2023 NYSESLAT
Grades 1-2 Item Maps

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.2	**Emerging:** Student uses phrases and simple sentences **to describe or convey relevant details and/or partially narrate a story.**
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	**Transitioning:** Student uses simple and/or compound sentences **to describe or convey relevant details and narrate a story.**
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	**Expanding:** Student uses simple, expanded, and/or compound sentences **to describe or convey relevant details and narrate a story.**
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.3	**Commanding:** Student uses simple, expanded, and compound sentences and fluid language **to provide details or facts about a topic and provide an opinion supported by a reason.**
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.2	**Transitioning:** Student uses simple and/or compound sentences **to describe or convey relevant details and narrate a story.**
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	**Expanding:** Student uses simple, expanded, and/or compound sentences **to describe or convey relevant details and narrate a story.**
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.3	**Commanding:** Student uses simple, expanded, and compound sentences and fluid language **to provide details or facts about a topic and provide an opinion supported by a reason.**

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.1-2.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.1-2.3	**Transitioning:** Student uses simple and/or compound sentences **to provide details or facts about a topic and provide an opinion supported by a reason.**
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.1-2.2	**Expanding:** Student uses simple, expanded, and/or compound sentences **to describe or convey relevant details and narrate a story.**
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.1-2.2	**Commanding:** Student uses simple, expanded, and compound sentences and fluid language **to describe or convey relevant details and narrate a story.**
1	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	**Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.5.L.1-2.1	**Commanding:** Student can identify a variety of simple or expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.3	**Expanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.2.L.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
5	1	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	**Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse.

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
6	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.4	**Expanding:** Student can identify most simple or some expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.4.L.1-2.1	**Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.1.R.1-2.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.2.R.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal**

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
						or describe key details, sequence, and/or relationships in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.4.R.1-2.1	**Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.2.R.1-2.3	**Emerging:** Student can determine **the meaning of some Tier 1 and a few Tier 2 words** in grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.3.R.1-2.3	**Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in a grade-level text.
16	1	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	**Commanding:** Student uses grade-level words and phrases to sufficiently **describe detailed thoughts, feelings, and ideas** in a written text.
18	2	Multiple-Choice	1	Listening	PLD.4.L.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.3.L.1-2.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a**

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
						narrator, and/or the main idea in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.5.L.1-2.3	**Commanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.5.L.1-2.4	**Commanding:** Student can identify a variety of simple or expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.2.L.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	**Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse.

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
26	2	Multiple-Choice	1	Reading	PLD.1.R.1-2.3	**Entering:** Student may determine **the meaning of a few Tier 1 words** in a grade-level text.
27	2	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.3.R.1-2.1	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
31	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
33	2	Multiple-Choice	1	Reading	PLD.4.R.1-2.4	**Expanding:** Student can identify most simple or some expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.1-2.2	**Commanding:** Student uses grade-level words and phrases to sufficiently **describe detailed thoughts, feelings, and ideas** in a written text.
35	3	Multiple-Choice	1	Listening	PLD.4.L.1-2.1	**Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	**Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.1.L.1-2.1	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.4.L.1-2.4	**Expanding:** Student can identify most simple or some expanded sentences that **together develop a story, a**

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
						description, a sequence of events, or a relationship in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.2.L.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.1.L.1-2.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.3.L.1-2.3	**Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.1.R.1-2.2	**Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.2.R.1-2.2	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal**

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
						or describe key details, sequence, and/or relationships in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.3	**Expanding:** Student can determine the meaning of **most Tier 1 and some Tier 2 words** in grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.3	**Expanding:** Student can determine the meaning of **most Tier 1 and some Tier 2 words** in grade-level text.
48	3	Multiple-Choice	1	Reading	PLD.5.R.1-2.4	**Commanding:** Student can identify a variety of simple or expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level texts.
49	3	Multiple-Choice	1	Reading	PLD.2.R.1-2.1	**Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.4.R.1-2.2	**Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.5.R.1-2.3	**Commanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.5.R.1-2.2	**Commanding:** Student can identify a variety of simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.3.R.1-2.2	**Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded

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Grades 1-2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
						sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.1-2.4	**Commanding**: Student uses a variety of simple, expanded, and/or compound sentences to sufficiently **provide an opinion with a reason and additional information** to develop an informational text.