

## Office of Assessments, Analytics, and Accountability

# ACHIEVEMENT LEVEL DESCRIPTORS GRADE 3 ENGLISH LANGUAGE ARTS

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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.

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

### 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 [Grades 3-8 ELA Assessment Guide](#).

The information for the **Writing ALDs** comes from the writing performance category, 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 writing tasks on the LEAP ELA tests (i.e., Research Simulation Task **OR** Literary Analysis Task **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 [Grades 3-8 ELA Assessment Guide](#).

The tables that follow describe the ALDs for Reading and Writing for grade 3. 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 tests, while the underlining within the Writing table identifies the degree of success a student has with the different writing elements.

### Grade 3 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>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 asking and/or answering questions, showing <u>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>mostly accurate</u> when asking and/or answering questions, showing <u>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>accurate</u> when asking and/or answering questions, showing <u>full understanding</u> of the text when referring to explicit details and examples in the text.</li> </ul> | <p>A student who achieves at <b>Level 4 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>generally accurate</u> when asking and/or answering questions, showing <u>general 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 asking and/or answering questions, showing <u>general 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>mostly accurate</u> when asking and/or answering questions, showing <u>understanding</u> of the text when referring to explicit details and examples in the text.</li> </ul> | <p>A student who achieves at <b>Level 3 approaches 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>minimally accurate</u> when asking and/or answering questions, 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 asking and/or answering questions, showing <u>basic 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>mostly accurate</u> when asking and/or answering questions, showing <u>understanding</u> of the text when referring to explicit details and examples in the text.</li> </ul> | <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 <u>inability</u> to ask or answer questions, 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 asking and/or answering questions, 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 asking and/or answering questions, showing <u>partial understanding</u> of the text when referring to explicit details and examples in the text.</li> </ul> |

## Grade 3 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 topic and/or narrative elements, using reasoning, details, text-based evidence, and/or description.</li> <li>Develops topic and/or narrative elements in a manner that is <u>appropriate</u> to the task and audience.</li> <li>Demonstrates <u>purposeful</u> organization that includes an introduction and/or conclusion.</li> <li><u>Effectively</u> uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</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>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, text-based evidence, and/or description.</li> <li>Develops topic and/or narrative elements in a manner that is <u>mostly appropriate</u> to the task and purpose.</li> <li>Demonstrates <u>purposeful</u> organization that is <u>mostly controlled</u> and may include an introduction and/or conclusion.</li> <li>Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</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>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, using <u>some</u> reasoning, details, text-based evidence, and/or description.</li> <li>Demonstrates <u>some</u> organization.</li> <li>Includes <u>some</u> linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.</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>In <b>Writing</b>, students address the prompts and provide <u>minimal 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 and is, therefore, <u>inappropriate</u> to the task and purpose.</li> <li>Demonstrates <u>minimal</u> organization.</li> <li>Includes <u>minimal</u> linking words and phrases, descriptive words, and/or temporal words, limiting the 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> |