

**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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Grades 9-12 Item Maps (continued)**

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|---------------|--------------|-----------------|--------|-----------|----------------|-------------|
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.9-12.4 | Expanding: |
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|---------------|--------------|-----------------|--------|----------|-----------------|---|
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.5 | 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. |
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.9-12.2 | 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 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 | Transitioning: Student can determine 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 in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.4 | Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.9-12.4 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.9-12.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text. |
| 54 | 3 | Extended Constructed Response/ Informational | 4 | Writing | PLD.5.W.9-12.4 | Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text. |