

## 2017 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	<b>Emerging:</b> Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b>
2	Speaking	Constructed Response	2		PLD.3.S.K.2	<b>Transitioning:</b> Student uses simple sentences <b>to describe or convey relevant details and narrate a story.</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.2	<b>Commanding:</b> Student uses simple and expanded sentences and fluid language <b>to describe or convey relevant details and narrate a story.</b>
5	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>
6	Speaking	Constructed Response	2		PLD.3.S.K.2	<b>Transitioning:</b> Student uses simple sentences <b>to describe or convey relevant details and narrate a story.</b>
7	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>
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.2	<b>Emerging:</b> Student uses phrases and simple sentences <b>to describe or convey relevant details and/or narrate a story.</b>
10	Speaking	Constructed Response	2		PLD.3.S.K.2	<b>Transitioning:</b> Student uses simple sentences <b>to describe or convey relevant details and narrate a story.</b>
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.2	<b>Commanding:</b> Student uses simple and expanded sentences and fluid language <b>to describe or convey relevant details and narrate a story.</b>

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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
1	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.
2	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.
3	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.
4	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.
5	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.
6	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.
7	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.
8	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.

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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
9	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.
10	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.
11	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.
12	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.
13	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.
14	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.
15	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.
16	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.

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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
17	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.
18	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.
19	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.
1	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.
2	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.
3	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.
4	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> .
5	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> .
6	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> .
7	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> .
8	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> .
9	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> .
10	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> .

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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
11	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.
12	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.
13	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.
14	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.
15	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.
16	Reading	Multiple-Choice	1	Sentence Reading	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.
17	Reading	Multiple-Choice	1	Sentence Reading	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.
18	Reading	Multiple-Choice	1	Sentence Reading	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.
1	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>
2	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>
3	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>

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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
4	Writing	Constructed Response	1	Letter Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>
5	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>
6	Writing	Constructed Response	2	Word Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>
7	Writing	Constructed Response	2	Sentence Writing	PLD.5.W.K.1	<b>Commanding:</b> Student produces <b>letters, sequenced letters to produce words, and words separated with spaces.</b>
8	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 <b>provide descriptions and events</b> to write a story or write about a topic.