

**2023 NYSESLAT
Grades 5-6 Item Maps**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|----------------------|--------|----------|---------------|--|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.5-6.1 | Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation. |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.5-6.1 | Transitioning: Student uses simple and/or expanded sentences to ask questions and contribute to a conversation. |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.5-6.3 | Expanding: Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion or a claim supported by reasons. |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.5-6.2 | Commanding: Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process |

2023 NYSESLAT
Grades 5-6 Item Maps (continued)

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|---------------|--------------|-----------|--------|----------|----------|-------------|
|---------------|--------------|-----------|--------|----------|----------|-------------|

**2023 NYSESLAT
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|---------------|--------------|-----------------|--------|----------|---------------|--|
| | | | | | | supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.3 | Emerging: Student can determine the literal meaning of some Tier 1 and few Tier 2 words in a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.3 | Transitioning: Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text. |
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.5-6.2 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |

**2023 NYSESLAT
Grades 5-6 Item Maps (continued)**

*Performance Level Description/Target of Measurement of Measurement

**2023 NYSESLAT
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determine elements, connections, and topics) in grade-level texts.

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Grades 5-6 Item Maps (continued)**

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|--------------|-----------|--------|----------|----------|--|
| | | | | | key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse. |

**2023 NYSESLAT
Grades 5-6 Item Maps (continued)**

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| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|---------------|--|
| | | | | | | determine elements, connections, and topics) in grade-level texts. |
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.3 | Expanding: Student can determine most of the literal and some of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.5-6.5 | Commanding: Student can identify significant elements, connections, relationships, and/or topics 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. |

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| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.5-6.4 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts. |
| 54 | 3 | Extended Constructed Response/ Narrative | 4 | Writing | PLD.5.W.5-6.3 | Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to detailed descriptions and events in sequence to develop a narrative text. |