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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 7 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 7 ELA Assessment Guide.

The tables that follow describe the ALDs for Reading and Writing for grade 7. 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 7 Achievement Level Descriptors for Reading

<table>
<thead>
<tr>
<th>Level: Advanced</th>
<th>Level: Mastery</th>
<th>Level: Basic</th>
<th>Level: Approaching Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student who achieves at <strong>Level 5 exceeds expectations</strong> for the assessed standards.</td>
<td>A student who achieves at <strong>Level 4 meets expectations</strong> for the assessed standards.</td>
<td>A student who achieves at <strong>Level 3 approaches expectations</strong> for the assessed standards.</td>
<td>A student who achieves at <strong>Level 2 partially meets expectations</strong> for the assessed standards.</td>
</tr>
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In **Reading**, the pattern exhibited by student responses indicates:

- With **very complex text**, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **moderately complex text**, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **readily accessible text**, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

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

- With **very complex text**, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **moderately complex text**, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **readily accessible text**, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

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

- With **very complex text**, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **moderately complex text**, students demonstrate the ability to do accurately analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **readily accessible text**, students demonstrate the ability to do partially accurate analyses of the text, showing partial understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

- With **very complex text**, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **moderately complex text**, students demonstrate the inability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
- With **readily accessible text**, students demonstrate the inability to do accurately analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.
## Grade 7 Achievement Level Descriptors for Writing

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In **Writing**, students address the prompts and provide *effective development* of ideas, including when drawing evidence from multiple sources, while demonstrating *effective* coherence, clarity, and/or cohesion.

The student:
- Provides *effective development* of the claim, topic, and/or narrative elements, using *clear reasoning*, details, *text-based evidence*, and/or *description*.
- Develops claim, 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, conclusion, and a *logical progression* of ideas.
- Establishes and maintains an *effective* style, while attending 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 demonstrating coherence, clarity, and/or cohesion.

The student:
- Provides development of the claim, topic, and/or narrative elements, using reasoning, details, *text-based evidence*, and/or description.
- Develops claim, 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 includes an introduction, conclusion, and *logically grouped* ideas.
- Establishes and maintains a *mostly effective* style, while attending to 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 *generally demonstrating basic* coherence, clarity, and/or cohesion.

The student:
- Provides *some development* of the claim, topic, and/or narrative elements, using *basic reasoning*, details, *text-based evidence*, and/or description.
- Develops claim, topic, and/or narrative elements in a manner that is *somewhat appropriate* to the task, purpose, and audience.
- Demonstrates *some* coherence, clarity, and/or cohesion, making the writer’s progression of ideas *somewhat unclear*.
- Employs a style that is *generally effective*, with *minimal awareness* of the *norms* of the discipline.
- Draws *some evidence* from literary or informational texts to support analysis, reflection, and research.

In **Writing**, students address the prompts and provide *minimal development* of ideas, including when drawing evidence from multiple sources, while demonstrating *minimal coherence*, clarity, and/or cohesion.

The student:
- Provides *minimal development* of the claim, topic, and/or narrative elements, using *minimal reasoning*, details, *text-based evidence*, and/or description.
- Provides *minimal development* of the claim, topic, and/or narrative elements that is *minimally appropriate* to the task, purpose, or audience.
- Provides *minimal development* of the claim, topic, and/or narrative elements that is *minimally effective* style, and *minimal awareness* of the *norms* of the discipline.
- Draws *minimal evidence* from literary or informational texts to support analysis, reflection, and research.
# Grade 7 Achievement Level Descriptors for Writing

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- **Uses precise language**, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.
- **Demonstrates full command of the conventions of Standard English** at an appropriate level of complexity. There may be some errors in mechanics, grammar, and usage, but overall meaning is clear.

- **Uses mostly precise language**, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.
- **Demonstrates command of the conventions of Standard English** at an appropriate level of complexity. There are errors in mechanics, grammar, and usage that may occasionally impede understanding.

- **Includes some descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.**
- **Demonstrates basic command of the conventions of Standard English** at an appropriate level of complexity. There are few patterns of errors in mechanics, grammar, and usage that impede understanding, demonstrating partial control over language.

- **Includes minimal descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.**
- **Demonstrates minimal command of the conventions of Standard English.** There are patterns of errors in mechanics, grammar, and usage that impede understanding, demonstrating minimal control over language.