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TO: District Superintendents  
Superintendents of Public and Nonpublic Schools  
Principals of Public, Nonpublic, and Charter Schools

FROM: David Abrams

SUBJECT: Introduction to the 2006 NYSESLAT Item Maps

An item map for a standardized test is designed to show how individual test questions, or items, coordinate with the standards and performance indicators of an instructional curriculum. The item maps available online show the relationship between the spring 2006 administration of the NYSESLAT and the New York State Learning Standards for English as a Second Language. When used in conjunction with your students' results on the spring 2006 NYSESLAT administration, these item maps will give you insight into your students' performance on the skills from the NYS Learning Standards that the NYSESLAT measures, and correspondingly suggest areas in which your students may need extra assistance.

There are items on the NYSESLAT that tap into more than one standard and/or performance indicator for a standard. However, in these item maps, each item on the 2006 NYSESLAT is mapped to one standard and one performance indicator from the standard. The item maps reflect the closest match.

You will notice that there are various performance indicators from the NYS Learning Standards for English as a Second Language that are not listed anywhere in the item maps for the 2006 NYSESLAT. This may be because a performance indicator reflects a skill or set of skills that cannot be measured by a standardized test. In other cases, the performance indicator may be covered in future NYSESLAT tests.

If you decide to tailor your instruction based on your students' performance on the 2006 NYSESLAT, keep in mind that **all** the standards and performance indicators in the NYS Learning Standards for English as a Second Language are important to students' learning and progress. The Learning Standards were designed to be comprehensive, and children's growth in all areas of language development will be reflected, whether directly or indirectly, in the results of a standardized test. In addition, for students who are taking content-area tests such as in mathematics or science, different standards than those tested on any particular administration of the NYSESLAT may be critical.