

**Louisiana Educational Assessment Program
LEAP Alternate Assessment, Level 2 (LAA 2)
English Language Arts (ELA) Achievement Level Descriptors: Grade 4**

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; • make obvious connections between information and personal experiences; • extend ideas in the text by making simple inferences; • research a topic by locating information in a variety of sources; • express some critical or creative thinking in response to a writing task; • develop a central idea with some observable organization and elaboration with a few supporting details; • demonstrate audience awareness through use of general vocabulary, some sentence variety, and some 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; • make limited connections between text and personal experiences; • identify obvious meanings in text and make limited or simple inferences; • research a topic by locating information in commonly used resources; • demonstrate a partial response to a writing task; • develop a response with a vague or weak central idea, weak organization, and few or inappropriate details; • demonstrate limited audience awareness through use of simple or inappropriate vocabulary, simple sentences, and little to no evidence of personal style or voice; 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; • make minimal connections between the text and personal experiences; • research a topic by locating minimal information in commonly used sources; • demonstrate a minimal response to the writing task; • develop a response to a writing task using a weak or unfocused central idea, attempted organization, and little or irrelevant support; • show minimal audience awareness through use of simple or inappropriate vocabulary, simple sentences, and weak 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; • make at least minimal connections between ideas in text and personal experiences; • locate some information in commonly used sources; • develop a response to a writing task with some evidence of a central idea, attempted organization, and some supporting details; • show at least minimal audience awareness through use of simple vocabulary and simple sentences; and • demonstrate at least minimal command of spelling, grammar, punctuation, and capitalization.