

Measures of Academic Progress (MAP) Georgia 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 and Operations	Number and Operations	Number and Operations
Understand place value notation: Understand how whole numbers and decimals are represented in the base-ten system; understand and apply the concept of rounding numbers; sequence and identify using ordinal numbers; understand the relative magnitudes of numbers; equate a number's word name, standard and expanded forms; classify numbers into subsets; find multiples and factors; analyze and use divisibility rules; use money as a medium of exchange; decompose numbers; explore and model percents; apply percents to circle graphs.	Estimate, Compare, Order and Represent Numbers	
Use the inverse relationship between addition and subtraction and multiplication and division: Apply computation skills in problem solving; compose/decompose numbers; skip-count forward and backwards; understand the properties of addition, subtraction and multiplication; use mental math and estimation strategies to compute; describe the relationship between addition and multiplication; understand the distributive property; compute using order of operations.	Compute with Whole Numbers and Decimals	

Model, identify, label, and compare fractions as a representation of equal parts of a whole or of a set: Find equivalent fractions; simplify fractions; use mixed numbers, improper fractions and decimals interchangeably; add, subtract, multiply and divide common fractions and mixed numbers; use estimation strategies to compute with fractions; solve problems involving fractions.	Understand Fractions and Compute with Fractions	
Measurement	Measurement	Measurement
Measure length, weight, and capacity by choosing the appropriate units and tools: Know the units used to measure length, weight and capacity; estimate and measure using non-standard units and then measure to determine if estimations were reasonable.	Length, Weight and Capacity of Objects	
Tell time to the nearest five minutes, hour and half hour: Know the relationships of time; determines elapsed time of a full, half, and quarter-hour; understand the relationship of calendar time; compare and/or order the sequence or duration of events; determine a reasonable temperature for a given situation; read a thermometer.	Measurement of Time and Temperature	
Compute the perimeter, circumference and area of geometric figures and the volume of geometric solids with and without the use of a formula: Use models to estimate the area of geometric figures and the volume of geometric solids; derive the formula for the area of a parallelogram, triangle and circle; identify the units used in computing volume; derive the formula for the volume of a cube and a rectangular prism; understand the similarities and differences between volume and capacity; use tools and other methods to measure angles; determine the sum of the three angles of a triangle is always 180° .	Perimeter, Area, Volume and Angles	
Geometry	Geometry	Geometry
Describe objects in space by proximity, position, and direction: Identify, compare, contrast, and/or classify figures and solids by common attributes and characteristics; understand congruence of figures; create designs using shapes; combine and decompose figures; recognize right, obtuse and acute angles; identify parts of a circle;	Spatial Relationships and the Coordinate System	

describe parallel and perpendicular lines; locate and name a point and graph ordered pairs in the first quadrant in the coordinate plane; create and extend patterns; identify missing elements in a pattern.		
Algebra	Algebra	Algebra
Represent unknowns using symbols or variables in number sentences and/or algebraic expressions: Write and evaluate expressions using symbols and different values; investigate simple algebraic expressions by substituting numbers for the unknown; understand and apply patterns and rules to describe relationships and solve problems.	Algebraic Relationships and Patterns	
Data Analysis and Probability	Data Analysis and Probability	Data Analysis and Probability
Use the most appropriate graph to organize and display data: Sort, organize, record and interpret data using tally marks, picture graphs, bar graphs, Venn diagrams, line plot graphs, line graphs, charts and tables; solve problems by organizing and displaying data in charts, tables, and graphs; compare and contrast multiple graphic representations for a single set of data; identify missing information and duplications in data; determine and justify the range, mean, mode, and median of a set of data.	Organize, Display and Analyze Data	

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Mathematics 6+ Goal Structure	Mathematics 6+ DesCartes	Mathematics 6+ Report Names
Number and Operations	Number and Operations	Number and Operations
Understand the meaning of positive and negative rational numbers: Compare and order rational numbers, including repeating decimals; apply factors and multiples; decompose numbers into their prime factorization; determine the greatest common factor (GCF) and the least common multiple (LCM) for a set of numbers; use fractions, decimals, and percents interchangeably; distinguish between rational and irrational numbers; find the absolute value of a number and understand it as the distance from zero on a number line.	Meaning of Rational Numbers	
Solve problems using rational numbers: Solve problems involving fractions, decimals, and percents; add, subtract, multiply, and divide positive and negative rational numbers.	Solve Problems with Rational Numbers	
Understand different representations of numbers including square roots, exponents, and scientific notation: Represent and operate with complex numbers; find square roots of perfect squares; estimate square roots of positive numbers; simplify expressions containing integer exponents; express and use numbers in scientific notation; solve problems involving square roots, exponents, and scientific notation.	Square Roots, Exponents, and Complex Numbers	
Measurement	Measurement	Measurement
Convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships: Use appropriate units of measure for finding length, perimeter, area and volume; measure length to the nearest half, fourth, eighth and sixteenth of an inch.	Measure Length, Convert, & Appropriate Units	

