

# Measures of Academic Progress (MAP) Nevada State-Aligned Version 4

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, Number Sense, and Computation:<br/>Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b> | <b>Numbers, Number Sense, and Computation</b> | <b>Number Sense and Computation</b> |
| Place value (whole numbers and decimals)*   | Place Value                                   |                                     |
| Fractions (compare, model, add and subtract)*   | Fractions                                     |                                     |
| Counting; comparing and ordering (whole numbers and integers)*  | Counting; Comparing and Ordering              |                                     |
| Estimating and estimation strategies (whole numbers and decimals)*  | Estimating and Estimation Strategies          |                                     |
| Computation; facts (addition and subtraction of whole numbers and decimals)*  | Computation; Facts (Addition/Subtraction)     |                                     |
| Computation; facts (multiplication and division of whole numbers and simple decimals)*  | Computation; Facts (Multiplication/Division)  |                                     |
| Solving problems and number theory (whole numbers and decimals)*  | Solving Problems and Number Theory            |                                     |

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|--|---|---------------------------|
| <b>Patterns, Functions, and Algebra: Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b> | <b>Patterns, Functions, and Algebra</b>           | <b>Algebra</b>            |
| Patterns   | Patterns  |                           |
| Variables and unknowns; number sentences, expressions, and polynomials   | Variables; Number Sentences                       |                           |
| <b>Measurement: Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b>  | <b>Measurement</b>                                | <b>Measurement</b>        |
| Comparison, estimation, and conversion   | Comparison, Estimation, and Conversion            |                           |
| Precision in measurements  | Precision in Measurements                         |                           |
| Formulas; money; time  | Formulas; Money; Time                             |                           |
| <b>Spatial Relationships, Geometry, and Logic: Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics</b>   | <b>Spatial Relationships, Geometry, and Logic</b> | <b>Geometry and Logic</b> |
| Two-dimensional shapes; lines, angles, and their properties; triangles; logic  | 2-D Shapes; Lines, Angles; Triangles; Logic       |                           |
| Congruence, similarity, and transformations  | Congruence, Similarity, and Transformations       |                           |
| Coordinate geometry and lines of symmetry  | Coordinate Geometry and Lines of Symmetry         |                           |
| Three-dimensional figures  | Three-Dimensional Figures                         |                           |
| <b>Data Analysis: Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b>   | <b>Data Analysis</b>                              | <b>Data Analysis</b>      |

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| Data collection and organization; interpretation of data; statistical inferences | Data: Collect, Organize; Interpret; Infer  |  |
| Central tendency and data distribution   | Central Tendency and Data Distribution     |  |
| Permutations and combinations; experimental and theoretical probability          | Permutations and Combinations; Probability |  |

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

## Measures of Academic Progress (MAP) Nevada State-Aligned Version 4

| Mathematics 6+ Goal Structure  | Mathematics 6+ DesCartes                      | Mathematics 6+ Report Names         |
|--|---|-------------------------------------|
| <b>Numbers, Number Sense, and Computation: Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b>                          | <b>Numbers, Number Sense, and Computation</b> | <b>Number Sense and Computation</b> |
| Place Value (Rational Numbers)*  | Place Value                                   |                                     |
| Fractions (Compare, Model, Compute); Translate Among Fractions, Decimals, and Percents   | Fractions; Translate Fractions, Dec, Percents |                                     |
| Counting; Comparing and Ordering (Real Numbers)  | Counting; Comparing and Ordering              |                                     |
| Estimating and Estimation Strategies (Real Numbers)  | Estimating and Estimation Strategies          |                                     |
| Computation; Facts (Addition and Subtraction of Real Numbers)  | Computation; Facts (Addition/Subtraction)     |                                     |
| Computation; Facts (Multiplication and Division of Real Numbers)   | Computation; Facts (Multiplication/Division)  |                                     |
| Solving Problems and Number Theory (Real Numbers)  | Solving Problems and Number Theory            |                                     |
| <b>Patterns, Functions, and Algebra: Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b> | <b>Patterns, Functions, and Algebra</b>       | <b>Algebra</b>                      |
| Patterns; Relations and Functions  | Patterns; Relations and Functions             |                                     |
| Variables and Unknowns; Number Sentences, Expressions, and Polynomials   | Variables; Number Sentences/Expressions       |                                     |
| Linear Equations and Inequalities; Algebraic Representations and Applications  | Linear Equations/Inequalities; Applications   |                                     |



