

## Measures of Academic Progress (MAP) Hawaii 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.

<b>Mathematics 2-5 Goal Structure</b>	<b>Mathematics 2-5 DesCartes</b>	<b>Mathematics 2-5 Report Names</b>
<b>Numbers and Operations</b>	<b>Numbers and Operations</b>	<b>Numbers and Operations</b>
Number sense: understand numbers, ways of representing numbers, relationships among numbers, and number systems; represent, model, and identify whole numbers, fractions, decimals, percents, and ratios*	Number Sense: Represent, Model, and Identify	
Number sense: understand numbers, ways of representing numbers, relationships among numbers, and number systems; compare, order, and determine equivalent forms using whole numbers, fractions, decimals, percents, and ratios*	Number Sense: Compare, Order, Equivalent Forms	
Number sense: understand numbers, ways of representing numbers, relationships among numbers, and number systems; number theory concepts of odd, even, factors, multiples, primes, and composites	Number Sense: Number Theory Concepts	
Operation sense: understand the meaning of operations and how they relate to each other; meanings, representations, inverse relationships, and properties*	Operation Sense: Meaning of Operations	



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Computation strategies: use computational tools and strategies fluently and, when appropriate, use estimation with addition and subtraction of whole numbers, fractions, decimals, percents*	Computation Strategies: Addition and Subtraction	
Computation strategies: use computational tools and strategies fluently and, when appropriate, use estimation with multiplication and division of whole numbers, fractions, decimals, percents*	Computation Strategies: Multiplication and Division	
Computation strategies: use computational tools and strategies fluently and, when appropriate, use estimation; estimation with whole numbers, fractions, decimals, percents*	Computation Strategies: Estimation	
<b>Measurement</b>	<b>Measurement</b>	<b>Measurement</b>
Fluency with measurement: understand attributes, units, and systems of units in measurement and develop and use techniques, tools, and formulas for measuring; attributes, units, tools and techniques for length, weight, capacity, money, time, temperature, angles; conversions within systems	Attributes, Units, Tools, Techniques	
Fluency with measurement: understand attributes, units, and systems of units in measurement and develop and use techniques, tools, and formulas for measuring; formulas for perimeter, area, surface area, volume, scale	Formulas	
<b>Geometry and Spatial Sense</b>	<b>Geometry and Spatial Sense</b>	<b>Geometry and Spatial Sense</b>
Properties and relationships; visual and spatial sense: analyze properties of objects and relationships among the properties; use visualization and spatial reasoning to solve problems both within and outside of mathematics	Properties, Relationships; Visual, Spatial Sense	
Transformations, symmetry, and representational systems: use transformations and symmetry to analyze mathematical situations; select and use different representational systems, including coordinate geometry	Transformations, Symmetry, Representation Systems	



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<b>Patterns, Functions, and Algebra</b>	<b>Patterns, Functions, and Algebra</b>	<b>Patterns, Functions, Alg</b>
Patterns and functional relationships: understand various types of patterns and functional relationships	Patterns and Functional Relationships	
Symbolic representation; use symbolic forms to represent, model, and analyze mathematical situations	Symbolic Representation	
<b>Data Analysis, Statistics, and Probability</b>	<b>Data Analysis, Statistics, and Probability</b>	<b>Data, Stats, and Probability</b>
Fluency with data: pose questions and collect, organize, and represent data to answer those questions	Fluency with Data	
Statistics and data analysis: interpret data using methods of exploratory data analysis; develop and evaluate inferences, predictions, and arguments that are based on data	Statistics and Data Analysis	
Probability: understand and apply basic notions of chance and probability	Probability	

\*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
<b>Numbers and Operations</b>	<b>Numbers and Operations</b>	<b>Numbers and Operations</b>
Number sense: understand numbers, ways of representing numbers, relationships among numbers, and number systems; represent, model, and identify whole numbers, fractions, decimals, percents, rationals, reals, and complex numbers*	Number Sense: Represent, Model, and Identify	
Number sense: understand numbers, ways of representing numbers, relationships among numbers, and number systems; compare, order, and determine equivalent forms of whole numbers, fractions, decimals, percents, rationals, reals, and complex numbers*	Number Sense: Compare, Order, Equivalent Forms	
Number sense: understand numbers, ways of representing numbers, relationships among numbers, and number systems using number theory concepts	Number Sense: Number Theory Concepts	
*Operation sense: understand the meaning of operations and how they relate to each other; meanings, representations, inverse relationships, properties, applying order of operations, and computation with complex numbers	Operation Sense: Meaning of Operations	
Computation strategies: use computational tools and strategies fluently and, when appropriate, use estimation with addition and subtraction of whole numbers, fractions, decimals, percents, rationals, reals, matrices, and vectors*	Computation Strategies: Addition and Subtraction	
Computation strategies: use computational tools and strategies fluently and, when appropriate, use estimation with multiplication and division of whole numbers, fractions, decimals, percents, rationals, reals, matrices, and vectors*	Computation Strategies: Multiplication and Division	



