

**2021 NYSESLAT
Grades 3–4 Item Maps**

*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
1	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
2	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.
3	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.3	Expanding: Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion supported by a reason.
4	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
5	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.
6	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.1	Transitioning: Student uses simple and/or expanded sentences to ask questions and contribute to a conversation.
7	Speaking	Constructed Response	2	Speaking	PLD.4.S.3-4.2	Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.
8	Speaking	Constructed Response	2	Speaking	PLD.5.S.3-4.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
9	Speaking	Constructed Response	1	Speaking	PLD.2.S.3-4.1	Emerging: Student uses phrases and simple sentences to ask questions and contribute to a conversation.

**2021 NYSESLAT
Grades 3–4 Item Maps (continued)**

*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	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	Speaking	PLD.4.S.3-4.2	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	Speaking	PLD.5.S.3-4.3	Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
1	1	Multiple-Choice	1	Listening	PLD.1.L.3-4.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
2	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.
3	1	Multiple-Choice	1	Listening	PLD.2.L.3-4.3	Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.
4	1	Multiple-Choice	1	Listening	PLD.1.L.3-4.1	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.

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Grades 3–4 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
5	1	Multiple-Choice	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.
6	1	Multiple-Choice	1	Listening	PLD.3.L.3-4.4	Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level spoken discourse.
7	1	Multiple-Choice	1	Listening	PLD.5.L.3-4.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal

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Grades 3–4 Item Maps (continued)**

*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
23	2	Multiple-	1	Listening	PLD.2.L.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signify what

**2021 NYSESLAT
Grades 3–4 Item Maps (continued)**

*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
29	2	Multiple-Choice	1	Reading	PLD R.3(t 1 Tf ()Tj EMC /TH <</MCID 7 >.399 f 84 352001 Ti)9.4 (ng)JTJ /T1_0 1 Tf ()Tj E	

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Grades 3–4 Item Maps (continued)

*Performance Level Description/Target of Measurement

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
46	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
47	3	Multiple-Choice	1	Reading	PLD.4.R.3-4.4	Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
48	3	Multiple-Choice	1	Reading	PLD.2.R.3-4.2	Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.3	Transitioning: Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.3.R.3-4.2	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, and/or relationships in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.5.R.3-4.5	Commanding: Student can identify significant elements, 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.

**2021 NYSESLAT
Grades 3–4 Item Maps (continued)**

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
52	3	Multiple-Choice	1	Reading	PLD.5.R.3-4.1	Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
53	3	Multiple-Choice	1	Reading	PLD.1.R.3-4.2	Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
54	3	Extended Constructed Response/				