

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|----------------------|--------|----------|----------------|--|
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.9-12.2 | Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.9-12.1 | Expanding: Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation. |
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.9-12.3 | Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. |
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.9-12.2 | Emerging: Student uses phrases and simple sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.9-12.2 | 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.9-12.2 | 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.9-12.3 | Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. |

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|-----------|----------------|---|
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.9-12.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse. |
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.3 | Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.4.L.9-12.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey 13 (o)0.0012 1 Listening PLD.4 -12.2 |

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|-----------|----------------|--|
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.3 | Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse. |
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse. |
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.5.L.9-12.1 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse. |
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.9-12.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.4 | Expanding: Student can identify most simple or some expanded or complex sentences that together develop a |

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------|--------|----------|----------|-------------|
|---------------|--------------|-----------|--------|----------|----------|-------------|

story or a topic, a description, a claim and evidence, events, or a relationship in grade-

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

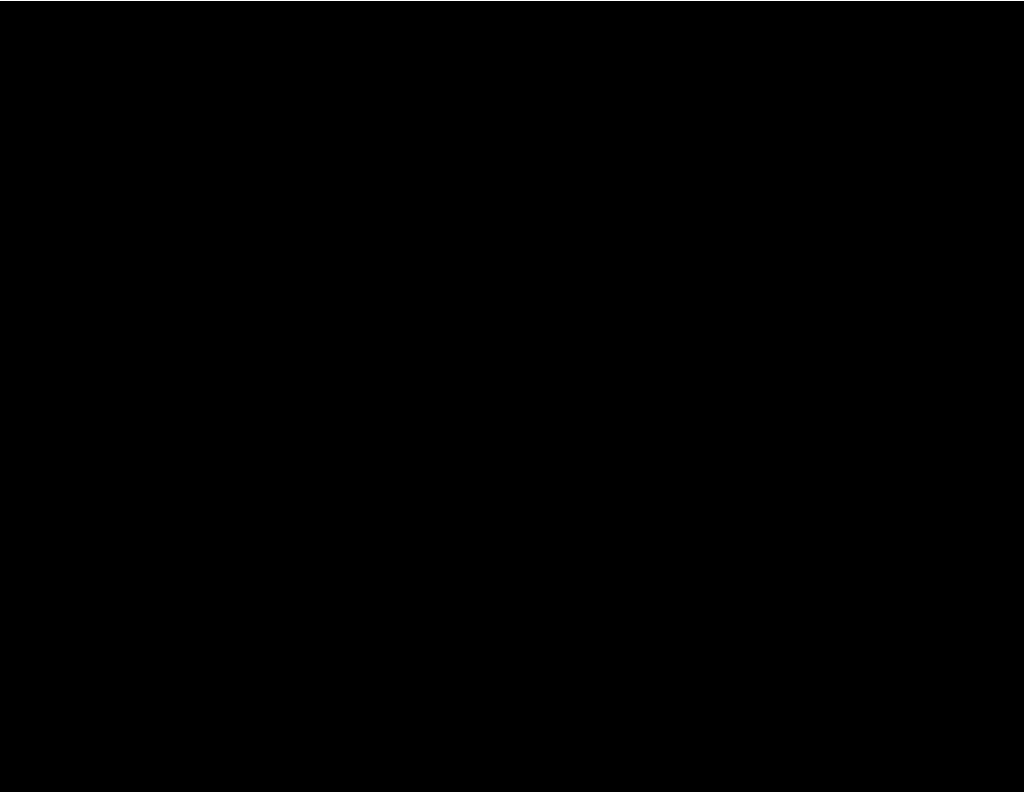
| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------|--------|----------|----------|-------------|
|---------------|--------------|-----------|--------|----------|----------|-------------|

| | | | | | | |
|----|-------|--|-----------|------------|--|--|
| 17 | 1 B x | | 76 509.76 | 0.481 0.48 | ref360.29-3 (1) (1)EMC /Artifact 3TT1 132TT1 | -8.7 R AMC 36spDC 0o.481 nDC 0se42 D 42 f3 |
|----|-------|--|-----------|------------|--|--|

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|-----------|----------------|---|
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.2 | <p>Transitioning: Student can, with limited support, identify most of the main ideas and supporting details in a text or media presentation, including analyzing how key details are related to one another to build a larger meaning, purpose, or text structure. (L.9-12.2.1) (L.9-12.2.2) (L.9-12.2.3) (L.9-12.2.4) (L.9-12.2.5) (L.9-12.2.6) (L.9-12.2.7) (L.9-12.2.8) (L.9-12.2.9) (L.9-12.2.10) (L.9-12.2.11) (L.9-12.2.12) (L.9-12.2.13) (L.9-12.2.14) (L.9-12.2.15) (L.9-12.2.16) (L.9-12.2.17) (L.9-12.2.18) (L.9-12.2.19) (L.9-12.2.20) (L.9-12.2.21) (L.9-12.2.22) (L.9-12.2.23) (L.9-12.2.24) (L.9-12.2.25) (L.9-12.2.26) (L.9-12.2.27) (L.9-12.2.28) (L.9-12.2.29) (L.9-12.2.30) (L.9-12.2.31) (L.9-12.2.32) (L.9-12.2.33) (L.9-12.2.34) (L.9-12.2.35) (L.9-12.2.36) (L.9-12.2.37) (L.9-12.2.38) (L.9-12.2.39) (L.9-12.2.40) (L.9-12.2.41) (L.9-12.2.42) (L.9-12.2.43) (L.9-12.2.44) (L.9-12.2.45) (L.9-12.2.46) (L.9-12.2.47) (L.9-12.2.48) (L.9-12.2.49) (L.9-12.2.50) (L.9-12.2.51) (L.9-12.2.52) (L.9-12.2.53) (L.9-12.2.54) (L.9-12.2.55) (L.9-12.2.56) (L.9-12.2.57) (L.9-12.2.58) (L.9-12.2.59) (L.9-12.2.60) (L.9-12.2.61) (L.9-12.2.62) (L.9-12.2.63) (L.9-12.2.64) (L.9-12.2.65) (L.9-12.2.66) (L.9-12.2.67) (L.9-12.2.68) (L.9-12.2.69) (L.9-12.2.70) (L.9-12.2.71) (L.9-12.2.72) (L.9-12.2.73) (L.9-12.2.74) (L.9-12.2.75) (L.9-12.2.76) (L.9-12.2.77) (L.9-12.2.78) (L.9-12.2.79) (L.9-12.2.80) (L.9-12.2.81) (L.9-12.2.82) (L.9-12.2.83) (L.9-12.2.84) (L.9-12.2.85) (L.9-12.2.86) (L.9-12.2.87) (L.9-12.2.88) (L.9-12.2.89) (L.9-12.2.90) (L.9-12.2.91) (L.9-12.2.92) (L.9-12.2.93) (L.9-12.2.94) (L.9-12.2.95) (L.9-12.2.96) (L.9-12.2.97) (L.9-12.2.98) (L.9-12.2.99) (L.9-12.2.100)</p> |



**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|----------------|---|
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.9-12.1 | <p>Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.</p> |
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.9-12.1 | <p>Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade</p> |

2023 NYSESLAT

Grades 9-

**2023 NYSESLAT
Grades 9-12 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|----------------|--|
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text. |