

# MAP READING FLUENCY GUIDE

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MAP<sup>®</sup> Reading Fluency<sup>™</sup> is an adaptive universal screening and progress monitoring assessment for early reading skills. It can gather data on oral reading fluency, literal comprehension, and foundational reading skills for an entire class in about 20 minutes as well as screen for risk factors for dyslexia or other reading difficulties.

## Purposes and introduction to test types

MAP Reading Fluency can be used for three main purposes:

1. Gathering interim benchmark data about foundational or oral reading skills as well as universal screening using the Benchmark test
2. Progress Monitoring throughout a term in Foundational Skills (specifically in the areas or domains of Phonological Awareness and Phonics & Word Recognition) and in Oral Reading
3. Screening students for possible risk factors for dyslexia or other reading difficulties using the Dyslexia Screener

Here are the basics about each type of MAP Reading Fluency test:

	MAP Reading Fluency Test Types			
	<a href="#">Benchmark Tests</a>	<a href="#">Progress Monitoring</a>		<a href="#">Dyslexia Screener</a>
		Foundational Skills	Oral Reading	
<b>Recommended grade levels</b>	Pre-K through 5	K–5	Grade 1 (spring only) and grades 2–5	Available for K–3 only
<b>Test content</b>	Oral reading fluency, literal comprehension, and/or foundational reading skills, depending on <a href="#">test subtype</a> assigned; universal screening for possible reading difficulty*	Phonological Awareness and/or Phonics & Word Recognition	Oral reading fluency and literal comprehension	Foundational reading skills and naming speed (Rapid Automatized Naming [RAN]); identifies students with possible risk factors for dyslexia or other reading difficulties
<b>Administration types</b>	Onsite and <a href="#">remote</a>			
<b>Frequency</b>	3 times per year	Multiple times per term	Multiple times per term	Up to 3 times per year
<b>Test time</b>	About 20 minutes to assess an entire class simultaneously	5–7 minutes for either test	5–10 minutes	About 20 minutes to assess an entire class simultaneously
<b>Accessibility</b>	Audio instruction, color contrast adjustment, and magnification			
<b><a href="#">Technology required</a></b>	Devices and headsets for each student			
<b>Languages</b>	English and <a href="#">Spanish</a> *	English	English	English

\*Due to the differences between the Spanish and English languages, some of the tested skills will be different on the Spanish test, but both tests will accurately assess reading ability. Universal screening is available in all English Benchmark tests except for the Foundational Skills – Beginner test subtype. Universal screener outcomes are not available for Spanish MAP Reading Fluency at this time.

- [Access sample parent communications](#)

## Additional printed resources

### Psychometric and test construction information: MAP Reading Fluency Technical Report

For psychometric and test construction information, please download the [MAP Reading Fluency Technical Report](#).

## Spanish assessment test design and specifications

For test design and specifications for the Spanish assessment, please download the [Spanish MAP Reading Fluency Content Guide](#).

# Assessment Content and Test Types

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## Introduction

MAP Reading Fluency can be used for three main purposes:

1. Gathering interim benchmark data about foundational or oral reading skills as well as universal screening using the Benchmark test
2. Progress Monitoring throughout a term in Foundational Skills (specifically in the areas or domains of Phonological Awareness and Phonics & Word Recognition) and in Oral Reading
3. Screening students for possible risk factors for dyslexia or other reading difficulties using the Dyslexia Screener

Therefore, MAP Reading Fluency has three main test types. The table below, MAP Reading Fluency Test Types, will fill you in on the basic facts about each one. Select the links in the table that interest you or use the Help Center navigation to learn more.

	MAP Reading Fluency Test Types			
	1. <a href="#">Benchmark Tests</a>	2. <a href="#">Progress Monitoring</a>		3. <a href="#">Dyslexia Screener</a>
		Foundational Skills	Oral Reading	
<b>Recommended grade levels</b>	Pre-K through 5	K–5	Grade 1 (spring only) and grades 2–5	Available for K–3 only
<b>Test content</b>	Oral reading fluency, literal comprehension, and/or foundational reading skills, depending on <a href="#">test subtype</a> assigned; universal screening for possible reading difficulty*	Phonological Awareness and/or Phonics & Word Recognition	Oral reading fluency and literal comprehension	Foundational reading skills and naming speed (Rapid Automatized Naming [RAN]); identifies students with possible risk factors for dyslexia or other reading difficulties
<b>Administration types</b>	Onsite and <a href="#">remote</a>			
<b>Frequency</b>	3 times per year	Multiple times per term	Multiple times per term	Up to 3 times per year
<b>Test time</b>	About 20 minutes to assess an entire class simultaneously	5–7 minutes for either test	5–10 minutes	About 20 minutes to assess an entire class simultaneously
<b>Accessibility</b>	Audio instruction, color contrast adjustment, and magnification			
<b><a href="#">Setting Up for Testing</a></b>	Devices and headsets for each student			
<b>Languages</b>	English and <a href="#">Spanish</a> *	English	English	English

\*Due to the differences between the Spanish and English languages, some of the tested skills will be different on the Spanish test, but both tests will accurately assess reading ability. Universal screening is available in all English Benchmark tests except for the Foundational Skills – Beginner test subtype. Universal screener outcomes are not available for Spanish MAP Reading Fluency at this time.

## Choosing the right test assignment

If you're unsure which test type to assign, you may find the following references helpful.

## Test Segments and Skills Assessed in Each Test Type

Test segment and skills assessed	Print concepts	FOUNDATIONAL SKILLS				Sentence Reading Fluency Reading connected text	ORAL READING		Rapid Automatized Naming (RAN) Naming speed
		Language comprehension		Decoding			Picture book/ graphic novel warm-up Oral reading warm-up	Oral Reading Literal comprehension + oral reading fluency	
		Picture vocabulary	Listening comprehension	Phonological awareness	Phonics + word recognition				
BENCHMARK									
1. Adaptive Oral Reading (default)		~		~		✓	✓	~	
2. Adaptive Oral Reading - Passages Only						✓	✓	✓	
3. Foundational Skills		✓		✓		✓			
4. Foundational Skills - Beginner	✓	✓		✓					
DYSLEXIA SCREENER									
		✓		✓		✓			✓
PROGRESS MONITORING									
				✓	✓			✓	

KEY

✓

Included for all students

~

May be included depending on student performance or grade

### KEY



Included for all students



May be included depending on student performance or grade

## PDF: MAP Reading Fluency Administration Guidance Document

For recommendations about which test types are appropriate for your students, refer to the [MAP Reading Fluency Administration Guidance Document](#). It provides a summary of the Benchmark test subtypes, [Progress Monitoring](#) test, and [Dyslexia Screener](#) to help you determine which of the tests to assign. The document also provides guidance on using MAP Reading Fluency and MAP Growth together.

## Student experience

The student experience will vary depending on which test students are assigned. To see what students will see in each test, refer to each test type topic:

- [What students see on the Benchmark test](#) on page 12
- [What is included in the Dyslexia Screener test type?](#) on page 16
- [Understanding Progress Monitoring Test Subtypes](#) on page 19

## Test Construction: MAP Reading Fluency Technical Report

For a deeper dive into psychometric and test construction information, please download the [MAP Reading Fluency Technical report](#).

For test design and specifications for the Spanish assessment, please download the [Spanish MAP Reading Fluency Content Guide](#).

# Benchmark Tests

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Benchmark test types are intended to be given once per term to assess students' oral reading fluency, literal comprehension, and/or foundational reading skills. The Benchmark test also administers a universal screener that can identify students with possible reading difficulty. Within the Benchmark test assignment, there are four [Benchmark Test Subtypes](#) on page 8, depending on which specific skills you plan to assess.

## Benchmark Test Quick Facts

Recommended grade levels	Pre-K through 5
Test Content	Oral reading fluency, literal comprehension, and/or foundational reading skills, depending on <a href="#">Benchmark Test Subtypes</a> on page 8 assigned; universal screening for possible reading difficulty*
Administration types	Onsite and <a href="#">remote</a>
Frequency	Three times per year
Test time	About 20 minutes to assess an entire class simultaneously
Accessibility	Audio instruction, color contrast adjustment, and magnification
<a href="#">Technology required</a>	Devices and headsets for each student
Languages	English and <a href="#">Spanish</a> *

\*Universal screening is available in all English Benchmark tests except for the Foundational Skills – Beginner test subtype. Universal screener outcomes are not available for Spanish MAP Reading Fluency at this time.

## Benchmark Test Subtypes

Within the Benchmark test are four test subtypes that allow you to be as general or specific as you'd like about which of your students' skills to assess.



1. [Adaptive Oral Reading](#) (recommended for most students): This most adaptive option assesses students on Foundational Skills or oral reading fluency, depending on performance during the test and grade
2. [Adaptive Oral Reading - Passages Only](#): Assesses students on oral reading skills only
3. [Foundational Skills](#): Assesses students on Foundational Skills only
4. [Foundational Skills - Beginner](#): Assesses students on print concepts and early Foundational Skills only

## Test Segments and Skills Assessed in Each Test Type

Test segment and skills assessed	Print concepts	FOUNDATIONAL SKILLS				Sentence Reading Fluency Reading connected text	ORAL READING		Rapid Automatized Naming (RAN) Naming speed
		Language comprehension		Decoding			Picture book/ graphic novel warm-up Oral reading warm-up	Oral Reading Literal comprehension + oral reading fluency	
		Picture vocabulary	Listening comprehension	Phonological awareness	Phonics + word recognition				
BENCHMARK									
1. Adaptive Oral Reading (default)		~		~		✓	✓	~	
2. Adaptive Oral Reading - Passages Only						✓	✓	✓	
3. Foundational Skills		✓		✓		✓			
4. Foundational Skills - Beginner	✓	✓		✓					
DYSLEXIA SCREENER									
		✓		✓		✓			✓
PROGRESS MONITORING									
				✓	✓			✓	

✓

Included for all students

~

May be included depending on student performance or grade

### KEY



Included for all students



May be included depending on student performance or grade

To learn more about each of these test segments, please refer to the [MAP Reading Fluency Technical report](#).

For test design and specifications for the Spanish assessment, please refer to the [Spanish MAP Reading Fluency Content Guide](#).

## For all students:

### 1. *Adaptive Oral Reading*

*Appropriate for grades K–5*

**Adaptive Oral Reading** is the most adaptive and versatile test subtype. It can cover foundational skills up to oral reading fluency, depending on what your students are ready to learn. This is why it's the recommended test for most students in kindergarten to grade 5.

After a quick warm-up, the test uses a sentence reading fluency measure to determine whether students are still working on their foundational skills, or if they're ready to read aloud. It will then adapt accordingly, either assessing students on foundational skills or oral reading.\* The foundational skills portion of the test assesses students on Phonological Awareness, Phonics and Word Recognition, and Language Comprehension (vocabulary and listening comprehension). The oral reading portion assesses literal comprehension by requiring students to read three passages aloud and answer simple comprehension questions about each one.

\*Students in grade 4 and above will be automatically routed into oral reading measures regardless of performance on the Sentence Reading Fluency measure. Students in grade 1 and below who route to Oral Reading may be tested on Language Comprehension measures (picture vocabulary and listening comprehension) in lieu of a third passage. This occurs only when students demonstrate low comprehension of both the first and second passages.

Refer to the [Test Segments and Skills Assessed in Each Test Type](#) table to see exactly which test segments are included in this test subtype.

## For students reading connected text:

### 2. *Adaptive Oral Reading - Passages Only*

*Appropriate for grade 1 (spring only) and grades 2–5*

The **Adaptive Oral Reading - Passages Only** subtype assesses reading comprehension by having students read three passages aloud and answer simple comprehension questions about each one. The complexity of the first passage is determined by the student's grade level and time of year; the subsequent passages will adapt in text complexity depending on how the student performs. This test option is recommended only for students who have demonstrated ability to read connected text because **it does not include any foundational skills measures**.

Refer to the [Test Segments and Skills Assessed in Each Test Type](#) table to see exactly which test segments are included in this test subtype.

For emergent readers:

### 3. *Foundational Skills*

*Appropriate for pre-K–grade 1 (fall and winter only)*

The **Foundational Skills** subtype assesses students on Phonological Awareness, Phonics and Word Recognition, and Language Comprehension (vocabulary and listening comprehension). Within each decoding domain (Phonological Awareness and Phonics and Word Recognition), the test adapts to serve measures that are the appropriate difficulty for the students, based on student performance. **This subtype does not include any oral reading measures.**

Refer to the [Test Segments and Skills Assessed in Each Test Type](#) table to see exactly which test segments are included in this test subtype.

**Tip:** If you are unsure which test subtype to assign, the [Adaptive Oral Reading](#) subtype could be a good place to start. It assesses students on Foundational Skills if that's their zone of proximal development, or it will automatically direct them into oral reading measures if that is more appropriate.

### 4. *Foundational Skills - Beginner*

*Appropriate for pre-K–kindergarten (fall only)*

The **Foundational Skills - Beginner** subtype is intended for testing of pre-kindergarten students and for fall testing of kindergarteners who have not been to pre-K. The test assesses students on print concepts, beginner Phonological Awareness, beginner Phonics and Word Recognition and beginner Language Comprehension (vocabulary and listening comprehension). Within each decoding domain (Phonological Awareness and Phonics and Word Recognition), the test adapts to serve measures that are the appropriate difficulty for the students, based on student performance. **This subtype does not include any oral reading measures, nor does it include the universal screening.**

Refer to the [Test Segments and Skills Assessed in Each Test Type](#) table to see exactly which test segments are included in this test subtype.

## Learn more about the test

1. Comparison to other test types: To learn how the Benchmark test type and subtypes compare to the other MAP Reading Fluency tests, refer to [Assessment Content and Test Types](#) on page 4.
2. Administration guidance: For recommendations about which test types are appropriate for your students, refer to the [MAP Reading Fluency Administration Guidance Document](#). This document provides a summary of the Benchmark test subtypes, Progress Monitoring test, and Dyslexia Screener in order to help you determine which of

the tests to assign. The document also provides guidance on using MAP Reading Fluency and MAP Growth together.

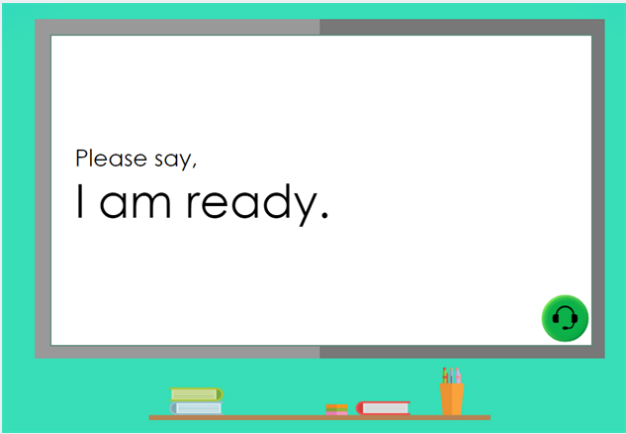
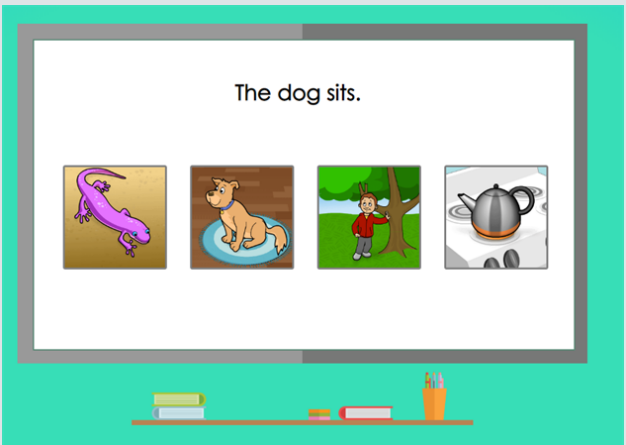
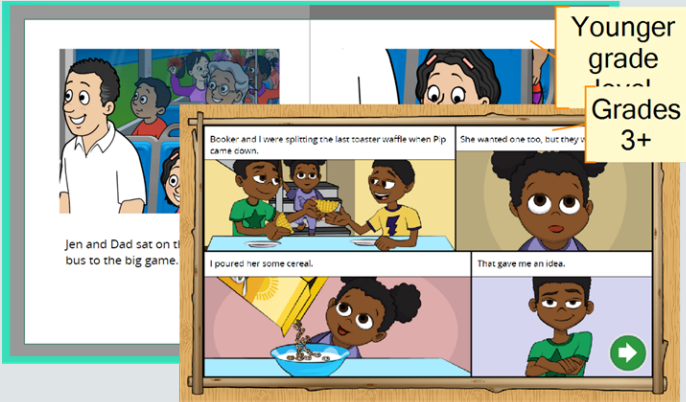
3. Test construction: For a deeper dive into test construction and what each test segment contains, refer to the [MAP Reading Fluency Technical Report](#).

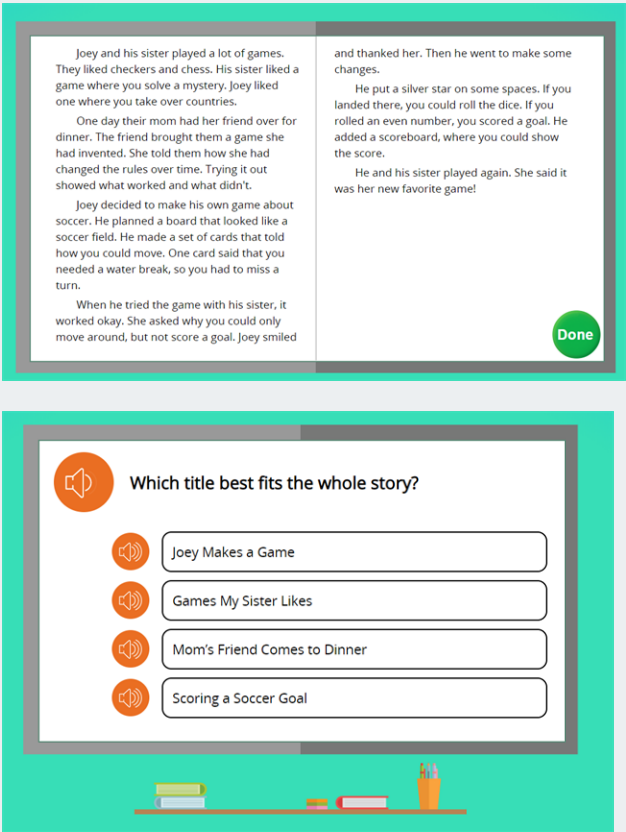
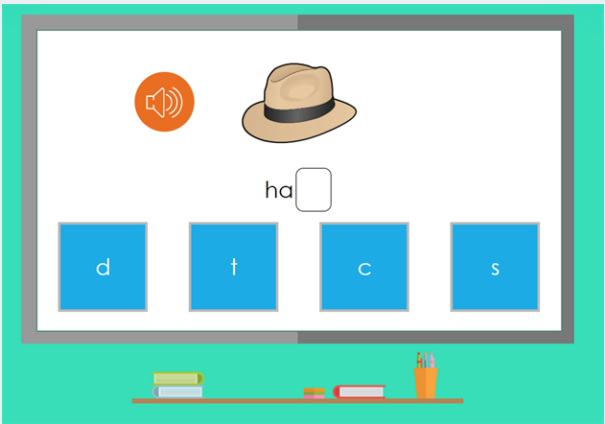
## Assigning Benchmark Tests

Learn how to assign Benchmark tests, refer to [Assigning Benchmark Tests](#) on page 33.

## What students see on the Benchmark test

### Table 1: Benchmark Test Segments, Screen Images, and Descriptions

Test segment	Screen	Description
<b>All students</b>		
Microphone check	 <p>A screen with a white background and a green border. It displays the text "Please say, I am ready." in a large, black, sans-serif font. A green circular icon with a white microphone symbol is in the bottom right corner. Below the screen is a small shelf with books and a pencil holder.</p>	All students start with a brief microphone check. If there are any issues with the microphone check, students will be prompted to raise their hands.
Sentence Reading Fluency (for all students except Foundational Skills - Beginner)	 <p>A screen with a white background and a green border. It displays the sentence "The dog sits." in a black, sans-serif font. Below the sentence are four small square images: a purple lizard, a dog sitting on a blue mat, a boy standing next to a tree, and a teapot on a stove. Below the screen is a small shelf with books and a pencil holder.</p>	Sentence Reading Fluency measures the ability to match sentences to pictures.
<b>Oral reading measures</b>		
Picture book or graphic novel warm-up	 <p>A screen showing a graphic novel layout. It features several panels with illustrations and text. A yellow callout box in the top right corner says "Younger grade level Grades 3+". The panels show characters in various settings, including a boy and a girl reading, and a boy pouring cereal. A green arrow icon is in the bottom right corner of the last panel.</p>	Students read a short illustrated practice story aloud. This part of the test does not affect their scores.

