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.**

*Performance Level Description/Target of Measurement

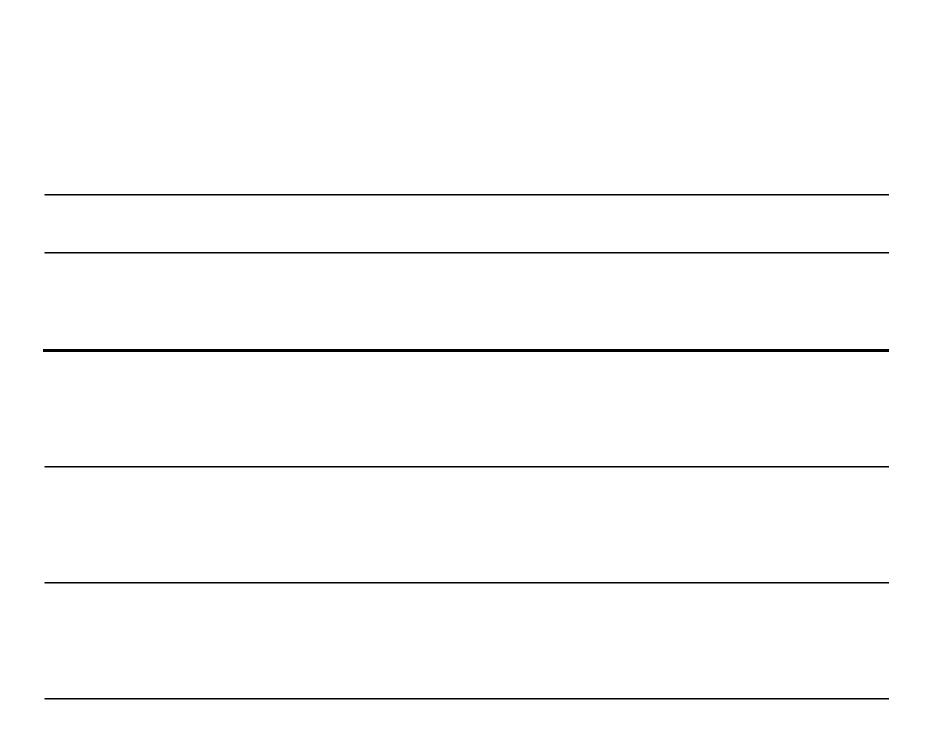| Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
10	Speaking	Constructed Response	2	Speaking	PLD.3.S.3-4.2	**Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.**
11	Speaking	Constructed 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

*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 sign8Tm(/TT1I)88T4vhat

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)]TJ /T1_0 1 Tf ( )Tj E4

Item	Test Session	Item Type	Points	Modality	PLD/ToM*	Description

*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 relationship**s 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.

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/				