LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Analytics, and Accountability

ACHIEVEMENT LEVEL DESCRIPTORS ENGLISH II

CONTENTS

UNDERSTANDING REPORTING INFORMATION

Student performance is reported by overall achievement level and then broken down into subcategories called subclaims, which are aspects of the major ELA claims 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 I and English II assessments will be reported by claim and subclaim as outlined in the following table.

Claim	Subclaim	Subclaim Description
Reading	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.
Writing	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 claims of Reading and Writing.

The information for the **Reading ALDs** comes from the items that measure the Reading subclaims, 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 the items types, refer to the Assessment Guide for English I and II.

The information for the **Writing ALDs** comes from the writing subclaims, 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 ELA tests (i.e., Research Simulation Task and Literary Analysis or Narrative Writing Task). The rubrics used to score the English I and English II PCRs can be found in the Assessment Guidance on the LDOE website. For more information about the PCRs and the scoring rubrics, refer to the Assessment Guide for English I and II.

The tables that follow describe the ALDs for Reading and Writing for English II. The underlining within the Reading table identifies a student's level of analyses and 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.

English II Achievement Level Descriptors for Reading			
Level 5: Advanced	**Level 4: Mastery**	**Level 3: Basic**	**Level 2: Approaching Basic**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **Reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>mostly accurate analyses</u> of the text, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>mostly accurate analyses</u> of the text, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate analyses</u> of the text, showing <u>full understanding</u> 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 <u>very complex text</u>, students demonstrate the ability to do <u>generally accurate analyses</u> of the text, showing <u>basic understanding</u> of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>generally accurate analyses</u> of the text, showing <u>basic understanding</u> of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>mostly accurate analyses</u> of the text, showing <u>understanding</u> 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 <u>very complex text</u>, students demonstrate the ability to do <u>minimally accurate analyses</u> of the text, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>minimally accurate analyses</u> of the text, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>generally accurate analyses</u> of the text, showing <u>partial understanding</u> 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 <u>very complex text</u>, students demonstrate the <u>inability to do an accurate analysis</u> of the text, showing <u>limited understanding</u> of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>minimally accurate analysis</u> of the text, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>minimally accurate analyses</u> of the text, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

English II Achievement Level Descriptors for Writing			
Level 5: Advanced	**Level 4: Mastery**	**Level 3: Basic**	**Level 2: Approaching Basic**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
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. • Includes precise language, including descriptive words	In **Writing**, students address the prompts and provide adequate 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 generally appropriate to the task, purpose, and audience. • Demonstrates some 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. • Includes mostly precise language, including descriptive words and phrases,	In **Writing**, students address the prompts and provide partial development of ideas, including when drawing evidence from multiple sources, while demonstrating partial coherence, clarity, and/or cohesion. The student: • Provides partial development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates partial coherence, clarity, and/or cohesion, and includes some evidence of an introduction, conclusion, and logically grouped ideas. • Employs a style that is partially effective, with some awareness of the norms of the discipline. • Draws partial evidence from literary or informational texts to support analysis, reflection, and research. • Includes some description, sensory details, linking or	In **Writing**, students address the prompts and provide limited development of ideas, including when drawing evidence from multiple sources, while demonstrating limited coherence, clarity, and/or cohesion. The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is inappropriate to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Employs a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research.

English II Achievement Level Descriptors for Writing			
Level 5: Advanced	**Level 4: Mastery**	**Level 3: Basic**	**Level 2: Approaching Basic**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. • Demonstrates <u>full</u> command of the conventions of standard English consistent with edited writing. There may be some errors in mechanics, grammar, and usage that <u>do not impede</u> understanding, demonstrating control over language.	sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. • Demonstrates <u>moderate</u> command of the conventions of standard English at an appropriate level of complexity. There are a <u>few</u> patterns of errors in mechanics, grammar, and usage that may <u>occasionally impede</u> understanding, demonstrating <u>adequate</u> control over language.	transitional words, words to indicate tone, or domain-specific vocabulary. • Demonstrates <u>partial</u> command of the conventions of standard English at an appropriate level of complexity. There are patterns of errors in mechanics, grammar, and usage that <u>impede</u> understanding, demonstrating <u>partial</u> control over language.	• Includes <u>limited</u> description, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary. • Demonstrates <u>limited</u> command of the conventions of standard English. There are <u>multiple</u> patterns of errors in mechanics, grammar, and usage that <u>frequently impede</u> understanding, demonstrating <u>minimal</u> control over language.