

Measures of Academic Progress (MAP) Ohio State-Aligned Version 3

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, Number Sense, and Operations*	Number, Number Sense, and Operations	Number Sense and Operations
Number and number systems: use place value to read, write, represent and compare whole numbers; count money and make change; connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; use models and visual representations of ratio as part-to-part and part-to-whole, and the concept of percent as part-to-whole; identify and generate equivalent forms of fractions, decimals and percents; round whole numbers, decimals, and fractions; identify and represent factors and multiples, and classify numbers as prime or composite; compare commonly used fractions; recognize and identify perfect squares and their roots	Number and Number Systems	

<p>Meaning of operations: model, represent and explain addition, subtraction, multiplication, and division, including the meaning of remainders; use conventional mathematical symbols to write equations for word problems involving addition, subtraction, multiplication, and division; use commutative, associative, distributive, identity and inverse properties to simplify and perform computations; identify and use relationships between operations to solve problems; explain how place value is related to addition and subtraction of decimals; justify why fractions need common denominators to be added or subtracted; represent and compare numbers less than 0; use order of operations, including use of parentheses, to simplify numerical expressions</p>	<p>Meaning of Operations</p>	
<p>Computation and estimation: add and subtract whole numbers, decimals, and commonly used fractions with like and unlike denominators; multiply and divide 2- and 3-digit numbers by a single-digit number, without remainders for division; solve problems involving counting money and making change; analyze and solve multi-step problems involving addition, subtraction, multiplication and division using an organized approach, and verify and interpret results with respect to the original problem; estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies; evaluate the reasonableness of computations based upon operations and the numbers involved</p>	<p>Computation and Estimation</p>	

Measurement	Measurement	Measurement
<p>Measurement units: identify and select appropriate units for measuring length, weight, capacity, temperature, time, angles, perimeter, area, volume; describe and compare the relationships and differences among units of measure; establish personal or common referents to include additional units; tell time to the nearest minute and find elapsed time; read thermometers in both Fahrenheit and Celsius scales; relate the number of units to the size of the units used to measure an object (basic conversions); identify paths between points on a or coordinate plane and compare the lengths of the paths</p>	<p>Measurement Units</p>	
<p>Use measurement techniques and tools: select and use appropriate measurement tools; estimate and measure the length, weight and volume (capacity) of common objects, using metric and US customary units, accurate to the nearest unit; use benchmark angles to estimate the measure of angles, and use a tool to measure and draw angles; make estimates, develop and use strategies to find perimeter, area, and volume; develop formulas for determining perimeter and area of triangles, rectangles and parallelograms, and volume of rectangular prisms</p>	<p>Use Measurement Techniques and Tools</p>	

Geometry and Spatial Sense	Geometry and Spatial Sense	Geometry and Spatial Sense
<p>Characteristics and properties: use standard language to describe line, segment, ray, angle, skew, parallel and perpendicular; label vertex, rays, interior and exterior for an angle; identify, describe the relative size, classify and draw right, acute, obtuse and straight angles; identify similarities and differences of quadrilaterals (squares, rectangles, parallelograms and trapezoids); draw circles, and identify and determine relationships among the radius, diameter, center and circumference; describe and use properties of congruent figures to solve problems; identify, describe, compare and sort three-dimensional objects (cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the number of faces, edges or vertices; predict what new shapes will be formed by combining or cutting apart existing shapes; recognize two-dimensional shapes and three-dimensional objects from different positions</p>	<p>Characteristics and Properties</p>	
<p>Spatial relationships; transformations and symmetry; visualization and geometric models: extend the use of location words to include distance (near, far, close to) and directional words (left, right); identify and determine whether two-dimensional shapes are congruent or similar; extend understanding of coordinate system to include points whose x or y values may be negative numbers; identify and draw lines of symmetry for two-dimensional figures; identify, describe and use reflections (flips), rotations (turns), and translations (slides) in solving geometric problems; predict what three-dimensional object will result from folding a two-dimensional net</p>	<p>Spatial Relationships and Transformations</p>	

