



**2017 NISEIAT
Grades 1-2 Item Maps (continued)**

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**2017 NISESAT
Grades 1-2 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | HD/ToM | Description |
|---------------|--------------|-----------------|--------|-----------|------------|---|
| 23 | 2 | Multiple Choice | 1 | Listening | HD/2L:1-21 | Emerging Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal 2 |
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**2017 NYSED
Grades 1-2 Item Maps (continued)**

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | HD/LoM | Description |
|---------------|--------------|-----------------|--------|-----------|----------|---|
| 40 | 3 | Multiple Choice | 1 | Listening | HD3L1-21 | Transitioning Student can, with limited support, identify most phases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade level spoken discourse |
| 41 | 3 | Multiple Choice | 1 | Listening | HD3L1-23 | Transitioning Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade level spoken discourse |
| 42 | 3 | Multiple Choice | 1 | Listening | HD4L1-22 | Expanding Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in a grade level spoken discourse |
| 43 | 3 | Multiple Choice | 1 | Reading | HD1R1-21 | Emerging Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade level text. |
| 44 | 3 | Multiple Choice | 1 | Reading | HD2R1-21 | Emerging Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade level text. |
| 45 | 3 | Multiple Choice | 1 | Reading | HD3R1-22 | Transitioning Student can, with limited support, identify most phases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade level text. |
| 46 | 3 | Multiple Choice | 1 | Reading | HD4R1-22 | |
| 47 | 3 | Multiple Choice | 1 | Reading | HD4R1-23 | |

phrases, simple sentences, or a few expanded sentences that

signal or describe key details, sequence, and relationships

in a

grade level text.