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|---|---|---------------------------|
| <b>Measurement: Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b> | <b>Measurement</b>                                | <b>Measurement</b>        |
| Comparison, Estimation, and Conversion  | Comparison, Estimation, and Conversion            |                           |
| Precision in Measurements   | Precision in Measurements                         |                           |
| Formulas; Money; Ratios and Proportions; Time   | Formulas; Money; Ratios and Proportions; Time     |                           |
| <b>Spatial Relationships, Geometry, and Logic: Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics</b>                    | <b>Spatial Relationships, Geometry, and Logic</b> | <b>Geometry and Logic</b> |
| Two-Dimensional Shapes; Lines, Angles, and Their Properties; Triangles; Logic   | 2-D Shapes; Lines, Angles; Triangles; Logic       |                           |
| Congruence, Similarity, and Transformations; Constructions  | Congruence, Similarity, Transformations           |                           |
| Coordinate Geometry and Lines of Symmetry; Algebraic Connections  | Coordinate Geometry, Symmetry; Connections        |                           |
| Three-Dimensional Figures   | Three-Dimensional Figures                         |                           |
| <b>Data Analysis: Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics</b>    | <b>Data Analysis</b>                              | <b>Data Analysis</b>      |
| Data Collection and Organization; Interpretation of Data; Statistical Inferences  | Data: Collect, Organize; Interpret; Infer         |                           |
| Central Tendency and Data Distribution  | Central Tendency and Data Distribution            |                           |
| Permutations and Combinations; Experimental and Theoretical Probability   | Permutations and Combinations; Probability        |                           |

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## Measures of Academic Progress (MAP) Nevada State-Aligned Version 4

| Reading Goal Structure   | Reading DesCartes                      | Reading Report Names |
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| <p><b>Word Analysis: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary</b></p>   | <p>Word Analysis</p>                   | <p>Word Analysis</p> |
| <p>Phonological Awareness, Phonemic Awareness, Phonics and Structural Analysis: Demonstrate phonological awareness of spoken words through rhyming, concept of word, syllable awareness, onset and rime awareness; demonstrate phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting, substituting; recognize and name upper and lower case letters of the alphabet; identify letter-sound relationships; decode words using letter/sound relationships; decode words in text through short/long vowels, digraphs, blends, diphthongs, word families, spelling patterns; decode unknown words in text using phonics and structural analysis through short/long vowels, digraphs, diphthongs, blends, word families, spelling patterns, syllables, base words, root words, suffixes, prefixes, syllables, compound words</p> | <p>Phonics and Structural Analysis</p> |                      |

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| Vocabulary Development and Comprehension: Comprehend, build, and extend vocabulary using pictures, symbols, environmental print, suffixes, synonyms, antonyms, homographs, homophones, abbreviations, syntax, parts of speech, context clues, structural analysis; apply alphabetic order to locate words in resources using the first and second letters of each word; use resources to find and/or confirm meaning of unknown words, word origins encountered in text; use resources to find and/or confirm meaning of Greek word roots, Latin word roots; identify connotative and denotative meaning in text; identify and explain differences between connotative and denotative meaning in text; evaluate authors' use of connotation and denotation in text; identify and apply knowledge of content-specific vocabulary in text to build comprehension | Vocabulary Development and Comprehension |                           |
| <b>Reading Strategies: Students use reading process skills and strategies to build comprehension</b>   | <b>Reading Strategies</b>                | <b>Reading Strategies</b> |
| Before Reading Strategies: Demonstrate concept of print, concept of word; determine text type  | Before Reading Strategies                |                           |
| During and After Reading Strategies: Use and select during reading strategies based on text and purpose to make, confirm and revise predictions, identify, understand and use key vocabulary, identify main idea and supporting details, make inferences, apply knowledge of text type; recall details, restate main ideas, organize information, record information, synthesize text, evaluate text   | During and After Reading Strategies      |                           |
| <b>Literary Text: Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times</b>  | <b>Literary Text</b>                     | <b>Literary Text</b>      |

