

**Louisiana Educational Assessment Program  
LEAP Alternate Assessment, Level 2 (LAA 2)  
English Language Arts (ELA) Achievement Level Descriptors: Grade 5**

Achievement Level	Descriptors
Advanced	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
Basic	<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to</p> <ul style="list-style-type: none"> <li>• demonstrate overall understanding of what they read;</li> <li>• answer literal questions and make simple inferences about information in texts;</li> <li>• identify story elements, literary devices, and author's purpose;</li> <li>• research a topic by locating information in a variety of print and electronic resources;</li> <li>• express some creative and/or critical thinking in response to a writing task, characterized by a central idea, observable organization, and supporting details;</li> <li>• demonstrate audience awareness through use of grade-appropriate vocabulary, sentence variety, and evidence of personal style or voice; and</li> <li>• demonstrate some command of spelling, grammar, punctuation, and capitalization.</li> </ul>
Approaching Basic	<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to</p> <ul style="list-style-type: none"> <li>• demonstrate partial understanding of what they read;</li> <li>• identify stated main idea in text, make simple inferences, and draw connections to personal experience;</li> <li>• research a topic by locating some information in commonly used print and electronic resources;</li> <li>• demonstrate inconsistent control in response to a writing task, characterized by a weak central idea, weak organization, and few supporting details;</li> <li>• demonstrate limited audience awareness through use of simple but appropriate vocabulary, simple sentence structures, and few elements of personal style; and</li> <li>• demonstrate limited command of spelling, grammar, punctuation, and capitalization.</li> </ul>

<p>Foundational</p>	<p>A student at this level has <i>not</i> demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to</p> <ul style="list-style-type: none"> <li>• demonstrate minimal understanding of what they read;</li> <li>• make minimal connections between information in texts and personal experiences;</li> <li>• research a topic by locating minimal information in a few commonly used resources;</li> <li>• develop a minimal response to a writing task, characterized by a weak central idea, little observable organization, and few supporting details;</li> <li>• demonstrate minimal audience awareness through the use of limited vocabulary, simple sentence structures, and little or no personal style or voice; and</li> <li>• demonstrate minimal command of spelling, grammar, punctuation, and capitalization.</li> </ul>
<p>Pre-Foundational</p>	<p>A student at this level has <i>not</i> demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level <i>need to develop</i> the ability to</p> <ul style="list-style-type: none"> <li>• demonstrate at least minimal understanding of what they read;</li> <li>• make at least minimal connections between information in texts and personal experiences;</li> <li>• research a topic by locating at least minimal information in a few commonly used resources;</li> <li>• develop at least a minimal response to a writing task, characterized by a weak central idea, little observable organization, and few supporting details;</li> <li>• demonstrate at least minimal audience awareness through the use of limited vocabulary, simple sentence structures, and little or no personal style or voice; and</li> <li>• demonstrate at least minimal command of spelling, grammar, punctuation, and capitalization.</li> </ul>