

**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 | <b>Emerging:</b> Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b>  |
| 2    | Speaking     | Constructed Response | 2      | Speaking | PLD.3.S.3-4.2 | <b>Transitioning:</b> Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>       |
| 3    | Speaking     | Constructed Response | 2      | Speaking | PLD.4.S.3-4.3 | <b>Expanding:</b> Student uses simple, expanded, and/or complex sentences <b>to analyze a topic and provide an opinion supported by a reason.</b>                   |
| 4    | Speaking     | Constructed Response | 2      | Speaking | PLD.5.S.3-4.3 | <b>Commanding:</b> Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion supported by a reason.</b>  |
| 5    | Speaking     | Constructed Response | 1      | Speaking | PLD.2.S.3-4.1 | <b>Emerging:</b> Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b>  |
| 6    | Speaking     | Constructed Response | 2      | Speaking | PLD.3.S.3-4.1 | <b>Transitioning:</b> Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b>                                       |
| 7    | Speaking     | Constructed Response | 2      | Speaking | PLD.4.S.3-4.2 | <b>Expanding:</b> Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b> |
| 8    | Speaking     | Constructed Response | 2      | Speaking | PLD.5.S.3-4.3 | <b>Commanding:</b> Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion supported by a reason.</b>  |
| 9    | Speaking     | Constructed Response | 1      | Speaking | PLD.2.S.3-4.1 | <b>Emerging:</b> Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b>  |

**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 | <b>Transitioning:</b> Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>   |
| 11   | Speaking     | Constructed Response | 2      | Speaking  | PLD.4.S.3-4.2 | <b>Expanding:</b> Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b>   |
| 12   | Speaking     | Constructed Response | 2      | Speaking  | PLD.5.S.3-4.3 | <b>Commanding:</b> Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion supported by a reason.</b>  |
| 1    | 1            | Multiple-Choice      | 1      | Listening | PLD.1.L.3-4.2 | <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, and/or relationships</b> in grade-level spoken discourse.                  |
| 2    | 1            | Multiple-Choice      | 1      | Listening | PLD.3.L.3-4.3 | <b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.  |
| 3    | 1            | Multiple-Choice      | 1      | Listening | PLD.2.L.3-4.3 | <b>Emerging:</b> Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.  |
| 4    | 1            | Multiple-Choice      | 1      | Listening | PLD.1.L.3-4.1 | <b>Entering:</b> Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse. |

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

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| Item | Test Session | Item Type       | Points | Modality  | PLD/ToM*      | Description   |
|------|--------------|-----------------|--------|-----------|---------------|---|
| 5    | 1            | Multiple-Choice | 1      | Listening | PLD.2.L.3-4.2 | <b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.   |
| 6    | 1            | Multiple-Choice | 1      | Listening | PLD.3.L.3-4.4 | <b>Transitioning:</b> Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse. |
| 7    | 1            | Multiple-Choice | 1      | Listening | PLD.5.L.3-4.1 | <b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal</b>  |
|      |              |                 |        |           |               |   |
|      |              |                 |        |           |               |   |
|      |              |                 |        |           |               |   |
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|------|--------------|-----------|--------|-----------|---------------|---|
| 23   | 2            | Multiple- | 1      | Listening | PLD.2.L.3-4.2 | <b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signify</b> what |

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Grades 3–4 Item Maps (continued)**

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|------|--------------|-----------------|--------|----------|--|-------------|
| 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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|------|--------------|-----------------|--------|----------|---------------|---|
| 46   | 3            | Multiple-Choice | 1      | Reading  | PLD.3.R.3-4.3 | <b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.  |
| 47   | 3            | Multiple-Choice | 1      | Reading  | PLD.4.R.3-4.4 | <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 sequence of events, or a relationship</b> in grade-level texts.  |
| 48   | 3            | Multiple-Choice | 1      | Reading  | PLD.2.R.3-4.2 | <b>Emerging:</b> Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.   |
| 49   | 3            | Multiple-Choice | 1      | Reading  | PLD.3.R.3-4.3 | <b>Transitioning:</b> Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.  |
| 50   | 3            | Multiple-Choice | 1      | Reading  | PLD.3.R.3-4.2 | <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, and/or relationships</b> in a grade-level text.                                 |
| 51   | 3            | Multiple-Choice | 1      | Reading  | PLD.5.R.3-4.5 | <b>Commanding:</b> Student can identify <b>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)</b> in grade-level texts. |

**2021 NYSESLAT  
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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 | <b>Commanding:</b> Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.          |
| 53   | 3            | Multiple-Choice                | 1      | Reading  | PLD.1.R.3-4.2 | <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, and/or relationships</b> in a grade-level text. |
| 54   | 3            | Extended Constructed Response/ |        |          |               |  |