Test segment	Screen	Description
<p>Oral reading passages and comprehension quizzes</p>		<p>Students read aloud from three passages, each one followed immediately by a short comprehension quiz.</p>
Foundational skills measures		
<p>Foundational skills measures</p>		<p>Students complete tasks within an adaptive range that assesses them on Phonological Awareness, and Phonics and Word Recognition, and Language Comprehension (vocabulary and listening comprehension skills).</p>

# Dyslexia Screener

The MAP Reading Fluency Dyslexia Screener is a test type that can identify when students' performance demonstrates possible risk factors for dyslexia or other reading difficulties. The screener collects data using [Foundational Skills](#) measures and a [Rapid Automatized Naming \(RAN\)](#) measure, then uses a [predictive model](#) to [flag](#) students.

**Important:** A flag on these reports is not a diagnosis of dyslexia or of a reading disability; rather, it is an indicator that the student's performance suggests possible risk factors for dyslexia or other reading difficulty.

**Table 1: Dyslexia Screener Basics**

Purpose	Screens for possible risk factors for dyslexia or other reading difficulties
Grade levels	K–3
Test content	<a href="#">Foundational Skills</a> and <a href="#">Rapid Automatized Naming (RAN)</a> ; identifies students with possible risk factors for dyslexia or other reading difficulties
Administration types	Onsite and <a href="#">remote</a>
Frequency	Up to three times per year
Test time	About 20 minutes to assess an entire class simultaneously
Accessibility	Audio instruction, color contrast adjustment, and magnification
Technology required	Devices and headsets for each student
Language	English only

## Dyslexia screener defined: What is a dyslexia screener vs. a diagnostic assessment?

A **screener** is generally defined as a brief universal assessment used to identify students who may need follow-up. A **diagnostic**, usually used for a subset of students, is a deeper-dive assessment or evaluation that is focused on why and how the student struggles.

The MAP Reading Fluency Dyslexia Screener is a screener only. It is not meant to diagnose dyslexia or other reading difficulties.

**Table 2: Comparison Between Screener and Diagnostic**

	Screener	Diagnostic
Description	Brief measure that quickly identifies where students are in various academic areas  Typically, universal in nature to identify students who may need additional follow-up	Deeper-dive assessment or evaluation  Used to understand why and how a student is struggling in a particular area or multiple areas
Example	MAP Reading Fluency Dyslexia Screener	In-depth analysis by an educator trained in dyslexia, like a school psychologist

## What is included in the Dyslexia Screener test type?

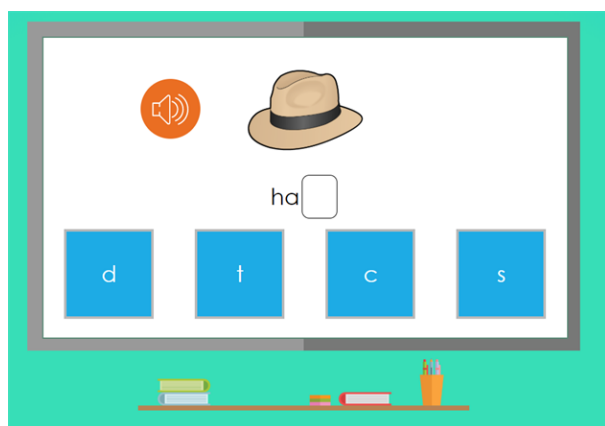
In the Dyslexia Screener, students will complete the Foundational Skills assessment and the Rapid Automatized Naming (RAN) measure. To compare the Dyslexia Screener to the other MAP Reading Fluency Test Types, refer to the table [Test Segments and Skills Assessed in Each Test Type](#) on page 6.

### Foundational Skills

This section tests students on phonological awareness, phonics and word recognition, language comprehension, and sentence reading fluency.

**Note:** The Dyslexia Screener does not include any oral reading passages. If you need oral reading data for your students taking the Dyslexia Screener, you should assign the [Adaptive Oral Reading - Passages Only](#) Benchmark test subtype to complete at a later date.

*Example of Foundational Skills measure:*



### Rapid Automatized Naming (RAN)

The Rapid Automatized Naming measure, or RAN, assesses a student's naming speed, by timing them on retrieving and saying the name for a simple object shown on screen. For students who struggle with foundational reading skills, low naming speed may be an additional risk factor for difficulties in developing reading fluency.



**Important:** RAN is used only as a cognitive screening measure—it is not a literacy skill or part of any standards. Research does not support the effectiveness of teaching or practicing RAN. In fact, the RAN measure is designed with the idea that students have not practiced at all and will be ineffective if used otherwise.

*Example of a screen from the RAN measure:*



## Assigning the Dyslexia Screener

You may choose to assign the Dyslexia Screener as one of the test types in the Assignments tab.

**Note:** The Dyslexia Screener includes foundational skills measures, so there is no need to assign an additional Benchmark Foundational Skills test. However, if you need oral reading data for your students who are taking the Dyslexia Screener, you should assign the [Adaptive Oral Reading - Passages Only](#) test subtype to complete at a later date.

## Dyslexia Screener results

Dyslexia Screener outcomes are available in the Screener Outcomes report. Depending on what type of data you'd like to review, this Dyslexia Reports by Level of Data table can help you to choose which report to consult. For teachers, we recommend starting with the class-level [Screener Outcomes Report](#) on page 56 and using that as a jumping-off point to access student-level data. To learn more about Dyslexia Screener results refer to [Results from the Dyslexia Screener](#) on page 72.

**Note:** Students' results from the Foundational Skills measures within the dyslexia screener are also available in the Benchmark Matrix report.

**Table 3: Dyslexia Reports by Level of Data**

Level of Data	Recommended Report
District	<a href="#">Term Summary Report</a> —for administrators only
Class	<a href="#">Screener Outcomes Report</a> —recommended starting point for teachers
Individual student	<a href="#">Individual Student Report</a>

## Learn more about dyslexia

Check out the [dyslexia series](#) on the NWEA blog—[Teach. Learn. Grow.](#)—to learn more about dyslexia, screening, and intervention.

# Progress Monitoring

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Once benchmark tests have been given, you may want to use a progress monitoring tool to measure foundational skills (Phonological Awareness and Phonics & Word Recognition) and/or oral reading growth of students to track progress and evaluate how well a specific intervention and/or instruction is working. Use the Progress Monitoring test to do so. Progress Monitoring tests may be administered as often as needed. Results will appear on the student's [Individual Student Report](#) on page 63. Progress monitoring status will appear on the [Progress Monitoring Dashboard](#) on page 59. Progress Monitoring tests take about 5–7 minutes to complete for either of the Foundational Skills domain area (Phonological Awareness; Phonics & Word Recognition), and about 5–10 minutes to complete for Oral Reading.

**Note:** Progress Monitoring in Spanish is not currently available.

## Understanding Progress Monitoring Test Subtypes

### Foundational Skills: Phonological Awareness and Phonics & Word Recognition

When students take a Phonological Awareness and/or Phonics & Word Recognition Progress Monitoring test, they will be presented with measures from the corresponding decoding domain(s). The reported outputs of the Phonological Awareness and Phonics & Word Recognition Progress Monitoring tests are scaled domain scores.

Phonological Awareness and Phonics & Word Recognition Progress Monitoring tests are adaptive. The test serves measures that are the appropriate difficulty for the students, based on their performance. Once you assign a Phonological Awareness and/or Phonics & Word Recognition Progress Monitoring test to a student, the student will be presented with a Progress Monitoring test form each time they log in. This will continue until you stop Progress Monitoring or until a new term begins, at which point students will be assigned an Adaptive Oral Reading Benchmark test. For more details, see [Understanding the Testing Timeline](#) on page 23.

Progress Monitoring tests for foundational skills are recommended for any student participating in an intervention targeting phonological awareness or phonics and word recognition skills up to decodable, one syllable words.

### Oral Reading

When students take an Oral Reading Progress Monitoring test, they will be presented with one passage that they will read out loud, followed by six comprehension questions. The passages are drawn from a bank, so students will see different passages each time they test. The reported outputs of the Oral Reading Progress Monitoring test include a Lexile Text Measure for the passage read, along with results for words correct per minute (WCPM) scaled,

accuracy, and comprehension.

Oral Reading Progress Monitoring tests are not adaptive. Once you assign an Oral Reading Progress Monitoring test to a student, the student will be presented with a new passage at their assigned Lexile® level every time they log in. This will continue until you stop Progress Monitoring or until a new term begins, at which point students will be assigned an Adaptive Oral Reading Benchmark test. For more details, see [Understanding the Testing Timeline](#) on page 23.

Progress Monitoring tests for oral reading fluency are recommended for any student participating in an intervention targeting reading fluency skills.

## Assigning Progress Monitoring Tests

For all Progress Monitoring tests:

1. STUDENTS  
Select student(s) from the table below.  
1 Student(s) Selected

2. TEST  
☐ Benchmark  
☐ Dyslexia Screener  
☒ Progress Monitoring

3. TEST LANGUAGE  
☒ English

4. TEST SUBTYPE  
☐ Phonological Awareness  
☐ Phonics and Word Recognition  
☐ Oral Reading

ASSIGN

ASSIGNMENT TRACKING:  
All Grades (4 Students)

STUDENTS	GRADE	ASSIGNED TEST	LANGUAGE	STATUS	ACTION
<input checked="" type="checkbox"/> Last Name, First Name	2	Passages Only Adaptive Oral Reading	English	4/5/19 Completed	<a href="#">VIEW REPORT</a>
<input checked="" type="checkbox"/> Last Name, First Name	2	300-390L Oral Reading	English	Auto-Assigned	<a href="#">EDIT</a>
<input type="checkbox"/> Last Name, First Name	2	Adaptive Oral Reading	Spanish	Assigned	<a href="#">EDIT</a>
<input type="checkbox"/> Last Name, First Name	2	Beginner Foundational Skills	English	Assigned	<a href="#">EDIT</a>

1. Select **Assignments** on the dark gray menu bar toward the top left of the screen.
2. Select a student or students
  - a. To assign tests to individual students or a group of students, select the checkboxes next to the students' names.
  - b. To assign tests to the whole class, select the checkbox next to the **Students** column header.
3. Select **Progress Monitoring**.

- Confirm **English** is selected for **Test Language**.  
At this time, only English Progress Monitoring is available; Spanish Progress Monitoring is not currently available.
- Choose test subtype(s): **Phonological Awareness, Phonics & Word Recognition, and/or Oral Reading**.  
You may select to assign multiple Progress Monitoring tests at once.

*For Phonological Awareness and/or Phonics & Word Recognition only:*

PROCTOR DASHBOARD

ASSIGNMENTS

STUDENT PASSWORDS

REPORTS

Viewing as: School Admin

School:

Sample School

Current Grade:

All Grades

Class:

All Classes

1. STUDENTS

Select student(s) from the table below.

1 Student(s) Selected

2. TEST

☐ Benchmark
 ☐ Dyslexia Screener
 ☒ Progress Monitoring

SEE MORE

3. TEST LANGUAGE

☒ English

4. TEST SUBTYPE

☒ Phonological Awareness NEW
 ☐ Phonics and Word Recognition NEW
 ☐ Oral Reading

2

ASSIGN

ASSIGNMENT TRACKING:

All Grades (4 Students)

STUDENTS	GRADE	ASSIGNED TEST	LANGUAGE	STATUS	ACTION
<input type="checkbox"/> <div>Search by name</div>		<div>All</div>	<div>All</div>	<div>All</div>	
<input checked="" type="checkbox"/> <div>Last Name, First Name</div>	2	<div>BK</div> <div>Passages Only Adaptive Oral Reading</div>	English	<div>4/5/19 Completed</div>	<div>VIEW REPORT</div>
<input type="checkbox"/> <div>Last Name, First Name</div>	2	<div>PM</div> <div>300-390L Oral Reading</div>	English	<div>Auto-Assigned</div>	<div>EDIT</div>
<input type="checkbox"/> <div>Last Name, First Name</div>	2	<div>BK</div> <div>Adaptive Oral Reading</div>	Spanish	<div>Assigned</div>	<div>EDIT</div>
<input type="checkbox"/> <div>Last Name, First Name</div>	2	<div>BK</div> <div>Beginner Foundational Skills</div>	English	<div>Assigned</div>	<div>EDIT</div>

- Select **Phonological Awareness and/or Phonics & Word Recognition**.
- Select **Assign**.  
The assigned test for each student will appear in the **Assigned Test** column.

For Oral Reading only:

PROCTOR DASHBOARD

ASSIGNMENTS

STUDENT PASSWORDS

REPORTS

Viewing as: School Admin

School: Sample School

Current Grade: All Grades

Class: All Classes

1. STUDENTS

Select student(s) from the table below.

1 Student(s) Selected

2. TEST

☐ Benchmark

☐ Dyslexia Screener

☒ Progress Monitoring

SEE MORE

3. TEST LANGUAGE

☒ English

4. TEST SUBTYPE

☐ Phonological Awareness

☐ Phonics and Word Recognition

☒ Oral Reading

5. LEXILE® TEXT MEASURE RANGE

☐ Assign at Grade Level

☒ Custom Text Level

☒ Under 300L

☐ 300L – 390L

☐ 400L – 490L

☐ 500L – 590L

☐ 600L – 690L

☐ 700L – 790L

☐ 800L – 1000L

ASSIGN

ASSIGNMENT TRACKING:  
All Grades (4 Students)

1. Select **Oral Reading**.
2. Choose a **Lexile band** (see details below).
3. Select **Assign**.
- The assigned test for each student will appear in the **Assigned Test** column.

Choosing a Lexile Band

Choose an appropriate Lexile starting level for your student based on your knowledge of the student's needs. Typically, fluency progress is best gauged by using text the student can read at an independent level with greater than 90% accuracy.

If you choose Assign at Grade Level, passages will be chosen from these Lexile ranges.

Table 1: Lexile Ranges by Grade Level

Grade level	Lexile range
Up to 1st grade	Under 300 L
2nd grade	400–490L
3rd grade	500–590L
4th grade	600–690L
5th grade and above	700–790L

## Understanding the Testing Timeline

If you choose to use Progress Monitoring, it's recommended that you start after first administering a Benchmark test to determine a student's reading level. However, Progress Monitoring can be assigned at any time.

If multiple Progress Monitoring tests are assigned to a student, the student will receive one test at a time each time they log into MAP Reading Fluency. For a student to complete more than one Progress Monitoring test in a single sitting, they will need to log back into the system after completing each test. The student will then be presented with the next assigned progress monitoring form.

If multiple Progress Monitoring tests are assigned to a student, the tests will be presented to the student in the following sequence:

### **Phonological Awareness > Phonics & Word Recognition > Oral Reading**

The student will continue to cycle through the assigned Progress Monitoring test forms each time they log in during the term.

At the beginning of every term, students are automatically assigned the Adaptive Oral Reading Benchmark test, and the sequence of Progress Monitoring test assignments resets. For example, if a student with all three Progress Monitoring assignments had been due to take the Oral Reading test next in their cycle, but a new term started before they could take it, (a) the student will be presented with a Benchmark test the next time they log in, and (b) the student would get the Phonological Awareness progress monitoring form the following time they log in as the entire Progress Monitoring cycle resets.

See Table 2 for term changeover dates.

**Table 2: Term Changeover Dates**

Term	Date
Fall	June*–November 30
Winter	December 1–February 28 (February 29 in leap years)
Spring	March 1–June*
Summer	There is no summer test term within MAP Reading Fluency. The spring term extends until the fall term begins.

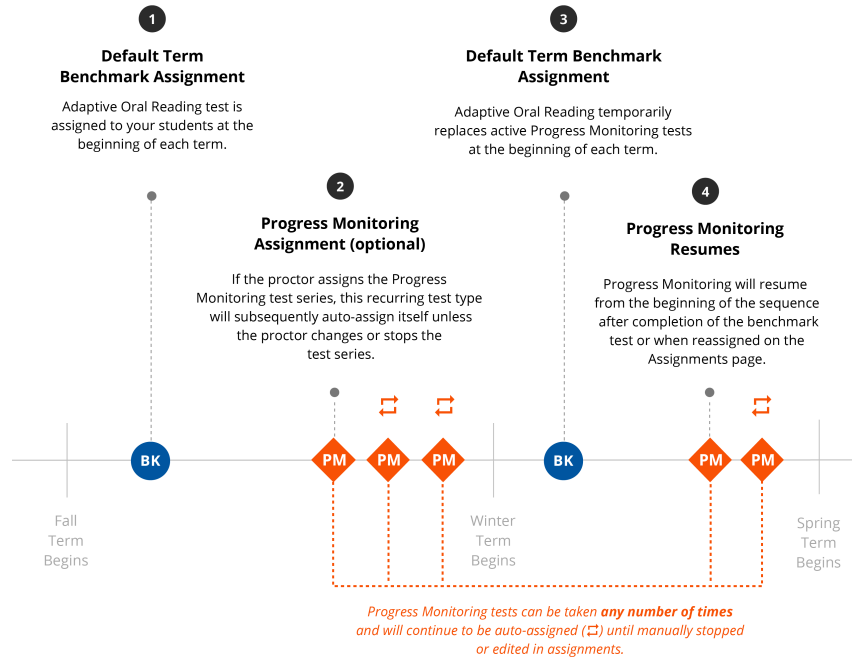
\* The June term changeover date will vary each year with the specific date coinciding with the June software release for MAP Reading Fluency, typically scheduled for mid-June.

This graphic shows the interaction between Benchmark and Progress Monitoring assignments:

## Progress Monitoring | Testing Timeline

**BK** Benchmark Assignment

**PM** Progress Monitoring Assignment



## Adjusting Progress Monitoring Assignments

You can directly edit or stop a Progress Monitoring assignment. To do this, select **Edit** under **Action**. You can then choose to stop Progress Monitoring or change the assignment and apply the changes.

You can also override an automated assignment at any time with a manual assignment. If you manually assign a Benchmark test to a student who also has Progress Monitoring assigned, the Benchmark test will be presented the next time the student logs in and, once it's done, the system will return to presenting Progress Monitoring tests from the beginning of the cycle each time the student logs in.

While any Benchmark test is assigned, you will not have access to the **Edit** button for the Progress Monitoring assignment. If you assign Progress Monitoring to a student while a Benchmark test is assigned, or if any changes are made to a Progress Monitoring assignment, the Benchmark test will be unassigned. You can reassign it if needed.

If you do not want the student to complete the Benchmark assessment, or if you want to give a different assessment, you can edit the assignment. At any time, you can check your **Assignments** tab to see which test will be presented next to any student.



Blue circles indicate benchmark tests

Orange diamonds indicate Progress Monitoring tests

ASSIGNED TEST	LANGUAGE	STATUS	ACTION
<div>BK</div> Passages Only Oral Reading	English	<div>4/5/19</div> Completed	<a href="#">VIEW REPORT</a>
<div>PM</div> 300-390L Oral Reading	English	Assigned	<a href="#">EDIT</a>
<div>BK</div> Adaptive Oral Reading	Spanish	Assigned	<a href="#">EDIT</a>
<div>BK</div> Beginner Foundational Skills	English		<div>Click to edit assignment</div> <a href="#">EDIT</a>

# Setup

---

1. Make sure that staff have the appropriate roles to access the functions that they need.  
See [Access and Roles in MAP Reading Fluency](#) on page 29.
2. Ensure that your equipment is set up and functioning and that all needed software has been installed.  
See [Setting Up for Testing](#) on page 39.
3. Check that all students have been assigned usernames and passwords.  
See [Assigning Passwords](#) on page 30.
4. Prepare students using the practice tests.  
See [Practice tests](#) on page 42.

You can access the [Quick Start for MAP Reading Fluency](#) on page 27 for an overview of these steps.

Once these steps have been completed, you'll be ready to assign tests and test your students.

# Quick Start for MAP Reading Fluency

---

Follow these steps to begin administering MAP Reading Fluency assessments.

## Step 1—Prepare Your Equipment

### Procure Devices

- Each student needs a device, such as a Windows® or Mac® computer, iPad®, or Chromebook™, to take the test. Each student will also need a headset with a boom microphone.

### Install or Update Software as Needed

- iPad devices need the MAP Reading Fluency Testing App installed. Other testing devices will need the latest version of the Chrome™ or Microsoft Edge™ browser.

### Perform an Equipment Check

- Log into either the teacher site (teach.mapnwea.org) or the student site (student.mapnwea.org) and select **Check Equipment** to test your microphones and headsets.

For more information, see [Setting Up for Testing](#) in the Help Center. Once you are logged in, you can access help at any time by clicking **Help** in the upper-right corner of the screen.

## Step 2—Assign Passwords as Needed (required for new accounts)

Every student needs a username and password. Your Data Administrator can assign usernames when the roster is created; otherwise, they will be auto generated. You cannot change these usernames in MAP Reading Fluency. You can assign individual passwords or give the entire class the same password.

