

**Louisiana Educational Assessment Program
LEAP Alternate Assessment, Level 2 (LAA 2)
English Language Arts (ELA) Achievement Level Descriptors: Grade 10**

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 and make some interpretations; • identify elements of text and an author’s style; • extend ideas in text by making simple inferences and some connections to personal experiences; • research a topic by selecting and using information in various sources; • demonstrate some evidence of critical, analytical, and/or creative thinking in response to a writing task; • develop a response with a central idea, evidence of some observable organization, and elaboration with some supporting details; • demonstrate audience awareness through a sense of personal style or voice and some variety in vocabulary and sentence structure; 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 elements of text and an author’s purpose; • make simple or broad connections between text and personal experiences; • research a topic by locating information in commonly used sources; • demonstrate a partial response to a writing task; • develop a response with a weak central idea, some evidence of organization, and minimal elaboration or supporting details; • demonstrate limited audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; 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 a minimal understanding of what they read; • identify few elements of text and an author's purpose; • make minimal connections between text and personal experiences; • research a topic by locating minimal information in commonly used sources; • demonstrate a minimal response to a writing task; • develop a response with a weak or unfocused idea, attempted organization, and little or irrelevant support; • demonstrate minimal audience awareness through use of weak personal style or voice, simple or inappropriate vocabulary, and simple sentences; 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"> • understand what they read; • identify some elements of text; • make at least minimal connections between text and personal experiences; • locate information within commonly used sources; • develop a response to a writing task using a general focus, attempted organization, and minimal support; • demonstrate 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.