

**2021 NSESIAT  
Grades 5-6 Item Maps**

**\*Performance Level Description/Target of Measurement**

| <b>Item Position</b> | <b>Test Session</b> | <b>Item Type</b>     | <b>Points</b> | <b>Modality</b> | <b>HD/ToM</b> | <b>Description</b>   |
|----------------------|---------------------|----------------------|---------------|-----------------|---------------|--|
| 1                    | Speaking            | Constructed Response | 1             | Speaking        | HD2S562       | Emerging Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence               |
| 2                    | Speaking            | Constructed Response | 2             | Speaking        | HD3S561       | Transitioning Student uses simple and/or expanded sentences to ask questions and contribute to a conversation  |
| 3                    | Speaking            | Constructed Response | 2             | Speaking        | HD4S563       | 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        | HD5S561       | Commanding Student uses simple, expanded, and complex sentences and fluid language to ask questions and contribute to a conversation                         |
| 5                    | Speaking            | Constructed Response | 1             | Speaking        | HD2S561       | Emerging Student uses phrases and simple sentences to ask questions and contribute to a conversation   |
| 6                    | Speaking            | Constructed Response | 2             | Speaking        | HD3S561       | Transitioning Student uses simple and/or expanded sentences to ask questions and contribute to a conversation  |
| 7                    | Speaking            | Constructed Response | 2             | Speaking        | HD4S562       | 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        | HD5S563       | Commanding Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons |

**2021 NISESIAT**  
**Grades 5-6 Item Maps (continued)**

**\*Performance Level Description/Target of Measurement**

| <b>Item Position</b> | <b>Test Session</b> | <b>Item Type</b>     | <b>Points</b> | <b>Modality</b> | <b>ID/ToM</b> | <b>Description</b>                                 |
|----------------------|---------------------|----------------------|---------------|-----------------|---------------|--|
| 9                    | Speaking            | Constructed Response | 1             | Speaking        | HD2S561       | Emerging Student uses phrases and simple sentences |

**2021 NISESIAT**  
**Grades 5-6 Item Maps (continued)**

**\*Performance Level Description/Target of Measurement**

| <b>Item Position</b> | <b>Test Session</b> | <b>Item Type</b> | <b>Points</b> | <b>Modality</b> | <b>HD/ToM</b> | <b>Description</b>   |
|----------------------|---------------------|------------------|---------------|-----------------|---------------|--|
| 4                    | 1                   | Multiple Choice  | 1             | Listening       | HD2L561       | Emerging Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level spoken discourse.          |
| 5                    | 1                   | Multiple Choice  | 1             | Listening       | HD1L562       | Emerging 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 spoken discourse.                                 |
| 6                    | 1                   | Multiple Choice  | 1             | Listening       | HD3L562       | 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 spoken discourse.              |
| 7                    | 1                   | Multiple Choice  | 1             | Listening       | HD1L561       | Emerging Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level spoken discourse. |
| 8                    | 1                   | Multiple Choice  | 1             | Listening       | HD2L563       | Emerging Student can determine   |

**2021 NYS/SLAT**  
**Grades 5-6 Item Maps (continued)**

**\*Performance Level Description/Target of Measurement**

| <b>Item Position</b> | <b>Test Session</b> | <b>Item Type</b> | <b>Points</b> | <b>Modality</b> | <b>ID/ToM</b> | <b>Description</b>  |
|----------------------|---------------------|------------------|---------------|-----------------|---------------|---|
| 9                    | 1                   | Multiple Choice  | 1             | Reading         | HD2R561       | Emerging Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.                             |
| 10                   | 1                   | Multiple Choice  | 1             | Reading         | HD3R562       | 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.                                 |
| 11                   | 1                   | Multiple Choice  | 1             | Reading         | HD4R564       | Expanding Student can identify most simple or some expanded or complex sentences that together develop a story or a topic; a description, evidence, events, or a relationship in grade-level texts.   |
| 12                   | 1                   | Multiple Choice  | 1             | Reading         | HD5R565       | 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. |
| 13                   | 1                   | Multiple Choice  | 1             | Reading         | HD3R563       | 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.  |







**2021 NISESIAT  
Grades 5-6 Item Maps (continued)**

| <b>Item<br/>Position</b> | <b>Test Session</b> | <b>ItemType</b> | <b>Points</b> | <b>Modality</b> | <b>HD/ToM</b> | <b>Description</b> |
|--------------------------|---------------------|-----------------|---------------|-----------------|---------------|--------------------|
|--------------------------|---------------------|-----------------|---------------|-----------------|---------------|--------------------|



**2021 NYS/ST  
Grades 5-6 Item Maps (continued)**

**\*Performance Level Description/Target of Measurement**

| <b>Item Position</b> | <b>Test Session</b> | <b>Item Type</b> | <b>Points</b> | <b>Modality</b> | <b>HD/ToM</b> | <b>Description</b>   |
|----------------------|---------------------|------------------|---------------|-----------------|---------------|--|
| 35                   | 3                   | Multiple Choice  | 1             | Listening       | HD3L561       | Transitioning Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse |
| 36                   | 3                   | Multiple Choice  | 1             | Listening       | HD4L561       | Expanding Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse   |
| 37                   | 3                   | Multiple Choice  | 1             | Listening       | HD4L564       | Expanding Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse  |
| 38                   | 3                   | Multiple Choice  | 1             | Listening       | HD3L561       | Transitioning Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse |
| 39                   | 3                   | Multiple Choice  | 1             | Listening       | HD5L564       | 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 spoken discourse   |

**2021 NISESIAT  
Grades 5-6 Item Maps (continued)**

**Item  
Position**



