

2018 NYSESLAT TARGETS OF MEASUREMENT

LISTENING – GRADE K			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in grade-level spoken discourse.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p>	<p>TOM.L.K.1</p> <p>Students can identify illustrated words, phrases, or sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</p>	<p>identify or refer to:</p> <ul style="list-style-type: none"> a character or an individual the setting an event or an action a feeling a narrator a main idea
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p>	<p>TOM.L.K.2</p> <p>Students can identify illustrated words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</p>	<p>signal or describe:</p> <ul style="list-style-type: none"> a key detail a sequence of events a comparison or contrast of information a cause or an effect
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in grade-level spoken discourse.</p>	<p>TOM.L.K.3</p> <p>Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to find meaning
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level spoken discourse.</p>	<p>ANCHOR 4</p> <p>Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p>	<p>TOM.L.K.4</p> <p>Students can identify illustrated language structures in grade-level spoken discourse. Language structure is defined at this grade as words, phrases, and sentences that together develop a story, a description, or a sequence of events.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story the development of a character the development of a description the development of a sequence of events

2018 NYSESLAT TARGETS OF MEASUREMENT

LISTENING – GRADE BAND 1–2			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in grade-level spoken discourse.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p>	<p>TOM.L.1–2.1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.</p>	<p>identify or refer to:</p> <ul style="list-style-type: none"> a character or an individual the setting or a place an event or an action a feeling a narrator a subject or a topic an idea or information a main idea
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p>	<p>TOM.L.1–2.2</p> <p>Students can identify words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</p>	<p>signal or describe:</p> <ul style="list-style-type: none"> a key detail a sequence of events a comparison or contrast of information a cause and effect a reason given by an author
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in grade-level spoken discourse.</p>	<p>TOM.L.1–2.3</p> <p>Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to find meaning textual information to find meaning
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level spoken discourse.</p>	<p>ANCHOR 4</p> <p>Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p>	<p>TOM.L.1–2.4</p> <p>Students can identify language structures in grade-level spoken discourse. Language structures are defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or topic the development of a character the development of a description the development of a sequence of events or actions the development of information the development of a comparison or contrast relationship the development of a cause and effect relationship the development of a relationship between characters or ideas

2018 NYSESLAT TARGETS OF MEASUREMENT

LISTENING – GRADE BAND 3–4			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in grade-level spoken discourse.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p>	<p>TOM.L.3–4.1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.</p>	<p>identify or refer to:</p> <ul style="list-style-type: none"> a character, an individual, or a subject the setting or a place the point of view an event or an action a step in a process a feeling an idea, a concept, or a topic a main idea or a message
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p>	<p>TOM.L.3–4.2</p> <p>Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.</p>	<p>signal or describe:</p> <ul style="list-style-type: none"> a key detail the motivation of a character or an individual a sequence of events or a chronology of ideas a connection between characters or ideas a cause and effect relationship a comparison or contrast of information a problem and solution relationship
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in grade-level spoken discourse.</p>	<p>TOM.L.3–4.3</p> <p>Students can determine the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to determine meaning textual information to determine meaning
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level spoken discourse.</p>	<p>ANCHOR 4</p> <p>Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p>	<p>TOM.L.3–4.4</p> <p>Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a sequence of events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or a topic (key details, ideas, facts, description, etc.) the development of a description the development of events the development of a cause and effect relationship the development of a problem and solution relationship how a character contributes to events

2018 NYSESLAT TARGETS OF MEASUREMENT

LISTENING – GRADE BAND 5–6			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	ANCHOR 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse.	TOM.L.5–6.1 Students can identify words, phrases, or 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.	identify, signal, or refer to: a character, an individual, or a subject the setting or a place the point of view an event or an action an idea, a concept, or a topic a main idea or a message
	ANCHOR 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.	TOM.L.5–6.2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	signal or describe: a key detail additional information a sequence of events or actions or a chronology of ideas a connection of ideas a cause and effect relationship a comparison or contrast of information a problem and solution relationship a conclusion
	ANCHOR 3 Students can determine the meaning of vocabulary in grade-level spoken discourse.	TOM.L.5–6.3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary in grade-level spoken discourse.	provide: a context clue to find meaning textual information to find meaning language imagery to find meaning
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	ANCHOR 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	TOM.L.5–6.4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, evidence, events, or a relationship.	determine: the development of a story or a topic (key details, ideas, facts, description, etc.) the development of details, characteristics, examples, or reasons the development of a sequence of events the development of a connection of ideas the development of a cause and effect relationship the development of a comparison or contrast of information the development of a problem and solution relationship

2018 NYSESLAT TARGETS OF MEASUREMENT

LISTENING – GRADE BAND 7–8			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	ANCHOR 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse.	TOM.L.7–8.1 Students can identify words, phrases, or 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.	indicate, signal, or refer to: a character, an individual, a subject, or a topic multiple points of view the setting an event or an action evidence or information a literary device two or more main ideas a message or a theme
	ANCHOR 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.	TOM.L.7–8.2 Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.	signal or convey: a key detail an opinion or a result a sequence of events or actions a chronology of ideas a cause and effect relationship a comparison or contrast of information a problem and solution relationship a conclusion
	ANCHOR 3 Students can determine the meaning of vocabulary in grade-level spoken discourse.	TOM.L.7–8.3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact in grade-level spoken discourse.	provide: a context clue to find meaning textual information to find meaning language imagery to find meaning the impact of words in a text
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	ANCHOR 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	TOM.L.7–8.4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.	determine: the development of a story or a topic (key details, characteristics, facts, description) the development of a claim, reasons, evidence, or examples the development of a connection between ideas the development of a sequence of events the development of a cause and effect relationship the development of a comparison or contrast of information the development of a problem and solution relationship the development of an argument the development of a theme or a message

2018 NYSESLAT TARGETS OF MEASUREMENT

LISTENING – GRADE BAND 9–12			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	ANCHOR 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse.	TOM.L.9–12.1 Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.	indicate, signal, or refer to: an aspect of an individual or an event multiple points of view a claim and evidence a rhetorical device a message or theme
	ANCHOR 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.	TOM.L.9–12.2 Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.	signal or convey: a key detail an opinion, a reason, or a result a temporal marker or a manipulation of time a connection between or a comparison of elements a conclusion a refinement of an idea, a theme, or a message a relationship between elements or ideas (cause and effect, problem and solution) a transition between or a redirection of ideas
	ANCHOR 3 Students can determine the meaning of vocabulary in grade-level spoken discourse.	TOM.L.9–12.3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.	provide: a context clue to find meaning textual information to find meaning language imagery to find meaning repeated words or phrases and their impact in a text
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	ANCHOR 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	TOM.L.9–12.4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.	determine: the development of a story or a topic (key details, characteristics, facts, description) the development of a claim, evidence, or examples the development of an opinion and reasons the development of a connection between ideas the development of a sequence of events the development of a cause and effect relationship the development of a problem and solution relationship the development of a comparison or contrast of information the development of an argument and support the development of a theme or message