Patterns, Functions, and Algebra	Patterns, Functions, and Algebra	Patterns and Functions
<p>Use patterns, relations, and functions: use patterns to make predictions, identify relationships, and solve problems; use models and words to describe, extend, analyze, and make generalizations of arithmetic sequences, multiplicative, repeating, and growing patterns and relationships occurring in computation, numerical patterns, geometry, graphs and other applications; describe the rule or general plan of existing patterns and justify a general rule for a pattern or a function by using physical materials, visual representations, words, tables or graphs</p>	<p>Use Patterns, Relations, and Functions</p>	
<p>Use algebraic representations and analyze change: use variables as unknown quantities in general rules when describing patterns and other relationships; represent mathematical relationships with equations or inequalities and create and interpret the meaning of equations and inequalities representing problem situations; write, solve and explain simple mathematical statements, such as $7 + x > 8$ or $y + 8 = 10$; construct a table of values to solve problems associated with a mathematical relationship; model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions; describe how the quantitative change in a variable affects the value of a related variable</p>	<p>Use Algebraic Representations; Analyze Change</p>	

Data Analysis and Probability	Data Analysis and Probability	Data Analysis and Probability
<p>Data collection: analyze and interpret information represented on a timeline; interpret and construct Venn diagrams to sort and describe data; determine appropriate data to be collected to answer questions posed by students or teacher, collect and display data, and clearly communicate findings; match a set of data with a graphical representation of the data; select and use a graph that is appropriate for the type of data to be displayed; compare different representations of the same data to evaluate how well each representation shows important aspects of the data; translate information freely among charts, tables, line plots, picture graphs and bar graphs; read, construct and interpret picture graphs, frequency tables, circle graphs and line graphs, double bar graphs; propose and explain interpretations and predictions based on data displayed in tables, charts and graphs</p>	<p>Data Collection</p>	
<p>Statistical methods: determine and use the range, mean, median and mode, and explain what each does and does not indicate about the set of data; describe the characteristics of a set of data based on a graphical representation, such as range of the data, clumps of data, and holes in the data; recognize that data may vary from one population to another; identify untrue or inappropriate statements about a given set of data</p>	<p>Statistical Methods</p>	

<p>Probability: record the results of a simple experiment or simulation in a chart, table or graph, and use the results to draw conclusions about the likelihood of possible outcomes; place events in order of likelihood and use a diagram or appropriate language to compare the chance of each event occurring; list and count all possible combinations using one member from each of several sets, each containing 2 or 3 members; list and explain all possible outcomes in a given situation; identify the probability of events within a simple experiment; use 0, 1 and ratios between 0 and 1 to represent the probability of outcomes for an event, and associate the ratio with the likelihood of the outcome; compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment; make predictions based on experimental and theoretical probabilities</p>	<p>Probability</p>	
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*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, Number Sense, and Operations	Number, Number Sense, and Operations	Number Sense and Operations
<p>Number and number systems: use place value to read, write, represent and compare whole numbers; count money and make change; connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; relate concepts of ratio, proportion and percent; identify and generate equivalent forms of fractions, decimals and percents; round whole numbers, decimals, and fractions; identify and represent factors and multiples, and classify numbers as prime or composite; use the prime factorization to recognize the GCF and LCM and to solve problems; compare commonly used fractions; recognize the subsets of the real number system; describe differences between rational and irrational numbers and determine equivalent forms of each; recognize and identify perfect squares and their roots; decompose and recompose whole numbers using factors and exponents; explain the meaning of exponents that are negative or 0; write large and small numbers in scientific notation; identify and justify whether properties (closure, identity, inverse, commutative and associative) hold for a given set and operations; determine what properties hold for matrix addition and matrix multiplication; determine what properties hold for vector addition and multiplication and for scalar multiplication; represent complex numbers on the complex plane and determine properties that hold for complex numbers</p>	Number and Number Systems	
<p>Meaning of operations: model, represent and explain addition, subtraction, multiplication, and division, including the meaning of remainders for whole numbers and integers; use conventional</p>	Meaning of Operations	



