text**.	• Use active voice **throughout a text**, revising for subject-verb agreement.

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		• Identify and use active voice **in sentences**, revising for subject-verb agreement. • Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.	
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.			
6.L.V.1: General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.			
		• Determine the meaning of a range of general, academic, and/or disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. • Use grade-level general, academic, and/or disciplinary vocabulary to communicate clearly and precisely in a variety of settings.	• Use grade-level general, academic, and disciplinary vocabulary words to communicate clearly and precisely **when constructing a text.**
6.L.V.2: Word Analysis – Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.			
	• Deconstruct word(s) to determine or clarify meaning using etymology knowledge when the tested Greek and Latin root, root word, or affix **was previously introduced.** • Identify the connection between parts of speech and the meaning of words (e.g., discuss as a verb vs. discussion as a noun). • Construct a **word** using a Greek or Latin root or root word and an affix.	• Deconstruct word(s) to determine or clarify meaning using etymology knowledge when the tested Greek and Latin root, root word, or affix is **at grade-level.** • Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. • Construct and use **words** based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. • Use knowledge of parts of speech to determine precise words and phrases when constructing texts.	

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6.L.V.3: Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.			
	• Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) **within a sentence** to determine the meaning of unknown **or** multiple-meaning words and phrases. • Use available print and/or digital resources, including reference materials and digital tools, to determine, clarify, or verify the meaning of **unknown words.**	• Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) **beyond a sentence** to determine, distinguish, **and/or** clarify the meaning of unknown or multiple-meaning words and phrases. • Distinguish between the connotations of words that share a similar denotation. • Use available print and/or digital resources, including reference materials and digital tools, to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. • Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when writing.	• Analyze relationships between words, phrases, and clauses **across a text** to determine, distinguish, **and/or** clarify the meaning of unknown or multiple-meaning words and phrases.

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