







2024 NYSESLAT  
Grades 9-12 Item Maps (continued)

\*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Des.16m0 w.04 0 0 11.04 964 (n) p





**2024 NYSESLAT  
Grades 9-12 Item Maps (continued)**

\*Performance Level Description/Target of Measurement

Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
25	2	Multiple-Choice	1	Listening	PLD.4.L.9-12.4	Expanding:

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
30	2	Multiple-Choice	1	Reading	PLD.4.R.9-12.5	<b>Expanding:</b> Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics)</b> in grade-level texts.
31	2	Multiple-Choice	1	Reading	PLD.5.R.9-12.2	<b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.
32	2	Multiple-Choice	1	Reading	PLD.1.R.9-12.13	(p)2.2 (le)-3 (,)JITr9-c ra, Ro ref







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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
50	3	Multiple-Choice	1	Reading	PLD.3.R.9-12.3	<b>Transitioning:</b> Student can determine <b>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</b> in a grade-level text.
51	3	Multiple-Choice	1	Reading	PLD.4.R.9-12.4	<b>Expanding:</b> Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.
52	3	Multiple-Choice	1	Reading	PLD.5.R.9-12.4	<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, a claim and evidence, events, or a relationship</b> in grade-level texts.
53	3	Multiple-Choice	1	Reading	PLD.2.R.9-12.2	<b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.
54	3	Extended Constructed Response/ Informational	4	Writing	PLD.5.W.9-12.4	<b>Commanding:</b> Student uses a variety of simple, expanded, and complex sentences to sufficiently <b>provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure</b> to develop an informational text.