MAP - Learning Continuum View

Informs classroom instruction by listing what students are ready to learn ("zone of proximal development") based on scores in each strand ("GOAL") of Math, Reading, and Language Usage.

181-190

View All

- Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences)
- Identifies facts and opinions in informational text
- Gives examples of informational sentences that are facts
- Distinguishes between facts and propaganda in advertisements
- Makes predictions (term not used) from informational texts (1-3 paragraphs) describing situations
- Makes inferences from short informational texts (1-3 paragraphs)
- Infers the contents of an informational book based on its title
- Draws conclusions using information supplied in informational text (3-5 simple sentences)
- Locates information using an index in informational text
- Locates information in a table of contents or title page in informational text
- Infers the author's purpose (term not used) in writing an informational passage (persuasive)
- Infers the author's specific purpose for writing a complex informational text
- Infers the author's specific purpose (term not used) for an informational passage (to inform)
- Classifies literary texts as nonfiction
- Identifies the characteristics of informational magazines
- Identifies the characteristics of dictionaries
- Identifies the characteristics of letters
- Classifies text as a journal entry
- Identifies the characteristics of lists
- Describes the functions of a table of contents in informational texts
- Identifies pairs of synonyms (term not used) using context clues given in a paragraph
- Locates information in a glossary found in informational text
- Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences)
- Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences)
- Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph
- Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences)
- Infers the meaning of nouns based on context and sentence structure
- Infers the specific meaning of a word with multiple meanings (adjective) based on the real life/familiar context given in a sentence or paragraph
- Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph
- Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)
- Identifies pairs of words (verbs) that are synonyms (term defined)
- Identifies the word that is closest in meaning to a given word (verb)
- Identifies pairs of words that are antonyms (term defined)
- Identifies pairs of words that are opposites (adjectives)
- Defines a word based on its base word
- Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes
- Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-)
- Uses context to determine the meaning of a prefix (im-)
- Selects the correct definition of a suffix (-er) in context

Marquez Torres, Ignacio
Overall RIT: 202
Lexile Range: 537-687
Goal Range: 182-198

DuBois, Jaren
Overall RIT: 189
Lexile Range: 303-453
Goal Range: 181-197

Class Breakdown by Goal Report

Spray, Geron
English II

Term Rostered: Fall 2014-2015
Term Tested: Fall 2014-2015
District: New Mexico School for the Arts
School: New Mexico School for the Arts

Reading

MAP: NM Reading Grade 10 - Fall 2014-15 (CCSS) / Common Core English English Language Arts K-12: 2010

Goal	Goal Score							
	181-190	191-200	201-210	211-220	221-230	231-240	241-250	251-260
Reading Literature	J. DuBois (189) I. Marquez Tor... (202)		M. Culver-Hagi... (211) J. Lomeli (211) B. Kunde (215)	A. Fene (223)	S. Sanchez (224) D. Ewy (226) E. Maes (228) A. Gallegos (230) B. Kaufman (235) A. Mutz (237)	A. Juarez (236) N. Fenzl (237) A. Ortega (237) M. Rand (238) J. Toomey (238) A. Benally (240)	B. Sverre-Harr... (239) D. Trudell-Mil... (241) J. McCarthy (250) H. Frauenglass... (251)	E. Ice-Johnson... (249) V. Setford (252)
Reading Informational Text		J. DuBois (189)	I. Marquez Tor... (202) J. Lomeli (211)	M. Culver-Hagi... (211)	B. Kunde (215) A. Fene (223) S. Sanchez (224) D. Ewy (226) E. Maes (228)	A. Gallegos (230) B. Kaufman (235) A. Juarez (236) N. Fenzl (237) A. Mutz (237) A. Ortega (237) J. Toomey (238) A. Benally (240) D. Trudell-Mil... (241) A. Lopez-Binde... (250)	M. Rand (238) B. Sverre-Harr... (239) E. Ice-Johnson... (249) H. Frauenglass... (251)	J. McCarthy (250) V. Setford (252)
Word Knowledge and Vocabulary	J. DuBois (189)		I. Marquez Tor... (202)	M. Culver-Hagi... (211) J. Lomeli (211) B. Kunde (215)	A. Fene (223) S. Sanchez (224) D. Ewy (226) E. Maes (228)	A. Gallegos (230) B. Kaufman (235) A. Juarez (236) N. Fenzl (237) A. Ortega (237) M. Rand (238) B. Sverre-Harr... (239)	A. Mutz (237) J. Toomey (238) A. Benally (240) D. Trudell-Mil... (241) J. McCarthy (250) V. Setford (252)	E. Ice-Johnson... (249)

Explanatory Notes
Only valid growth tests are included in this report. Tests that occurred outside the testing window for a term, had an invalid score, or were repeat tests for a student within a term are not included.

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Class Breakdown by Goal Report

Spray, Geron
English II

		Term Rostered:	Fall 2014-2015
		Term Tested:	Fall 2014-2015
		District:	New Mexico School for the Arts
		School:	New Mexico School for the Arts

Goal	Goal Score			
	261-270	271-280	281-290	
Reading Literature	A. Lopez-Binde... (250)		281-290	
Reading Informational Text				
Word Knowledge and Vocabulary	A. Lopez-Binde... (250)	H. Frauenglass... (251)		