- Log in to the teacher site at [start.mapnwea.org](https://start.mapnwea.org) and open MAP Reading Fluency.
- Click the **Student Passwords** tab.
- As needed, use the filter menus or the search box to display the right group of students.
- Change passwords for multiple or individual students (type over the asterisks):

The screenshot shows the 'Student Passwords' interface. At the top, there's a 'CHANGE PASSWORDS' button. Below it, a table has columns for 'STUDENTS', 'USERNAMES', and 'PASSWORDS'. A search box is under 'STUDENTS'. Two students are listed: 'Barrett, Conrad' and 'Bario, Maria'. A tooltip for the password field indicates requirements: 'Between 4 to 16 characters' and 'Contains no spaces'. A yellow callout box points to the 'Change multiple selected students...' link, and another points to the password field with the text '...or individuals'.

If you change multiple students, you can choose the same password for everyone selected or choose unique, auto-generated passwords.

- Click **Print** immediately because passwords become hidden when you leave the tab or change the list of students.

For more information, see [Assigning Passwords](#) in the Help Center.

### Step 3—Assign Tests

- If all of your students are taking Adaptive Oral Reading in English, which is the Benchmark test subtype recommended for most students, then you're ready to go. It's automatically assigned at the beginning of every term.
- If you want to assign a different test type, subtype, or language, select the **Assignments** tab, then pick the student(s) and test options that you want and select **Assign Test**.

For more information, see [Assigning Benchmark Tests](#) in the Help Center.

### Step 4—Prepare and Test Students

- Prepare your students by discussing the purpose of the test and giving them a chance to practice see [Practice tests](#) on page 42. .
- Set students up for success by checking equipment before testing, minimizing noise, and seating them an arm's length apart.
- Log students in to the student site at [student.mapnwea.org](https://student.mapnwea.org) (or start the MAP Reading Fluency Testing App on an iPad). It's best to do this in small groups.
- Monitor students as they test in case they have any issues with their headsets.
- Testing will take about 20 minutes.

For more information, see [Testing Students](#) and [Common Issues and Solutions](#) in the MAP Help Center.

# Access and Roles in MAP Reading Fluency

Log in at [start.mapnwea.org](https://start.mapnwea.org). Choose **MAP Reading Fluency** from the main menu. Then select **Access MAP Reading Fluency**.

Students testing on Windows or Mac computers or on Chromebook devices log in to MAP Reading Fluency at [student.mapnwea.org](https://student.mapnwea.org). Students testing on iPad devices use the MAP Reading Fluency app. See [Testing and Proctoring Students](#) on page 45 for more information.

What you can access in the product depends on the MAP role assigned to you by your school or district leaders:

MAP role	Assign tests	Set passwords	Access reports	Export data
District Assessment Coordinator	No	Yes, for entire district	All summary-level reports for the district	All summary-level data for the district
School Assessment Coordinator, School Administrator	Yes, for assigned schools	Yes, for assigned schools	All reports for assigned schools	All data for assigned schools
Instructor	Yes, for assigned classes	Yes, for assigned classes	All class- and student-level reports, and Term Comparison report for assigned students.	All data for assigned classes
District Proctor and School Proctor	Yes, for assigned schools/districts	Yes, for assigned schools/districts	No	No

**For interventionists and reading coaches:** A person with the Instructor role does not have to be a classroom teacher. For example, you can assign the Instructor role to an interventionist, along with a virtual “class” of students, and then that person can view test results for those assigned students.

# Assigning Passwords

---

Before students test for the first time, they need usernames and passwords assigned. Once assigned, the passwords remain set, but anyone can change passwords as needed.

There are two tasks that you should do together:

- [Changing Passwords](#) on page 30
- [Printing Passwords](#) on page 32

**Note:** Since MAP Skills has been retired, the overlapping user names and passwords across products will no longer be relevant.

## About Student Usernames and Passwords

Student usernames are typically assigned when your school or district imports your student roster at the beginning of the school year. After assigning it once, usernames do not need to be reassigned for subsequent terms.

If students are added with the username left blank, they will receive automatically generated usernames. However, the auto-generated username may be difficult to type, so the better practice is for your school or district to specify usernames when preparing the roster.

You cannot edit student usernames in MAP Reading Fluency—only passwords. If you need to change usernames, contact a leader with the Data Administrator role. They can assign the username for a group of students or individuals.

## Changing Passwords

The **Student Passwords** tab is available to all roles, but you are limited to certain groups of students. See [Access and Roles in MAP Reading Fluency](#) on page 29. Your passwords can be:

- the same for all students
- unique for each student
- custom or auto-generated

**Important:** As soon as you change passwords, you should continue to [Printing Passwords](#) on page 32.

To search or filter students:

As needed, use the filter menus or the search box to display the right group of students:

If you do not see your students or if you need usernames changed, contact a leader with the Data Administrator role.

### To set passwords for multiple students:

1. Select any combination of students or click the top checkbox to select all students displayed.
2. Click **Change Passwords**.
3. Choose from the options that appear:
  - a. **Assign** same password: Applies whatever you type to all selected students
  - b. **Generate**: Automatically creates unique 4-character words for each student selected
4. **IMPORTANT**: Print or copy the passwords *before you leave this tab*.  
When you leave this tab or change the list of students, the passwords become hidden. You cannot see or print the passwords, unless you change them again.

### To set a password for an individual student:

1. Click on the asterisks and type a password:

2. Click the check mark to save or the "X" to cancel.
3. **IMPORTANT**: Print or copy the passwords *before you leave this tab*.  
When you leave this tab or change the list of students, the passwords become hidden. You cannot see or print the passwords, unless you change them again.

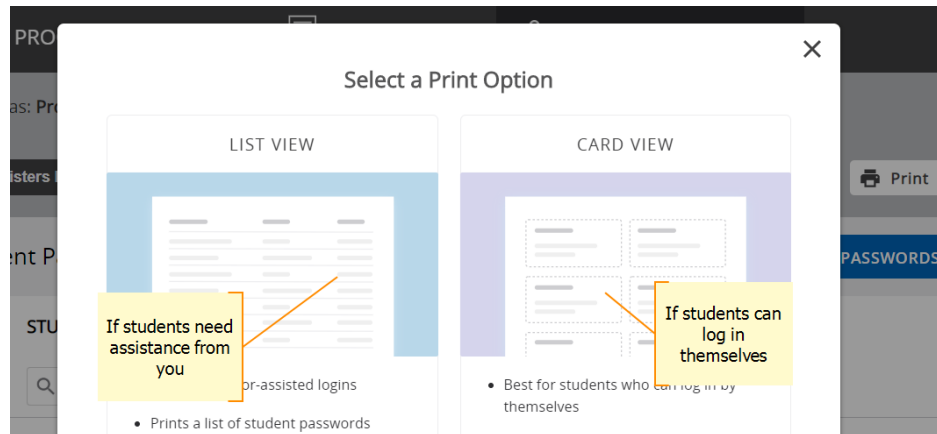
### If you changed passwords by mistake:

You cannot reverse a password change once you confirm it. However, you can reassign prior passwords if needed.

## Printing Passwords

Printing must immediately follow changing passwords in order to see them appear. Until you change passwords, the Print button shows an alert (!) as a reminder. If you later try to print or reprint passwords, you will only see asterisks because they are hidden. Passwords will only appear if you change them again.

After you click **Print**, choose either print option (List View or Card View) that best meets the needs of your students:





# Assigning Benchmark Tests

## Assigning Tests

To assign Benchmark tests consult the image below and complete the following steps:

PROCTOR DASHBOARD

ASSIGNMENTS

STUDENT PASSWORDS

REPORTS

1

Viewing as: School Admin

School: Sample School

Current Grade: All Grades

Class: All Classes

1. STUDENTS

Select student(s) from the table below.

1 Student(s) Selected

SEE MORE

2. TEST

☒ Benchmark

☐ Dyslexia Screener

☐ Progress Monitoring

3. TEST LANGUAGE

☒ English

☐ Spanish

4. TEST SUBTYPE

☒ Adaptive Oral Reading

☐ Oral Reading - Passages Only

☐ Foundational Skills

☐ Foundational Skills - Beginner

5. Optional

☐ Mouse Check

6

7

ASSIGN

ASSIGNMENT TRACKING:  
All Grades (4 Students)

2b

STUDENTS

GRADE

ASSIGNED TEST

LANGUAGE

STATUS

ACTION

☐

All

All

All

☒ Last Name, First Name2

BK

Passages Only Adaptive Oral Reading

English

4/5/19

Completed

VIEW REPORT

☐ 2a Last Name, First Name2

PM

300-390L Oral Reading

English

Auto-Assigned

EDIT

☐ Last Name, First Name2

BK

Adaptive Oral Reading

Spanish

Assigned

EDIT

☐ Last Name, First Name2

BK

Beginner Foundational Skills

English

Assigned

EDIT

1. Select **Assignments** on the dark gray menu bar toward the top of the screen.
2. Select a student, students, or the whole class.
  - a. To assign tests to individual students or a group of students, select the checkboxes next to the students' names.
  - b. To assign tests to the whole class, select the checkbox next to the **Students** column header.

**Note:** You cannot assign a test to a student who has a test with a status of In Progress unless you choose Start Over to cancel the in-progress test.

3. Select **Benchmark**.
4. Select a **Test Language**; **English** or **Spanish**. For more information on Spanish tests, see [Assessment Content and Test Types](#) on page 4.
5. Select **Test Subtype**: Adaptive Oral Reading (recommended for most students), Adaptive Oral Reading - Passages Only, Foundational Skills, or Foundational Skills - Beginner. For more information about Benchmark test subtypes, see [Benchmark Tests](#) on page 8.

**Note:** Adaptive Oral Reading is assigned to all students by default. If you want to give this test to all your students and do not want to use the **Mouse Check**, you do not have to make any changes and are ready to begin testing.

6. If you want to include the mouse skills check, check the box next to **Mouse Check**. See below for information on this check.
7. Select **Assign**. The assigned test for each student will appear in the **Assigned Test** column.

Repeat this procedure as needed until all students have the correct assigned test.

## Mouse Skills Check

Because younger students may lack the mouse skills needed for the test, MAP Reading Fluency offers a Mouse Skills Check before testing for the Benchmark test and Dyslexia Screener. You can assign the check to individuals or to all students.

Students who fail the mouse check will not continue on to the test. These students will be shown on your Proctor Dashboard under **Equipment Help Needed**. You may want to spend some time practicing mouse skills with these students or have them take the test on an iPad. Click **Unlock** to allow them to test again.

The screenshot shows the 'EQUIPMENT HELP NEEDED' section of the Proctor Dashboard. It contains a table with columns for STUDENT, DATE, and ACTION. A student named Delilah Bahde is listed with the date 08/08/2018 and an 'UNLOCK' button. A yellow callout box points to the 'UNLOCK' button with the text 'Locked-out students appear on Proctor Dashboard...'. Another yellow callout box points to the 'UNLOCK' button with the text '...and on the Assignments tab, with lock icon'. A third yellow callout box points to the 'UNLOCK' button with the text 'Check Equipment Help Needed'.

STUDENT:	DATE:	ACTION:
Delilah Bahde	08/08/2018	<button>UNLOCK</button>

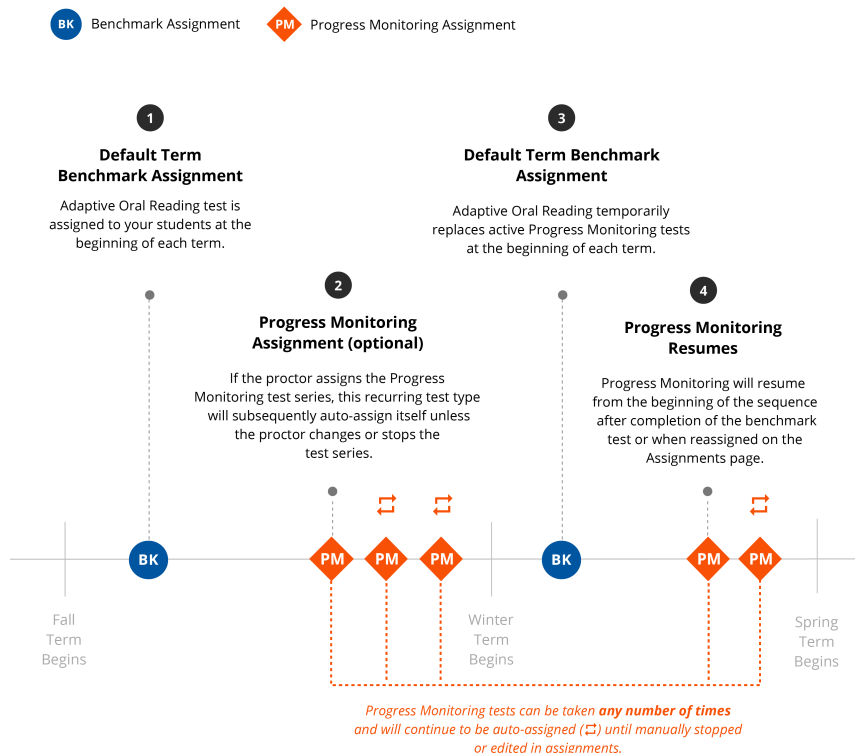
STUDENT:	DATE:	TEST:	STATUS:
Ales, Fredrika	2	FOUNDATIONAL SKILLS (with Mouse Skills Check)	<span>Locked</span>

You can unassign the Mouse Skills Check. See: [Unlocking a student who's locked out of testing](#) on page 46.

## Progress Monitoring and Benchmark Tests

MAP Reading Fluency automatically assigns the Adaptive Oral Reading benchmark test to all students at the beginning of every term (see the table of term changeover dates below). This graphic shows the interaction between benchmark and Progress Monitoring assignments.

### Progress Monitoring | Testing Timeline



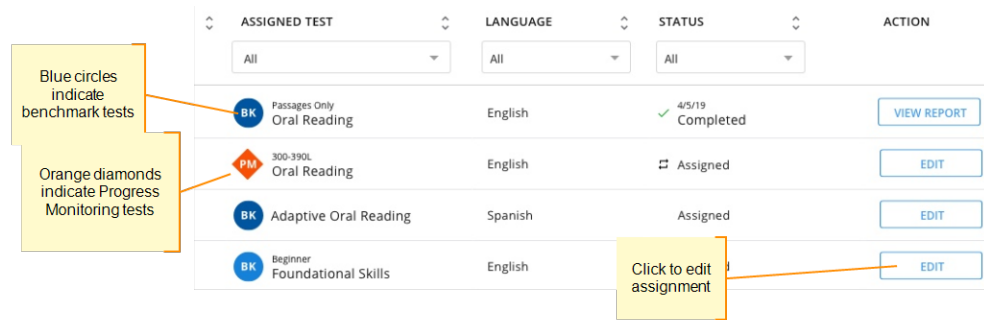
After the student completes the Benchmark test, Progress Monitoring will automatically resume.

While any Benchmark test is assigned, you will not have access to the Edit button for the Progress Monitoring assignment. If you assign Progress Monitoring to a student while a Benchmark test is assigned, or if any changes are made to a Progress Monitoring assignment, the Benchmark test will be unassigned. You can reassign it if needed.

Term	Date
Fall	June*–November 30
Winter	December 1–February 28 (February 29 in leap years)
Spring	March 1–June*
Summer	There is no summer test term within MAP Reading Fluency. The spring term extends until the fall term begins.

\* The June term changeover date will vary each year with the specific date coinciding with the June software release for MAP Reading Fluency, typically scheduled for mid-June.

If you don't want the student to complete the benchmark assessment, or if you want to give a different assessment, you can edit the assignment. At any time, you can check your **Assignments** tab to see which test will be presented next to any student.



The screenshot shows the 'Assignments' tab interface. It has a table with columns: ASSIGNED TEST, LANGUAGE, STATUS, and ACTION. There are filter dropdowns for each column. Annotations include:

- A yellow box on the left with two callouts: 'Blue circles indicate benchmark tests' pointing to the 'BK' icon for 'Passages Only Oral Reading' and 'Adaptive Oral Reading'; and 'Orange diamonds indicate Progress Monitoring tests' pointing to the 'PM' icon for '300-390L Oral Reading'.
- A yellow box on the right with a callout: 'Click to edit assignment' pointing to the 'EDIT' button for the 'Adaptive Oral Reading' row.

ASSIGNED TEST	LANGUAGE	STATUS	ACTION
All	All	All	
BK Passages Only Oral Reading	English	4/5/19 Completed	<a href="#">VIEW REPORT</a>
PM 300-390L Oral Reading	English	Assigned	<a href="#">EDIT</a>
BK Adaptive Oral Reading	Spanish	Assigned	<a href="#">EDIT</a>
BK Beginner Foundational Skills	English		<a href="#">EDIT</a>

## Research Tests

Research tests are optional tests that collect data to improve MAP Reading Fluency.

Some districts may participate in an incentive-based research program. For more information, explore [MAP Reading Fluency field research programs for 2023/24](#) or contact your Account Manager.

You can find Research tests to assign by selecting **SEE MORE**.

2. TEST ?

☒ Benchmark

☐ Dyslexia Screener

☐ Progress Monitoring

SEE MORE

Based on the available test forms, you will find a raw score in the [Individual Student Report](#) on page 63, which you can access through the Assignments page after a research test is completed or through the Benchmark Matrix report.

### Viewing Assigned and Completed Tests

All currently assigned and completed tests can be viewed on the Assignments page.

GRADE		ASSIGNED TEST	
		All	
5	Click blue arrow to see all assigned and completed tests. Circles show benchmark assignments, diamonds are progress monitoring.	BK	Adaptive Oral Reading
		PM	700-790L Oral Reading
		PM	Under 300L Oral Reading
		PM	700-790L Oral Reading
5		PM	700-790L Oral Reading
PK		BK	Beginners Foundational Skills
4		BK	Adaptive Oral Reading

# Setting Up for Testing

## Device requirements for MAP Reading Fluency

For most devices, you conduct testing with an approved browser (website is [student.mapnwea.org](https://student.mapnwea.org)). However, testing on an iPad requires an app.

Device	Operating System	Chrome	Microsoft Edge
PC	Windows®10	Yes	Yes
Macintosh®	macOS® 10.14 minimum	Yes	No
Chromebook™	Google Chrome™ OS 106 minimum	Yes	No
iPad® (not iPad mini)	iPadOS® 14 minimum	No—use MAP Reading Fluency Secure Testing App	

### Browser versions supported

- Chrome 106 minimum
- Microsoft Edge 106 minimum

### iPad secure testing app

To prepare iPad devices for testing, install the **MAP Reading Fluency Testing App**, which automatically opens to the student testing site in full-screen mode.

- **Access:** In the App Store®, search for “MAP Reading Fluency.”
- **Distribution:** If desired, you can use a mobile device management tool, such as the Apple® Profile Manager. If needed, use the Bundle ID: org.nwea.map-reading-fluency.

**Important:** Before testing, ensure you have the latest app because changes occur regularly and **you must use the latest version**. For news on updates, see the [Product Updates](#) page at [nwea.force.com/nweaconnection/](https://nwea.force.com/nweaconnection/).

### Setting up headsets

All MAP Reading Fluency tests require each student to use a headset with a boom microphone. Built-in computer microphones and headsets with an inline microphone on the headset cord are not supported.

While NWEA does not recommend specific headset brands, we have the following recommendations for choosing headsets:

- Over the ear, rather than earbuds
- Passive noise-canceling
- Boom microphone
- USB connection preferred for computer desktops and laptops; 3.5 mm jacks can be used for Chromebook and iPad devices


Before testing, connect the headsets to each device that you plan to use for testing and make sure that your headsets are set as the **default device** for both audio output and input. You'll also perform a **hardware check** within MAP Reading Fluency. See below for instructions.

## Setting headsets as default device

Make sure that the headset is the default device for both recording and playback.

- **Windows:** Open the Sound control panel by right-clicking the Windows icon and choosing **Control Panel**, then **Hardware and Sound**, then **Sound**. Check the **Playback** and **Recording** tabs and make sure that the headset is chosen as the default device. The default device will have a green check mark next to it.
- **Mac:** The Sound control panel is under **System Preferences**. Check the **Output** and **Input** tabs and make sure that the headset is chosen as the default device. Make sure the "mute" checkbox next to the Volume slider is *not* selected.

Chromebook and iPad devices should recognize and use your headsets automatically. You can still check if they are the default device.

- **Chromebook:** Click on the system tray, then click on the headset icon next to the Volume slider. Make sure that the headset is chosen under both Output and Input.
- **iPad:** Swipe up from the bottom edge of any screen on the iPad to open the Control Center. Tap and hold the Audio card (square in the upper-right corner), then tap the  icon to see your devices. Choose your headset in the list of devices that you can connect.