<p>Determine the surface area of solid figures: Determine the volume of fundamental solid figures; determine the formula for finding the volume of fundamental solid figures; estimate the volumes of simple geometric solids; solve application problems involving the volume of fundamental solid figures; use and apply surface area and volume of a sphere; solve application problems involving surface area of right rectangular prisms and cylinders.</p>	<p>Surface Area and Volume</p>	
<p>Geometry</p>	<p>Geometry</p>	<p>Geometry</p>
<p>Develop understanding of plane and solid figures: Apply the properties of parallel and perpendicular lines; understand congruence; investigate properties of figures in the coordinate plane; determine and use lines of symmetry; use scale factors, length ratios, and area ratios to determine side lengths of similar figures; perform basic constructions; determine the distance between two points, the distance between a point and a line, and the midpoint of a segment; compare and contrast right prisms/pyramids; compare and contrast cylinders/cones; interpret views of solid figures; describe cross-sections of cones, cylinders, pyramids, and prisms; construct nets; understand translations, dilations, rotations, and reflections.</p>	<p>Geometric Figures: Similarity, Coordinate Plane</p>	
<p>Discover, prove, and apply properties of polygons: Use mathematical argument and justification; apply properties of right triangles; solve problems using the trigonometric ratios; use conjecture, inductive reasoning, deductive reasoning, counterexamples, and indirect proof; understand and use the converse, inverse, and contrapositive; determine the sum of interior and exterior angles in a polygon; use congruence postulates and theorems for triangles; use properties of chords, tangents, secants, central, inscribed, and related angles; solve problems involving the length of an arc and the area of a sector.</p>	<p>Properties: Triangles, Polygons, Circles</p>	

Algebra	Algebra	Algebra
<p>Interpret the characteristics of functions: Understand the concept of ratio and use it to represent quantitative relationships; plot points on a coordinate plane; analyze and describe patterns; use proportional reasoning to solve problems; explore rates of change, comparing constant rates of change versus variable rates of change; translate among verbal, tabular, graphic, and algebraic representations of functions; graph transformations of basic functions; explain characteristics of quadratic, exponential, and piecewise functions; solve absolute value equations and inequalities; solve exponential equations; determine inverses of functions.</p>	<p>Characteristics of Functions</p>	
<p>Use algebra to represent, analyze, and solve problems: Simplify and operate with radical expressions, polynomials, and rational expressions; solve simple equations, quadratic equations and inequalities, equations involving radicals, equations involving several variables for one variable in terms of the others, and simple rational equations; solve equations graphically; evaluate algebraic expressions; translate verbal phrases to algebraic expressions; analyze the nature of roots and using the discriminant; factor expressions; analyze graphs of linear equations and inequalities; solve problems involving linear relationships; understand systems of linear equations and inequalities and use them to solve problems.</p>	<p>Analyze & Solve: Equations, Inequalities</p>	

Data Analysis and Probability	Data Analysis and Probability	Data Analysis and Probability
<p>Pose questions, collect, represent and analyze data, and interpret results: Analyze and draw conclusions about data; relate samples to a population; formulate questions that can be answered by data; construct frequency distributions, frequency tables, and graphs; estimate and determine a line of best fit from a scatter plot; analyze data with respect to measures of variation, and using measures of central tendency, including recognition of outliers; use means and standard deviations to compare data sets; apply the processes of regression.</p>	<p>Collect, Represent & Analyze Data</p>	
<p>Use experimental and simple theoretical probability: Apply basic concepts of set theory; determine the number of outcomes related to a given event; apply the addition and multiplication principles of counting; find the probability of independent events, compound independent events, and dependent events; calculate and use permutations and combinations; find the probabilities of mutually exclusive events; use expected value to predict outcomes; demonstrate relationships among sets through use of Venn diagrams; determine subsets, complements, intersection, and union of sets; use set notation to denote elements of a set.</p>	<p>Laws of Probability & Set Theory</p>	