<p>mathematical symbols to write equations for word problems involving addition, subtraction, multiplication, and division; use commutative, associative, distributive, identity and inverse properties to simplify and perform computations and use the inverse and identity properties and use inverse relationships in problem solving situations; explain how place value is related to addition and subtraction of decimals; represent multiplication and division situations involving fractions and decimals and explain the effects of operations such as multiplication or division, and of computing powers and roots on the magnitude of quantities; use simple expressions involving integers to represent and solve problems; use the order of operations, including the use of exponents, decimals and rational numbers and radicals, to simplify numerical expressions; use matrices to represent given information in a problem situation; use the coordinate plane to model vector addition and scalar multiplication</p>		
<p>Computation and estimation: perform real number and scientific notation computations; estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent, and judge the reasonableness of solutions; use proportional reasoning, ratios and percents to represent problem situations and determine the reasonableness of solutions; determine the percent of a number and solve related problems; represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots; estimate reasonable solutions to problem situations involving real numbers, square and cube roots; use fractional and negative exponents as optional ways of representing and finding solutions for problem situations; use vector addition and scalar multiplication to solve problems; evaluate the reasonableness of computations based upon operations and the numbers involved; compute sums, differences and products of matrices and sums, differences, products and quotients of complex numbers</p>	<p>Computation and Estimation</p>	

Measurement	Measurement	Measurement
<p>Measurement units: identify and select appropriate units for measuring length, weight, capacity, temperature, time, and angles; describe and compare the relationships and differences among units of measure; establish personal or common referents to include additional units; tell time to the nearest minute and find elapsed time; read thermometers in both Fahrenheit and Celsius scales; compare and order the relative size of common US customary units and metric units; use proportional relationships and formulas to convert units from one measurement system to another; convert rates within the same measurement system; identify paths between points on a grid or coordinate plane and compare the lengths of the paths; convert units of area and volume within the same measurement system using proportional reasoning; describe the difference between surface area and volume; use radian and degree angle measures to solve problems and perform conversions</p>	<p>Measurement Units</p>	
<p>Use measurement techniques and tools: select and use appropriate measurement tools; estimate and measure the length, weight and volume (capacity) of common objects, using metric and US customary units, accurate to the nearest unit; use benchmark angles to estimate the measure of angles, and use a tool to measure and draw angles; estimate perimeter or circumference and area for circles, triangles and quadrilaterals, volume for cones and spheres, and surface area and volume for prisms, cylinders, and pyramids by measuring attributes and using established formulas; find the area of composite shapes using the areas of triangles, parallelograms, circles and sectors; determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; describe what happens to the perimeter and area and surface area and volume when the measurements of the shape are changed; solve and determine the reasonableness of the results for problems involving area, surface area, volume, indirect measurements, rates, and derived</p>	<p>Use Measurement Techniques and Tools</p>	



<p>measurements, such as velocity and density, using formulas, models and graphs; use the ratio of lengths in similar two-dimensional figures or three-dimensional objects to calculate the ratio of their areas or volumes respectively; use scale drawings and right triangle trigonometry to solve problems that include unknown distances and angle measures; calculate relative error; determine the measures of central and inscribed angles and their associated major and minor arcs</p>		
<p>Geometry and Spatial Sense</p>	<p>Geometry and Spatial Sense</p>	<p>Geometry and Spatial Sense</p>
<p>Characteristics and properties: classify and describe one-, two-, and three-dimensional geometric figures and objects by using their properties, including angles formed by parallel lines and a transversal; use multiple classification criteria to classify triangles and use their properties, including segments related to triangles and points of concurrency; determine properties that define a specific two-dimensional figure or three-dimensional object and eliminate all but the desired figure; use physical models to determine the sum of the interior angles of triangles and quadrilaterals; draw circles, and identify and explain key aspects of segments and angles related to circles; use proportional reasoning to describe and express relationships between parts and attributes of similar and congruent figures and solve problems; identify, describe, compare and sort three-dimensional objects (cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the number of faces, edges or vertices; predict what new shapes will be formed by combining or cutting apart existing shapes; recognize two-dimensional shapes and three-dimensional objects from different positions; define the basic trigonometric ratios in right triangles: sine, cosine and tangent; apply proportions and right triangle trigonometric ratios to solve problems involving missing lengths and angle measures in similar figures; make, test and establish the validity of conjectures about geometric properties and relationships using</p>	<p>Characteristics and Properties</p>	