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| <p>Setting and Plot, Characterization, Theme and Point of View :</p> <p>Identify, describe, explain and analyze setting, sequence of events, internal and external conflict, climax, resolution, turning point; identify, describe and analyze how one event may cause another event; identify, describe and analyze how one event may cause another event; identify, describe and analyze main plot and subplots, plot development with a focus on exposition, rising action, falling action, climax, resolution, turning point; make inferences and draw conclusions about setting and plot based on evidence; analyze an author's use of foreshadowing; identify, describe, explain, analyze and evaluate physical and personality traits, elements of characterization, author's use of characterization, methods of characterization used by the author; identify a lesson learned based on a character's actions; describe the motivation for a character's actions; identify and explain the relationships among protagonists, antagonists, and supporting characters; explain and analyze the author's development of a character; make inferences and draw conclusions about a character(s) based on evidence; identify, explain, describe and analyze the main idea and theme based on or supported by evidence; compare themes generated by a single topic; identify and explain a lesson learned based on events and/or a character's actions; identify and describe an example of first-person point of view; describe, analyze and evaluate the effect of an author's use of first-person point of view, third-person limited point of view, third-person omniscient point of view; identify third-person limited point of view, third-person omniscient point of view; distinguish between third-person limited and third-person omniscient point of view</p> | <p>Setting, Plot, Character, Theme, Point of View</p> |  |
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| Language, Mood, Tone and Irony: Identify examples, explain, analyze and evaluate the use and purpose of imagery, sensory words, similes, personification, metaphors, figurative language, effects of rhythm and rhyme on text, idioms, alliteration, sensory words, dialect, slang, hyperbole, formal language, informal language, sound devices; identify, explain, and analyze how the use of words and phrases that reveal tone and create mood; explain and evaluate the use of stylistic devices to create tone and mood; explain, evaluate and compare the use of stylistic devices to create tone and mood; identify, explain and analyze examples uses and types of irony | Language, Mood, Tone and Irony     |                        |
| Predictions and Responding to Text: Make and revise predictions based on evidence; use information to answer specific questions; summarize, synthesize and paraphrase information   | Predictions and Responding to Text |                        |
| <b>Expository Text - Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes</b>   | <b>Expository Text</b>             | <b>Expository Text</b> |
| Text Features and Directions: Identify and explain the purpose of and gain and evaluate information from illustrations, graphs, charts, titles, text boxes, diagrams, headings, table of contents, maps, glossaries, indices, bold-faced words, underlined words, highlighted words, italicized words, abbreviations, acronyms, parenthetical expressions; follow pictorial and written directions to complete tasks or procedures; evaluate directions to complete tasks or procedures for clarity, format, technical vocabulary, text features  | Text Features and Directions       |                        |

