

**2021 NYSESLAT  
Kindergarten Item Maps**

\*Performance Level Description/Target of Measurement

Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
1	Speaking	Constructed Response	1		PLD.2.S.K.2	<b>Emerging:</b> Student uses phrases and simple sentences <b>to describe or convey relevant details and/or partially narrate a story.</b>
2	Speaking	Constructed Response	2		PLD.3.S.K.3	<b>Transitioning:</b> Student uses simple sentences <b>to provide an opinion about a topic.</b>
3	Speaking	Constructed Response	2		PLD.4.S.K.1	<b>Expanding:</b> Student uses simple and expanded sentences <b>to ask questions and contribute to a conversation.</b>
4	Speaking	Constructed Response	2		PLD.5.S.K.3	<b>Commanding:</b> Student uses simple and expanded sentences and fluid language <b>to provide an opinion about a topic.</b>
5	Speaking	Constructed Response	1		PLD.2.S.K.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		PLD.3.S.K.1	<b>Transitioning:</b> Student uses simple sentences <b>to ask questions and contribute to a conversation.</b>
7	Speaking	Constructed Response	2		PLD.4.S.K.1	<b>Expanding:</b> Student uses simple and expanded sentences <b>to ask questions and contribute to a conversation.</b>
8	Speaking	Constructed Response	2		PLD.5.S.K.3	<b>Commanding:</b> Student uses simple and expanded sentences and fluid language <b>to provide an opinion about a topic.</b>
9	Speaking	Constructed Response	1		PLD.2.S.K.1	<b>Emerging:</b> Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b>
10	Speaking	Constructed Response	2		PLD.3.S.K.1	<b>Transitioning:</b> Student uses simple sentences <b>to ask questions and contribute to a conversation.</b>

**2021 NYSESLAT Kindergarten  
Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
11	Speaking	Constructed Response	2		PLD.4.S.K.2	<b>Expanding:</b> Student uses simple and expanded sentences <b>to describe or convey relevant details and narrate a story.</b>
12	Speaking	Constructed Response	2		PLD.5.S.K.3	<b>Commanding:</b> Student uses simple and expanded sentences and fluid language <b>to provide an opinion about a topic.</b>
13	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.
14	Listening	Multiple-Choice	1	Dev. of Story-Image Sorting	PLD.5.L.K.4	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>together develop a story, a description, or a sequence of events</b> in grade-level spoken discourse.
15	Listening	Multiple-Choice	1	Character-Image sorting	PLD.5.L.K.1	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.
16	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.

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Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
17	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.
18	Listening	Multiple-Choice	1	Development of Story Image Sorting	PLD.5.L.K.4	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>together develop a story, a description, or a sequence of events</b> in grade-level spoken discourse.
19	Listening	Multiple-Choice	1	Development of Ideas Image Sorting	PLD.5.L.K.4	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>together develop a story, a description, or a sequence of events</b> in grade-level spoken discourse.
20	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.
21	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.

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Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
22	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.
23	Listening	Multiple-Choice	1	Character-Image Sorting	PLD.5.L.K.1	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.
24	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.
25	Listening	Multiple-Choice	1	Dev. Of Ideas-Image Sorting	PLD.5.L.K.4	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>together develop a story, a description, or a sequence of events</b> in grade-level spoken discourse.
26	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	<b>Commanding:</b> Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
27	Listening	Multiple-Choice	1	Dev. Of Story-Image Sorting	PLD.5.L.K.4	<b>Commanding:</b> Student can identify a variety of illustrated simple or expanded sentences that <b>together develop a story, a description, or a sequence of events</b> in grade-level spoken discourse.

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Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
28	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	<b>Commanding:</b> Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
29	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	<b>Commanding:</b> Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
30	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	<b>Commanding:</b> Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
31	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	<b>Commanding:</b> Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.
32	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
33	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
34	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	<b>Commanding:</b> Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>
35	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	<b>Commanding:</b> Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>
36	Reading	Multiple-Choice	1	Alphabet Recognition	PLD.5.R.K.3	<b>Commanding:</b> Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>

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Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
37	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	<b>Commanding:</b> Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>
38	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	<b>Commanding:</b> Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>
39	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	<b>Commanding:</b> Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>
40	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
41	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
42	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
43	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
44	Reading	Multiple-Choice	1	Sentence Reading 1	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
45	Reading	Multiple-Choice	1	Sentence Reading 1	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.

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Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
46	Reading	Multiple-Choice	1	Sentence Reading 1	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
47	Reading	Multiple-Choice	1	Sentence Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
48	Reading	Multiple-Choice	1	Sentence Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
49	Reading	Multiple-Choice	1	Sentence Reading 2	PLD.5.R.K.4	<b>Commanding:</b> Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
50	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student <b>produces letters, sequenced letters to produce words, and words separated with spaces.</b>
51	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student <b>produces letters, sequenced letters to produce words, and words separated with spaces.</b>
52	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student <b>produces letters, sequenced letters to produce words, and words separated with spaces.</b>
53	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student <b>produces letters, sequenced letters to produce words, and words separated with spaces.</b>
54	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	<b>Commanding:</b> Student <b>produces letters, sequenced letters to produce words, and words separated with spaces.</b>

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Item Maps (cont.)**

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
55	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces letters, sequenced letters to produce words, and words separated with spaces.
56	Writing	Constructed Response	2	Sentence Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces letters, sequenced letters to produce words, and words separated with spaces.
57	Writing	Constructed Response	4	Write a Story	PLD.5.W.K.2	<b>Commanding:</b> Student uses drawings, simple, expanded, and/or compound sentences to sufficiently provide descriptions and events to write a story or write about a topic.