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	ChTm8bTmLiS14Pery

*Performance Level Description/Target of Measurement

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.

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Item Position	Test Session	Item Type	Points	Modality	PLD/ToM*	Description
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.
24	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, sequence, connections, relationships, conclusions, and/or interactions** in grade

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