

2023 NYSESLAT
Grades 7-8 Item Maps

**2023 NYSESLAT
Grades 7-8 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description | ChTm85Tm | [S: # 9] |
|---------------|--------------|-----------|--------|----------|----------|-------------|----------|----------|
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**2023 NYSESLAT
Grades 7-8 Item Maps (continued)**

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| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|---------------|---|
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.2 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |

**2023 NYSESLAT
Grades 7-8 Item Maps (continued)**

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|---------------|--------------|----------------------------|--------|-----------|---------------|---|
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.3 | Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.2 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.7-8.2 | Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text. |
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.7-8.1 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.3 | 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. |
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, |

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| | | | | | | and/or the message or theme in grade-level spoken discourse. |
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.3 | 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. |
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. 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 in grade |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | |

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Grades 7-8 Item Maps (continued)**

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|---------------|--------------|-----------------|--------|----------|---------------|---|
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.5 | Transitioning: Student can, with limited support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts. |
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.3 | Commanding: Student can determine most of the literal and figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.5 | Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes 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. |
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.3 | Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, |

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| | | | | | | relationships, conclusions, and/or interactions in grade-level spoken discourse. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.1 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.5 | Expanding: Student can identify 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) in grade-level texts. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.3 | Expanding: Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |
| 54 | 3 | Extended Constructed Response/ Narrative | 4 | Writing | PLD.5.W.7-8.4 | Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked claims and evidence, a variety of support, and closure to develop an informational text. |