

**2017 NYSESLAT
Grades 9–12 Item Maps**

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	S	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
2	Speaking	Constructed Response	2	S	PLD.3.S.9-12.1	Transitioning: Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation.
3	Speaking	Constructed Response	2	S	PLD.4.S.9-12.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
4	Speaking	Constructed Response	2	S	PLD.5.S.9-12.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.
5	Speaking	Constructed Response	1	S	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.
6	Speaking	Constructed Response	2	S	PLD.3.S.9-12.2	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	S	PLD.4.S.9-12.1	Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.
8	Speaking	Constructed Response	2	S	PLD.5.S.9-12.1	Commanding: Student uses simple, expanded, and complex sentences and fluid language to ask questions, paraphrase information, and contribute to a conversation.
9	Speaking	Constructed Response	1	S	PLD.2.S.9-12.2	Emerging: Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.

**2017 NYSESLAT
Grades 9–12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	Speaking	Constructed Response	2	S	PLD.3.S.9-12.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
11	Speaking	Constructed Response	2	S	PLD.4.S.9-12.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
12	Speaking	Constructed Response	2	S	PLD.5.S.9-12.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.
1	1	Multiple-Choice	1	L	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
2	1	Multiple-Choice	1	L	PLD.1.L.9-12.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
3	1	Multiple-Choice	1	L	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.

**2017 NYSESLAT
Grades 9–12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
4	1	Multiple-Choice	1	L	PLD.1.L.9-12.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
5	1	Multiple-Choice	1	L	PLD.3.L.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
6	1	Multiple-Choice	1	L	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
7	1	Multiple-Choice	1	L	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
8	1	Multiple-Choice	1	L	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.

2017 NYSESLAT
Grades 9–12 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
9	1	Multiple-Choice	1	R	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
10	1	Multiple-Choice	1	R	PLD.3.R.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
11	1	Multiple-Choice	1	R	PLD.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
12	1	Multiple-Choice	1	R	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
13	1	Multiple-Choice	1	R	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
14	1	Multiple-Choice	1	R	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.

2017 NYSESLAT
Grades 9–12 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
15	1	Multiple-Choice	1	R	PLD.4.R.9-12.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
16	1	Multiple-Choice	1	R	PLD.4.R.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
17	1	Short Constructed Response	4	W	PLD.5.W.9-12.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.
18	2	Multiple-Choice	1	L	PLD.3.L.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
19	2	Multiple-Choice	1	L	PLD.4.L.9-12.2	Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
20	2	Multiple-Choice	1	L	PLD.4.L.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.

2017 NYSESLAT
Grades 9–12 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	L	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
22	2	Multiple-Choice	1	L	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
23	2	Multiple-Choice	1	L	PLD.3.L.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
24	2	Multiple-Choice	1	L	PLD.4.L.9-12.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
25	2	Multiple-Choice	1	L	PLD.4.L.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
26	2	Multiple-Choice	1	R	PLD.4.R.9-12.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.

2017 NYSESLAT
Grades 9–12 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	R	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
28	2	Multiple-Choice	1	R	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
29	2	Multiple-Choice	1	R	PLD.3.R.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
30	2	Multiple-Choice	1	R	PLD.4.R.9-12.5	Expanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
31	2	Multiple-Choice	1	R	PLD.2.R.9-12.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
32	2	Multiple-Choice	1	R	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.

2017 NYSESLAT
Grades 9–12 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
33	2	Multiple-Choice	1	R	PLD.4.R.9-12.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
34	2	Short Constructed Response	4	W	PLD.5.W.9-12.2	Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.
35	3	Multiple-Choice	1	L	PLD.2.L.9-12.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
36	3	Multiple-Choice	1	L	PLD.2.L.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
37	3	Multiple-Choice	1	L	PLD.4.L.9-12.3	Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
38	3	Multiple-Choice	1	L	PLD.1.L.9-12.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
39	3	Multiple-Choice	1	L	PLD.4.L.9-12.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.

2017 NYSESLAT
Grades 9–12 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
40	3	Multiple-Choice	1	L	PLD.5.L.9-12.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
41	3	Multiple-Choice	1	L	PLD.2.L.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.
42	3	Multiple-Choice	1	L	PLD.3.L.9-12.2	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.
43	3	Multiple-Choice	1	R	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
44	3	Multiple-Choice	1	R	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
45	3	Multiple-Choice	1	R	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.

2017 NYSESLAT
Grades 9–12 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple-Choice	1	R	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
47	3	Multiple-Choice	1	R	PLD.4.R.9-12.1	Expanding: Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
48	3	Multiple-Choice	1	R	PLD.5.R.9-12.5	Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes 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	R	PLD.2.R.9-12.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.
50	3	Multiple-Choice	1	R	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.

2017 NYSESLAT
Grades 9–12 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
51	3	Multiple-Choice	1	R	PLD.3.R.9-12.1	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
52	3	Multiple-Choice	1	R	PLD.3.R.9-12.3	Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
53	3	Multiple-Choice	1	R	PLD.5.R.9-12.4	Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
54	3	Extended Constructed Response/ Informational	4	W	PLD.5.W.9-12.4	Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.