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Reading Goal Structure	Reading DesCartes	Reading Report Names
Vocabulary	Vocabulary	Vocabulary
Identifies and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence. Identifies and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	Identifies and Uses Multiple Meaning Words	
Use dictionary, thesaurus, reference skills, and glossary skills to determine word meanings, pronunciations, meanings, alternate word choices, parts of speech of words, and etymologies of words. Determine the meaning of unfamiliar words using context clues (e.g., definition, example), using word, sentence, and paragraph clues.	Use Dictionaries and Context to Determine Meaning	
Identifies, determines, and uses word parts such as common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly) to determine meanings of unfamiliar words. Uses knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, suffixes and affixes to determine the meaning of unfamiliar words. Uses knowledge of mythology, the Bible, and other works often alluded to in literature (American and British and Commonwealth) to understand the meanings of new words.	Identify Meaning of Root Words, Prefixes, Suffixes	
Comprehension -Informational	Comprehension Informational	Comprehension Informational
Identify and understand, analyzes, applies knowledge, explains the structures, purpose, elements and characteristics of nonfiction works, including memoir, biography, and/or autobiography, newspaper articles and editorials, magazine articles, journal articles, letters, journals and diaries, speeches, essays, philosophical essays, and	Identify Characteristics of Nonfiction	

diaries, a variety of consumer, workplace, and public documents (e.g., job applications) , provides evidence from the text to support understanding.		
Identifies, applies knowledge, analyzes, and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index, introduction, conclusion, footnotes, bibliography) to obtain information. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text. Recognizes, uses, identifies, interprets information from graphic features, graphic organizers, illustrations, diagrams, charts, captions, maps, graphs, tables to understand text, draw conclusions and make judgments.	Identify and Use Common Textual Features	
Identifies and applies knowledge, analyzes, Recognizes, infers, distinguishes and evaluates of common organizational structures (e.g., graphic organizers, chronological order, cause and effect, classification schemes, comparison and contrast, transitions, logical order) and draws conclusions, distinguishes fact from opinion.	Identify and Use Organizational Structures	
Identifies, infers, summarizes, and analyzes main ideas, supporting ideas, and supporting details, Summarizes text content, recalls and infers facts, Makes predictions from pictures and titles, prior knowledge, text content, Makes perceptive and well-developed connections. Relates new information to prior knowledge and experience and makes connections to related topics or information. Follows multi-step instructions to complete or create a simple product. Understands and explains the use of a simple device and the use of a complex mechanical device by following technical directions.	Main Idea, Summary, Prediction, Follow Directions	
Recognizes and traces the development of the author's argument for and against an issue, point of view, or perspective in text. Identifies evidence used to support an argument. Analyzes the logic and use of	Author's Argument, Point of View, Purpose	

evidence in an author's argument Analyzes, evaluates, and applies knowledge of the ways authors use language (i.e., diction, imagery, symbolism, figurative language), structure, point of view, selection of details, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.		
Comprehension - Literary	Comprehension Literary	Comprehension Literary
Identify the elements and characteristics of various genres including mythology, traditional, and classical literature and provides evidence from the text to support understanding.	Identify Characteristics of Literature	
Identifies and analyzes figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, flow, Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.	Identify and Analyze Figurative Language	
Identify, defines, explains, analyzes, and evaluates sound, figurative language, graphics, dialogue, description, sensory details imagery, foreshadowing, symbolism, how tone and mood are conveyed in literature through an author's word choice, sentence structure, punctuation, rhythm, repetition, and rhyme and provides supporting details and evidence from text.	Evaluate Description, Imagery, Foreshadowing, Tone	
Make judgments, infer, identify, locate and analyze the elements of plot, setting, characters, character's traits, conflict, conflict resolution, theme, speaker, and first and third person narrative.	Identify Elements of Fiction	
Recognize the author's purpose and distinguish it from concepts of theme and apply knowledge of ways authors use techniques and elements in fiction.	Analyze Author Purpose, Techniques, and Elements	

