

Measures of Academic Progress (MAP) California State-Aligned Version 2

The NWEA Goal Structure is a document that represents the content and structure of a state's standards documents. Goal structures are created through an alignment process that links state standards documents to the NWEA item bank. The MAP tests and associated reports for teachers and students are based upon this structure and alignment.

The alignment process begins with a thorough review of a state's standards documents by NWEA's curriculum specialists. The general goal areas or strands within a state's standards that appear across grade levels become the goals in the goal structure (indicated below as bold). Areas in a state's standards documents that are determined to be sub-domains of the goals/strands become the sub-goals in the goal structure (indented under each goal below).

Goal and sub-goal names from the Goal Structure are shortened for technical reasons to create the headings in DesCartes. Report Names are shortened further to accommodate report specifications.

| Mathematics 2-5 Goal Structure | Mathematics 2-5 DesCartes | Mathematics 2-5 Report Names |
|--|--|-------------------------------------|
| Number Sense | Number Sense | Number Sense |
| Represent, identify, and count whole numbers* | Represent, Identify, and Count Whole Numbers | |
| Place value: whole numbers and decimals* | Place Value: Whole Numbers and Decimals | |
| Estimate, compare, and order: whole numbers and decimals* | Estimate, Compare, and Order | |
| Interpret decimals, fractions, and percents: determine equivalents among decimals, fractions, and percents* | Interpret Decimals, Fractions, and Percents | |
| Factors: determine prime factorization | Determine Factors and Prime Factorizations | |
| Identify on a number line: whole numbers, decimals, fractions, mixed numbers, and integers* | Identify Rational Numbers on a Number Line | |
| Addition and subtraction: whole numbers, decimals, fractions, integers* | Add and Subtract Rational Numbers | |
| Multiplication and division: whole numbers, decimals, fractions* | Multiply and Divide Non-Negative Rationals | |
| Algebra and Functions | Algebra and Functions | Algebra and Functions |
| Symbols, variables, expressions, and sentences: students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences | Symbols, Variables, Expressions, and Sentences | |



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| Patterns and functional relationships: represent simple functional relationships | Patterns and Functional Relationships | |
| Coordinate graphing: identify and graph ordered pairs in the four quadrants of the coordinate plane | Coordinate Graphing | |
| Measurement and Geometry | Measurement and Geometry | Measurement and Geometry |
| Appropriate units and tools of measurement: length, liquid volume, weight/mass, time, temperature, angles, perimeter, area, volume | Appropriate Units and Tools of Measurement | |
| Estimate and measure: length, liquid volume, weight/mass, time, temperature, angles, perimeter, area, volume | Estimate and Measure | |
| Properties of plane and solid geometric figures: students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures | Properties of Plane and Solid Geometric Figures | |
| Statistics, Data Analysis, and Probability | Statistics, Data Analysis, and Probability | Statistics and Probability |
| Data display and analysis: students display, analyze, compare, and interpret different data sets, including data sets of different sizes | Data Display and Analysis | |
| Probability: students make predictions for simple probability situations | Probability | |
| Mathematical Reasoning | Mathematical Reasoning | Mathematical Reasoning |
| Problem analysis: students make decisions about how to approach problems | Problem Analysis | |
| Problem-solving strategies: students use strategies, skills, and concepts in finding solutions | Problem-Solving Strategies | |

*Denotes that calculator use is not permitted in this goal or sub-goal of the test.

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| Mathematics 6+ Goal Structure | Mathematics 6+ DesCartes | Mathematics 6+ Report Names |
|--|---|------------------------------------|
| Number Sense | Number Sense | Number Sense |
| Identify and represent real numbers* | Identify and Represent Real Numbers | |
| Place value: whole numbers, decimals, and scientific notation* | Place Value | |
| Estimate, compare, and order: real numbers* | Estimate, Compare, and Order Real Numbers | |
| Interpret decimals, fractions, and percents: determine equivalents among decimals, fractions, and percents* | Interpret Decimals, Fractions, and Percents | |
| Factors and multiples: determine prime factorizations, greatest common factors, least common multiples | Determine Factors and Prime Factorizations | |
| Identify on a number line: real numbers* | Identify Real Numbers on a Number Line | |
| Addition and subtraction: real numbers | Add and Subtract Real Numbers | |
| Multiplication and division: real numbers | Multiply and Divide Real Numbers | |
| Advanced computations: rates, ratios, proportions, percents, powers, roots, absolute value, scientific notation, logarithms | Advanced Computations | |
| Algebra and Functions | Algebra and Functions | Algebra and Functions |
| Expressions, equations, inequalities, and systems of equations and inequalities: students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and systems of equations and inequalities | Expressions, Equations, Inequalities, Systems | |
| Linear and non-linear functions: represent functional relationships, including linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and absolute value | Linear and Non-Linear Functions | |
| Coordinate graphing: graph linear and non-linear functions in the coordinate plane | Coordinate Graphing | |
| Measurement and Geometry | Measurement and Geometry | Measurement and Geometry |
| Appropriate units and tools of measurement: length, liquid volume, weight/mass, time, temperature, angles, perimeter, area, volume | Appropriate Units and Tools of Measurement | |



