

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

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

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

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

<b>Concepts and Processes Goal Structure</b>	<b>Concepts and Processes DesCartes</b>	<b>Concepts and Processes Report Names</b>
<b>Science Students, Through the Inquiry Process, Demonstrate the Ability to Design, Conduct, Evaluate, and Communicate Results and Reasonable Conclusions of Scientific Investigations</b>	<b>Scientific Investigations</b>	<b>Scientific Investigations</b>
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigation: generate and identify testable questions	Generate and Identify Testable Questions	
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations: defines variables and controls	Defines Variables and Controls	
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations: scientific inquiry	Scientific Inquiry	
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations: measure, collect, and analyze appropriate data	Measure, Collect, and Analyze Appropriate Data	

<b>Students, Through the Inquiry Process, Demonstrate the Ability to Design, Conduct, Evaluate, and Communicate Results and Reasonable Conclusions of Scientific Investigations: Understand How Scientific Knowledge and Technological Developments Impact Communities, Cultures and Societies And Students Understand Historical Developments in Science and Technology</b>	<b>Scientific Knowledge, Technological Developments</b>	<b>Science and Technology</b>
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations: review predictions and evidence, and communicate and defend results	Review Predictions, Evidence, Communicate, Defend	
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations: create models	Create Models	
Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations: predict change	Predict Change	
Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies and students understand historical developments in science and technology	Knowledge and Developments [Have] Impact	

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

General Science Goal Structure	General Science DesCartes	General Science Report Names
<b>Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.</b>	Physical and Chemical Systems	Physical and Chemical System
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems: [Physical properties of matter, and phases of matter]	Physical Properties and Phases of Matter	
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems: identifies and classifies matter and describes chemical phenomena including atomic theory and interactions of matter.	Identifies and Classifies Matter, Chemicals, Atom	
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems: observe, measure and manipulate forms of energy: sound, light, heat, electrical, magnetic	Observe, Measure, Manipulate Forms of Energy	
Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems: explain the interactions between motions and forces	Explain the Interactions Between Motion, Forces	
<b>Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment</b>	Living Organisms	Living Organisms
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment: characteristics, structures and function of living things	Characteristic, Structure, Function, Living Thing	

Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment: how living organisms interact with each other and their environment: interactions of living organisms with biotic and abiotic factors	Organisms Interact With Each Other, Environment	
Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment: diversity of life	Process and Diversity of Life	
<b>Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space</b>	<b>Earth Systems and Other Objects in Space</b>	<b>Earth, Objects in Space</b>
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space: the objects in space	The Objects in Space	
Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space: composition, structures, processes and interactions of Earth's systems	Earth's Systems	