

2025 NYSESLAT Grade 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.2.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.2.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.2.3	Expanding: Student uses simple, expanded, and/or compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.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.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.2.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.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.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.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.2.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.

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Grade 2 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.2.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story.
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.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.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.
1	1	Multiple-Choice	1	Listening	PLD.3.L.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.
2	1	Multiple-Choice	1	Listening	PLD.2.L.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.
3	1	Multiple-Choice	1	Listening	PLD.2.L.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.5.L.2.1	Commanding: Student can identify a variety of simple, expanded, or compound sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.

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Grade 2 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple-Choice	1	Listening	PLD.2.L.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.
6	1	Multiple-Choice	1	Listening	PLD.3.L.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.
7	1	Multiple-Choice	1	Listening	PLD.3.L.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.
8	1	Multiple-Choice	1	Listening	PLD.5.L.2.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.5.R.2.3	Commanding: Student can determine the meaning of Tier 1 and some Tier 2 words in a grade-level text.
10	1	Multiple-Choice	1	Reading	PLD.2.R.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

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Grade 2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
11	1	Multiple-Choice	1	Reading	PLD.3.R.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 a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.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.
13	1	Multiple-Choice	1	Reading	PLD.1.R.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.
14	1	Multiple-Choice	1	Reading	PLD.3.R.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 a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.5.R.2.4	Commanding: Student can identify a variety of simple, expanded, or compound sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
16	1	Multiple-Choice	1	Reading	PLD.2.R.2.3	Emerging: Student can determine the meaning of some Tier 1 and a few Tier 2 words in a grade-level text.

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Grade 2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
17	1	Short Constructed Response	4	Writing	PLD.5.W.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.1.L.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.
19	2	Multiple-Choice	1	Listening	PLD.2.L.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.
20	2	Multiple-Choice	1	Listening	PLD.3.L.2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.
21	2	Multiple-Choice	1	Listening	PLD.1.L.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.
22	2	Multiple-Choice	1	Listening	PLD.4.L.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.
23	2	Multiple-Choice	1	Listening	PLD.2.L.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

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Grade 2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
24	2	Multiple-Choice	1	Listening	PLD.3.L.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 grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.4.L.2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.1.R.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.
27	2	Multiple-Choice	1	Reading	PLD.2.R.2.3	Emerging: Student can determine the meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.5.R.2.2	Commanding: Student can identify a variety of simple, expanded, or compound sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.1.R.2.3	Entering: Student may determine the meaning of a few Tier 1 words in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.1.R.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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Grade 2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
31	2	Multiple-Choice	1	Reading	PLD.5.R.2.5	Commanding: Student can identify significant ideas, events, and/or relationships that are established by text structures (a variety of simple, expanded, or compound sentences that work together to determine elements, connections, and topics) in grade-level texts.
32	2	Multiple-Choice	1	Reading	PLD.1.R.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.
33	2	Multiple-Choice	1	Reading	PLD.3.R.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.
34	2	Short Constructed Response	4	Writing	PLD.5.W.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.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.
36	3	Multiple-Choice	1	Listening	PLD.3.L.2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.
37	3	Multiple-Choice	1	Listening	PLD.3.L.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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Grade 2 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
38	3	Multiple-Choice	1	Listening	PLD.1.L.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.3.L.2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.4.L.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.
41	3	Multiple-Choice	1	Listening	PLD.2.L.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
42	3	Multiple-Choice	1	Listening	PLD.2.L.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.2.R.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.

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Grade 2 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
44	3	Multiple-Choice	1	Reading	PLD.5.R.2.4	Commanding: Student can identify a variety of simple, expanded, or compound sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
45	3	Multiple-Choice	1	Reading	PLD.1.R.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.
46	3	Multiple-Choice	1	Reading	PLD.2.R.2.3	Emerging: Student can determine the meaning of some Tier 1 and a few Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.5.R.2.2	Commanding: Student can identify a variety of simple, expanded, or compound sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
48	3	Multiple-Choice	1	Reading	PLD.3.R.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.
49	3	Multiple-Choice	1	Reading	PLD.3.R.2.3	Transitioning: Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.2.R.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.

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Grade 2 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple-Choice	1	Reading	PLD.4.R.2.3	Expanding: Student can determine the meaning of most Tier 1 and some Tier 2 words in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.2.R.2.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.4.R.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.
54	3	Extended Constructed Response/Informational	4	Writing	PLD.5.W.2.4	Commanding: Student uses a variety of simple, expanded, and compound (or complex) sentences to sufficiently provide an opinion with a reason and additional information to develop an informational text.