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Language Usage Goal Structure	Language Usage DesCartes	Language Usage Report Names
Organizational Structures and Context	Organizational Structures and Context	Organizational Structures
<p>Selects a structure relevant to the purpose, genre expectations, audience, length, and format requirements. Uses drawings, letters, and phonetically spelled words to create meaning. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question). Creates an organizing structure appropriate to a specific context. Structures ideas and arguments effectively. Provides a sense of closure to the writing.</p>	Organizational Structures; Forms	
<p>Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent and focus throughout. Constructs arguable topic sentences; Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure bullets, subheadings, numbering). The student produces writing that; Develops a controlling idea or formulates an arguable thesis that makes a clear and knowledgeable judgment. The student produces expository composition that: Maintains coherence by relating all topic sentences to the thesis or controlling idea. The student produces informational writing (e.g., report, procedures, correspondence) that: frames a central question about an issue or situation; develops a controlling idea that conveys a perspective on a subject; establishes a statement as the main idea or topic sentence.</p>	Coherence, Focus and Transitions	
<p>Captures a reader's interest by setting a purpose. The student produces writing (multi-paragraph expository composition such as description,</p>	Reader's Interest; Writer's Purpose	

<p>explanation, comparison and contrast, or problem and solution) that engages the interest of the reader by establishing a context, creating a speaker's voice, by establishing a context to explain an idea or concept and/or convey information. The student produces informational writing that includes the appropriate purpose, expectations, and length for the audience and the genre. The student produces technical writing that reports technical information, and provides clear and purposeful information in order to address an intended audience appropriately. Anticipate and address readers' potential misunderstandings, biases, and expectations. The student produces writing that: addresses readers' concerns, counterclaims, biases, and expectations; anticipates and answers a reader's questions. The student produces technical writing that anticipates readers' problems, mistakes, and misunderstandings, and takes into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p>		
<p>Write in a Variety of Genres</p>	<p>Writing in a Variety of Genres</p>	<p>Writing in the Genres</p>
<p>The student produces a narrative that: establishes a plot, point of view, setting, and conflict, and/or the significance of events; develops complex major and minor characters using standard methods of characterization; develops complex characters through actions describing the motivation of characters and character conversation and through action and dialogue, and setting, and descriptive adjectives; uses a range of appropriate narrative strategies such as dialogue, tension, or suspense, dialogue, movement, gestures, expressions, dialogue, flashback, foreshadowing, tone, and mood. Reveals the significance of the writer's attitude about the subject. Begins to develop characters through action and dialogue. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment. Use descriptive</p>	<p>Literary and Narrative Texts</p>	

<p>adjectives and verbs to communicate setting, character, and plot. The student produces a response to literature that: demonstrates an understanding of the literary work; produces a judgment that is interpretive, analytic, evaluative, or reflective in writing.</p>		
<p>Demonstrates an understanding of the elements of expository discourse (i.e., purpose, speaker, audience, form). Incorporates elements of discourse from other writing genres into exposition. The student produces expository (informational) writing to explain an idea or concept and/or convey information. The student produces a persuasive piece of writing that includes the appropriate purpose, expectations, and length for the genre.</p>	<p>Informational, Expository, Persuasive Texts</p>	
<p>The student produces a piece of writing drawn from research that: conveys clear and accurate perspectives on the subject; records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic; Uses a variety of primary and secondary sources and distinguishes the nature and value of each. The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports...) Conveys information and ideas from primary and secondary sources, accurately and coherently. Includes a variety of information on relevant perspectives, as applicable. Integrates quotations and citations into a written text. Acknowledges information from sources. Cites references. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. Avoids plagiarism. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the Modern Language Association Handbook, The Chicago Manual of Style, American Psychological Association,</p>	<p>Research, Technical Writing, and Sources</p>	

<p>etc. Develops ideas leading to inquiry, investigation, and research. Formulates clear research questions; Achieves an effective balance between researched information and original ideas. Synthesizes information from multiple sources and identifies discrepancies in the information and the different perspectives found in each medium. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing. Organizes and displays information on charts, maps, and graphs. The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations résumés, abstracts, user guides or manuals.</p>		
<p>The student produces writing that: lifts the level of language using appropriate strategies including word choice; uses language, point of view, characterization, style, and related elements effectively for specific rhetorical and aesthetic purposes; varies language, point of view, characterization, style, and related elements effectively for different rhetorical and aesthetic purposes; enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, and analogy, and humor; uses specific rhetorical devices to support assertions (i.e., appeal to emotion or ethical belief, personal anecdote, case study, analogy, and/or logical reasoning). Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms). Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice to enhance descriptive effect.</p>	<p>Aesthetic Language: Literary and Rhetorical</p>	

