

2025 NYSESLAT
Grades 5–6 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.5-6.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.1	Transitioning: Student uses simple and/or expanded sentences to ask questions and contribute to a conversation.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.5-6.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.5-6.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.

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Grades 5–6 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
11	Speaking	Constructed Response	2	Speaking	PLD.4.S.5-6.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions and contribute to a conversation.
12	Speaking	Constructed Response	2	Speaking	PLD.5.S.5-6.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons.
1	1	Multiple-Choice	1	Listening	PLD.4.L.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.4.L.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

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Grades 5–6 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.5.L.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.4.L.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
8	1	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
9	1	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.

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Grades 5–6 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.4	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
12	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

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Grades 5–6 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
15	1	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
16	1	Multiple-Choice	1	Reading	PLD.5.R.5-6.3	Commanding: Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.
17	1	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.
18	2	Multiple-Choice	1	Listening	PLD.5.L.5-6.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
19	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
20	2	Multiple-Choice	1	Listening	PLD.2.L.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

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Grades 5–6 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
21	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
22	2	Multiple-Choice	1	Listening	PLD.5.L.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
23	2	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
24	2	Multiple-Choice	1	Listening	PLD.3.L.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.
25	2	Multiple-Choice	1	Listening	PLD.5.L.5-6.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
26	2	Multiple-Choice	1	Reading	PLD.5.R.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.

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Grades 5–6 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
27	2	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
28	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
29	2	Multiple-Choice	1	Reading	PLD.2.R.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
30	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.
31	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

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Grades 5–6 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
32	2	Multiple-Choice	1	Reading	PLD.3.R.5-6.4	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
33	2	Multiple-Choice	1	Reading	PLD.5.R.5-6.5	Commanding: Student can identify significant elements, connections, 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) in grade-level texts.
34	2	Short Constructed Response	4	Writing	PLD.5.W.5-6.2	Commanding: Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
36	3	Multiple-Choice	1	Listening	PLD.3.L.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

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Grades 5–6 Item Maps (continued)

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
37	3	Multiple-Choice	1	Listening	PLD.5.L.5-6.2	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
38	3	Multiple-Choice	1	Listening	PLD.4.L.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
39	3	Multiple-Choice	1	Listening	PLD.5.L.5-6.4	Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.
40	3	Multiple-Choice	1	Listening	PLD.1.L.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
41	3	Multiple-Choice	1	Listening	PLD.2.L.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

2025 NYSESLAT
Grades 5–6 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
42	3	Multiple-Choice	1	Listening	PLD.2.L.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
43	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.
44	3	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.
45	3	Multiple-Choice	1	Reading	PLD.1.R.5-6.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
46	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

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Grades 5–6 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
48	3	Multiple-Choice	1	Reading	PLD.5.R.5-6.5	Commanding: Student can identify significant elements, connections, 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) in grade-level texts.
49	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.2.R.5-6.1	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.

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Grades 5–6 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
53	3	Multiple-Choice	1	Reading	PLD.5.R.5-6.5	Commanding: Student can identify significant elements, connections, 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) in grade-level texts.
54	3	Extended Constructed Response/ Narrative	4	Writing	PLD.5.W.5-6.3	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.