

Achievement Level Descriptors

for

United States History

Georgia Department of Education
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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 in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

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 the student's achievement level *as well as all content and skills in any achievement levels that precede the student's 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 ALDs				
Standard	**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 ALDs				
Standard	**Beginning Learner**	**Developing Learner**	**Proficient Learner**	**Distinguished Learner**
	A student who achieves at the **Beginning Learner** level demonstrates minimal command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the **Developing Learner** level demonstrates partial command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the **Proficient Learner** level demonstrates proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the **Distinguished Learner** level demonstrates advanced proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to

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Colonization through the Constitution				
USH.1.a USH.1.b USH.1.c USH.1.d USH.2.a USH.2.b USH.2.c USH.2.d USH.3.a USH.3.b USH.3.c USH.4.a USH.4.b USH.4.c USH.4.d USH.4.e USH.4.f USH.5.a USH.5.b USH.5.c USH.5.d USH.5.e	• recognize that the English settled in North America during the seventeenth century; • identify mercantilism; • identify the causes of the American Revolution; • identify the French and Indian War and the 1763 Treaty of Paris; • identify the U.S. Constitution;	• describe areas of English settlement in North America during the seventeenth century; • describe trans-Atlantic trade; • describe the Middle Passage and growth of the African American/Black population; • explain the causes of the American Revolution; • explain how the French and Indian War and the 1763 • Treaty of Paris laid the groundwork for the American Revolution; • identify the ideological, military, social, and diplomatic aspects of the American Revolution; • explain the Great Compromise and the separation of powers;	• compare and contrast areas of English settlement in North America during the seventeenth century; • investigate how mercantilism and trans-Atlantic trade led to the development of colonies; • describe the early English colonial society and investigate the development of its governance; • describe Salutary Neglect; • analyze the causes of the American Revolution; • analyze how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution; • describe the ideological, military, social, and diplomatic aspects of the American Revolution; • explain specific events and key ideas that brought about the adoption and implementation of the U.S. Constitution; • explain the major arguments of the Federalists and the Anti-Federalists;	• compare and contrast areas of English settlement in North America during the seventeenth century, including reasons for settlement, relations with American Indians, and the role of location and place in specific colonial regions; • explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority; • analyze the ideological, military, social, and diplomatic aspects of the American Revolution; • investigate specific events and key ideas that brought about the adoption and implementation of the U.S. Constitution; • evaluate the major arguments of the Federalists and the Anti- Federalists;

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New Republic through Reconstruction				
USH.6.a USH.6.b USH.6.c USH.6.d USH.6.e USH.7.a USH.7.b USH.7.c USH.7.d USH.8.a USH.8.b USH.8.c USH.8.d USH.8.e USH.9.a USH.9.b USH.9.c USH.9.d USH.10.a USH.10.b USH.10.c USH.10.d USH.10.e	• identify the challenges faced by the first five presidents; • identify abolitionism; • identify the Civil War; • identify Reconstruction;	• identify the challenges faced by the first five presidents and how they responded; • explain Jacksonian Democracy, including the expansion of suffrage; • identify growing north-south divisions and westward expansion; • identify the key events relating to the Civil War; • describe Reconstruction;	• explain the challenges faced by the first five presidents and how they responded; • investigate political, economic, and social developments during the Age of Jackson; • interpret the relationship between slavery, growing north-south divisions, and westward expansion that led to the Civil War; • explain the key events, issues, and individuals relating to the Civil War; • explain Lincoln's purpose in issuing the Emancipation Proclamation; • explain the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis; • explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta as well as the impact of geography on these battles; • identify legal, political, and social dimensions of Reconstruction; • investigate the efforts of the Bureau of Refugees, Freedmen, and	• analyze the challenges (expansion, immigration) faced by the first five presidents and how they responded through policy and the use of presidential power; • analyze states' rights during the Age of Jackson; • analyze economic expansion during the Age of Jackson; • analyze reform movements during the Age of Jackson; • analyze the relationship between slavery, growing north-south divisions, and westward expansion that led to the Civil War; • analyze the impact of the Mexican • War on growing sectionalism; • evaluate the key events, issues, and individuals relating to the Civil War; • evaluate the importance of the growing economic disparity between the North and the South; • evaluate Lincoln's purpose in using emergency powers; • investigate legal, political, and social dimensions of Reconstruction; • compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the

