

Achievement level descriptors (ALDs) are available in the [Assessment](#) library for grades 3-8 English language arts, mathematics, and social studies, and the English I, English II, Algebra I, and Geometry high school courses. After standard setting, the U.S. History ALDs will be finalized and added to the Assessment library in the fall. Biology and grades 3-8 science will follow in fall 2019.

ALDs provide educators with more detailed descriptions of the knowledge and skills the average student performing at each achievement level is expected to demonstrate on the LEAP 2025 test. Educators can look to ALDs to help answer questions like:

- What can I expect this student performing at Basic to know and demonstrate?
- What is the difference in expectation to move a student from Basic to Mastery?
- What instructional changes would support that movement?

Content Area	How Achievement Level Descriptors Complement Information in LEAP 2025 Test Reports
ELA	<ul style="list-style-type: none"> • Provide additional information about general strengths and weaknesses in Reading and Writing • Increase understanding of relationship between rubrics used to score responses and writing expectations • Provide more specific expectations around types of text (Readily Accessible, Moderately Complex, and Very Complex) and student success with each type
Math	<ul style="list-style-type: none"> • Highlight shifts in conceptual and procedural comprehension between achievement levels • Identify (and group) related standards that can strengthen instructional practices • Provide understanding of the expectations for student responses on constructed-response tasks • Provide information to help support struggling learners and develop intervention
Social Studies	<ul style="list-style-type: none"> • Provide additional information about general strengths and weaknesses in History, Geography, Civics, and Economics • Further understanding of the expectations for student responses on expectations-response tasks • Increase understanding of connections between instructional shifts and assessment