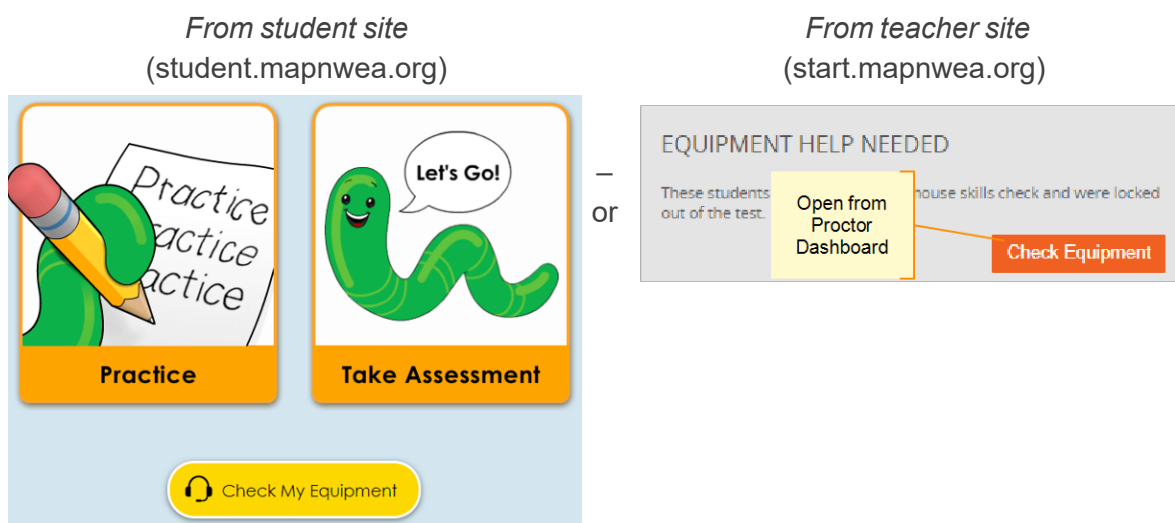
## Performing a hardware check

**Note:** MAP Reading Fluency requires the Chrome browser for viewing reports and either the Chrome browser or iPad application for student testing.

On each machine used for testing, you should check the equipment before you test.

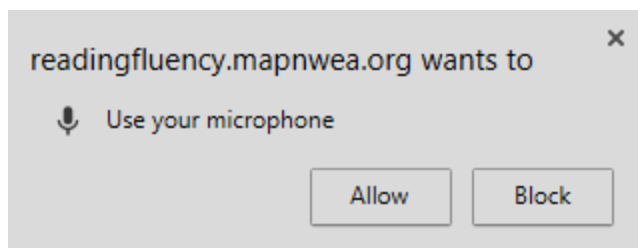
Log in to either the student site or teacher site and click **Check Equipment**:

Click the Hardware Check link that appears when the app is launched, before the student login.



From the Check Equipment area, check the headset output, record test audio, and play the recorded audio back. Use a normal speaking voice. If the volume is too low or too high, you'll see a message indicating the problem. Adjust your volume through your system settings.

Allow the browser to use the microphone if you are asked. Depending on your school security and browser settings, you may need to repeat this step.



See also [Resolving Headset Issues](#) on page 47.

## Practice tests

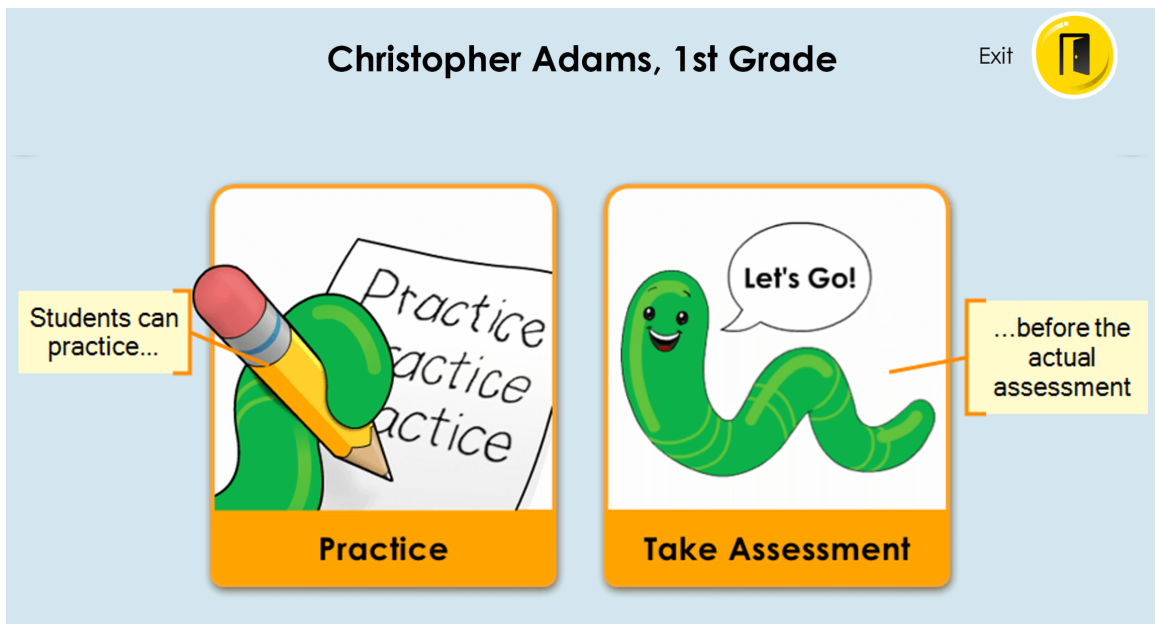
At any time, students can get familiar with MAP Reading Fluency by taking the unscored practice tests. There are two practice test options, which can be taken in either English or Spanish:

- Foundational Skills
- Oral Reading

For either practice test, allow 5 to 10 minutes for students to complete the different types of questions.

### How to access the practice tests

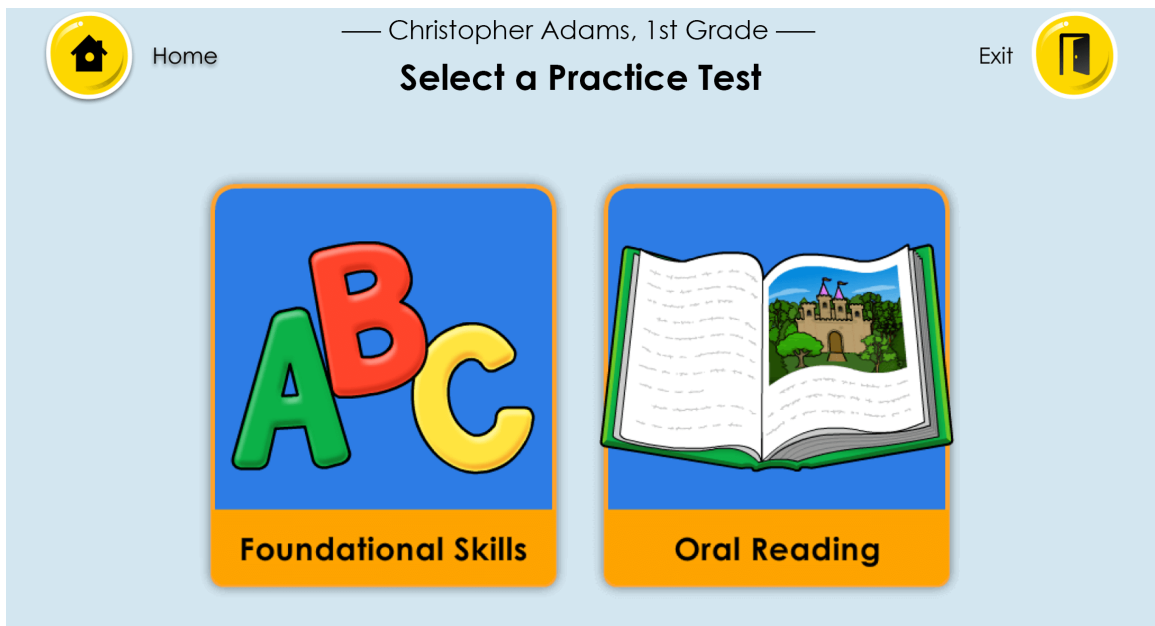
1. Open the regular testing site: <https://student.mapnwea.org>.
2. Type the username and password.  
For more information, see [Assigning Passwords](#) on page 30.
3. Choose **Practice**:



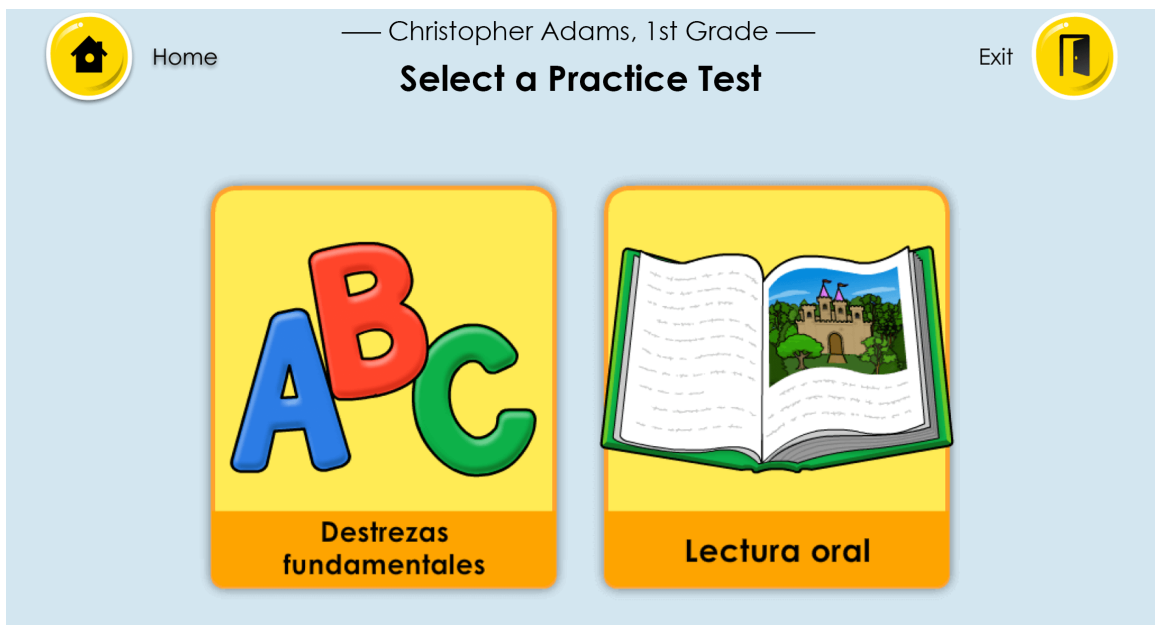
4. Choose either **English** or **Español**, depending on your needs:



5. Choose either practice test option, **Foundational Skills** or **Oral Reading**:



6. For students taking the Practice Test in Spanish, choose from either **Destrezas fundamentales** or **Lectura oral**.



# Testing and Proctoring Students

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## Preparing Students and Their Environment

Here are some final preparations to consider, after you have already completed the tasks described under [Setting Up for Testing](#) on page 39.

- Help students become familiar with their headsets
  - You can also help them to practice—see [Practice tests](#) on page 42
- Remind students not to touch the microphones or press headset buttons during the test
  - Consider taping over buttons to prevent students from making adjustments
- Minimize background noise, such as open windows or loud fans
  - Also avoid calling out to the class while students are testing
- In a classroom, seat students at least an arm's length apart
- Tell students what to do when finished with testing (read a book, return to class, or something else)

**See also:** [Testing and Proctoring Students](#) on page 45.

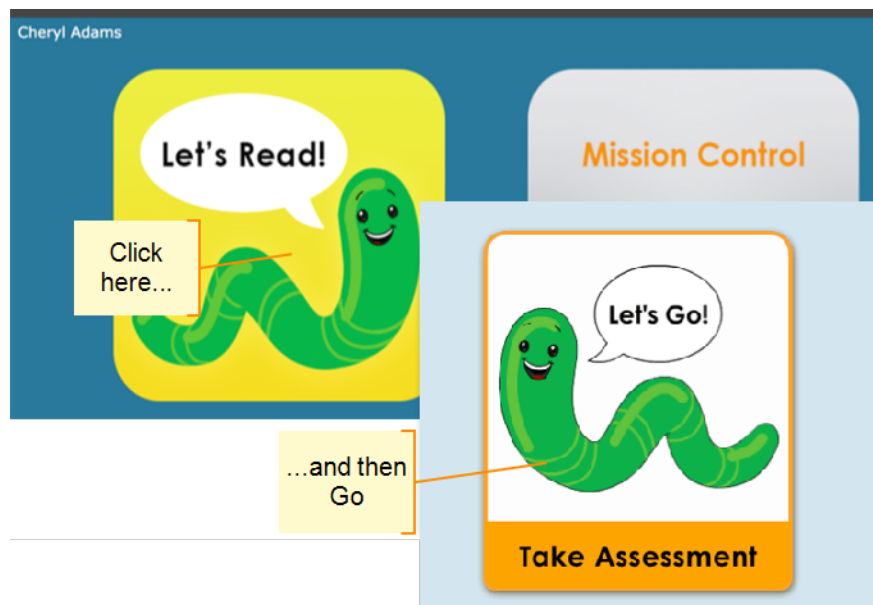
## Getting Students Started

*Starting on a desktop or laptop computer or a Chromebook*

On desktop and laptop computers and Chromebook devices, students take tests directly through the browser.

Students log in to testing at <https://student.mapnwea.org>.

Students will need their usernames and passwords to log in. For more information, see [Assigning Passwords](#) on page 30. After entering their username and password, students should click the graphic with the green worm that says **Let's Read**, followed by the graphic that says **Go**.



### *Starting on an iPad*

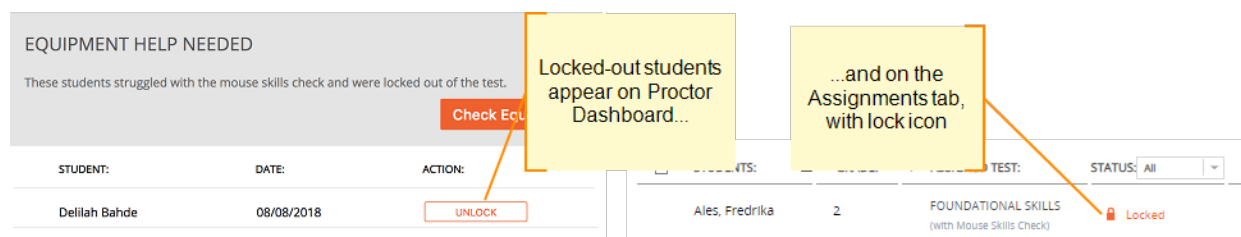
On an iPad, students launch the **MAP Reading Fluency Testing App**. We suggest running the iPad app in Guided Access mode. This prevents other apps from interfering with testing and ensures students do not close the app during a timed activity. See [iPad secure testing app](#) on page 39 for more information on the iPad app.

### *Beginning the test*

If the Mouse Skills Check is selected, it will be presented first. The students will receive an on-screen prompt to raise their hands if they fail the check. Otherwise, students taking an Adaptive Oral Reading test will have a brief volume check before the test begins, and students assigned a Foundational Skills test will begin the test immediately.

### *Unlocking a student who's locked out of testing*

The Mouse Skills Check is intended to prevent students from beginning the test if they are unable to follow the directions or maneuver the mouse. If a student does not pass the check, they will be locked out of the test.



### To take the Mouse Skills Check again:

Click **Unlock** under **Need Help with Equipment** to reset. The student will start from the beginning of the Mouse Skills Check after logging back in. The student can log back in immediately or after you feel that they've had enough mouse practice to try again.

### To skip the Mouse Skills Check:

Open **Assignments**, select the student, click **Edit**, and clear the **Include Mouse Skills Check** checkbox.

The screenshot shows the 'SELECT STUDENTS' interface. At the top, there are three sections: 'SELECT STUDENTS', 'SELECT TEST:', and 'ADDITIONAL OPTIONS:'. Under 'SELECT TEST:', 'Adaptive Oral Reading' is selected. Under 'ADDITIONAL OPTIONS:', 'Include Mouse Skills Check' is checked. A table below shows one student selected: Ales, Fredrika, Grade 2, assigned the 'ADAPTIVE ORAL READING' test, with a status of 'Assigned'. An 'EDIT' button is visible in the 'ACTION' column. Two yellow callout boxes with orange arrows provide instructions: one points to the 'Include Mouse Skills Check' checkbox with the text 'Deselect to remove the mouse check', and the other points to the 'EDIT' button with the text 'Click to edit student assignments'.

**Note:** For every test session that includes oral reading, a microphone volume check occurs at the beginning of the test. This check is separate from the Mouse Skills Check. It confirms operational status of all hardware and triggers the browser's "Allow microphone" alert if needed.

## Resolving Headset Issues

Students may fail the microphone check if they are speaking too loudly, too softly, at the wrong time, or not at all. Here are a few troubleshooting steps you can take:

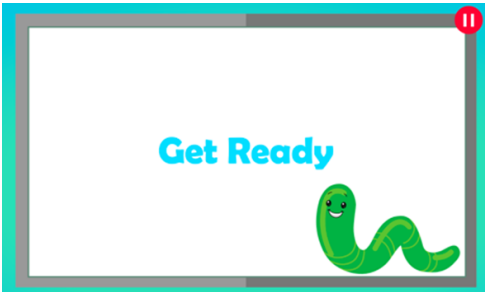
- Confirm that the headset is the default audio device. See [Setting headsets as default device](#) on page 40.
- Tell students to use a regular speaking voice, and observe.
- If you are troubleshooting after the test was completed, you can play back the audio to evaluate what is going wrong. See [Individual Student Report](#) on page 63 for directions on playing back audio.
- Make sure the mute button isn't pressed.
- Try switching headsets.
- Make sure there aren't loud background noises, such as an open window or a fan, being picked up by the headsets. Fans and other white noise are particularly disruptive.
- Finally, try switching computers.

## Pausing and Resuming a Test

The assessment typically takes about 20 minutes and can be completed in one sitting. If students need to take a break or stop for the day, three options are available:

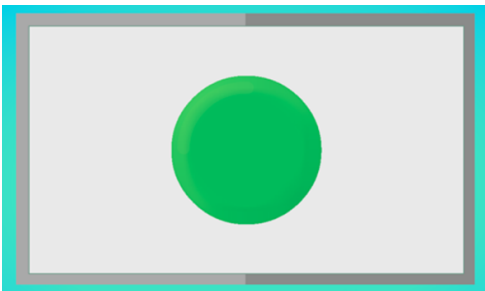
### 1. Screens with a Pause Button

Press the red pause button that appears on certain instruction screens. It appears before all timed subtests. However, it does not appear after students have reached the oral reading passage section.



### 2. Screens with a Continue Button

The green Continue button appears before some sections of the test. If you want to pause, do not click the green button. The test will pause until the button is clicked.



### 3. All Other Screens

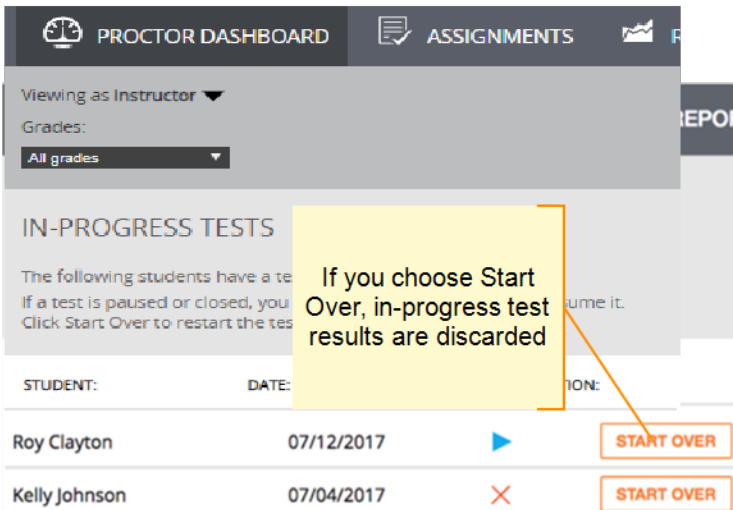
Press the **Esc** key to exit full-screen mode, then close the browser window to automatically pause the test. When a student logs back in, content will be presented starting from the beginning of the last unscored activity. If you plan to have a student resume testing at another time, try to exit the test at one of the natural stopping places listed above.

In-progress tests that have been paused (actively or by default, such as during a power failure) will resume automatically when the student logs back in.



## Starting a Test Over

Tests that have been completed cannot be deleted. Tests that have not been completed can be discarded. You can start over to discard any in-progress test results. For example, you may want to do this if you discover that a student is having issues with their headset or if the student hasn't been on-task during the timed portions of the test. From the Proctor Dashboard, find the student's name under In-Progress Tests and click **Start Over**:



**Note:** The system maintains only one active session at a time, which means you cannot keep one session paused while you start another test for the same student.