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Computation strategies: use computational tools and strategies fluently and, when appropriate, use estimation; estimation with whole numbers, fractions, decimals, percents, rationals and reals*	Computation Strategies: Estimation	
<b>Measurement</b>	<b>Measurement</b>	<b>Measurement</b>
Fluency with measurement: understand attributes, units, and systems of units in measurement and develop and use techniques, tools, and formulas for measuring; attributes, units, tools and techniques with length, weight, capacity, money, time, temperature, angles; conversions within and between systems	Attributes, Units, Tools, Techniques	
Fluency with measurement: understand attributes, units, and systems of units in measurement and develop and use techniques, tools, and formulas for measuring; formulas for perimeter, circumference, area, surface area, volume, scale, right triangle trigonometric ratios	Formulas	
<b>Geometry and Spatial Sense</b>	<b>Geometry and Spatial Sense</b>	<b>Geometry and Spatial Sense</b>
Properties and relationships; visual and spatial sense: analyze properties of objects and relationships among the properties; use visualization and spatial reasoning to solve problems both within and outside of mathematics with similarity, congruence, Pythagorean theorem	Properties, Relationships; Visual, Spatial Sense	
Transformations, symmetry, and representational systems: use transformations and symmetry to analyze mathematical situations; select and use different representational systems, including coordinate geometry	Transformations, Symmetry, Representation Systems	
<b>Patterns, Functions, and Algebra</b>	<b>Patterns, Functions, and Algebra</b>	<b>Patterns, Functions, Alg</b>
Patterns and functional relationships: understand various types of patterns and functional relationships	Patterns and Functional Relationships	
Symbolic representation; use symbolic forms to represent, model, and analyze mathematical situations	Symbolic Representation	



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Data Analysis, Statistics, and Probability	Data Analysis, Statistics, and Probability	Data, Stats, and Probability
Fluency with data: pose questions and collect, organize, and represent data to answer those questions	Fluency with Data	
Statistics and data analysis: interpret data using methods of exploratory data analysis; develop and evaluate inferences, predictions, and arguments that are based on data	Statistics and Data Analysis	
Probability: understand and apply basic notions of chance and probability	Probability	

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

Reading Goal Structure	Reading DesCartes	Reading Report Names
Conventions and Skills	Conventions and Skills	Conventions and Skills
<p>Concepts of print; phonemic awareness; alphabetic understanding: recognize that spoken words correspond to printed words, how letters and words are oriented on the page, and that words are read from left-to-right across the page; recognize the differences between letters, words, and sentences; recognize that capitalization and punctuation are used to distinguish sentences in print materials; compare sounds in similar and unlike words; segment and blend onset-rimes; segment and blend individual phonemes; recognize all letters by sight and recall the basic sound attributed to each letter; decode words with consonant blends and words with letter combinations; use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading; use knowledge of sounds and letters to decode regular multi-syllabic words; use common word parts to decode new words; use structural clues to read compound words, contractions, possessives, and inflectional endings; use common word parts and structures to read new words; decode one-syllable words; use meaning-based word recognition strategies to read words</p>	<p>Concepts of Print, Phonemic Awareness, Alphabetic</p>	
<p>Vocabulary and concept development: identify grade-appropriate high-frequency words; use new grade-appropriate vocabulary, including homophones and homographs; use new grade-appropriate vocabulary introduced in stories and informational texts; identify relationships among common synonyms and antonyms</p>	<p>Vocabulary and Concept Development</p>	

Reading Comprehension: Literary	Reading Comprehension: Literary	Reading Comp: Literary
<p>Understanding text structures: use title, table of contents, and chapter headings to locate information in informational texts; describe how the organizational structures of informational and literary texts reflect their different purposes; describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in text; use the organizational patterns and text structures of grade-appropriate texts to construct meaning; describe and use text structures common to many texts (e.g., index, glossary, bibliography)</p>	<p>Understanding Text Structures</p>	
<p>Constructing meaning: retell information; respond to text; make, confirm, and modify predictions about a text; make inferences and draw conclusions about grade-appropriate texts; identify the main idea or problem and solution in a text; use paraphrasing and summarizing to explain a text; respond to literary texts from a range of stances: personal, interpretive, critical; use a variety of criteria (e.g., clarity, accuracy, author's bias, use of persuasion) to evaluate information</p>	<p>Constructing Meaning</p>	
Reading Comprehension: Informational	Reading Comprehension: Informational	Reading Comp: Informational
<p>Understanding text structures: use title, table of contents, and chapter headings to locate information in informational texts; describe how the organizational structures of informational and literary texts reflect their different purposes; describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in text; use the organizational patterns and text structures of grade-appropriate texts to construct meaning; describe and use text structures common to many texts (e.g., index, glossary, bibliography)</p>	<p>Understanding Text Structures</p>	



