

## CONTENTS

- [Understanding Reporting Information](#)
- [Grade 5 English Language Arts Achievement Level Descriptors for Reading](#)
- [Grade 5 English Language Arts Achievement Level Descriptors for Writing](#)

## UNDERSTANDING REPORTING INFORMATION

Student performance is reported by overall achievement level and then broken down into subcategories, which are aspects of the major ELA categories of Reading and Writing.

### Achievement Level Definitions

Achievement level definitions briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations, and are well prepared for the next level of studies in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations, and are prepared for the next level of studies in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations, and may need additional support to be fully prepared for the next level of studies in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations, and will need much support to be prepared for the next level of studies in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations, and will need extensive support to be prepared for the next level of studies in this content area.

### ELA Reporting Categories

Student performance on the LEAP 2025 English Language Arts assessments will be reported by category and subcategory as outlined in the following table.

Category	Subcategory	Subcategory Description
<b>Reading</b>	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, technology, and the arts.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
<b>Writing</b>	Written Expression	Students use details from provided texts to compose well-developed, organized, clear writing.
	Knowledge and Use of Language Conventions	Students use the rules of Standard English (grammar, mechanics, and usage) to compose writing.

### Achievement Level Descriptors

Achievement Level Descriptors (ALDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level standards. In ELA, the ALDs are written for the two assessment categories of Reading and Writing.

The information for the **Reading ALDs** comes from the items that measure the Reading subcategories, which include all selected-response items and the reading points from the prose-constructed response (PCR) items on the Research Simulation Task and the Literary Analysis Task. The PCR at the end of the Narrative Writing Task does not measure reading. Selected-response items ask students to select from a set of given answer options, rather than providing their own responses, and include Evidence-Based Selected-Response (EBSR), Multiple-Select (MS), and Technology-Enhanced (TE) items. For more information about item types, see the [Grade 5 ELA Assessment Guide](#).

The information for the **Writing ALDs** comes from the writing subcategories, measured by the PCR items, which ask students to provide an extended and complete written response to a prompt that acts as the culmination of the tasks on the LEAP 2025 ELA tests (i.e., Research Simulation Task and Literary Analysis or Narrative Writing Task). The rubrics used to score the PCRs can be found in the [Assessment Guidance](#) library. For more information about the PCRs and the scoring rubrics, refer to the [Grade 5 ELA Assessment Guide](#).

The tables that follow describe the ALDs for Reading and Writing for grade 5. The underlining within the Reading table identifies a student's level of understanding as it pertains to the different levels of complexity of the passages on the LEAP 2025 tests, while the underlining within the Writing table identifies the degree of success a student has with the different writing elements.

Grade 5 Achievement Level Descriptors for Reading			
Level 5: Advanced	Level 4: Mastery	Level 3: Basic	Level 2: Approaching Basic
<p>A student who achieves at <b>Level 5 exceeds expectations</b> for the assessed standards.</p>	<p>A student who achieves at <b>Level 4 meets expectations</b> for the assessed standards.</p>	<p>A student who achieves at <b>Level 3 approaches expectations</b> for the assessed standards.</p>	<p>A student who achieves at <b>Level 2 partially meets expectations</b> for the assessed standards.</p>
<p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>basic understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the <u>inability to be accurate</u> when quoting or referencing, showing <u>limited understanding</u> of the text when referring to explicit details and examples in the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>partially accurate</u> when quoting or referencing, showing <u>partial understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>