<p>counterexample, inductive and deductive reasoning, and paragraph or two-column proof, including prove theorems involving the Pythagorean Theorem, theorems involving triangle similarity and congruence, and properties of lines, angles, triangles and quadrilaterals</p>		
<p>Spatial relationships; transformations and symmetry; visualization and geometric models: extend the use of location words to include distance (near, far, close to) and directional words (left, right); identify and determine whether two-dimensional shapes are congruent or similar and determine and use scale factors for similar figures to solve problems using proportional reasoning; predict what three-dimensional object will result from folding a two-dimensional net; identify, sketch and classify the cross sections of three-dimensional objects; represent and analyze shapes using coordinate geometry and derive coordinate rules for translations, reflections and rotations of geometric figures in the coordinate plane; analyze two-dimensional figures in a coordinate plane; predict and describe sizes, positions and orientations of two-dimensional shapes after transformations or combinations of transformations, such as reflections, rotations, translations and dilations, and determine properties that remain fixed; use matrices to represent translations, reflections, rotations, dilations and their compositions; identify the line and rotation symmetries of two- and three-dimensional figures to solve problems; represent translations using vectors; apply multiplication of a vector and a scalar to problem situations; use trigonometric relationships to determine lengths and angle measures; i.e., Law of Sines and Law of Cosines; derive and apply the basic trigonometric identities; solve problems involving chords, radii and arcs within the same circle</p>	<p>Spatial Relationships and Transformations</p>	

Patterns and Functions, and Algebra	Patterns, Functions, and Algebra	Patterns and Functions
<p>Use patterns, relations, and functions: use patterns to make predictions, identify relationships, and solve problems; use models and words to describe, extend and make generalizations of arithmetic sequences, multiplicative, repeating, and growing patterns and relationships occurring in computation, numerical patterns, geometry, graphs and other applications; describe the rule or general plan of existing patterns and justify a general rule for a pattern or a function by using physical materials, visual representations, words, tables or graphs; recognize and explain when numerical patterns are linear or nonlinear progressions; e.g., 1, 3, 5, 7... is linear and 1, 3, 4, 8, 16... is nonlinear; relate the various representations of a relationship; define function formally and with $f(x)$ notation; generalize patterns using functions or relationships, freely translate among tabular, graphical and symbolic representations, describe problem situations, and describe and compare characteristics of families of functions: linear, quadratic with complex roots, polynomials of any degree, logarithms, rational functions, exponential, square root, cubic, absolute value and basic trigonometric functions; identify and describe problem situations involving an iterative process that can be represented as a recursive function and translate a recursive function into a closed form expression or formula for the nth term to solve a problem situation involving an iterative process; identify the maximum and minimum points of polynomial, rational and trigonometric functions and identify families of functions with graphs that have rotation symmetry or reflection symmetry about the y-axis, x-axis or $y = x$; analyze the behavior of arithmetic and geometric sequences and series as the number of terms increases; translate between the numeric and symbolic form of a sequence or series; describe and compare the characteristics of transcendental and periodic functions; represent the inverse of a transcendental function symbolically</p>	<p>Use Patterns, Relations, and Functions</p>	



