







**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 |
|---------------|--------------|-----------|--------|----------|----------|-----------------------------------|
|               |              |           |        |          |          |                                   |
|               |              |           |        |          |          |                                   |
|               |              |           |        |          |          |                                   |
|               |              |           |        |          |          |                                   |
|               |              |           |        |          |          |                                   |





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|---------------|--------------|-----------------|--------|-----------|----------------|-------------|
| 25            | 2            | Multiple-Choice | 1      | Listening | PLD.4.L.9-12.4 | Expanding:  |
|               |              |                 |        |           |                |             |
|               |              |                 |        |           |                |             |
|               |              |                 |        |           |                |             |
|               |              |                 |        |           |                |             |

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Grades 9-12 Item Maps (continued)**

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|---------------|--------------|-----------------|--------|----------|-----------------|---|
| 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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|---------------|--------------|---|--------|----------|----------------|--|
| 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/<br>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.                              |