

**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)**

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| 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. |

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

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|------|--------------|-----------------|--------|-----------|---------------|---|
| 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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**2021 NYSESLAT
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|------|--------------|-----------|--------|-----------|---------------|---|
| 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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**2021 NYSESLAT
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|------|--------------|-----------------|--------|----------|---------------|---|
| 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. |

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| 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/ | | | | |