

Georgia Alternate Assessment

**Kindergarten – Understanding Your Child’s Performance:** Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
<b>English Language Arts</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify details and characters in a text;</li> <li>• identify a writing topic using pictures, symbols, or sentences; and</li> <li>• match words with real-life images.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify settings and key details in a text;</li> <li>• answer basic questions about key details in a text;</li> <li>• identify pictures, symbols, or sentences to tell about a topic or event;</li> <li>• identify the meaning of verbs and adjectives; and</li> <li>• identify an object that belongs in a given category.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify the main idea and major events within a text;</li> <li>• sequence key details in a story;</li> <li>• develop pictures or sentences to convey a topic or tell about an event;</li> <li>• identify pictures, symbols, or sentences to tell about a reaction to an event;</li> <li>• place events in chronological order; and</li> <li>• identify the opposite of frequently used verbs and adjectives.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• ask and answer questions about a text;</li> <li>• sequence key details in an informational text;</li> <li>• develop pictures or sentences to give information about a topic or tell about a reaction to an event;</li> <li>• identify the category of a given group of objects; and</li> <li>• sort multiple objects into two categories.</li> </ul>
<b>Mathematics</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify numerals in the everyday environment;</li> <li>• identify and understand the relationship between numbers and quantities up to 5;</li> <li>• match identical shapes; and</li> <li>• add or remove objects from a group when told to “put more” or “take away.”</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify and understand the relationship between numbers and quantities up to 10;</li> <li>• name and sort shapes of the same size;</li> <li>• count to solve addition or subtraction problems within 5; and</li> <li>• create groups to show addition or subtraction.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• understand the relationship between numbers and quantities up to 20;</li> <li>• name and sort shapes of various sizes;</li> <li>• understand more and less;</li> <li>• solve addition and subtraction problems within 5; and</li> <li>• identify the amount needed in an addition or subtraction problem.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• give the number name that is one more than a given number;</li> <li>• find the number needed to add to 10 or to take away from 11-19 to get 10;</li> <li>• identify an object with described measurable attributes; and</li> <li>• use a number sentence to solve addition or subtraction problems within 5.</li> </ul>