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			Abandoned Lands (the Freedmen's Bureau); • describe the significance of the Thirteenth, Fourteenth, and Fifteenth Amendments; • explain the Black Codes;	significance of Lincoln's assassination;
Industrialization, Reform, & Imperialism				
USH.11.a USH.11.b USH.11.c USH.11.d USH.11.e USH.12.a USH.12.b USH.12.c USH.13.a USH.13.b USH.13.c USH.13.d USH.14.a USH.14.b	• identify industrial growth;	• describe the expansion of railroads; • identify the Progressive Era; • identify American imperialism;	• describe some effects of the growth of big business, the growth of labor unions, and technological innovations; • describe how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny; • describe efforts to reform American society and politics in the Progressive Era; • explain America's evolving relationship with the world at the turn of the twentieth century;	• evaluate the economic, social, and geographic impacts of the growth of big business, labor unions, and technological innovations; • evaluate important consequences of westward expansion on the Plains Indians and how westward expansion (transcontinental railroad) fulfilled Manifest Destiny • evaluate efforts to reform American society and politics in the Progressive Era; • explain the Roosevelt Corollary and the creation of the Panama Canal;
Establishment as a World Power				
USH.15.a USH.15.b USH.15.c USH.16.a USH.16.b USH.16.c USH.16.d USH.16.e USH.17.a USH.17.b USH.17.c USH.18.a	• identify the origins of U.S. involvement in World War I; • identify the Great Depression; • identify Franklin D. Roosevelt and the New Deal; • identify the major developments of World War II;	• identify the impact of U.S. involvement in World War I; • define the Red Scare; • define the Eighteenth and Nineteenth Amendments; • identify some causes and consequences of the Great Depression; • describe Franklin D. Roosevelt's New Deal;	• explain the origins and impact of U.S. involvement in World War I; • describe political, economic, and cultural developments that occurred after World War I; • describe the causes and consequences of the Great Depression;	• analyze the origins and impact of • U.S. involvement in World War I; • describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmermann telegram; • investigate how political, economic, and cultural

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USH.18.b USH.18.c USH.18.d USH.19.a USH.19.b USH.19.c USH.19.d USH.19.e		• identify the domestic impact of World War II;	• explain Franklin D. Roosevelt's New Deal as a response to the Great Depression; • examine the origins of World War II;	developments after World War I led to a shared national identity; • explain how fears of rising communism and socialism in the United States led to the Red Scare; • describe the impact of radio and movies as a unifying force in the national culture; • analyze the causes and consequences of the Great Depression; • explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles; • evaluate Franklin D. Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs; • analyze the origins, major developments, and the domestic impact of World War II, including the growth of the federal government;

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Post-World War II to the Present				
USH.20.a USH.20.b USH.20.c USH.21.a USH.21.b USH.21.c USH.21.d USH.21.e USH.22.a USH.22.b USH.23.a USH.23.b USH.23.c USH.23.d	• identify technological advancements and social changes during the Kennedy and Johnson administrations; • identify technological advancements and social changes during the Nixon, Ford, and Carter administrations; • identify technological changes from the 1980s to 2016.	• identify U.S. international and domestic policies during the Truman and Eisenhower administrations; • identify U.S. international and domestic policies during the Kennedy and Johnson administrations; • identify U.S. international and domestic policies during the Nixon, Ford, and Carter administrations; • identify the political, economic, and technological changes during the Reagan, George H. W. Bush, Clinton, George W. Bush, and Obama administrations.	• analyze U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Truman and Eisenhower administrations; • analyze U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Kennedy and Johnson administrations; • analyze U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Nixon, Ford, and Carter administrations; • analyze the political, economic, and technological changes during the Reagan, George H. W. Bush, Clinton, George W. Bush, and Obama administrations.	• examine the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Truman and Eisenhower administrations; • examine the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Kennedy and Johnson administrations; • examine the connections between U.S. international and domestic policies, including their influences on technological advancements and social changes, during the Nixon, Ford, and Carter administrations; • examine the connections between the political, economic, and technological changes during the Reagan, George H. W. Bush, Clinton, George W. Bush, and Obama administrations.

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