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<p>Use algebraic representations and analyze change: use variables as unknown quantities in general rules when describing patterns and other relationships; recognize a variety of uses for variables; add, subtract, multiply and divide monomials and polynomials; write, simplify and evaluate algebraic expressions (including formulas) to generalize situations and solve problems; represent mathematical relationships with equations or inequalities and create and interpret the meaning of equations and inequalities representing problem situations; use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems; describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y-intercept in real-world problems; solve 2 by 2 systems of linear equations graphically, by simple substitution, or using matrices, and interpret the meaning of the solution and solve 3 by 3 systems; compute and interpret slope, midpoint and distance given a set of ordered pairs; solve equations and formulas for a specified variable; solve simple linear and nonlinear equations and inequalities having square roots as coefficients and solutions and having rational expressions as coefficients and solutions; graph the quadratic relationship that defines circles; solve real-world problems that can be modeled using linear, quadratic, exponential or square root functions, systems of linear equations and inequalities, matrices and vectors, radical expressions and complex roots; represent the inverse of a function symbolically and graphically as a reflection about $y = x$; describe the characteristics of the graphs of conic sections; make arguments about mathematical properties using mathematical induction; translate freely between polar and Cartesian coordinate systems; describe how the quantitative change in a variable affects the value of a related variable; differentiate and explain types of changes in mathematical relationships, such as linear vs nonlinear, direct variation vs inverse variation; describe how a change in the</p>	<p>Use Algebraic Representations; Analyze Change</p>	
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<p>value of a constant in a linear, quadratic, exponential, logarithmic, or radical equation affects the related graphs; simplify rational expressions by eliminating common factors and applying properties of integer exponents; model and solve problems involving direct and inverse variation using proportional reasoning, and describe the relationship between slope and the graph of a direct variation and inverse variation; describe the relationship between slope of a line through the origin and the tangent function of the angle created by the line and the positive x-axis</p>		
<p>Data Analysis and Probability</p>	<p>Data Analysis and Probability</p>	<p>Data Analysis and Probability</p>
<p>Data collection: analyze and interpret information represented on a timeline; interpret and construct Venn diagrams to sort and describe data; determine appropriate data to be collected to answer questions posed by students or teacher, collect and display data, and clearly communicate findings; match a set of data with a graphical representation of the data; select and use a graph that is appropriate for the type of data to be displayed; compare different representations of the same data to evaluate how well each representation shows important aspects of the data; analyze how decisions about graphing affect the graphical representation; translate information freely among charts, tables, line plots, picture graphs, histograms, box-and-whisker plots, stem-and-leaf plots, and bar graphs; read, construct and interpret picture graphs, frequency tables, circle graphs, line graphs, double bar graphs, scatterplots; identify outliers on a data display; differentiate between discrete and continuous data; classify data as univariate (single variable) or bivariate (two variables) and as quantitative (measurement) or qualitative (categorical) data, and create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit; propose and explain interpretations and predictions based on data displayed in tables, charts and graphs</p>	<p>Data Collection</p>	

<p>Statistical methods: determine and use the range, mean, median and mode, and explain what each does and does not indicate about the set of data; analyze a set of data by using and comparing combinations of measures of center (mean, mode, median) and measures of spread (range, quartile, interquartile range), and describe how the inclusion or exclusion of outliers affects those measures; explain the mean's sensitivity to extremes and its use in comparison with the median and mode; describe the characteristics of a set of data based on a graphical representation, such as range of the data, clumps of data, and holes in the data; ;make conjectures about possible relationship in a scatterplot and approximate line of best fit; recognize that data may vary from one population to another; identify misuses, untrue or inappropriate statements about a given set of data; design a statistical experiment, survey or study for a problem and interpret the data with appropriate graphical displays, descriptive statistics, concepts of variability, causation, correlation and standard deviation; identify and use various sampling methods and describe characteristics and limitations of sampling methods, and analyze the effects of random versus biased sampling; describe the standard normal curve and its general properties, and answer questions dealing with data assumed to be normal</p>	<p>Statistical Methods</p>	
<p>Probability: record the results of a simple or compound experiment or simulation in a chart, table or graph, and use the results to draw conclusions about the likelihood of possible outcomes; place events in order of likelihood and use a diagram or appropriate language to compare the chance of each event occurring; list and count all possible combinations using one member from each of several sets, each containing 2 or 3 members; list and explain all possible outcomes in a given situation; identify the probability of events within a simple or compound experiment; use 0, 1 and ratios between 0 and 1 to represent the probability of outcomes for an event, and associate the ratio with the likelihood of the outcome; compare what</p>	<p>Probability</p>	

