

**Louisiana Educational Assessment Program  
LEAP Alternate Assessment, Level 2 (LAA 2)  
English Language Arts (ELA) Achievement Level Descriptors: Grade 9**

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>• identify main points or ideas in text and extend ideas in text by drawing conclusions, making inferences, and identifying explicit cause/effect relationships;</li> <li>• identify story elements, literary devices, and author's purpose or viewpoint;</li> <li>• research a topic by locating and interpreting information in a variety of electronic and print resources;</li> <li>• express some critical and/or creative thinking in response to a writing task;</li> <li>• construct an appropriate multiparagraph response to a writing task, characterized by a central idea, observable organization, simple transitions, and supporting information;</li> <li>• demonstrate audience awareness through intentional use of appropriate vocabulary, sentence variety, and 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 literal and implied information and stated main ideas in text, story elements, some literary devices, and author's purpose;</li> <li>• research a topic by locating information in electronic and print resources;</li> <li>• demonstrate inconsistent control in response to a writing task, characterized by a weak central idea, some evidence of organization and transitions, and few supporting details;</li> <li>• demonstrate limited audience awareness through the use of simple vocabulary, simple sentence structures, and few elements of personal style; and</li> <li>• demonstrate limited command of spelling, grammar, punctuation, and capitalization.</li> </ul>

Foundational	<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>• construct minimal interpretations and/or extensions of text;</li> <li>• research a topic by locating minimal information in commonly used print or electronic resources;</li> <li>• develop a minimal response to a writing task, characterized by a weak central idea, limited observable organization, and some supporting information;</li> <li>• demonstrate minimal audience awareness in written responses through the use of simple vocabulary, simple sentences, and little or no personal style or voice; and</li> <li>• demonstrate minimal command of spelling, grammar, punctuation, and capitalization.</li> </ul>
Pre-Foundational	<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>• construct at least minimal interpretations and/or extensions of text;</li> <li>• research a topic by locating at least minimal information in commonly used print or electronic resources;</li> <li>• develop at least a minimal response to a writing task, characterized by a weak central idea, limited observable organization, and some supporting information;</li> <li>• demonstrate at least minimal audience awareness in written responses through the use of simple vocabulary, simple sentences, and little to no personal style or voice; and</li> <li>• demonstrate at least minimal command of spelling, grammar, punctuation, and capitalization.</li> </ul>