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.
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.
<table>
<thead>
<tr>
<th>Grade 5 Achievement Level Descriptors for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 5: Advanced</strong></td>
</tr>
<tr>
<td>A student who achieves at Level 5 <strong>exceeds expectations</strong> for the assessed standards.</td>
</tr>
</tbody>
</table>

**In Reading, the pattern exhibited by student responses indicates:**

- **With very complex text,** students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.
- **With moderately complex text,** students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.
- **With readily accessible text,** students demonstrate the ability to be mostly accurate when quoting or referencing, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

- **In Reading, the pattern exhibited by student responses indicates:**
  - **With very complex text,** students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.
  - **With moderately complex text,** students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.
  - **With readily accessible text,** students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

- **In Reading, the pattern exhibited by student responses indicates:**
  - **With very complex text,** students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text.
  - **With moderately complex text,** students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text.
  - **With readily accessible text,** students demonstrate the ability to be partially accurate when quoting or referencing, showing partial understanding of the text when referring to explicit details and examples in the text.
# Grade 5 Achievement Level Descriptors for Writing

<table>
<thead>
<tr>
<th>Level 5: Advanced</th>
<th>Level 4: Mastery</th>
<th>Level 3: Basic</th>
<th>Level 2: Approaching Basic</th>
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</thead>
<tbody>
<tr>
<td>A student who achieves at <strong>Level 5: Advanced</strong> exceeds expectations for the assessed standards.</td>
<td>A student who achieves at <strong>Level 4: Mastery</strong> meets expectations for the assessed standards.</td>
<td>A student who achieves at <strong>Level 3: Basic</strong> approaches expectations for the assessed standards.</td>
<td>A student who achieves at <strong>Level 2: Approaching Basic</strong> partially meets expectations for the assessed standards.</td>
</tr>
</tbody>
</table>

**In Writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization.

The student:
- Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description.
- Develops the topic and/or narrative elements in a manner that is appropriate to the task, purpose, and audience.
- Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion.
- Attends to the norms and conventions of the discipline.
- Effectively draws evidence from literary or informational texts to support analysis, reflection, and research.

**In Writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and mostly controlled organization.

The student:
- Develops the topic and/or narrative elements using reasoning, details, and/or description.
- Develops the topic and/or narrative elements in a manner that is mostly appropriate to the task, purpose, and audience.
- Demonstrates general coherence, clarity, and cohesion and may or may not include an introduction and/or conclusion.
- Demonstrates general awareness of the norms and conventions of the discipline.
- Draws evidence from literary or informational texts to support analysis, reflection, and research.

**In Writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled.

The student:
- Develops the topic and/or narrative elements by using some reasoning, details, and/or description.
- Develops the topic and/or narrative elements in a manner that is general in its appropriateness to the task, purpose, and audience.
- Demonstrates some coherence, clarity, and cohesion, omitting the introduction or conclusion.
- Demonstrates some awareness of the norms of the discipline.
- Draws partial evidence from literary or informational texts to support analysis, reflection, and research.

**In Writing**, students address the prompts and provide limited development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that often is not controlled.

The student:
- Provides minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose.
- Demonstrates minimal coherence, clarity, and cohesion.
- Demonstrates minimal awareness of the norms of the discipline.
- Draws minimal evidence from literary or informational texts to support analysis, reflection, and research.
## Grade 5 Achievement Level Descriptors for Writing

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>A student who achieves at <strong>Level 5 exceeds expectations</strong> for the assessed</td>
<td>A student who achieves at <strong>Level 4 meets expectations</strong> for the assessed</td>
<td>A student who achieves at <strong>Level 3 approaches expectations</strong> for the assessed</td>
<td>A student who achieves at <strong>Level 2 partially meets expectations</strong> for the assessed standards.</td>
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<td></td>
<td>standards.</td>
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<td>standards.</td>
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<tr>
<td>Effectively uses</td>
<td>• Effectively uses concrete words and phrases, sensory details, linking and</td>
<td>• Uses concrete words and phrases, sensory details, linking and transitional</td>
<td>• Uses some descriptions, sensory details, linking and transitional words, or</td>
<td>• Includes minimal descriptions, sensory details, linking and transitional words, or</td>
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<tr>
<td>descriptions</td>
<td>transitional words, and/or domain-specific vocabulary to clarify ideas.</td>
<td>words, and/or domain-specific vocabulary to clarify ideas.</td>
<td>domain-specific vocabulary to clarify ideas.</td>
<td>domain-specific vocabulary, limiting the overall clarity with which ideas are expressed.</td>
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<td></td>
<td>• Demonstrates full command of the conventions of Standard English at an</td>
<td>• Demonstrates command of the conventions of Standard English at an appropriate</td>
<td>• Demonstrates basic command of the conventions of Standard English at an</td>
<td>• Demonstrates minimal command of the conventions of Standard English. There are</td>
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<td>appropriate level of complexity. There may be some errors in mechanics, grammar,</td>
<td>appropriate level of complexity. There are errors in mechanics, grammar, and</td>
<td>appropriate level of complexity. There are few patterns of errors in mechanics,</td>
<td>patterns of errors in mechanics, grammar, and usage that impede understanding,</td>
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<td>and usage, but overall meaning is clear.</td>
<td>usage that may occasionally impede understanding.</td>
<td>grammar, and usage that impede understanding, demonstrating partial control over</td>
<td>demonstrating minimal control over language.</td>
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<td></td>
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<td>language.</td>
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