<p>should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment; make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predicted results, and explain differences; demonstrate an understanding that the probability of either of two disjoint events occurring can be found by adding the probabilities for each and that the probability of one independent event following another can be found by multiplying the probabilities; use counting techniques and the Fundamental Counting principle to determine the total number of possible outcomes for mathematical situations; identify situations involving independent and dependent events, and explain differences between, and common misconceptions about, probabilities associated with those events; model problems dealing with uncertainty with area models (geometric probability); differentiate and explain the relationship between the probability of an event and the odds of an event, and compute one given the other; understand and use the concept of random variable, and compute and interpret the expected value for a random variable in simple cases; use theoretical or experimental probability, including simulations, to determine probabilities in real-world problem situations involving uncertainty, such as mutually exclusive events, complementary events, and conditional probability</p>		
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Reading Goal Structure	Reading DesCartes	Reading Report Names
Phonemic Awareness, Word Recognition, and Acquisition of Vocabulary	Phonemic Awareness, Word Recognition, Vocabulary	Phonemic Aware Word Rec, Vocab
Use letter-sound knowledge and structural analysis to decode words; identify rhyming words with the same or different spelling patterns; use knowledge of common word families and complex word families to sound out unfamiliar words	Use Letter-Sound, Structural Analysis, Spelling	
Recognize and identify words through context	Recognize and Identify Words Through Context	
Determine the meaning of synonyms, antonyms, homophones, homonyms and homographs	Synonyms/Antonyms, Homophones/Homonyms/Homographs	
Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words; apply the knowledge of prefixes, suffixes and roots to analyze the meanings of words; compound words; contractions	Roots, Affixes, Compounds, and Contractions	
Reading Process: Comprehension Strategies	Reading Process: Comprehension Strategies	Reading: Comprehension
Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling, summarizing, making inferences, and drawing conclusions; predict content, events and outcomes by using text features, such as chapter titles, section headers, illustrations and story topics	Comprehension Strategies and Text Features	
Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension	Literal, Inferential, Evaluative and Synthesizing	
Reading Applications: Informational, Technical and Persuasive Text	Reading Applications: Informational Texts	Applications: Informational



Identify, understand, and evaluate organizational patterns; use text features to locate information; make inferences about informational text from the title page, table of contents and chapter headings; evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays; distinguish the characteristics of consumer materials, functional or workplace documents; analyze the structure and features of functional and workplace documents; analyze a set of directions	Organizational Patterns; Locating and Inferring	
Identify techniques, including repetition of ideas, appeals to authority, reason, and emotion, bandwagon, testimonial, transfer, glittering generalities, bait and switch, syntax, and word choice that authors use to accomplish their purpose and reach their intended audience; identify examples of propaganda, bias and stereotyping; identify an author's argument or viewpoint; identify the author's purpose for writing, including to explain, entertain, persuade or inform, and the intended audience for the text	Rhetorical Techniques, Author's Purpose	
Understand the essential elements (e.g., why, who, where, what, when and how) of informational text; identify the main ideas and supporting details of informational text; summarize main ideas in informational text; make inferences; identify and analyze fact and opinion in informational text	Identifying Essential Information, Summarizing	
Reading Applications: Literary Text	Reading Applications: Literary Texts	Applications: Literary Texts
Explain how literary techniques and devices are used in a literary text; recognize irony; explain how authors use symbols; identify and describe the effect of using sound devices, including alliteration, assonance, consonance and onomatopoeia in literary texts; identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification	Literary Techniques and Devices	



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<p>Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction; recognize and differentiate characteristics of subgenres, including satire, parody and allegory</p>	<p>Literary Forms and Genres</p>	
<p>Identify the main and minor events of the plot; explain character interactions and conflicts; identify point of view; recognize the difference between first- and third-person narration; analyze setting in a literary text; analyze ways in which the author conveys mood and tone; identify and explain an author's use of direct and indirect characterization; describe methods authors use to influence readers' feelings and attitudes; summarize stated and implied themes</p>	<p>Literary Elements</p>	

