2023 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.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
2	Speaking	Constructed Response	2		PLD.3.S.K.2	**Transitioning:** Student uses simple sentences **to describe or convey relevant details and narrate a story.**
3	Speaking	Constructed Response	2		PLD.4.S.K.2	**Expanding:** Student uses simple and expanded sentences **to describe or convey relevant details and narrate a story.**
4	Speaking	Constructed Response	2		PLD.5.S.K.3	**Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.**
5	Speaking	Constructed Response	1		PLD.2.S.K.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
6	Speaking	Constructed Response	2		PLD.3.S.K.2	**Transitioning:** Student uses simple sentences **to describe or convey relevant details and narrate a story.**
7	Speaking	Constructed Response	2		PLD.4.S.K.2	**Expanding:** Student uses simple and expanded sentences **to describe or convey relevant details and narrate a story.**
8	Speaking	Constructed Response	2		PLD.5.S.K.3	**Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.**
9	Speaking	Constructed Response	1		PLD.2.S.K.1	**Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.**
10	Speaking	Constructed Response	2		PLD.3.S.K.2	**Transitioning:** Student uses simple sentences **to describe or convey relevant details and narrate a story.**

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Kindergarten Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
11	Speaking	Constructed Response	2		PLD.4.S.K.2	**Expanding:** Student uses simple and expanded sentences **to describe or convey relevant details and narrate a story.**
12	Speaking	Constructed Response	2		PLD.5.S.K.3	**Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.**
1	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
2	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
3	Listening	Multiple-Choice	1	Development of Ideas Image Sorting	PLD.5.L.K.4	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse.
4	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	**Commanding:** Student can determine the **meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
5	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key**

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Kindergarten Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
						details, sequence, and/or relationships in grade-level spoken discourse.
6	Listening	Multiple-Choice	1	Character-Image Sorting	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
7	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	**Commanding:** Student can determine the **meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
8	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	**Commanding:** Student can determine the **meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
9	Listening	Multiple-Choice	1	Character-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
10	Listening	Multiple-Choice	1	Story Order	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
11	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	**Commanding:** Student can determine the **meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
12	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	**Commanding:** Student can determine the **meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse.

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Kindergarten Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
13	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	**Commanding:** Student can determine the **meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse.
14	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
15	Listening	Multiple-Choice	1	Descriptions	PLD.5.L.K.2	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.
16	Listening	Multiple-Choice	1	Development of Ideas Image Sorting	PLD.5.L.K.4	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse.
17	Listening	Multiple-Choice	1	Development of Story-Image Sorting	PLD.5.L.K.4	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse.
18	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse.
19	Listening	Multiple-Choice	1	Main Topic-Image Sorting	PLD.5.L.K.1	**Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important**

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Kindergarten Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
						individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.
1	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
2	Reading	Multiple-Choice	1	Letter-Sound Recognition	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
3	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	**Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words**.
4	Reading	Multiple-Choice	1	Sound-Word Match	PLD.5.R.K.3	**Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words**.
5	Reading	Multiple-Choice	1	Alphabet Recognition	PLD.5.R.K.3	**Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words**.
6	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	**Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words**.
7	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	**Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words**.
8	Reading	Multiple-Choice	1	Word Reading 1	PLD.5.R.K.3	**Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words**.
9	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
10	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.

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Kindergarten Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session/ Modality	Item Type	Points	Test Component	PLD/ToM*	Description
11	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
12	Reading	Multiple-Choice	1	Word Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
13	Reading	Multiple-Choice	1	Sentence Reading 1	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
14	Reading	Multiple-Choice	1	Sentence Reading 1	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
15	Reading	Multiple-Choice	1	Sentence Reading 1	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
16	Reading	Multiple-Choice	1	Sentence Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
17	Reading	Multiple-Choice	1	Sentence Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
18	Reading	Multiple-Choice	1	Sentence Reading 2	PLD.5.R.K.4	**Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context.
1	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	**Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces**.

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Kindergarten Item Maps (continued)

*Performance Level Description/Target of Measurement

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