

**2021 NSESIAT  
Grades 5-6 Item Maps**

**\*Performance Level Description/Target of Measurement**

<b>Item Position</b>	<b>Test Session</b>	<b>Item Type</b>	<b>Points</b>	<b>Modality</b>	<b>HD/ToM</b>	<b>Description</b>
1	Speaking	Constructed Response	1	Speaking	HD2S562	Emerging Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence
2	Speaking	Constructed Response	2	Speaking	HD3S561	Transitioning Student uses simple and/or expanded sentences to ask questions and contribute to a conversation
3	Speaking	Constructed Response	2	Speaking	HD4S563	Expanding Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion or a claim supported by reasons
4	Speaking	Constructed Response	2	Speaking	HD5S561	Commanding Student uses simple, expanded, and complex sentences and fluid language to ask questions and contribute to a conversation
5	Speaking	Constructed Response	1	Speaking	HD2S561	Emerging Student uses phrases and simple sentences to ask questions and contribute to a conversation
6	Speaking	Constructed Response	2	Speaking	HD3S561	Transitioning Student uses simple and/or expanded sentences to ask questions and contribute to a conversation
7	Speaking	Constructed Response	2	Speaking	HD4S562	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	HD5S563	Commanding Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons

**2021 NISESIAT**  
**Grades 5-6 Item Maps (continued)**

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9	Speaking	Constructed Response	1	Speaking	HD2S561	Emerging Student uses phrases and simple sentences

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**Grades 5-6 Item Maps (continued)**

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4	1	Multiple Choice	1	Listening	HD2L561	Emerging Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level spoken discourse.
5	1	Multiple Choice	1	Listening	HD1L562	Emerging Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level spoken discourse.
6	1	Multiple Choice	1	Listening	HD3L562	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, relationships, and/or conclusions in a grade-level spoken discourse.
7	1	Multiple Choice	1	Listening	HD1L561	Emerging Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level spoken discourse.
8	1	Multiple Choice	1	Listening	HD2L563	Emerging Student can determine

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9	1	Multiple Choice	1	Reading	HD2R561	Emerging Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.
10	1	Multiple Choice	1	Reading	HD3R562	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, relationships, and/or conclusions in a grade-level text.
11	1	Multiple Choice	1	Reading	HD4R564	Expanding Student can identify most simple or some expanded or complex sentences that together develop a story or a topic; a description, evidence, events, or a relationship in grade-level texts.
12	1	Multiple Choice	1	Reading	HD5R565	Commanding Student can identify significant elements, connections, 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.
13	1	Multiple Choice	1	Reading	HD3R563	Transitioning Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.







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Grades 5-6 Item Maps (continued)**

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**2021 NYS/SLAT**  
**Grades 5-6 Item Maps (continued)**

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<b>Item Position</b>	<b>Test Session</b>	<b>Item Type</b>	<b>Points</b>	<b>Modality</b>	<b>HD/ToM</b>	<b>Description</b>
35	3	Multiple Choice	1	Listening	HD3L561	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, events, point of view, and/or the message or theme in grade-level spoken discourse
36	3	Multiple Choice	1	Listening	HD4L561	Expanding Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse
37	3	Multiple Choice	1	Listening	HD4L564	Expanding Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse
38	3	Multiple Choice	1	Listening	HD3L561	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, events, point of view, and/or the message or theme in grade-level spoken discourse
39	3	Multiple Choice	1	Listening	HD5L564	Commanding Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse

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Grades 5-6 Item Maps (continued)**

**Item  
Position**



