

**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	<b>Emerging:</b> 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	<b>Transitioning:</b> 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	<b>Expanding:</b> 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	<b>Commanding:</b> 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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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
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**2023 NYSESLAT  
Grades 5-6 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
						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	<b>Emerging:</b> Student can determine the <b>literal meaning of some Tier 1 and few Tier 2 words</b> in a grade-level text.
11	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.3	<b>Transitioning:</b> Student can determine <b>most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words</b> in a grade-level text.
12	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.
13	1	Multiple-Choice	1	Reading	PLD.4.R.5-6.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.
14	1	Multiple-Choice	1	Reading	PLD.1.R.5-6.2	<b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.
15	1	Multiple-Choice	1	Reading	PLD.3.R.5-6.2	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.

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Grades 5-6 Item Maps (continued)**

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**2023 NYSESLAT  
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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
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determine elements, connections, and topics) in grade-level texts.

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Grades 5-6 Item Maps



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

Grade Level Description/Target of Measurement

Test Session	Item Type	Points	Modality	PLD/ToM*	Description
					key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.

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

\*Performance Level Description/Target of Measurement

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	<b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.
49	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.
50	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.2	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.4.R.5-6.3	<b>Expanding:</b> Student can determine <b>most of the literal and some of the figurative meanings of Tier 1 and Tier 2 words</b> in a grade-level text.
52	3	Multiple-Choice	1	Reading	PLD.5.R.5-6.5	<b>Commanding:</b> Student can identify <b>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)</b> in grade-level texts.

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Grades 5-6 Item Maps (continued)**

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