The Writing Process: Develop, Revise, Evaluate	The Writing Process: Develop, Revise, Evaluate	The Writing Process
<p>Plans and drafts. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts. The student writes a narrative, informative, persuasive, research draft that may include a draft developed from prewriting. Use planning ideas to produce a rough draft. The student produces an essay that: supports the position with organized and relevant evidence; Describes the points in support of the proposition, employing well-articulated, relevant evidence; adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes and describing words. Include relevant examples, facts, anecdotes, and details appropriate to the audience. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. The student produces a narrative, informative, persuasive, research, that: excludes extraneous and inappropriate information, details and inconsistencies; adds facts and details to expand a topic; develops the controlling idea and/or supports the thesis by incorporating evidence. The student produces a response to literature that: supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; and uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).</p>	<p>Developing and Drafting: Supporting details</p>	
<p>Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs. Revises writing consistent point of view, and transitions between paragraphs,</p>	<p>Revising and Evaluating</p>	

<p>passages, and ideas. Revises writing to improve the logic and coherence controlling perspective. Edits to correct errors in spelling, punctuation, etc. Edits writing to improve word choice after checking the precision of the vocabulary, grammar, punctuation, etc. Revises writing for specific audiences, purposes, and formality of the contexts. Revises writing to sharpen the precision of word choice and achieve desired tone; to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre; to add details, and edits to make corrections. Revises sentences by correcting misplaced and dangling modifiers; and by correcting errors in usage.</p>		
<p>Apply Conventions: Grammar and Sentence Formation</p>	<p>Apply Conventions: Grammar and Sentence Formation</p>	<p>Conventions: Grammar</p>
<p>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in written formats. Correctly identifies and uses subject/verb agreement and adjectives. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). Demonstrates that words can be different parts of speech within a sentence. Declines pronouns by gender and case, and demonstrates correct usage in sentences. Identifies and uses nouns (singular, plural, possessive) correctly. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb). Identifies and uses nouns - abstract, common, collective, plural, and possessive. Identifies and uses pronouns - personal, possessive, interrogative, demonstrative, reflexive, and indefinite; Identifies and uses adjectives - common, proper, and demonstrative. Identifies and uses verbs - action (transitive/intransitive), linking, and state-of-being. Identifies and uses verb phrases - main verbs and helping verbs. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers). Identifies and uses adverbs. Identifies and uses</p>	<p>Grammar</p>	

<p>conjunctions - coordinating, correlative, and common subordinating. Identifies and uses interjections. Identifies and uses contractions correctly. Identifies and uses verb tenses consistently. Identifies and uses personal and possessive pronouns. Uses standard subject-verb and pronoun-antecedent agreement. Demonstrates correct usage of comparative and superlative forms of adjectives and adverbs.</p>		
<p>Distinguishes between complete and incomplete sentences. Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective). Identifies and writes adjective and adverb clauses. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, and avoids fragments and run-ons. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial). Writes in complete and coherent sentences. Identifies and uses increasingly complex sentence structure. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound). Analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases). Demonstrates an understanding of sentence construction.</p>	<p>Sentence Formation; Complete Sentences</p>	
<p>Apply Conventions: Mechanics and Formatting</p>	<p>Apply Conventions: Mechanics and Formatting</p>	<p>Conventions: Mechanics</p>
<p>Uses appropriate punctuation (end marks, commas, apostrophes, quotation marks). Uses and identifies correct mechanics (end marks, commas for series). Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address). Recognizes appropriate uses of quotation marks. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations</p>	<p>Punctuation and Formatting</p>	

<p>(i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.). The student produces technical writing that reports technical information; follows style conventions for specific types of documents (i.e., surveys or questionnaires, technical reports, research studies, proposals) and uses page formats, fonts, spacing, highlighting, and images that contribute to the readability and impact of the document.</p>		
<p>Uses common rules of spelling and corrects words using dictionaries and other resources. Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling. Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled. Distinguishes differences in meaning and spelling of commonly confused homonyms. Produces final drafts/presentations that demonstrate accurate spelling. Spells most commonly used homophones correctly (there, they're, their; two, too, to). Uses additional knowledge of correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing. Produces final drafts/presentations that demonstrate accurate spelling. Produces work that shows accurate spelling and correct use of the conventions of capitalization.</p>	<p>Capitalization and Spelling</p>	