

**Louisiana Educational Assessment Program
LEAP Alternate Assessment, Level 2 (LAA 2)
English Language Arts (ELA) Achievement Level Descriptors: Grade 6**

Achievement Level	Descriptors
Advanced	<ul style="list-style-type: none"> • Not applicable
Mastery	<ul style="list-style-type: none"> • Not applicable
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"> • demonstrate overall understanding of what they read; • identify main ideas and supporting details, and answer literal and simple inferential questions; • research a topic by locating information in a variety of electronic and print resources (e.g., newspapers, magazines, brochures, maps, legends); • express some creative and/or critical thinking in response to a writing task, characterized by a central idea, observable organization, and supporting details; • demonstrate audience awareness through use of grade-appropriate vocabulary, a variety of sentence structures, and evidence of personal style or voice; and • demonstrate some command of spelling, grammar, punctuation, and capitalization.
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"> • demonstrate partial understanding of what they read; • identify some literal and implied information and stated main ideas in text and make connections to personal experience; • research a topic by locating some information in commonly used electronic and print resources; • demonstrate inconsistent control in response to a writing task, characterized by a weak central idea, some evidence of organization, few transitions, and few supporting details; • demonstrate limited audience awareness through use of simple but appropriate vocabulary, simple sentence structures, and few elements of personal style; and • demonstrate limited command of spelling, grammar, punctuation, and capitalization.

<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"> • demonstrate minimal understanding of what they read; • identify concrete ideas and make minimal connections between information in texts and personal experiences; • research a topic by locating minimal information in a few commonly used resources; • construct a minimal response to a writing task, characterized by a weak central idea, little observable organization, and a few supporting details; • demonstrate minimal audience awareness through the use of limited vocabulary, simple sentences, and limited evidence of elements of personal style or voice; and • demonstrate minimal command of spelling, grammar, punctuation, and capitalization.
<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"> • demonstrate at least minimal understanding of what they read; • identify concrete ideas and make at least minimal connections between information in texts and personal experiences; • research a topic by locating at least minimal information in a few commonly used resources; • construct at least a minimal response to a writing task, characterized by a weak central idea, little observable organization, and a few supporting details; • demonstrate at least minimal audience awareness through the use of limited vocabulary, simple sentences, and limited evidence of elements of personal style or voice; and • demonstrate at least minimal command of spelling, grammar, punctuation, and capitalization.