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| <p>Language, Organization and Structural Patterns: Identify, explain, and analyze the use of dialect, slang, alliteration, informal and formal language, idioms, alliteration, similes, metaphors, personification, figurative language, analogies, words and phrases that reveal an author's tone, how language clarifies ideas and concepts; identify persuasive and propaganda techniques, how language creates and is used for the purpose of persuasion, propaganda; explain, analyze and evaluate intended and unintended effects of persuasive and/or propaganda techniques on an audience and in various media; identify, explain, describe and analyze the topic supported by evidence, a theme based on evidence; distinguish theme from topic; compare themes generated by a single topic; describe the importance of and evaluate the impact of sequential and/or chronological order; identify, explain and evaluate a cause and its effect on events and/or relationships; identify, explain and evaluate a problem and its solution; identify and describe a main idea based on evidence; compare events; explain and evaluate the author's use of organizational structure; trace, analyze and evaluate the development of an author's argument, viewpoint, and/or perspective</p> | <p>Language, Organization and Structural Patterns</p> |  |
| <p>Responding to Text: Use information to answer specific questions; develop and evaluate hypotheses based on information; summarize, synthesize and paraphrase information from two or more texts</p>   | <p>Responding to Text</p>                             |  |

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| <p>Predictions, Inferences, and Conclusions: Make and revise predictions, inferences and draw conclusions based on evidence; identify and distinguish between fact and opinion; analyze the accuracy of facts and evidence, determine, analyze and evaluate the reasonableness and adequacy of evidence; evaluate the author's use of facts and/or opinions; analyze and evaluate information from one source by referencing other sources; predict events and/or relationships if the sequence or chronological order is altered</p> | <p>Predictions, Inferences, and Conclusions</p> |  |
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## Measures of Academic Progress (MAP) Nevada State-Aligned Version 4

| Language Usage Goal Structure   | Language Usage DesCartes                        | Language Usage Report Names    |
|---|---|--------------------------------|
| <b>Students write a variety of texts using the writing process [Prewrite, Draft, Revise]</b>  | <b>Writing Process: Prewrite, Draft, Revise</b> | <b>Prewrite, Draft, Revise</b> |
| Use prewriting strategies to plan written work; choose and narrow a topic to organize ideas; explore a topic to plan written work; draft sentences, paragraphs and multiple paragraph papers about a single topic that address, audience, purpose, supporting details, introduction, conclusion and transitions | Prewriting and Drafting                         |                                |
| Revise drafts for organization, focused ideas, voice, audience, purpose, relevant details, word choice and sentence fluency   | Revising  |                                |
| <b>Students write a variety of texts using the writing process [Edit]</b>   | <b>Writing Process: Edit</b>                    | <b>Edit</b>                    |
| Edit paragraphs and compositions to ensure correct spelling of high frequency words, content words and patterned words  | Editing for Mechanics: Spelling                 |                                |
| Edit capitalization for beginnings of sentences, months, days of the week, proper nouns, initials, titles and abbreviations   | Editing for Mechanics: Capitalization           |                                |
| Edit punctuation for end punctuation, commas, apostrophes, quotation marks, abbreviations, colons, hyphens, semicolons, parentheses and varied sentence structure   | Editing for Mechanics: Punctuation              |                                |
| Edit for correct use of nouns, verbs, pronouns, adjectives, subject/verb agreement, verb tenses, adverbs, clauses, phrases, pronoun/antecedent agreement and pronoun case   | Editing for Usage of Words                      |                                |

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| Edit sentences for complete sentences, combining sentences, compound sentences, complex sentences and compound-complex sentences  | Editing for Sentence Structure                   |                          |
| <b>Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose</b>  | <b>Texts Appropriate to Audience and Purpose</b> | <b>Appropriate Texts</b> |
| Write sentences, paragraphs, essays and compositions which include a topic sentence, supporting details, a concluding statement, a beginning, middle, and end, a thesis statement and transitions   | Expository or Persuasive Texts and Research      |                          |
| Write sentences and paragraphs about experiences and/or events appropriate to audience and purpose that include logical sequence; write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include logical sequence, characters, setting, plot, dialogue, figurative language and sensory details | Narrative or Descriptive Texts and Poetry        |                          |
| Write friendly letters following an established format; write a variety of communications in appropriate formats, including business letters  | Personal or Professional Texts and Directions    |                          |