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| Estimate and measure: length, liquid volume, weight/mass, time, temperature, angles, perimeter, area, volume | Estimate and Measure | |
| Properties of plane and solid geometric figures: students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures | Properties of Plane and Solid Geometric Figures | |
| Statistics, Data Analysis, and Probability | Statistics, Data Analysis, and Probability | Statistics and Probability |
| Data display and analysis: students display, analyze, compare, and interpret different data sets, including data sets of different sizes | Data Display and Analysis | |
| Probability: students make predictions for simple probability situations | Probability | |
| Mathematical Reasoning | Mathematical Reasoning | Mathematical Reasoning |
| Problem analysis: students make decisions about how to approach problems | Problem Analysis | |
| Problem-solving strategies: students use strategies, skills, and concepts in finding solutions | Problem-Solving Strategies | |

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| Reading Goal Structure | Reading DesCartes | Reading Report Names |
|--|--|-------------------------------------|
| Word Analysis and Systematic Vocabulary Development | Word Analysis and Vocabulary Development | Word Analysis and Vocabulary |
| <p>Concepts about print, decoding, word recognition, vocabulary: identify the front cover, back cover, and title page of a book; recognize that sentences in print are made up of separate words; recognize and name all uppercase and lowercase letters of the alphabet; vowel digraphs and r-controlled letter-sound associations; compound words and contractions; common word families; spelling patterns and word families; syllabication rules; sort and classify words and categories; antonyms, synonyms, homophones, and homographs</p> | <p>Concepts of Print, Decoding, Vocabulary</p> | |
| <p>Concept development: word origins; roots and affixes; context clues; analogies</p> | <p>Concept Development</p> | |
| Reading Comprehension: Structural Features of Informational Text and Expository Critique | Informational Structure and Expository Critique | Inform Struct and Critique |
| <p>Structural features of informational materials: informational text formats and features; structural patterns in informational text</p> | <p>Structural Features of Informational Materials</p> | |
| <p>Expository critique: distinguish fact/opinion; bias, stereotyping; propaganda; validity</p> | <p>Expository Critique</p> | |
| Reading Comprehension: Comprehension and Analysis of Text | Comprehension and Analysis of Text | Comprehend and Analyze Text |
| <p>Predict, infer, conclude: predictions, inferences, conclusions, generalizations</p> | <p>Predict, Infer, Conclude</p> | |



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| Summarize, identify answers, distinguish main ideas: retell, summarize; identify answers in text; follow directions; distinguish main ideas and supporting details | Summarize, Identify Answers, Main Ideas | |
| Clarifying meaning: author's purpose, argument, point of view, assumptions; cause/effect; diagrams, charts, and graphs; compare/contrast, similarities/differences; synthesize | Clarifying Meaning | |
| Literary Response and Analysis | Literary Response and Analysis | Lit Response and Analysis |
| Structural features of literature: forms, characteristics, and structural differences of various forms of literature | Structural Features of Literature | |
| Narrative analysis of literary elements: plot, conflict/resolution; characters; theme; narrator, point of view; setting | Literary Elements | |
| Narrative analysis of literary devices and figurative language: rhythmic patterns; figurative language; literary devices | Literary Devices and Figurative Language | |

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| Language Usage Goal Structure | Language Usage DesCartes | Language Usage Report Names |
|---|--------------------------------|-----------------------------|
| Writing Strategies | Writing Strategies | Writing Strategies |
| <p>Organization and focus: select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements; create multiple-paragraph compositions; provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; use strategies of note taking, outlining, and summarizing to impose structure on composition drafts; include supporting paragraphs with simple facts, details, and explanations; conclude with a paragraph that summarizes the points; provide details and transitional expressions that link one paragraph to another in a clear line of thought; use a variety of effective and coherent organizational patterns; use correct indentation</p> | <p>Organization and Focus</p> | |
| <p>Research: identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research; synthesize information from multiple sources; use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals</p> | <p>Research</p> | |
| <p>Evaluation and revision: revise writing to improve the logic and coherence of the organization, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p> | <p>Evaluation and Revision</p> | |

| Writing Applications | Writing Applications | Writing Applications |
|---|--|--------------------------------|
| Narratives: write narratives; establish a plot, point of view, setting, and conflict; write fictional, autobiographical, or biographical narratives; use concrete sensory details; use a range of narrative devices | Narratives | |
| Expository compositions, summaries, descriptions, persuasive compositions: write informational reports; write expository compositions; write summaries of reading materials; write persuasive compositions; write descriptions | Expository, Descriptive, Persuasive Compositions | |
| Career documents, and business and personal letters: write personal and formal letters, thank-you notes, and invitations; write job applications and résumés; write business letters | Career Documents, Business and Personal Letters | |
| Written English Language Conventions: Sentence Structure and Grammar | Sentence Structure and Grammar | Sentences, Grammar |
| Sentence structure: distinguish between complete and incomplete sentences; understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences; identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use conjunctions; use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts; identify and use parallelism | Sentence Structure | |
| Grammar: edit written manuscripts to ensure that correct grammar is used; identify all parts of speech; demonstrate appropriate English usage | Grammar | |
| Written English Language Conventions: Punctuation, Capitalization, and Spelling | Punctuation, Capitalization, and Spelling | Punc, Cap, and Spelling |
| Punctuation | Punctuation | |



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| Capitalization | Capitalization | |
| Spelling | Spelling | |