## Testing Multiple Students on the Same Device

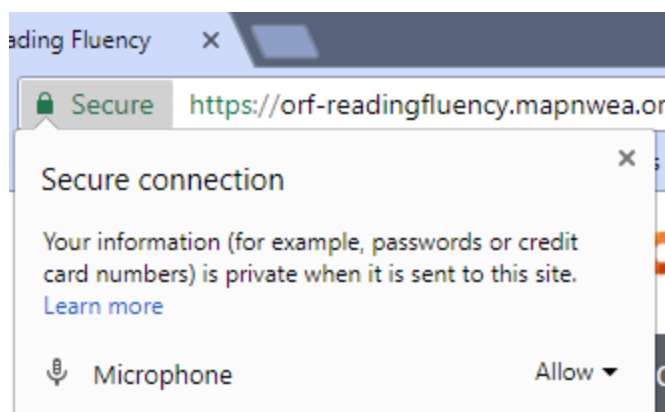
In school environments, student accounts are often configured to forget settings upon logging out of the device. If possible, keep the devices used to test students logged in to the student account between different student users.

Logging out of the device may cause the Chrome browser to no longer be authorized to use the microphone. Make sure to allow Chrome to use the microphone before student testing by conducting a hardware check—see [Performing a hardware check](#) on page 41. You can check in the address bar on the Reading Fluency website whether Chrome is authorized to use the microphone. If it is not, allow it from the address bar or conduct another hardware check so that the prompt will authorize microphone use.

### ***To change microphone settings using the address bar:***

1. Click on the padlock next to the word **Secure** in the address bar.
2. Click on **Site Settings**.

Make sure that the drop-down list next to **Microphone** is set to **Allow**. If it isn't, choose **Always allow on this site**.



### ***To change microphone settings on an iPad:***

Select the **Check Equipment** link in the **MAP Reading Fluency Testing App**. This will prompt you to allow the microphone if it has not been allowed. See [iPad secure testing app](#) on page 39 for more information on the app.

# MAP Reading Fluency Reports

Within about [20 minutes](#) of testing, your MAP Reading Fluency reports will populate with rich, actionable data about your students' reading skills.

Continue reading to learn how to access those reports and to choose the ones that will best meet your needs.

## Accessing reports

The screenshot shows the MAP Reading Fluency Reports interface. Callout 1 points to the 'REPORTS' menu in the top navigation bar. Callout 2 points to the 'BENCHMARK MATRIX' option in the dropdown menu. Callout 3 points to the 'Filter Results' button. Callout 4 points to a student's name in the 'BENCHMARK MATRIX' table.

FOUNDATIONAL SKILLS					ORAL READING			
Student	Tested Grade	Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Recognition	Accuracy	Oral Reading Level*	Literal Comprehension
▼ Last Name, First Name	3					E 99%	300L	M
▼ Last Name, First Name	4					E 99%	300L	B
▼ Last Name, First Name	4					M 80% (hand-scored)	300L	A
▼ Last Name, First Name	3	E 59%	E 59%	A Rhymes & Syllables	M Letters in Words			
▼ Last Name, First Name	1					NE 40/40	NE 8	E 40%

Within MAP Reading Fluency,

1. Select **REPORTS** on the dark gray menu bar at the top of the screen. Then choose a report from the drop-down menu.
2. Adjust the role as needed.
3. Adjust the high-level filters as needed.
4. To access [Individual Student Report](#), select a student's name in any of the matrix (class-level) reports.

## Choosing which reports to review

MAP Reading Fluency serves up student data using a range of interactive reports. Find the reports that best meet your needs using the Reports by Data and Level of Specificity table.

**Table 1. Reports by Data and level of specificity**

To use this table, find the row that corresponds to the data you'd like to review, then choose the level of data from the column headers. Select the name of the report to learn more about it.

Data to review		Level of Specificity		
		District, school, or grade*	Class	Individual student
Testing status data	Test completion metrics	<a href="#">Testing Progress Report</a>	NA	NA
Benchmark Test data	<b>Foundational skills</b> scaled domain scores, performance levels, and zones of proximal development (ZPDs) in: <ul style="list-style-type: none"> <li>• Language comprehension</li> <li>• Phonological awareness</li> <li>• Phonics and word recognition</li> </ul>	<a href="#">Term Summary Report</a>	<a href="#">Benchmark Matrix Report</a> <a href="#">Screener Outcomes Report</a>	<a href="#">Individual Student Report</a>
	<b>Sentence Reading Fluency</b> scores	NA	<a href="#">Benchmark Matrix Report</a>	<a href="#">Individual Student Report</a>
	<b>Oral reading</b> scores and performance levels in: <ul style="list-style-type: none"> <li>• Rate/WCPM (scaled)</li> <li>• Accuracy</li> <li>• Literal comprehension</li> </ul>	<a href="#">Term Summary Report</a>	<a href="#">Benchmark Matrix Report</a> <a href="#">Screener Outcomes Report</a>	<a href="#">Individual Student Report</a>
	<b>Oral reading:</b> Link to audio file and ability to hand score	NA	NA	<a href="#">Individual Student Report</a>
	<b>Universal Screener</b> outcome	NA	<a href="#">Screener Outcomes Report</a>	<a href="#">Individual Student Report</a>
	Next steps and instructional recommendations	NA	<a href="#">Instructional Planning Report</a>	<a href="#">Individual Student Report</a>
	Results over time	<a href="#">Term Comparison Report</a>	<a href="#">Term Comparison Report</a>	<a href="#">Individual Student Report</a>
	<ul style="list-style-type: none"> <li>• <b>Dyslexia Screener</b> outcome (flagged status)</li> <li>• <b>Foundational skills</b> scores and performance levels</li> </ul>	<a href="#">Term Summary Report</a>	<a href="#">Screener Outcomes Report</a> <a href="#">Benchmark Matrix Report</a>	<a href="#">Individual Student Report</a>
Dyslexia Screener data	<b>Rapid Automatized Naming (RAN)</b> results	NA	NA	<a href="#">Individual Student</a>

Data to review		Level of Specificity		
		District, school, or grade*	Class	Individual student
				<a href="#">Report</a>
<b>Progress Monitoring data</b>	<b>Phonological Awareness and Phonics &amp; Word Recognition Domains</b> <ul style="list-style-type: none"> <li>Scaled domain score</li> </ul> <b>Oral reading</b> scores and performance levels in: <ul style="list-style-type: none"> <li>Rate/WCPM (scaled)</li> <li>Accuracy</li> <li>Literal comprehension</li> </ul>	NA	<a href="#">Progress Monitoring Dashboard</a>	<a href="#">Individual Student Report</a>
<b>Demographic data</b>	<ul style="list-style-type: none"> <li>Date of birth</li> <li>Gender</li> <li>Ethnicity</li> </ul>	Available using the Exports feature only (You can export all other reporting data using this feature as well; to learn more refer to <a href="#">Exports</a> on page 83.)		

\*Accessible only to District/School Assessment Coordinator or Administrator roles

## MAP Reading Fluency Reports Portfolio

For detailed, annotated versions of each report, download the [MAP Reading Fluency Reports Portfolio](#).

# Benchmark Matrix Report

<b>Description</b>	The Benchmark Matrix report includes scores and grade-level expectations from foundational skills, Sentence Reading Fluency, and oral reading measures as well as easy access to detailed Individual Student Reports.
<b>Intended audience</b>	Instructors, School Administrators
<b>Required role</b>	Instructor, School Administrator

To review class-level Benchmark test results, use the Benchmark Matrix report. This report includes:

- Scores and grade-level expectations from Foundational Skills, Sentence Reading Fluency, and Oral Reading Measures
- Easy access to detailed Individual Student reports

**Note:** The Benchmark Matrix report includes Foundational Skills results for students who took the Dyslexia Screener test type as well. Even so, we recommend only reviewing those students' results in the Screener Outcomes report. The Screener Outcomes report provides a more complete picture of students' Dyslexia Screener test results, including Dyslexia Screener flag outcomes.

## Reviewing Benchmark test results

This annotated graphic and corresponding numbered steps will guide you through the key features of the Benchmark Matrix report.

The screenshot shows the Benchmark Matrix report interface. The top navigation bar includes links for PROCTOR DASHBOARD D, ASSIGNMENTS, STUDENT PASSWORDS, and REPORTS. The main header area shows the user is viewing as 'School Admin'. Below this, there are filters for Term (Spring 2018 - 2019), School (All Schools), Current Grade (All), Class (All), and Language (English). A 'Print' button is also present. The main content area is titled 'Benchmark Matrix' and shows a table of results for 6 students across various reading measures. The table is divided into two main sections: FOUNDATIONAL SKILLS and ORAL READING. The FOUNDATIONAL SKILLS section includes Listening Comprehension, Picture Vocabulary, Phonological Awareness, and Phonics/Word Recognition. The ORAL READING section includes Sentence Reading Fluency, Oral Reading Rate, Accuracy, Oral Reading Level\*, and Literal Comprehension. The table shows scores and grade-level expectations for each student. Numbered annotations 1 through 5 highlight specific features: 1 points to the REPORTS link, 2 points to the Benchmark Matrix title, 3 points to the Filter Results button, 4 points to the Student ID column, and 5 points to the Student Name column.

Student	Tested Grade	FOUNDATIONAL SKILLS				ORAL READING				
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension
✓ Last Name, First Name	3					E 52/60	E 140+	E 99%	300L	M
Last Name, First Name	3					M 29/40	E 112	E 99%	300L	B
✓ Last Name, First Name						M 33/40	M 59 (hand-scored)	M 80% (hand-scored)	300L	A
Last Name, First Name										
Last Name, First Name	3	E 59%	E 59%	A Rhymes & Syllables	M Letters in Words					
✓ Last Name, First Name	1					NE 40/40	NE 8	E 40%	300L	E

1. In MAP Reading Fluency, select **REPORTS** on the dark gray menu bar toward the top of the screen, then choose Benchmark Matrix from the drop-down menu.
2. To access data from a specific Term, School, Grade, Class, or Language, adjust the high-level filters as needed.
3. To only show students with results, or to show multiple test results per term, select the Filter Results button.

**Tip:** The default Benchmark Matrix view only displays results from the most recent test each student has taken within a selected term. If your students have taken multiple tests within a term and you'd like the Benchmark Matrix to include all of the results, activate the Show multiple test results per term slider within the Filter Results button dialog.

4. To sort the data, select the appropriate column header for your needs. This can be a helpful way to start surfacing patterns that may inform how you create small instructional groups in your class.
5. To access more detailed individual student results, select a student's name. This will open their [Individual Student Report](#).

## Performance levels: grade-level expectations

All reports use the following color indicators and associated letters to relate student performance to grade-level expectations:

- **Blue:** Exceeds grade-level expectations
- **Green:** Meets grade-level expectations
- **Yellow:** Approaches grade-level expectations
- **Red:** Below grade-level expectations
- **Gray:** NS No score
- **Dark Gray:** NE No grade-level expectations

### No Score (NS)

No Score may appear on a student's report when an insufficient amount of data has been collected to determine a score. This only applies to activities that include oral reading. To learn more, refer to [No Score \(NS\) for Oral Reading](#) on page 68.

## No grade-level expectations (NE)

The No Expectation performance level may appear in reports for some pre-K, kindergarten, and first-grade students. This level, denoted as NE, will be used where there is no applicable grade-level expectation. For example, if a beginning kindergartener makes it to the Word Reading subtest (which is not expected of a kindergarten student), then gets 2 of 10 questions correct, NE will be reported.

**Note:** While students up to grade 8 can be rostered to use MAP Reading Fluency, grade-level expectations are currently only reported up to the fifth grade level for English and the third grade level for Spanish.

## Interpretive tables

To learn more about grade level expectations and zones of proximal development levels, refer to [Interpretive Tables](#) on page 84 .

## Screener Outcomes Report

<b>Description</b>	The Screener Outcomes report allows you to easily analyze data, including scaled domain scores, user norms, and screener outcomes.
<b>Intended audience</b>	Instructors, School Administrators
<b>Required role</b>	Instructor, School Administrator

## Reviewing Screener Outcome Report Results

The following annotated graphic and its corresponding numbered steps will guide you through the key features of the Screener Outcomes report.

1. Viewing as: School Admin

2. Term: Winter 2021 - 2022

3. School: Sample School

4. Current Grade: 1st Grade

5. Class: All Classes

6. Screener Outcomes | 1st Grade

7. Filter Results

8. All Classes | 7 Students

Student	Universal Screener Outcome	Dyslexia Screener Outcome	Phonological Awareness	Phonics/Word Recognition	Language Comprehension	Oral Reading Rate (scaled)			
			Domain Score	Percentile	Domain Score	Percentile	Domain Score	Percentile	
Last Name, First Name	N/A	Flagged	470	41st	472	32nd	476	48th	-
Last Name, First Name	Flagged	N/A	-	-	-	-	-	-	16 WCPM
Last Name, First Name	N/A	Flagged	472	42nd	480	50th	481	52nd	-
Last Name, First Name	Flagged	N/A	-	-	-	-	-	-	14 WCPM
Last Name, First Name	Flagged	N/A	-	-	-	-	-	-	15 WCPM
Last Name, First Name	Insufficient data	N/A	-	-	-	-	-	-	-
Last Name, First Name	N/A	Flagged	489	50th	488	56th	490	60th	-



1. In MAP Reading Fluency, select **Reports** on the dark gray menu bar toward the top of the screen, then choose **Screener Outcomes** from the drop-down menu.
2. To access data from a specific Term, School, Grade, or Class, adjust the high-level filters as needed.
3. To adjust display options based on screener outcome or other test results, select the **Filter Results** button.
4. For general information about screener outcomes and the Oral Reading Rate, select the "?" icons in the header row.
5. For specific information about why individual students received results indicating insufficient data, select the "?" icon next to a report of "N/A."
6. To review scaled domain scores and status user norms in the domains of Phonological Awareness, Phonics/Word Recognition, and Language Comprehension, consider the data in the Foundational Skills section. For more details about this data, see below.
7. To sort the data, select a column header.
8. To access more detailed individual student results, select a student's name. This will open their Individual Student report.

## Foundational Skills Data

The Screener Outcomes report includes scaled domain scores and achievement status norms (displayed as a percentile) for Foundational Skills.

What does flagged mean? ?			FOUNDATIONAL SKILLS						ORAL READING ?
Student ↑	Universal Screener Outcome	Dyslexia Screener Outcome	Phonological Awareness		Phonics/Word Recognition		Language Comprehension		Oral Reading Rate (scaled)
			Domain Score	Percentile	Domain Score	Percentile	Domain Score	Percentile	
▼ Last Name, First Name	N/A ?	Flagged	470	41st	472	32nd	476	48th	
▼ Last Name, First Name	Flagged	N/A ?	-	-	-	-	-	-	16 WCPM

## Scaled Domain Scores

The foundational skills domains in MAP Reading Fluency include Phonological Awareness, Phonics & Word Recognition, and Language Comprehension. Each domain has a separate scale. Scaled domain scores are constructed so that scores within a given domain (e.g., Phonological Awareness) may be compared across test forms, school terms, school years or grades, and students onto a common unit of measurement. They are also well suited to aggregate reporting and use in statistical comparisons.

The foundational skills data and evidence allows educators, school/building leaders, and district-level administrators to quickly and reliably identify the students who would benefit from additional classroom resources and increased instructional intensity. Educators can use this data to help determine which students need additional resources and in which domains those resources should be allocated.

When this new foundational skills data is presented in reports, it provides actionable insights that help inform the decisions that drive intervention-related resource allocation.

## User Norms

Achievement status norms are now available for each foundational skills domain scale for grades K–3. These user norms are based on a large, nationally representative sample from the 2018–2019 Foundational Skills MAP Reading Fluency administrations.

Status norms are presented as a percentile that communicates how students compare in relation to their peers in the same construct, grade, and term. Percentile ranks are typically expressed as a number between 1 and 99, with 50th being the midpoint. For example, if a student scored a percentile rank of 87th, it would mean that they performed better than 87% of the other students in their norm group.

Significant research efforts have been completed to allow NWEA to introduce these scaled domain scores along with related user norms for each. For more information about the NWEA statistical model-based approach for creating norms, visit our [MAP Reading Fluency Norms Overview document](#).

# Progress Monitoring Dashboard

<b>Description</b>	The Progress Monitoring Dashboard allows you to view student status (monitoring/not monitoring) for each Progress Monitoring area, including Foundational Skills (Phonological Awareness and Phonics & Word Recognition) and Oral Reading.
<b>Intended audience</b>	Instructors, School Administrators
<b>Required role</b>	Instructor, School Administrator

**Note:** In addition to the roles of Instructor and School Administrator, the School Proctor role will be able to assign Progress Monitoring tests. For more information, see [Assigning Progress Monitoring Tests](#) on page 20.

This annotated graphic and its corresponding numbered steps will guide you through the key features of the Progress Monitoring Dashboard.

The screenshot shows the Progress Monitoring Dashboard interface. At the top, there is a navigation bar with tabs: PROCTOR DASHBOARD, ASSIGNMENTS, STUDENT PASSWORDS, and REPORTS. The 'REPORTS' tab is selected. Below the navigation bar, there is a section for filters: 'Viewing as: School Admin', 'Academic Year: 2021 - 2022', 'School: Sample School', 'Current Grade: All Grades', and 'Class: All Classes'. A 'Print' button is also visible. The main content area is titled 'Progress Monitoring Dashboard' and shows a table of student data. The table has columns for 'Student', 'Tested Grade', 'Phonological Awareness', 'Phonics/Word Recognition', and 'Oral Reading'. The table contains four rows of data. Annotations are placed on the screenshot: 1 points to the 'REPORTS' tab, 2 points to the filter section, 3 points to the 'Student' column header, and 4 points to the first student's name in the table.

Student	Tested Grade	Phonological Awareness	Phonics/Word Recognition	Oral Reading
Last Name, First Name	3	Monitoring	Monitoring	Not Monitoring
Last Name, First Name	3	Monitoring	Monitoring	Not Monitoring
Last Name, First Name	4	Monitoring	Monitoring	Not Monitoring
Last Name, First Name	4	Monitoring	Not Monitoring	Not Monitoring

1. In MAP Reading Fluency, select **Reports** on the dark gray menu bar toward the top of the screen, then choose **Progress Monitoring Dashboard** from the drop-down menu.
2. To access data from a specific Grade or Class, adjust the high-level filters as needed.
3. To sort the data, select a column header.
4. To access more detailed individual student results, select a student's name. This will open their Individual Student report.

# Instructional Planning Report

Description	The Instructional Planning report provides actionable class- and student-level insights on foundational skills performance from English and Spanish benchmark tests to help teachers more efficiently plan instruction.
Intended audience	Instructors, School Administrators
Required role	Instructor, School Administrator

To reduce the time teachers spend analyzing data, the Instructional Planning report lets teachers quickly see where their students are in their learning progression—and the literacy skills and instruction they're ready for next. The report includes links to research-to-practice tools that support specific skill development.

## Reviewing Instructional Planning Report

These annotated graphics and corresponding numbered steps will guide you through the key features of the Instructional Planning report.

The screenshot displays the MAP Reading Fluency Proctor Dashboard. At the top, there is a navigation bar with tabs for PROCTOR DASHBOARD, ASSIGNMENTS, STUDENT PASSWORDS, and REPORTS. The 'REPORTS' tab is selected. Below the navigation bar, there are filters for Term (Winter 2020 - 2021), School (Sample School), Current Grade (Kindergarten), Class (All Classes), and Language (English). The main section is titled 'Instructional Planning Report' and shows 'Foundational Skills' for 'All Classes | 20 Students'. The report is organized into columns for ZPD levels: Level 1 and Below (Rhymes & Syllables), Level 2 (Initial Sounds), Level 3 (Blending & Segmenting), and Level 4 and Above (Phonemic Manipulation). Each column lists student names and provides links to in-class activities. The 'Level 3' column is highlighted with a blue border and a '5' in a circle. The 'Level 1 and Below' column is labeled '4a' and '4b' on the left. The 'Level 4 and Above' column is labeled '4c' on the left. The 'Level 3' column is labeled '5' in the middle. The 'Level 4 and Above' column is labeled '3' on the right. The 'Level 1 and Below' column is labeled '4a' and '4b' on the left. The 'Level 4 and Above' column is labeled '4c' on the left. The 'Level 3' column is labeled '5' in the middle. The 'Level 4 and Above' column is labeled '3' on the right.

1. In MAP Reading Fluency, select **Reports** on the dark gray menu bar toward the top of the screen, then choose **Instructional Planning** from the drop-down menu.
2. To access data from a specific Term, School, Grade, Class, or Language, adjust the high-level filters as needed.
3. Toggle between expanded and collapsed to display or conceal additional information, including student names and links to instructional resources.
4. For each domain (Phonological Awareness, Phonics & Word Recognition, and Language Comprehension), you can find the following:
  - a. Groupings by progression or zone of proximal development (ZPD), organized as at, above, or below spring term expectations.
  - b. A list of student names in each ZPD category.

- c. Links to in-class activities, at-home activities, and teacher guides.
- 5. To access more detailed individual student results, select a student's name. This will open their Individual Student report.

