

Georgia Alternate Assessment

**Grade 4 – 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>answer simple comprehension questions (e.g., who, what, where, and/or when) about a text;</li> <li>identify details, characters, settings, and events in a text;</li> <li>identify sentences to introduce a topic, narrator, or characters or to describe an action;</li> <li>identify headings and illustrations; and</li> <li>identify prepositional phrases.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>locate answers in a text;</li> <li>identify details leading to a main idea;</li> <li>describe characters and settings;</li> <li>identify sentences to provide facts, details, and conclusions;</li> <li>identify sentences to provide dialogue, describe events, and link ideas;</li> <li>identify sentences using transition words, domain-specific vocabulary, and sensory details;</li> <li>use prepositional phrases; and</li> <li>identify antonyms and synonyms.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>identify the main idea;</li> <li>identify details leading to a theme;</li> <li>match the main idea and supporting details;</li> <li>summarize text using provided details;</li> <li>group related sentences;</li> <li>develop sentences to introduce a topic, narrator, or character, and to describe actions and events;</li> <li>identify the meaning of similes/metaphors; and</li> <li>match a word to its antonym and synonym.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>identify a theme;</li> <li>identify an appropriate inference and the information needed to make an inference;</li> <li>describe the main idea;</li> <li>develop sentences to provide facts and details;</li> <li>develop a narrative;</li> <li>develop sentences using domain-specific vocabulary and prepositional phrases; and</li> <li>identify word relationships.</li> </ul>
<b>Mathematics</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>compare numbers within 10;</li> <li>add or subtract two single-digit whole numbers;</li> <li>identify lines, line segments, rays, angles, parallel lines, perpendicular lines;</li> <li>recognize smaller units of measure within a system; and</li> <li>reproduce a given shape or number pattern.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>compare numbers within 100;</li> <li>add a two-digit number to a one-digit number;</li> <li>compare decimals;</li> <li>identify angles and lines;</li> <li>choose an appropriate unit of measure;</li> <li>understand how to find area and perimeter of rectangles; and</li> <li>extend simple shape or number patterns.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>understand place value of multi-digit whole numbers;</li> <li>solve word problems using multi-digit numbers;</li> <li>compare fractions;</li> <li>identify, sort and describe lines and angles within a figure;</li> <li>identify and compare units of measure; and</li> <li>extend a pattern given a rule.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>compare numbers within 1000;</li> <li>compare decimals;</li> <li>generate equivalent fractions;</li> <li>fluently add and subtract multi-digit numbers;</li> <li>show numbers in expanded form;</li> <li>apply perimeter or area formula;</li> <li>identify the relationship between units of measure; and</li> <li>create a pattern or rule.</li> </ul>