

2025 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 or 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/or 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 or 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/or 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.
11	Speaking	Constructed Response	2		PLD.4.S.K.3	Expanding: Student uses simple or expanded sentences to provide an opinion about a topic.

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Kindergarten Item Maps (continued)

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
12	Speaking	Constructed Response	2		PLD.5.S.K.3	Commanding: Student uses simple and/or expanded sentences and fluid language to provide an opinion about a topic.
1	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.
2	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of some Tier 1 and some common Tier 2 words in grade-level spoken discourse.
3	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 character, or a description in grade-level spoken discourse.
4	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 character, or a description in grade-level spoken discourse.
5	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.
6	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.
7	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of some Tier 1 and some common Tier 2 words in grade-level spoken discourse.

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Kindergarten Item Maps (continued)

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
8	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	Commanding: Student can determine the meaning of some Tier 1 and some common Tier 2 words in grade-level spoken discourse.
9	Listening	Multiple-Choice	1	Dev. 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 character, or a description in grade-level spoken discourse.
10	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.
11	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.
12	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.
13	Listening	Multiple-Choice	1	Words from Context	PLD.5.L.K.3	Commanding: Student can determine the meaning of some Tier 1 and some common Tier 2 words in grade-level spoken discourse.
14	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.

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Kindergarten Item Maps (continued)

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
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	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.
17	Listening	Multiple-Choice	1	Word Recognition	PLD.5.L.K.3	Commanding: Student can determine the meaning of some Tier 1 and some common Tier 2 words in grade-level spoken discourse.
18	Listening	Multiple-Choice	1	Words from context	PLD.5.L.K.3	Commanding: Student can determine the meaning of some Tier 1 and some common Tier 2 words in grade-level spoken discourse.
19	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.
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.

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Kindergarten Item Maps (continued)

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
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.
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.

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Kindergarten Item Maps (continued)

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
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.
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.

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Kindergarten Item Maps (continued)

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Item Position	Test Session/Modality	Item Type	Points	Test Component	PLD/ToM*	Description
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, and/or expanded, and one or more compound or complex sentences to sufficiently provide descriptions and events to write a story or write about a topic.