# Individual Student Report

<b>Description</b>	The Individual Student report is where you'll find the most specific student-level results from each MAP Reading Fluency test as well as instructional tips, next steps, and past performance.
<b>Intended audience</b>	Instructors, School Administrators
<b>Required role</b>	Instructor, School Administrator

- Benchmark test results:
  - [Results from Foundational Skills measures](#) on page 65
  - [Results from Oral Reading measures](#) on page 66
  - [Results from Universal Screening](#) on page 71
- [Results from the Dyslexia Screener](#) on page 72
- [Results from Progress Monitoring](#) on page 74

## Accessing Individual Student reports via class-level reports

Individual Student reports are accessible via the class-level reports. Follow along below with the annotated screenshot and numbered steps.

The screenshot shows the MAP Reading Fluency interface with several annotations:

- Step 1:** Points to the **REPORTS** dropdown menu in the top navigation bar.
- Step 2:** Points to the **Benchmark Matrix** link in the left sidebar.
- Step 3:** Points to the **Filter Results** button in the left sidebar.
- Step 4:** Points to a student's name in the list on the left side of the main content area.

The main content area displays a table of student results, categorized into **FOUNDATIONAL SKILLS** and **ORAL READING**. The table includes columns for various skills and measures, with results displayed as letter grades (E, M, A, B) and percentages.

Student	Tested Grade	FOUNDATIONAL SKILLS					ORAL READING		
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Spelling	Accuracy	Oral Reading Level*	Literal Comprehension	
Last Name, First Name	3					E	99%	300L	M
Last Name, First Name	4					M	29/40	E	112
Last Name, First Name	4					M	33/40	M	59 (hand-scored)
Last Name, First Name	4							M	80% (hand-scored)
Last Name, First Name	3	E	59%	E	59%	A	Rhymes & Syllables	M	Letters in Words
Last Name, First Name	1					NE	40/40	NE	8
								E	40%
									300L
									E

1. Select **Reports** on the dark gray menu bar at the top of the screen, then choose one of the following reports from the drop-down menu, depending on which data you would like to review.

**Table 1. Selecting a report to access specific Individual Student report data**

Data to Review	Access via...
Benchmark test results <ul style="list-style-type: none"> <li>• Foundational Skills measures</li> <li>• Oral reading measures</li> <li>• Universal Screener outcomes</li> </ul>	<a href="#">Benchmark Matrix Report</a> or <a href="#">Screener Outcomes Report</a>
Dyslexia Screener results <ul style="list-style-type: none"> <li>• Foundational Skills measures</li> <li>• Dyslexia Screener outcomes</li> </ul>	
Progress Monitoring results	<a href="#">Progress Monitoring Dashboard</a>
Research test results	<a href="#">Benchmark Matrix Report</a> on page 54 or the Assignments page after a Research test is completed <b>Note:</b> Research test results are only accessible directly in students' Individual Student reports and will not populate in any other report.

([Results from Research tests](#) are only accessible directly in students' Individual Student reports and will not populate in any of the matrix reports.)

2. Adjust the role as needed.
3. Adjust the high-level filters as needed.

**Tip:** Use the **Term** drop-down menu (or Test Date, if available) to see past test results.

4. Select a student's name from the **Students** column in the report to open that student's Individual Student report.



## Performance levels: grade-level expectations

All reports use the following color indicators and associated letters to relate student performance to grade-level expectations:

- **Blue:** Exceeds grade-level expectations
- **Green:** Meets grade-level expectations
- **Yellow:** Approaches grade-level expectations
- **Red:** Below grade-level expectations
- **Gray:** NS No score
- **Dark Gray:** NE No grade-level expectations

### No Score (NS)

No Score may appear on a student's report when an insufficient amount of data has been collected to determine a score. This only applies to activities that include oral reading. To learn more, refer to [No Score \(NS\) for Oral Reading](#) on page 68.

### No grade-level expectations (NE)

The No Expectation performance level may appear in reports for some pre-K, kindergarten, and first-grade students. This level, denoted as NE, will be used where there is no applicable grade-level expectation. For example, if a beginning kindergartener makes it to the Word Reading subtest (which is not expected of a kindergarten student), then gets 2 of 10 questions correct, NE will be reported.

**Note:** While students up to grade 8 can be rostered to use MAP Reading Fluency, grade-level expectations are currently only reported up to the fifth grade level for English and the third grade level for Spanish.

### Interpretive tables

To learn more about grade level expectations and zones of proximal development levels, refer to [Interpretive Tables](#) on page 84.

## Results from Foundational Skills measures

Students who took Foundational Skills measures either in the Foundational Skills, Foundational Skills - Beginner, or Adaptive Oral Reading test subtypes will have results from the following content:

- Sentence reading fluency
- Picture vocabulary
- Listening comprehension
- Phonological awareness
- Phonics/word recognition
- Words correct per minute (WCPM) and decoding accuracy from the picture book warm-up when applicable
- Performance-levels for each measure (comparisons of results to [grade-level expectations](#))

Student reports will also include:

- Summary of the student's current foundational skills development (in the Profile and Next Steps section of the report)
- Zones of proximal development (ZPDs) in Phonological Awareness and Phonics & Word Recognition skills progressions (refer to [Interpretive Tables](#) on page 84 to learn how these are determined)
- Instructional recommendations: links to resources for small group and individual student activities based on the student's ZPDs (English resources come from the Florida Center for Reading Research; Spanish resources come from the University of Texas System.)
- [Results from Universal Screening](#) flag, if applicable

**Note:** Students who take the Dyslexia Screener test will receive results from these measures as well, with the Dyslexia Screener flag instead of the Universal Screener Flag and Rapid Automatized Naming (RAN) measure data. We recommend reviewing these results in the [Screener Outcomes Report](#) on page 56.

**Tip:** For a detailed, annotated version of this report and others, download the [MAP Reading Fluency Reports Portfolio](#).

## Results from Oral Reading measures

Students who took oral reading measures either in the Adaptive Oral Reading Benchmark test subtype or the Adaptive Oral Reading - Passages Only test subtype will receive results from the following:

- Oral reading rate as WCPM; scaled for English and Spanish tests
- Oral reading level (reported as a Lexile oral reading measure; English tests only)
- Accuracy (percent of words read correctly)
- Comprehension questions for each oral reading passage
- WCPM and decoding accuracy from the picture book warm-up
- Sentence reading fluency
- Performance levels for each measure (compares oral reading results to [grade-level expectations](#))

Student reports will also include the following information and features:

- Summary of students' strengths and areas for instructional focus (in the Profile and Next Steps section of the report)
- Instructional recommendations: links to resources for small group and individual student activities based on the student's profile
- Link to review audio files, with an option to [hand-score](#) if desired/applicable
- Results from universal screening flag, if applicable

**Tip:** For a detailed, annotated version of this report and others, download the [MAP Reading Fluency Reports Portfolio](#).

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## Interpreting Oral Reading results

To understand your students' oral reading results, check out these answers to some key questions:

- How are [oral reading rates scaled](#) based on passage difficulty?
- How are [oral reading errors scored](#)?
- Why do some students have NS on their reports? What is a [No Score \(NS\) for Oral Reading](#)?
- What if I want to try [Hand-scoring Oral Reading](#)?

### *Oral Reading rate scaled scoring: WCPM vs WCPM (Scaled)*

The NWEA scaled WCPM score is an equated score that adjusts the raw WCPM score for differences in passage difficulty. The scaled WCPM reflects changes in student ability more accurately than the raw WCPM does.

To understand what an equated score is, it can be helpful to think of the concept behind currency exchange rates. Every currency can be expressed in terms of another currency, such as the US dollar. Similarly, scores on one reading passage can be expressed in terms of scores on another. Such equated scores provide a better indication of students' reading fluency.

In MAP Reading Fluency, students read multiple passages within a session. Because the test adapts passage complexity to meet students' demonstrated fluency levels, it is difficult to determine whether changes in student scores are due to changes in student progress or due to changes in passage complexity. Test equating allows us to compare scores across tests.

NWEA used the equipercentile equating and linear equating methods to place reading fluency scores onto the same scale as that of a reference passage.

Use the scaled WCPM scores as you would use any WCPM score, knowing they also consider the complexity of the text read by students. For additional details on the scaled scoring, refer to the [MAP Reading Fluency Technical Report](#).

**Notes:**

- Scaled WCPM scores are reported on English and Spanish tests, however, scaled WCPM scores should only be compared within the same language.
- The maximum reportable scaled WCPM score is 170 and the minimum is 0 for both English and Spanish tests.

***Scoring of Oral Reading errors***

MAP Reading Fluency recognizes any self-corrections a student makes as long as the mistake is corrected in a timely fashion, in close proximity to the mistake. In other words, if a student decodes incorrectly and doesn't "catch" the mistake until the following sentence in the passage, then the self-correction is not noted, and the mistake is counted against the student in terms of Accuracy Rate and WCPM. The Error Type and Scoring Designation table summarizes how specific error types are scored for both machine-scored and hand-scored tests.

**Table 2. Error type and scoring designation**

Error Type	How Scored
Omissions (leaving out a word)	Incorrect
Substitutions (substituting one word for another)	Incorrect
Self-corrections	Correct if in close proximity to the error
Insertions (adding extra words)	Not counted as incorrect but affect scores by increasing time

***No Score (NS) for Oral Reading***

No Score (NS) appears when the recorded audio for a test cannot be scored by the speech-scoring engine.

Occasionally the scoring algorithm in MAP Reading Fluency results in an “NS” designation when it is not warranted or fails to reject a recording which a human would call unscorable (i.e., false positive and false negative scenarios).

The best way to correct for these edge cases is as follows. If the recording is comprehensible but was assigned a “NS” by the system, use the hand-scoring features to determine the word-level errors. The hand-score results will then populate in reporting. If a recording is not comprehensible, select “omit passage” to exclude a poor recording from overall reports.

We appreciate partners reporting cases that seem erroneous to them, as this can accelerate routine improvements to the system.

Table 3 below summarizes the possible reasons for a NS and provides tips for how to obtain a valid score. To resolve an NS score, retest the student or hand-score the passage. See [Hand-scoring Oral Reading](#) on page 69.

**Table 3. Causes and recommendations for NS scores**

Reasons for an NS Score	Tips for Obtaining a Valid Score
The student attempted less than 75% of the passage.	Ensure students are reading the entire passage out loud.
The audio could not be scored due to short duration and/or poor quality.	Make sure that the background noise is minimal and the microphone is working correctly. Make sure the student is reading the text on the screen.
The volume of the recording was too low.	Be sure students are reading out loud and not whispering. Check that the microphone is properly placed.
The volume of the recording was too high.	Be sure students are reading out loud and not shouting. Check that the microphone is properly placed.

## Hand-scoring Oral Reading

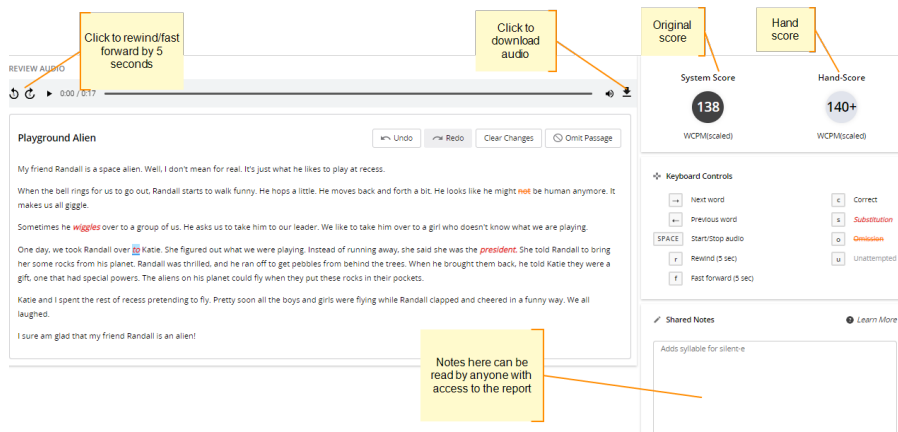
Students’ oral reading scores may be modified by:

- [Hand-scoring a student’s audio recording](#)
- [Omitting passages](#), thus hiding the associated score

### 1. *Hand-scoring a student’s audio recording*

The hand-scoring feature lets you score a student’s audio recording by hand and overwrite the automatically generated WCPM or WCPM (scaled) score. Because they are not scored, picture books and field test passages cannot be hand-scored. To access hand scoring, select Review Audio from the student’s individual report to access the passage, along with the student’s audio recording and the hand score feature.

**Note:** Recordings may take up to 24 hours to process and become available.



Scores are shown above the Keyboard Controls table on the right side of the page. The original score appears in the dark circle on the left. If it is the score that was automatically assigned after the student tested, **System Score** will appear above the circle. If the student has a previous hand score, **Hand Score** will appear above the circle. The score that will be assigned if the current hand-scoring session is saved appears in the light gray circle on the right.

Press the **Play** button or the space bar to start audio playback and begin hand scoring. Use the arrow keys on your keyboard to move through the words in the passage. Other keys let you score the passage:


**Table 4. Keys and actions for hand-scoring**

Key	Action
s	Indicates a word substitution (such as “gave” for “have”)
o	Indicates an omission (student leaves a word out)
u	Used on the last word a student reads to indicate unattempted/incomplete audio; the remainder of the text will be grayed out
c	Erases an incorrect marking and marks the word as correctly read
r	Rewinds the recording five seconds
f	Advances the recording five seconds

Save your hand score if you wish to keep it or select **Clear Changes** to discard the changes. If a previous hand score was saved, you can use **Revert Score** to discard it.

## 2. *Omitting passages*

Selecting Omit Passage hides a student’s score from the student’s individual report. You may wish to do this, for example, if the audio quality of a recording is too poor to score. If you omit a passage by mistake, you can restore a suppressed score by selecting Restore Audio on the Test Details and Results line of the student’s Individual Student report.

Test Details and Results						
Passage Title	Lexile*	WCPM (Scaled) ⓘ	Accuracy	Comprehension	Fluency	Actions
Pizza History	770L	FIELD TEST	-	-	-	Review Audio 


Click to restore audio

Restore audio 

Any record that has been hand-scored will be marked in the Test Details section of the student's Individual Student report as well as in the Benchmark Matrix report. It may take several minutes for the results to appear.

You can download the audio by clicking the download arrow on the playbar. The audio will download as a .wav file.

## Results from Universal Screening

 Students who have been flagged by the Universal Screener will have an orange flag at the beginning of their Individual Student reports.

### What does the Universal Screener outcome flag mean?

Student performance suggests possible risk of reading difficulty. Monitoring and/or intervention may be appropriate to improve this student's reading outcomes. A flag on this screener does not indicate a diagnosis of reading disability.

### How is a Universal Screener outcome determined?

The Universal Screener outcome is determined differently depending on whether students took foundational skills measures or oral reading measures.

#### *Universal Screener for Foundational Skills*

The Universal Screener outcome for students who were assessed on foundational skills is based on a predictive model. The predictive model takes into account key measures in:

- Phonological awareness
- Phonics and word recognition
- Language comprehension
- Sentence reading fluency

#### *Universal Screener for oral reading*

The Universal Screener outcome for students who were assessed on oral reading is determined by a norms-based model. This model flags students whose scaled WCPM scores are below [grade-level expectations](#).

## Which students receive a Universal Screener outcome?

Not all students will receive a Universal Screener outcome—receiving a result depends on the test and language they were assigned, skills assessed, and their grade at the time of testing. Use [Table 5 on page 72](#) Test Assignments and Conditions for Receiving a Universal Screener Outcome to determine which of your students will receive a Universal Screener outcome.

**Table 5. Test assignments and conditions for receiving a Universal Screener Outcome**

✓ Receive Universal Screener Outcome	✗ Do Not Receive Universal Screener Outcome
<b>Benchmark tests (English)</b> — certain subtypes and conditions only:	<b>Benchmark tests (English)</b> — certain subtypes and conditions only:
Adaptive Oral Reading subtype: ✓ All students who take oral reading measures ✓ K–3 students who take foundational skills measures	Adaptive Oral Reading subtype: ✗ Students in Pre–K or Grade 4+ who take foundational skills measures
Foundational Skills subtype: ✓ Students in grades K–3	Foundational Skills subtype: ✗ Students in Pre–K or Grade 4+
Adaptive Oral Reading - Passages only subtype: ✓ All students	Foundational Skills - Beginner subtype: ✗ All students
	<b>Benchmark tests (Spanish)</b>
	<b>Dyslexia Screener</b>
	<b>Progress Monitoring</b>

## Recommended next steps for flagged students

Consider the following ways to increase both the intensity and individualization of instruction:


- Emphasize evidence-based practices, both in regular classroom instruction and in interventions aligned to this student’s particular needs.
- Increase opportunities to respond and get feedback, including by using smaller group instruction or providing more time on literacy activities.
- Adjust instruction based on ongoing data. Check the student’s particular skills and monitor the student’s growth.

## Results from the Dyslexia Screener

The Individual Student reports for students who took the Dyslexia Screener will include a Dyslexia Screener outcome, [Results from Foundational Skills measures](#), and [Rapid Automatized Naming \(RAN\) results](#).



## Dyslexia Screener outcome flag

 Students who have been flagged by the Dyslexia Screener will have a purple flag at the beginning of their Individual Student reports.

### *What does the Dyslexia Screener outcome flag mean?*

Student performance suggests possible risk factors for dyslexia or other reading difficulties. A flag does not indicate a diagnosis of dyslexia or reading disability.

### *How is a Dyslexia Screener outcome determined?*

Students are flagged for risk factors for dyslexia or other reading difficulties using a psychometrically backed predictive model.

The predictive model used for flagging students considers multiple measures, including phonological awareness, phonics and word recognition, and language comprehension and sentence reading fluency domains. The model also takes into account a student's grade and the time of year that the student is being assessed. By weighing those measures and factors, the predictive model is able to flag possible risk factors.

**Note:** Rapid Automatized Naming (RAN) is not currently part of the dyslexia screener predictive model.

### *Recommended next steps*

Educators should address possible reading difficulties with any student whose performance was flagged, in accordance with any state/local policies and protocols. Consider also:

- Increasing focus on clear and planful instruction in phonological awareness, sound symbol correspondences, and phonics
- Administering further assessment, including examining skills and monitoring growth
- Increasing communication with families about this student's reading needs

## Rapid Automatized Naming (RAN) results

Students' RAN results include:

- Pictures correct per second
- Duration
- Overall score (summary of results from two series of RAN items)
- Link to review audio

**Important:** RAN is typically of more interest when a student is flagged in the dyslexia screener; RAN reporting data is most often of use for those who understand the measure and its purpose. To learn more about RAN, please refer to [Rapid Automatized Naming \(RAN\)](#) on page 16.

## Results from Progress Monitoring

Students who completed one or more Progress Monitoring tests will have data in the **Progress Monitoring** tab of their Individual Student report. Learn more about how to access and interpret the Progress Monitoring data using these annotated graphics and corresponding numbered steps.

### For all tests

Access Progress Monitoring data with one of the following methods:

- A. Select the **Progress Monitoring** tab of the Individual Student report.

The screenshot shows the top navigation bar with 'PROCTOR DASHBOARD D', 'ASSIGNMENTS', 'STUDENT PASSWORDS', and 'REPORTS'. Below this is the 'Academic Year' dropdown set to '2021 - 2022'. The main header area displays 'Last Name, First Name — 2nd Grade' with a 'Back to report' link. Below the header, there are three tabs: 'Benchmark', 'Progress Monitoring' (which is highlighted with an orange box), and a 'Print' button. At the bottom, there are three sub-tabs: 'Phonological Awareness', 'Phonics/Word Recognition', and 'Oral Reading'.