<p>Constructing meaning: retell information; respond to text; make, confirm, and modify predictions about a text; make inferences and draw conclusions about grade-appropriate texts; identify the main idea or problem and solution in a text; use paraphrasing and summarizing to explain a text; respond to literary texts from a range of stances: personal, interpretive, critical; use a variety of criteria (e.g., clarity, accuracy, author's bias, use of persuasion) to evaluate information</p>	<p>Constructing Meaning</p>	
<p><b>Literary Response and Analysis</b></p>	<p><b>Literary Response and Analysis</b></p>	<p><b>Literary Response</b></p>
<p>Interpretive and critical stance: identify author's message or underlying theme in fiction; explain the problem or conflict in a story and how it is resolved; analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction; describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment</p>	<p>Interpretive and Critical Stance</p>	
<p>Literary elements: explain the difference between figurative and literal language; identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration); describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification); explain literary devices (e.g., satire, allusion, irony); identify basic characteristics of familiar genres (e.g., stories, poems, textbooks)</p>	<p>Literary Elements</p>	

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

Language Usage Goal Structure	Language Usage DesCartes	Language Usage Report Names
<b>Conventions and Skills: Range of Writing</b>	<b>Range of Writing</b>	<b>Range of Writing</b>
Use the writing process	Use the Writing Process	
Forms: construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms: poems; narratives (include plot, setting, characters, conflict, and range of devices); literary, persuasive, personal essays; research papers; functional writing; reflections	Forms	
<b>Conventions and Skills: Sentence Structure and Grammar</b>	<b>Sentence Structure and Grammar</b>	<b>Structure and Grammar</b>
Sentence structure: form and use the following grammatical structures correctly when editing writing: complete sentences; correct word order; compound sentences; complex sentences; compound-complex sentences; parallel structure; imperative, declarative, interrogative, and exclamatory sentences; form and use the following grammatical structures correctly when editing writing: transitional words; run-on sentences and fragments; compound sentence joined by a semicolon rather than a conjunction; and comma	Sentence Structure	



<p>Grammar: form and use the following grammatical constructing correctly when editing writing: past, present and future verbs; subject-verb agreements with compound subjects; subject-verb agreement with intervening phrase; common irregular verbs; subject-verb agreements with single subjects; form and use the following grammatical constructing correctly when editing writing: plural forms of regular nouns; plural forms of irregular nouns; common irregular nouns; noun-pronoun agreement with intervening words or phrases; plural possessives; form and use the following grammatical constructing correctly when editing writing: adjectives; adverbs; comparative and superlative forms of adjectives; comparative and superlative forms of adverbs; form and use the following grammatical constructing correctly when editing writing: introductory phrases and subordinate clauses; coordinating and subordinating conjunctions; writing appositives; prepositional phrases; restrictive clauses with appropriate use of ‘that’; relative clauses</p>	<p>Grammar</p>	
<p><b>Conventions and Skills: Punctuation, Capitalization, Spelling</b></p>	<p><b>Punctuation, Capitalization, Spelling</b></p>	<p><b>Punctuation, Cap, Spelling</b></p>
<p>Spelling: spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns; irregular plurals; common homophones; and words that have blends, contractions, and orthographic patterns; use a variety of strategies and resources to spell grade-appropriate words</p>	<p>Spelling</p>	
<p>Capitalization: edit writing to correct capitalization of proper names and nouns; geographical names; words in a title; edit writing to correct capitalization of words at the beginning of sentences; special events; historical periods; edit writing to correct capitalization of days of the week; titles and initials of people; edit writing to correct capitalization of months of the year</p>	<p>Capitalization</p>	

<p>Punctuation: edit writing to correct use of the following punctuation: periods as end marks; commas in letters, dates, addresses, and items in a simple series; commas in a series of multi-word items, in compound sentences, and after introductory phrases; commas with relative clauses; commas in direct address; commas to set off non-restrictive relative clauses; comma to set off interrupters; edit writing to correct use of following punctuation: question marks and exclamation points; quotation marks and commas or end marks in direct quotations and dialogue; underlining/italics or quotation marks, as appropriate, to indicate titles; commas with appositives, if needed; dash to interrupt thought; ellipsis; edit writing to correct use of following punctuation: apostrophes in contractions and singular possessives; parentheses; colon after salutation; brackets to enclose information; italics/underlining for foreign words; edit writing to correct punctuation: hyphens in written numbers; semicolon to separate items in a series that contains internal commas; italics or underlining for emphasis; semicolons to join related independent clauses</p>	<p>Punctuation</p>	
<p><b>Rhetoric</b></p>	<p><b>Rhetoric</b></p>	<p><b>Rhetoric</b></p>
<p>Meaning and clarity: focus on a single topic in a piece of writing; add details, descriptions, and information from different sources to elaborate meaning; use information from appropriate sources; use accurate and useful research information in writing; develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience; use descriptive words when writing about people, places, things, or events; use figurative language to emphasize meaning</p>	<p>Meaning and Clarity</p>	

<p>Design: add titles and sequence ideas to organize writing; use paragraphs and transitions to organize related information and move the reader from one idea to the next; organize writing to exclude extraneous details and inconsistencies; use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning; use a variety of structural patterns and transitional devices to organize writing; organize writing so that it conveys a clear perspective on the topic, maintains a consistent focus, and addresses the needs of the audience</p>	<p>Design</p>	
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