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Language Usage Goal Structure	Language Usage DesCartes	Language Usage Report Names
Writing Processes	Writing Processes	Writing Processes
Establish a clear thesis statement for informational writing, or a clear plan or outline for narrative writing; use strategies (e.g., brainstorming, lists, rough outlines, diagrams, maps, webs and Venn diagrams notes and outlines) to plan writing	Establish a Thesis Statement for Writing	
Determine a purpose and audience, and strategies (e.g., adapting focus, content structure, point of view, and formality) to address purpose and audience	Determine a Purpose, Audience, and Strategies	
Organize writing into an effective and engaging introduction, body, and conclusion; use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures	Organize Writing: Use Paragraphs, Transitions	
Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure)	Use Variety of Sentence Structures and Lengths	
Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose	Use Precise Language, Action Verbs, Sensory Detail	
Analyze clarity of writing, consistency of point of view, and effectiveness of organizational structure	Analyze Clarity, Point of View, and Structure	



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Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument, or to enhance plot, setting and character in narrative texts; rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes	Add/Delete Detail, Transition, Phrase, for Clarity	
Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization), identify and correct fragments and run-ons, and eliminate inappropriate slang or informal language	Proofread; Edit Conventions, Fragments, Slang	
Writing Applications	Writing Applications	Writing Applications
Write narratives that pace action and develop an engaging plot (e.g., tension and suspense); that maintain a clear focus and point of view; that use sensory details, descriptive details, vivid language, and dialogue to develop plot, character and setting; that use a range of strategies and literary devices including figurative language to enhance style and tone	Write Narratives that Develop Plot, Character	
Write interpretive, evaluative, and analytical responses to literature that demonstrate an understanding of the text; that are organized around clear key ideas; that support judgments with specific references to the text; that analyze the author's use of stylistic devices, and identify and assess the impact of possible ambiguities, nuances and complexities within text	Write Interpretive/Evaluative Literary Responses	
Write formal, informal (e.g., thank you notes, letters of request), and business letters that are formatted to convey ideas, state problems, make requests or give compliments and which follow letter format (e.g., date, proper salutation, body, closing and signature)	Write Formatted Formal, Informal, Business Letters	



Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast); that include facts, details and examples to illustrate important ideas; that consider the validity and reliability of primary and secondary sources	Write Informational Essays or Reports	
Write functional documents (e.g., requests for information, resumes, job applications, memos, proposals) that report, organize and convey information accurately	Write Functional Documents	
Compose open-ended questions for research; identify appropriate sources; determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.); analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes; integrate quotations and citations into written text to maintain a flow of ideas; use style guides to produce oral and written reports that give proper credit for sources; select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers); paraphrase and summarize the findings	Write Research Reports	
Write persuasive compositions that support arguments with detailed evidence; that exclude irrelevant information; that support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; that develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning)	Write Persuasive Compositions	
Writing Conventions: Mechanics	Conventions: Mechanics	Conventions: Mechanics
Spell multi-syllabic words	Spell Multi-syllabic Words	



Spell frequently misspelled and high-frequency words	Spell Frequently Misspelled, High-frequency Words	
Use correct spelling conventions	Use Correct Spelling Conventions	
Use correct capitalization	Use Correct Capitalization	
Use correct punctuation: commas, commas in a series, end marks, apostrophes in contractions and possessives, quotation marks, semicolons, colons, hyphens, dashes, brackets	Use Correct Punctuation	
Writing Conventions: Grammar and Usage	Conventions: Grammar, Usage	Conventions: Grammar, Usage
Conjugate regular and irregular verbs in all tenses; use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs	Conjugate Regular/Irregular Verbs in all Tenses	
Use parallel structure to present items in a series and items juxtaposed for emphasis	Use Parallel Structure	
Use clauses (e.g., main, subordinate, dependent, independent) and phrases (e.g., gerund, infinitive, participial)	Use Clauses and Phrases	
Use proper placement of modifiers	Use Proper Placement of Modifiers	
Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)	Use All Eight Parts of Speech	
Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases	Use Subject-Verb Agreement	
Use nominative, objective, possessive, indefinite and relative pronouns	Use Pronouns	
Use conjunctions and interjections	Use Conjunctions and Interjections	
Use adverbs	Use Adverbs	



Northwest Evaluation Association

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