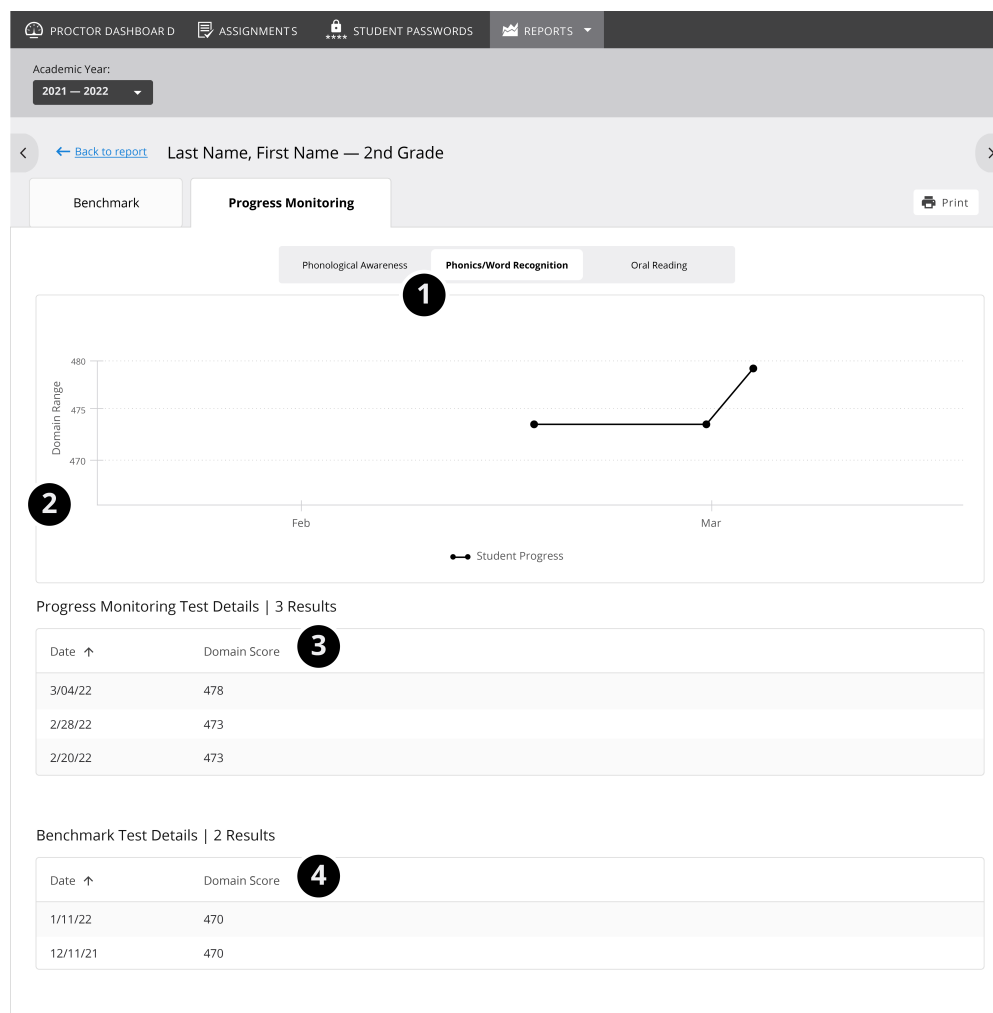
- B. Select the student's name from the Progress Monitoring Dashboard.

The screenshot shows the 'Progress Monitoring Dashboard' with filters for 'Academic Year' (2021 - 2022), 'School' (Sample School), 'Current Grade' (All Grades), and 'Class' (All Classes). A 'Print' button is visible. Below the filters, the dashboard title 'Progress Monitoring Dashboard' is shown next to 'All Classes | 4 Students'. A table displays the following data:

Student ↑	Tested Grade	Phonological Awareness	Phonics/Word Recognition	Oral Reading
Last Name, First Name	3	● Monitoring	● Monitoring	● Not Monitoring
Last Name, First Name	3	● Monitoring	● Monitoring	● Not Monitoring
Last Name, First Name	4	● Monitoring	● Monitoring	● Not Monitoring
Last Name, First Name	4	● Monitoring	● Not Monitoring	● Not Monitoring

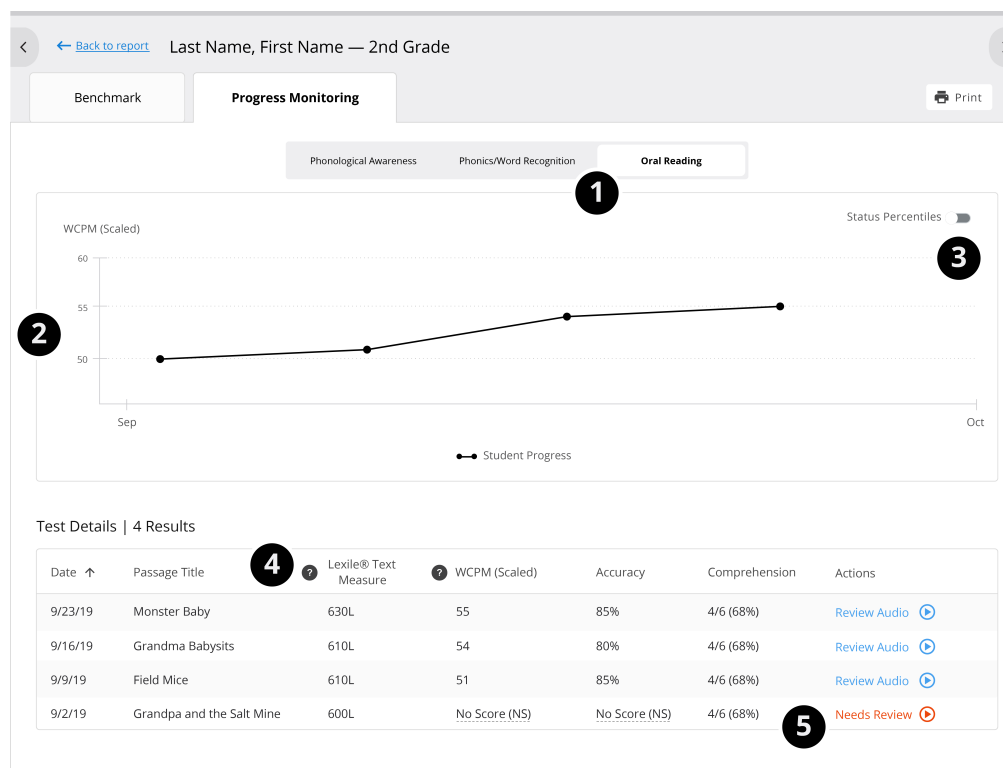
Continue reading to learn how to access results from Phonological Awareness, Phonics & Word Recognition, and/or Oral Reading.

## For Phonological Awareness and/or Phonics & Word Recognition only:



1. Select tab to review Phonological Awareness or Phonics & Word Recognition test results.
2. Review changes in the domain scores over time visualized as a graph.
3. Review the domain scores for each Progress Monitoring administration date.
4. Review the domain scores for Benchmark tests.

## For Oral Reading only:



1. Select tab to review Oral Reading test results.
2. Review WCPM (Scaled) data over time visualized as a graph.
3. Select the **Status Percentiles** slider to see how the WCPM (Scaled) compares to grade-level expectation.
4. Review the Lexile Text Measure for the passage read (for details, see Using Lexile Measurements), along with student results for WCPM (scaled), accuracy, and comprehension.
5. Review audio files and hand-score as needed.

## Results from Research tests

Research tests are optional tests that collect data to improve MAP Reading Fluency. They are intended for MAP Reading Fluency partners who are participating in an NWEA research program. For more information, explore [MAP Reading Fluency field research programs for 2023/24](#) or contact your Account Manager.

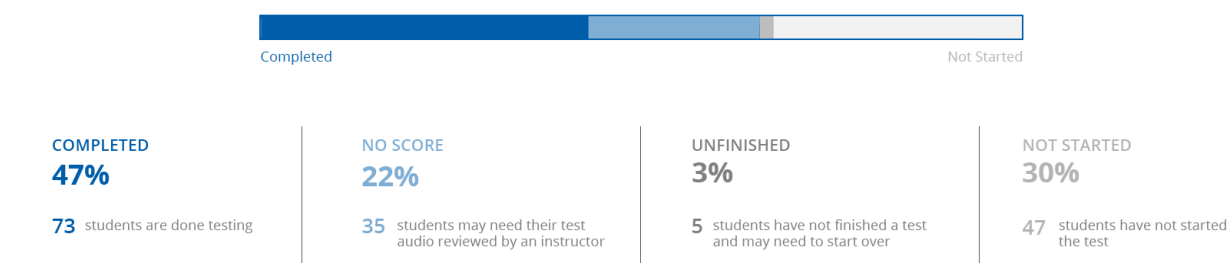
Research test results are not shown on the Benchmark Matrix but do appear on the Individual Student report as raw scores; you can also access these results from the Assignments page after a research test is completed. Research tests are not adaptive and won't affect students' performance level outcomes.

# Testing Progress Report

Description	Shows the percentage of tests completed for a school
Intended audience	Testing Coordinators
Required role	District or School Assessment Coordinator, Administrator

DANIEL WERTZ ELEMENTARY SCHOOL - 160 STUDENTS

What is My School's Testing Progress?



You'll see a chart that shows test completion status for the school as a whole, followed by the completion status for each class in the school. You can filter this list by class or grade.

The statuses are as follows:

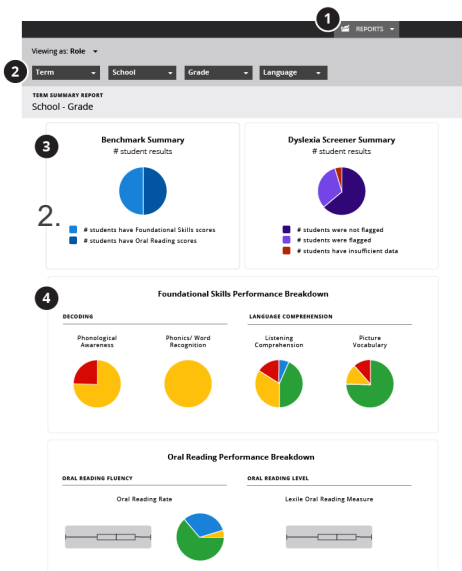
- **Completed:** Students who have finished a test
- **No Score:** Students who have finished a test, but their audio was unscorable; instructors may hand-score the results, or you may wish to retest
- **Unfinished:** Students who have started but not completed a test
- **Not Started:** Students who have not started a test

Below the test completion chart, you'll see a listing of all classes and the percentage of tests each class has completed.

# Term Summary Report

<b>Description</b>	The Term Summary report is an administrator-level report that provides Benchmark test and Dyslexia Screener data for an entire grade.
<b>Intended audience</b>	Administrators
<b>Required role</b>	School Administrator, District Administrator

This annotated graphic will guide you through the main features of the report. Use the numbered steps to get started.



1. In MAP Reading Fluency, select **REPORTS** on the dark gray menu bar toward the top of the screen, then choose **Term Summary Report** from the drop-down menu.

To access data from a specific Term, School, Grade, or Language, adjust the high-level filters as needed.

**Note:** If students have taken multiple tests within a single term, only their best results will be included in the Term Summary report; if students have taken both Foundational Skills and oral reading measures within a single term, only their oral reading data will be included.

3. Review high-level results:

**Benchmark Summary**—Displays how many students took Foundational Skills versus Oral Reading measures within the Benchmark test.

**Dyslexia Screener Summary** (if applicable)—Displays how many students were flagged, not flagged, or had insufficient data from the Dyslexia Screener.

4. Review detailed Benchmark test results in the [Foundational Skills Performance Breakdown](#) and [Oral Reading Performance Breakdown](#) sections.

## Foundational Skills Performance Breakdown

The Foundational Skills charts show the percentage of students in each zone of proximal development (ZPD) level, including Phonological Awareness, Phonics/Word Recognition, Listening Comprehension, and Picture Vocabulary. The colors correspond to the expected performance levels of students in that grade. For more information, refer to [Interpretive Tables](#) on page 84.

⑦ PHONOLOGICAL AWARENESS



Level 0:	1%
Level 1:	5%
Level 2:	8%
Level 3:	28%
Level 4:	38%
Level 5:	18%

⑦ PHONICS / WORD RECOGNITION



Level 0:	0%
Level 1:	2%
Level 2:	6%
Level 3:	21%
Level 4:	52%
Level 5:	19%

If all students in a grade performed at the same expectation level, the corresponding color is shown in different shades. In this example, all shades of red are below grade-level expectation. As indicated in the corresponding key, darker shades indicate students who are further behind.

⑦ PHONOLOGICAL AWARENESS

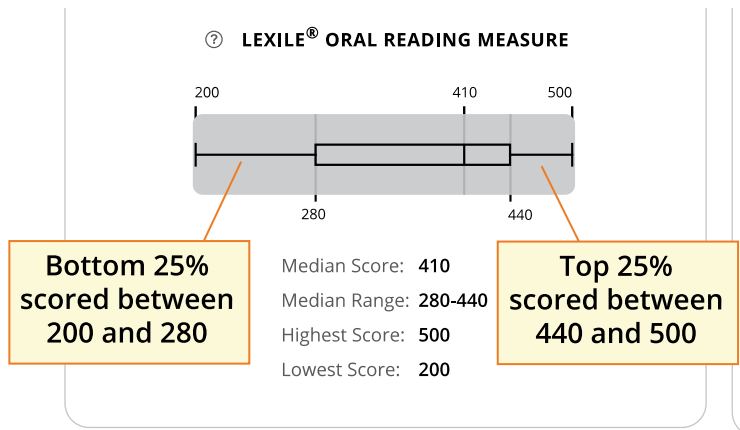


Level 0:	2%
Level 1:	4%
Level 2:	24%
Level 3:	30%
Level 4:	22%
Level 5:	18%

## Oral Reading Performance Breakdown

This section shows the distribution of Oral Reading Fluency results (Oral Reading Rate) for all students. It also shows the Oral Reading Level (Lexile<sup>®</sup> Oral Reading Measure) performance for students who took the English test (this measure is not included in the Spanish test).

The box-and-whisker plots depict the spread of student scores, divided into quartiles. In this example, the bottom 25% of students' Lexile oral reading measures were between 200 and 280, while the top 25% of students' measures were between 440 and 500.

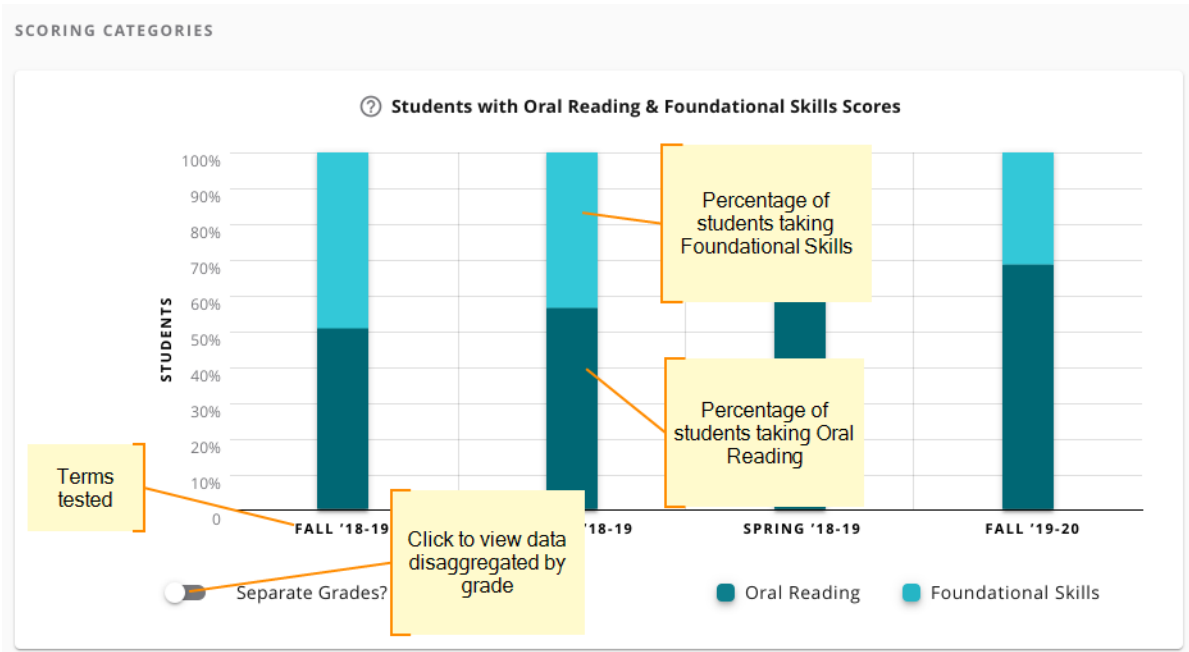


For more background on the Lexile measurements, refer to [Using Lexile Measurements](#) on page 100.



# Term Comparison Report

Description	The Term Comparison report allows comparison of data across up to six testing terms.
Intended audience	Administrators and Teachers
Required role	District or School Assessment Coordinator, Administrator, Instructor (assigned classes only)

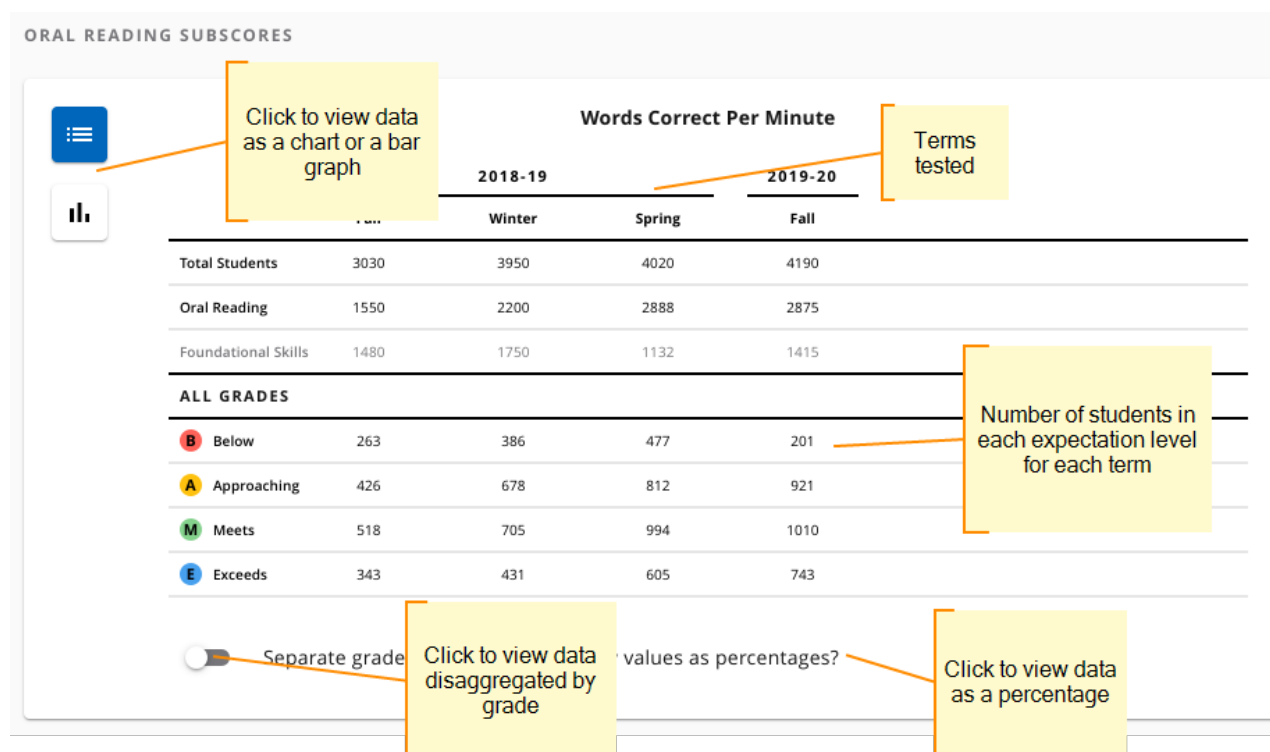


You can choose the terms that you want to include. Administrators can view data for any schools to which they have access; teachers can view a report for their classes.

The report has two sections. The first, **Scoring Categories**, shows the proportions of students tested that took each test: Foundational Skills or Oral Reading. You can choose to disaggregate this data by grade.

The second section has information on subscores. You can choose the subscores that you wish to see on the report. You can also choose to see the data for each subscore section showing all students or students disaggregated by grade, as numeric values or percentages, and as a chart or a bar graph.

This is an example of a subscore chart. Each subscore will have its own chart.



# Exports

<b>Description</b>	Allows the export of completed test data in .csv or .xlsx format
<b>Intended audience</b>	Administrators, Instructors
<b>Required role</b>	District or School Assessment Coordinator, Administrator, Instructor (assigned classes only)

Choose **Exports** from the Reports menu to set up and export MAP Reading Fluency data as an Excel® spreadsheet. Your choices for exporting may look different depending on your role. Instructors will not have access to **Manage Schools**, which is used to select the schools that appear in the export.

**Note:** Results may take up to 24 hours after tests have been taken to show up in exports.

The screenshot shows the 'Exports' interface with the following elements and annotations:

- Navigation:** 'New' and 'Recent' tabs. An annotation 'Access recently-generated exports' points to the 'Recent' tab.
- Progress:** '1 Export options' and '2 Download data'.
- Term Selection:** 'Select up to 3 term(s) (Required)' with a dropdown showing 'Winter 2019-2020' and a 'See term dates' link.
- Export Criteria:**
  - Schools (Required):** 'All Schools' is selected, showing '3 schools selected'. A 'Manage Schools' link is available. An annotation 'Select schools' points to this section.
  - Grades (Required):** 'All' is selected. A list of grades from Pre-kindergarten to 8th Grade is shown, all of which are selected.
  - Assigned Test (Required):** 'All' is selected. A list of tests (Adaptive Oral Reading, Foundational Skills, Progress Monitoring) is shown, all of which are selected.
  - Student Details (Optional):** 'All' is selected. A list of details (Name, Date of Birth, Gender, Ethnicity) is shown, none of which are selected. An annotation 'Student data is optional' points to this section.

