



















**2019 NYSESLAT  
Grades 7–8 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
36	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.3	<b>Expanding:</b> Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.5.L.7-8.2	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.1.L.7-8.1	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.4.L.7-8.4	<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 claim and evidence, events, or a relationship</b> in grade-level spoken discourse.

**2019 NYSESLAT  
Grades 7–8 Item Maps (continued)**

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
41	3	Multiple-Choice	1	Listening	PLD.2.L.7-8.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.5.L.7-8.1	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.1.R.7-8.1	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.

**2019 NYSESLAT  
Grades 7–8 Item Maps (continued)**

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple-Choice	1	Reading	PLD.4.R.7-8.4	<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 claim and evidence, events, or a relationship</b> in grade-level texts.
47	3	Multiple-Choice	1	Reading	PLD.4.R.7-8.3	<b>Expanding:</b> Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in a grade-level text.
48	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.1	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.2.R.7-8.3	<b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.1.R.7-8.2	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.

**2019 NYSESLAT  
Grades 7–8 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple-Choice	1	Reading	PLD.5.R.7-8.5	<b>Commanding:</b> Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
52	3	Multiple-Choice	1	Reading	PLD.5.R.7-8.4	<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 claim and evidence, events, or a relationship</b> in grade-level texts.
53	3	Multiple-Choice	1	Reading	PLD.4.R.7-8.5	<b>Expanding:</b> Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.7-8.3	<b>Commanding:</b> Student uses a variety of simple, expanded, and complex sentences to sufficiently <b>provide or refer to multiple characters, precise details, sequenced events, and closure</b> to develop a narrative text.