Grade 5 Achievement Level Descriptors for Writing			
Level 5: Advanced	Level 4: Mastery	Level 3: Basic	Level 2: Approaching Basic
A student who achieves at <b>Level 5 exceeds expectations</b> for the assessed standards.	A student who achieves at <b>Level 4 meets expectations</b> for the assessed standards.	A student who achieves at <b>Level 3 approaches expectations</b> for the assessed standards.	A student who achieves at <b>Level 2 partially meets expectations</b> for the assessed standards.
<p>In <b>Writing</b>, students address the prompts and provide <u>effective development</u> of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating <u>purposeful</u> and <u>controlled</u> organization.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>Provides <u>effective</u> development of the topic and/or narrative elements, using reasoning, details, and/or description.</li> <li>Develops the topic and/or narrative elements in a manner that is <u>appropriate</u> to the task, purpose, and audience.</li> <li>Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion.</li> <li>Attends to the norms and conventions of the discipline.</li> <li><u>Effectively</u> draws evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>In <b>Writing</b>, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating <u>purposeful</u> and <u>mostly controlled</u> organization.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>Develops the topic and/or narrative elements using reasoning, details, and/or description.</li> <li>Develops the topic and/or narrative elements in a manner that is <u>mostly appropriate</u> to the task, purpose, and audience.</li> <li>Demonstrates <u>general</u> coherence, clarity, and cohesion and may or may not include an introduction and/or conclusion.</li> <li>Demonstrates <u>general</u> awareness of the norms and conventions of the discipline.</li> <li>Draws evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>In <b>Writing</b>, students address the prompts and provide <u>basic development</u> of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that <u>sometimes is controlled</u>.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>Develops the topic and/or narrative elements by using <u>some</u> reasoning, details, and/or description.</li> <li>Develops the topic and/or narrative elements in a manner that is <u>general in its appropriateness</u> to the task, purpose, and audience.</li> <li>Demonstrates <u>some</u> coherence, clarity, and cohesion, omitting the introduction or conclusion.</li> <li>Demonstrates <u>some</u> awareness of the norms of the discipline.</li> <li>Draws <u>partial</u> evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p>In <b>Writing</b>, students address the prompts and provide <u>limited development</u> of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that <u>often is not controlled</u>.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>Provides <u>minimal</u> development of the topic and/or narrative elements and is, therefore, <u>inappropriate</u> to the task and purpose.</li> <li>Demonstrates <u>minimal</u> coherence, clarity, and cohesion.</li> <li>Demonstrates <u>minimal</u> awareness of the norms of the discipline.</li> <li>Draws <u>minimal</u> evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>

Grade 5 Achievement Level Descriptors for Writing			
Level 5: Advanced	Level 4: Mastery	Level 3: Basic	Level 2: Approaching Basic
<p>A student who achieves at <b>Level 5 exceeds expectations</b> for the assessed standards.</p> <ul style="list-style-type: none"> <li>• <u>Effectively</u> uses concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.</li> <li>• Demonstrates <u>full</u> command of the conventions of Standard English at an appropriate level of complexity. There <u>may be some errors</u> in mechanics, grammar, and usage, but overall meaning is clear.</li> </ul>	<p>A student who achieves at <b>Level 4 meets expectations</b> for the assessed standards.</p> <ul style="list-style-type: none"> <li>• Uses concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.</li> <li>• Demonstrates command of the conventions of Standard English at an appropriate level of complexity. There are <u>errors</u> in mechanics, grammar, and usage that may <u>occasionally impede</u> understanding.</li> </ul>	<p>A student who achieves at <b>Level 3 approaches expectations</b> for the assessed standards.</p> <ul style="list-style-type: none"> <li>• Uses <u>some</u> descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.</li> <li>• Demonstrates <u>basic</u> command of the conventions of Standard English at an appropriate level of complexity. There are <u>few patterns of errors</u> in mechanics, grammar, and usage that <u>impede</u> understanding, demonstrating <u>partial</u> control over language.</li> </ul>	<p>A student who achieves at <b>Level 2 partially meets expectations</b> for the assessed standards.</p> <ul style="list-style-type: none"> <li>• Includes <u>minimal</u> descriptions, sensory details, linking and transitional words, or domain-specific vocabulary, <u>limiting</u> the overall clarity with which ideas are expressed.</li> <li>• Demonstrates <u>minimal</u> command of the conventions of Standard English. There are <u>patterns of errors</u> in mechanics, grammar, and usage that <u>impede</u> understanding, demonstrating <u>minimal</u> control over language.</li> </ul>