Choose your criteria and click **Next**. Student ID will always be included in the file; other student data is optional. You can then choose to save the spreadsheet as an Excel XLSX or CSV file. Once you've generated an export, it will be available for 14 days under the **Recent** tab.

Exports do not include:

- Detailed test data within each sub-measure of Foundational Skills or individual passages
- Picture books data
- Profile & Next Steps
- Field test data
- Research test data

## Interpretive Tables

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The tables below provide grade-level expectations for both Foundational Skills and Oral Reading tests. Because zone of proximal development (ZPD) level drives grade-level expectations in two Foundational Skills areas (Phonological Awareness and Phonics & Word Recognition), tables defining ZPD levels are included for these.

In this topic you'll find:

- [Zone of proximal development levels](#) on page 85
  - [Phonological Awareness](#) on page 85
  - [Phonics & Word Recognition](#) on page 85
- [Performance levels/grade-level expectations](#) on page 87
  - [Foundational Skills tables](#) on page 87
    - [Phonological Awareness and Phonics & Word Recognition](#) on page 87
    - [Language Comprehension \(Listening Comprehension and Picture Vocabulary\)](#) on page 89
    - [Print Concepts \(Beginner Form Only\)](#) on page 89
  - [Sentence Reading Fluency](#) on page 90
  - [Oral Reading tables](#) on page 95
    - [Oral Reading accuracy](#) on page 96
    - [Words-Correct-per-Minute \(WCPM\) expectations](#) on page 97

For additional information about Lexile Ranges, visit [Lexile Ranges for Each Grade Level](#) on page 101

# Zone of proximal development levels

The ZPD measure helps you understand what skills a student is close to mastering.

The following tables show the possible ZPD levels and the measures that correspond with them. The Foundational Skills - Beginner test includes only items from levels 0–2 and are indicated with an asterisk below; the Foundational Skills and Adaptive Oral Reading tests can assess all levels. Keep in mind that Foundational Skills is intended for younger students; see [Test Segments and Skills Assessed in Each Test Type](#) on page 6 for more information.

**Note:** The data in following tables corresponds to English MAP Reading Fluency tests only.

## Phonological Awareness

ZPD Level	Measures
0—Rhymes and Syllables (Introduce)	<b>Rhyme Completion*</b> —Measures phonological rhyme identification skills
1—Rhymes and Syllables	<b>Counting Syllables*</b> —Measures phonological syllable segmenting skills
2—Initial Sounds	<b>Onset-Rime Blending*</b> —Measures initial phoneme blending skills <b>Initial Sound Matching*</b> —Measures initial phoneme identification skills
3—Blending and Segmenting	<b>Blending Phonemes</b> —Measures phoneme blending skills <b>Phoneme Counting</b> —Measures phoneme segmenting skills
4—Phonemic Manipulation	<b>Phoneme Addition/Deletion</b> —Measures phoneme manipulation skills
5—Phonemic Manipulation (Reinforce)	<b>Phoneme Substitution</b> —Measures phoneme manipulation skills
	*Included in Foundational Skills - Beginner
	*Consonant-vowel-consonant (CVC)

## Phonics & Word Recognition

ZPD Level	Measures
0—Letters and Sounds (Introduce)	<b>Letter-Sound Fluency*</b> —Measures letter sound correspondence knowledge
1—Letters and Sounds	<b>Letter Knowledge*</b> —Measures letter identification knowledge
2—Letters in Words	<b>Build Words: One Letter*</b> —Measures letter sound decoding skills in words <b>Word Families: Initial Letter*</b> —Measures letter sound decoding skills in words

ZPD Level	Measures
3—Decodable: CVC**	<b>Decoding: CVC</b> —Measures early word decoding skills <b>Building Words: CVC</b> —Measures early word encoding skills
4—Decodable: One-syllable	<b>Decoding: Single Syllable</b> —Measures word decoding skills <b>Building Words: Single Syllable</b> —Measures word encoding skills
5—Decodable: One-syllable (Reinforce)	
	*Included in Foundational Skills - Beginner
	**Consonant-vowel-consonant (CVC)

# Performance levels/grade-level expectations

## Foundational Skills tables

### *Phonological Awareness and Phonics & Word Recognition*

The following table shows the grade-level expectations for the Foundational Skills topics of Phonological Awareness and Phonics & Word Recognition, which are the same across both domains. Note that not all expectations may be shown for every grade. This is due to the expected progression of skills as a student moves from grade to grade.

For example, since few students are able to achieve Level 1 competency in the fall of pre-K, a Level 1 score or better is Exceeds Expectations. However, students are expected to have mastered Foundational Skills by the winter of first grade and to have moved on to Oral Reading by the spring. By the winter of second grade—since students are expected to have already mastered Foundational Skills—any score they receive in Foundational Skills will be treated as Below Expectations.

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
*No Expectation appears for terms when pre-K students are not expected to achieve competency for a given level of Foundational Skills.						
Term	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Pre-K						
Fall	No Expectation*	Exceeds Expectations				
Winter	No Expectation*	Exceeds Expectations				
Spring	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Kindergarten						
Fall	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Winter	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations		
Spring	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
First Grade						
Fall	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
Winter	Below Expectations			Approaching Expectations	Meets Expectations	
Spring	Below Expectations				Approaching Expectations	
Second Grade						
Fall	Below Expectations				Approaching Expectations	
Winter	Below Expectations					
Spring	Below Expectations					
Third Grade and Above						
Fall	Below Expectations					
Winter	Below Expectations					
Spring	Below Expectations					



## Language Comprehension (Listening Comprehension and Picture Vocabulary)

**Note:** Language Comprehension performance levels each use a raw score rather than ZPD.

### Listening Comprehension—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	9+	12+	N/A	N/A	N/A
Meets Expectations	7–8	9–11	12+	12+	12+
Approaching Expectations	0–6	7–8	9–11	9–11	9–11
Below Expectations	N/A	0–6	0–8	0–8	0–8

### Picture Vocabulary—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	9+	12+	N/A	N/A	N/A
Meets Expectations	7–8	9–11	12+	12+	12+
Approaching Expectations	0–6	7–8	9–11	9–11	9–11
Below Expectations	N/A	0–6	0–8	0–8	0–8

## Print Concepts (Beginner Form Only)

### Print Concepts—Fall

Expectation Level	Pre-K	K	Grade 1+
Meets Expectations	N/A	4–6	6
Approaching Expectations	N/A	2–3	5
Below Expectations	N/A	0–1	0–4
No Expectations	0–6	N/A	N/A

### Print Concepts—Winter

Expectation Level	Pre-K	K	Grade 1+
Meets Expectations	4–6	6	6
Approaching Expectations	2–3	5	N/A
Below Expectations	0–1	0–4	0–5
No Expectations	N/A	N/A	N/A

## Print Concepts—Spring

Expectation Level	Pre-K	K	Grade 1+
Meets Expectations	6	6	6
Approaching Expectations	5	N/A	N/A
Below Expectations	0–4	0–5	0–5
No Expectations	N/A	N/A	N/A

## Sentence Reading Fluency

### English Sentence Reading Fluency—Fall

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	Accuracy is 50% or greater	Accuracy is 50% or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	N/A	N/A
Meets Expectations	N/A	N/A	Accuracy is 75–89% <b>AND</b> raw score is 6 or greater <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 6–14	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater
Approaching Expectations	N/A	N/A	Accuracy is less than 75% <b>OR</b> Raw score is less than 6	Accuracy is 75–89% <b>AND</b> raw score is 6 or greater <b>OR</b> Accuracy 90% or greater <b>AND</b> raw score is 6–14	N/A
Below Expectations	N/A	N/A	N/A	Accuracy is less than 75% <b>OR</b> Raw score is less than 6	Accuracy is less than 90% <b>OR</b> Raw score is less than 15
No Expectation	Accuracy is less than 50%	Accuracy is less than 50%	N/A	N/A	N/A

## English Sentence Reading Fluency—Winter

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
<b>Exceeds Expectations</b>	Accuracy is 50% or greater	Accuracy is 75% or greater <b>AND</b> raw score is 6 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	N/A	N/A
<b>Meets Expectations</b>	N/A	N/A	Accuracy is 75–89% <b>AND</b> raw score is 9 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 9–14	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater
<b>Approaching Expectations</b>	N/A	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 9	N/A	N/A
<b>Below Expectations</b>	N/A	N/A	N/A	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15
<b>No Expectation</b>	Accuracy is less than 50%	Accuracy is less than 75%  <b>OR</b> Raw score is less than 6	N/A	N/A	N/A

## English Sentence Reading Fluency—Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
<b>Exceeds Expectations</b>	Accuracy is 50% or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	N/A	N/A	N/A
<b>Meets Expectations</b>	N/A	Accuracy is 75–89% <b>AND</b> raw score is 6 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 6–14	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater
<b>Approaching Expectations</b>	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 6	Accuracy is 75–89% <b>AND</b> raw score is 9 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 9–14	N/A	N/A
<b>Below Expectations</b>	N/A	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 9	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15
<b>No Expectation</b>	Accuracy is less than 50%	N/A	N/A	N/A	N/A

**Note:** Student performance levels for Spanish Sentence Reading Fluency were updated in December 2023. Fall performance levels will go into effect in Fall 2024.

## Spanish Sentence Reading Fluency—Fall

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
<b>Exceeds Expectations</b>	Accuracy is 50% or greater	Accuracy is 50% or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	N/A	N/A
<b>Meets Expectations</b>	N/A	N/A	Accuracy is 75–89% <b>AND</b> raw score is 5 or greater <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 5–10	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater
<b>Approaching Expectations</b>	N/A	N/A	Accuracy is less than 75% <b>OR</b> Raw score is less than 5	Accuracy is 75–89% <b>AND</b> raw score is 5 or greater <b>OR</b> Accuracy 90% or greater <b>AND</b> raw score is 5–10	N/A
<b>Below Expectations</b>	N/A	N/A	N/A	Accuracy is less than 75% <b>OR</b> Raw score is less than 5	Accuracy is less than 90% <b>OR</b> Raw score is less than 11
<b>No Expectation</b>	Accuracy is less than 50%	Accuracy is less than 50%	N/A	N/A	N/A

## Spanish Sentence Reading Fluency—Winter

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
<b>Exceeds Expectations</b>	Accuracy is 50% or greater	Accuracy is 75% or greater <b>AND</b> raw score is 5 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	N/A	N/A
<b>Meets Expectations</b>	N/A	N/A	Accuracy is 75–89% <b>AND</b> raw score is 7 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 7–10	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater
<b>Approaching Expectations</b>	N/A	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 7	N/A	N/A
<b>Below Expectations</b>	N/A	N/A	N/A	Accuracy is less than 90%  <b>OR</b> Raw score is less than 11	Accuracy is less than 90%  <b>OR</b> Raw score is less than 11
<b>No Expectation</b>	Accuracy is less than 50%	Accuracy is less than 75%  <b>OR</b> Raw score is less than 5	N/A	N/A	N/A

## Spanish Sentence Reading Fluency—Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
<b>Exceeds Expectations</b>	Accuracy is 50% or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	N/A	N/A	N/A
<b>Meets Expectations</b>	N/A	Accuracy is 75–89% <b>AND</b> raw score is 5 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 5–10	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 11 or greater
<b>Approaching Expectations</b>	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 5	Accuracy is 75–89% <b>AND</b> raw score is 7 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 7–10	N/A	N/A
<b>Below Expectations</b>	N/A	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 7	Accuracy is less than 90%  <b>OR</b> Raw score is less than 11	Accuracy is less than 90%  <b>OR</b> Raw score is less than 11
<b>No Expectation</b>	Accuracy is less than 50%	N/A	N/A	N/A	N/A

## Oral Reading tables

The following tables describe the amount of accuracy students must demonstrate to reach different levels of expectation.

**Note:** In pre-K, K, and Grade 1 Fall, students are not yet expected to accomplish oral passage reading. In those cases, reports will either show “No Expectation” or “Exceeds Expectations,” depending on demonstrated accuracy.

## Oral Reading accuracy

### English

Expectation Level	Pre-K, K, and Grade 1 Fall	Grade 1 Winter and Spring	Grade 2	Grade 3	Grade 4	Grade 5+
<b>Exceeds Expectations</b>	Accuracy is 98% or greater	Accuracy is 98% or greater	Lexile* of highest accuracy is 400L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 500L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 600L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 700L or greater <b>AND</b> accuracy is 98% or greater
<b>Meets Expectations</b>	N/A	Accuracy is 95–97%	Lexile* of highest accuracy is 400L or greater <b>AND</b> accuracy is 95–97%  <b>OR</b> Lexile* of highest accuracy is below 400L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 500L or greater <b>AND</b> accuracy is 95–97%  <b>OR</b> Lexile* of highest accuracy is below 500L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 600L or greater <b>AND</b> accuracy is 95–97%  <b>OR</b> Lexile* of highest accuracy is below 600L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 700L or greater <b>AND</b> accuracy is 95–97%  <b>OR</b> Lexile* of highest accuracy is below 700L <b>AND</b> accuracy is 95% or greater
<b>Approaching Expectations</b>	N/A	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%
<b>Below Expectations</b>	N/A	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%
<b>No Expectation</b>	Accuracy is less than 98%	N/A	N/A	N/A	N/A	N/A

\*Lexile Text Measure. Learn more from [Using Lexile Measurements](#).



## Spanish

Expectation Level	Pre-K, K, and Grade 1 Fall	Grade 1 Winter and Spring	Grade 2	Grade 3+
<b>Exceeds Expectations</b>	Accuracy is 98% or greater	Accuracy is 98% or greater	Lexile* of highest accuracy is 400L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 550L or greater <b>AND</b> accuracy is 98% or greater
<b>Meets Expectations</b>	N/A	Accuracy is 95–97%	Lexile* of highest accuracy is 400L or greater <b>AND</b> accuracy is 95–97%  <b>OR</b> Lexile* of highest accuracy below 400L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 550L or greater <b>AND</b> accuracy is 95–97%  <b>OR</b> Lexile* of highest accuracy below 550L <b>AND</b> accuracy is 95% or greater
<b>Approaching Expectations</b>	N/A	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%
<b>Below Expectations</b>	N/A	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%
<b>No Expectation</b>	Accuracy is less than 98%	N/A	N/A	N/A

\*Lexile Text Measure. Learn more from [Using Lexile Measurements](#).

### Words-Correct-per-Minute (WCPM) expectations

Students who received Oral Reading tasks will have a scaled WCPM score. The following tables depict the expected scaled WCPM scores for students in each grade for each term based on grade-level text. Slight adjustments are made for off-grade text.

#### Notes:

- Scaled WCPM scores are reported on English and Spanish tests, however, scaled WCPM scores should only be compared within the same language.
- The maximum reportable scaled WCPM score is 170 and the minimum is 0 for both English and Spanish tests.

For more information, review details for [Oral Reading rate scaled scoring: WCPM vs WCPM \(Scaled\)](#) on page 67.

### English WCPM (Scaled)—Fall

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	N/A	N/A	N/A	9+
2	Less than 36	36–49	50–83	84+
3	Less than 59	59–82	83–103	104+
4	Less than 75	75–93	94–124	125+
5	Less than 87	87–120	121+	N/A

### English WCPM (Scaled)—Winter

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	Less than 16	16–28	29–58	59+
2	Less than 59	59–83	84–108	109+
3	Less than 79	79–96	97–136	137+
4	Less than 95	95–119	120–142	143+
5	Less than 109	109–132	133+	N/A

### English WCPM (Scaled)—Spring

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	Less than 34	34–59	60–90	91+
2	Less than 72	72–99	100–123	124+
3	Less than 91	91–111	112–138	139+
4	Less than 105	105–132	133–159	160+
5	Less than 119	119–145	146+	N/A

### Spanish WCPM (Scaled)—Fall

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	N/A	N/A	N/A	9+
2	Less than 36	36–49	50–83	84+
3+	Less than 59	59–82	83–103	104+

### Spanish WCPM (Scaled)—Winter

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	Less than 16	16–28	29–58	59+
2	Less than 59	59–83	84–108	109+
3+	Less than 79	79–96	97–136	137+

### Spanish WCPM (Scaled)—Spring

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	Less than 34	34–59	60–90	91+
2	Less than 72	72–99	100–123	124+
3+	Less than 91	91–111	112–138	139+

# Using Lexile Measurements

This topic provides guidance on using the Lexile® measures provided with the Adaptive Oral Reading assessment in English. (For background about this assessment, see [Test Segments and Skills Assessed in Each Test Type](#) on page 6.)

Lexile measurements appear in several reports. For example, you can see the most detail in the **Individual Student Report** (see [Results from Foundational Skills measures](#) on page 65):

ORAL READING RATE

E Exceeds grade level  
Steven exceeds grade level expectation.

Fall expectation: no passage reading expected

ORAL READING LEVEL

Steven's Lexile® oral reading measure is BR240L.

Oral reading materials in 1st grade typically have Lexile oral readability measures from 190L to 460L.

Lexile measures

Test Details and Results

Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension
Ben's Flag	270L	43	91%	3/6 (50%)
That's No Bug	190L	45	93%	3/6 (50%)

**Note:** The Lexile oral reading measure is not currently available for Spanish assessments.

## Comparing Lexile Measures

To put results in context, you can compare the Lexile measures:

Lexile measure	What does it measure?	How is it useful?
Oral reading	<b>Student's</b> oral reading. The student's score is based on rate, accuracy, and the readability of the text read.	Evaluating and tracking oral reading fluency.
Oral readability	How difficult <b>passages</b> are to read aloud. This does <b>not</b> include how hard text is to comprehend.	Considering the range that students typically encounter in this grade.
Text	How difficult a <b>passage</b> is to read with comprehension.	Comparing student's comprehension scores across harder and easier passages.

## Example Applications of Lexile Results

- Over time, you can track growth with the Lexile oral reading score.
- If the Lexile oral reading measure is below the Lexile oral *readability* measure, then consider whether scaffolding can help your student to access the text.
- To quickly group students based on their Lexile oral reading measure, open the Benchmark Matrix report and sort students by the Oral Reading Level column.

For more examples, see the NWEA [community article](#).

## Lexile Ranges for Each Grade Level

Use the following table if you are considering typical grade-level ranges for Lexile measures in English:

Grade	Typical Lexile Oral Readability
Pre-K	Not applicable
K	110L – 430L
1	170L – 510L
2	460L – 700L
3	640L – 850L
4	790L – 1000L
5	840L – 1130L
6 and above	Not applicable

See also: Lexile ranges associated with [Progress Monitoring](#) on page 19.

# Common Issues and Solutions

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## Before Testing

I can't find my students on the Proctor Dashboard or Assignments tabs:

- If you do not see any students at all, your district may not have rostered students yet. Please contact your district Data Administrator to check.

## During Testing

A student cannot log in:

- Ensure the student is logging in at <https://student.mapnwea.org> (or using the **MAP Reading Fluency Testing App**) using the correct password. Students do not use the same website that teachers use. If you aren't sure of the student's password, you can assign a new password. **See:** [Assigning Passwords](#) on page 30.
- Try clearing the Chrome browser cache on the student's computer and then assigning a new password.

My students are failing the microphone check:

- **See** [Resolving Headset Issues](#) on page 47

My student is locked out of the test:

- **See** [Unlocking a student who's locked out of testing](#) on page 46

I assigned Progress Monitoring to a student, but the student logged in and was given an Adaptive Oral Reading test:

- By default, all students are assigned the benchmark Adaptive Oral Reading test at the beginning of every term. See [Progress Monitoring](#) on page 19 for information on how to check and/or change this assignment.

Graphics and/or sound are not working as expected:

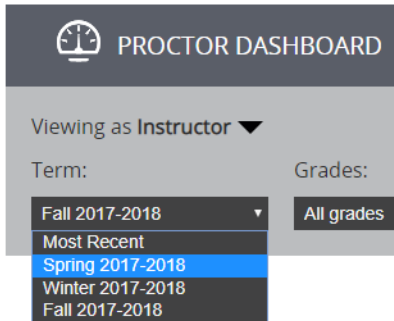
- Make sure that you are using a supported device and the latest system requirements. **See** [Device requirements for MAP Reading Fluency](#) on page 39.
- Make sure that you are using a recommended headset type. **See:** [Setting up headsets](#) on page 39.

## After Testing

Can I delete a test? Can I move a test from one student to another if the wrong student took the test?

Completed tests cannot be deleted or moved. Unfinished tests can be discarded—see [Starting a Test Over](#) on page 49. If there are issues with an audio recording, that recording can be suppressed from reports—see [Individual Student Report](#) on page 63.

I can't find my students on reports:



- Click the drop-down list under **Term** and select a previous term. The **Term** menu defaults to **Most Recent**, and it is possible that your students have not tested in the current term.
- Check the solutions under **I can't find my students on the Proctor Dashboard or Assignments tabs** above.

My student received no score (NS) for a reading passage:

Either the student read less than 75% of the passage or there were difficulties assessing it. See [Individual Student Report](#) on page 63.