

**2018 NYSESLAT  
Grades 3–4 Item Maps**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	<b>Emerging:</b> Student uses phrases and simple sentences <b>to describe or convey some relevant details and partially narrate a story or process in sequence.</b>
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	<b>Transitioning:</b> Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	<b>Expanding:</b> Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.2	<b>Commanding:</b> Student uses simple, expanded, and complex sentences and fluid language <b>to describe or convey relevant details and narrate a story or process in sequence.</b>
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	<b>Emerging:</b> Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b>
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.1	<b>Transitioning:</b> Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b>
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	<b>Expanding:</b> Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	<b>Commanding:</b> Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion supported by a reason.</b>
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.2	<b>Emerging:</b> Student uses phrases and simple sentences <b>to describe or convey some relevant details and partially narrate a story or process in sequence.</b>

**2018 NYSESLAT  
Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	<b>Transitioning:</b> Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	<b>Expanding:</b> Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	<b>Commanding:</b> Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion supported by a reason.</b>
1	1	Multiple-Choice	1	Listening	PLD.1.L.3-4.2	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.2.L.3-4.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.1.L.3-4.1	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.

**2018 NYSESLAT  
Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.4	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.5.L.3-4.1	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.

**2018 NYSESLAT**  
**Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
11	1	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.
16	1	Multiple-Choice	1	Reading	PLD.5.R.3-4.5	<b>Commanding:</b> Student can identify <b>significant elements, relationships, and/or topics that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics)</b> in grade-level texts.
17	1	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	<b>Commanding:</b> Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently <b>describe detailed ideas and facts</b> in a written text.

**2018 NYSESLAT**  
**Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
18	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.5.L.3-4.3	<b>Commanding:</b> Student can determine <b>most of the literal and figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.2.L.3-4.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.1	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.

**2018 NYSESLAT  
Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
24	2	Multiple-Choice	1	Listening	PLD.4.L.3-4.1	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.4.L.3-4.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.
27	2	Multiple-Choice	1	Reading	PLD.4.R.3-4.3	<b>Expanding:</b> Student can determine <b>most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.5.R.3-4.2	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.1.R.3-4.1	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.2.R.3-4.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.

**2018 NYSESLAT**  
**Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.
33	2	Multiple-Choice	1	Reading	PLD.5.R.3-4.4	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.3-4.2	<b>Commanding:</b> Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently <b>describe detailed ideas and facts</b> in a written text.
35	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.1	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.

**2018 NYSESLAT**  
**Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
38	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.2.L.3-4.1	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.4.L.3-4.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.5.L.3-4.4	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.1	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.



**2018 NYSESLAT**  
**Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple-Choice	1	Reading	PLD.1.R.3-4.3	<b>Entering:</b> Student may determine <b>the literal meaning of some Tier 1 words</b> in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	<b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.3-4.4	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level texts.
48	3	Multiple-Choice	1	Reading	PLD.5.R.3-4.5	<b>Commanding:</b> Student can identify <b>significant elements, relationships, and/or topics that are established</b> by text structures ( <b>a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.
49	3	Multiple-Choice	1	Reading	PLD.2.R.3-4.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.4.R.3-4.1	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.

**2018 NYSESLAT  
Grades 3–4 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple-Choice	1	Reading	PLD.4.R.3-4.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.5.R.3-4.3	<b>Commanding:</b> Student can determine <b>most of the literal and figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.5.R.3-4.5	<b>Commanding:</b> Student can identify <b>significant elements, relationships, and/or topics that are established</b> by text structures ( <b>a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.3-4.3	<b>Commanding:</b> Student uses a variety of simple, expanded, and complex sentences to sufficiently <b>provide or refer to detailed descriptions and events in sequence</b> to develop a narrative text.