

MAP Reading Fluency administration guidance document

Overview

MAP® Reading Fluency™ is an online, adaptive benchmark and progress monitoring assessment of oral reading fluency, literal comprehension, and foundational reading skills. Several test forms are available within MAP Reading Fluency, providing important and instructionally useful data on student reading progress to best meet the needs of individual students, classrooms, schools, and districts.

This document is provided not only to help educators decide on the best test forms within MAP Reading Fluency, but also to offer guidance on how to leverage MAP Reading Fluency and MAP® Growth™ Reading together to get a more complete picture of early literacy and reading development.

Assessment purpose and use

MAP Reading Fluency is designed for students who do not yet read with solid fluency and understanding. Students in **pre-kindergarten through fifth grade** are the typical group working on these skills. Some students struggle to develop fluency across later grades, as well.

MAP Reading Fluency is ideally paired with **MAP Growth Reading**, which addresses the breadth of reading skills outside of oral reading fluency. Throughout the elementary years, assessing the development of fluency is important.

Note that some districts may have a policy that oral reading fluency measures continue into higher grades or that all students in a grade level discontinue a particular assessment at the same time. This may mean that students reading fluently enough to exit are instead still being assessed. MAP Reading Fluency flexes to offer useful data for these fluent readers as well. Students reading grade-level text with understanding will receive passages above grade level in difficulty, allowing them to show higher proficiency.

Test design

MAP Reading Fluency test design capitalizes on a reading framework, the Simple View of Reading¹, which notes that before students are able to read with understanding, they need to have developed both decoding and language comprehension skills. For students ready to read, MAP Reading Fluency can assess oral reading from passages. But for students not yet ready to read, the foundational skills in both decoding and language comprehension can be assessed.

Some test forms in MAP Reading Fluency adapt between passages and foundational skills to find the place of growth. Other test forms limit the range of adaptivity to only foundational skills or oral reading passages.

Foundational skills content: Foundational decoding skills include phonological awareness, phonics and word recognition, and print concepts. Foundational language comprehension skills include both vocabulary and listening comprehension. Core decoding skills are assessed adaptively to locate each student in relevant skill progressions.

Oral reading fluency content: MAP Reading Fluency offers a robust assessment of reading fluency for students ready to read from passages. Rate, accuracy, comprehension, and text difficulty are all critical to measuring performance and growth in fluency. When students show strong comprehension of what they have read aloud, MAP Reading Fluency adapts to present passages of higher text difficulty.

MAP Reading Fluency test form options

MAP Reading Fluency adapts to find the area of growth for each student. The range of adaptivity can be controlled by choosing a test form.

On the next page, each of the available test forms is described, and the grade levels for which the form may be appropriate are noted. The grade ranges overlap across forms for two reasons. First, students' reading development varies widely at both the individual and school level. Second, policies and purposes may dictate more or less adaptivity. For more clarity on selecting an initial test form, see chart A on page 3.

For all students

Adaptive Oral Reading: For most K-3 classrooms, this most broadly adaptive form is appropriate. This test structure directs some students into oral reading passages and others into precursor foundational skills, based on their performance on a classifying task at the sentence-reading level². (Available in English and Spanish. Appropriate for grades K-5.)

For emergent readers

Foundational Skills: In some cases, educators decide to assess all students on the precursor foundational skills of both decoding (phonological awareness and phonics and word recognition) and language comprehension (vocabulary and listening comprehension). This form does not route any students into oral reading passages. (Available in English and Spanish. Appropriate for grades pre-K-1 [fall and winter only]).

Foundational Skills—Beginner: This form is intended for testing of pre-kindergarten students and for fall testing of kindergarteners who have not been to pre-K. This form assesses both decoding and language comprehension foundational skills adaptively, but it includes print concepts and only the first four measures in the skill progressions for phonics and phonological awareness. (Available in English and Spanish. Appropriate for pre-K and kindergarten [fall only].)

For students reading connected text

Adaptive Oral Reading—Passages Only: This form assesses students on oral reading passages and comprehension questions, and it does not measure any foundational skills. This is appropriate for students who can read connected text and for students who have tested into the oral reading pathway on previous administrations. Picture Book/Graphic Novel and Sentence Reading Fluency are included in this format, but there is no sentence reading threshold score required to move on to passage reading. (Available in English and Spanish. Appropriate for grade 1 [spring only] and grades 2-5.)

Progress Monitoring Passages: This form is designed for administering MAP Reading Fluency passages more frequently, to monitor the progress of students who are slower to achieve reading fluency. Use of progress monitoring in passages is recommended for students performing “below expectation” on words correct per minute and those flagged in the universal screener

outcome for oral reading benchmark assessments. Use of the progress monitoring passages before spring of first grade is therefore not recommended. (Available in English only. Appropriate for grade 1 [spring only] and grades 2-5.)

Dyslexia screener

State and local protocols for dyslexia screening vary. While some states recommend use of the dyslexia screener form in MAP Reading Fluency yearly in grades K-3, schools should ensure that they are following their particular state or local guidelines when assigning the dyslexia screener. (Available in English for grades K-3 only).

Using MAP Reading Fluency and MAP Growth together

Ideally, **MAP Reading Fluency** and **MAP Growth Reading** are administered together for a full picture of student performance in literacy. While both assess a breadth of literacy content, MAP Reading Fluency is necessary for assessing fluency, and MAP Growth Reading is necessary for assessing standards in text comprehension. Chart A shows the grade levels and performance levels at which each product is applicable to all or some students.

Chart A: Guidance on administration of MAP Reading Fluency & MAP Growth Reading, by grade

MAP READING FLUENCY			MAP GROWTH READING ³	
Grade	Appropriate for	Suggested initial form [†]	MAP Growth K-2 is appropriate for	MAP Growth 2-5 is appropriate for
Pre-K	All students ⁴	Foundational Skills—Beginner	NA	NA
K	All students	Fall: Foundational Skills or Foundational Skills—Beginner (for those without pre-K exposure) Winter/spring: Foundational Skills*	All students	NA
1	All students	Fall/winter: Foundational Skills* Spring: Adaptive Oral Reading*	All students	NA
2	All students	Fall: Adaptive Oral Reading* Winter/spring: Adaptive Oral Reading—Passages Only	Students with RIT <170; students not able to read any passages on MAP Reading Fluency	Most students
3-5	All student	Adaptive Oral Reading—Passages Only	NA	All students (with accommodations as appropriate)

* For students assessed on foundational skills and flagged with the universal screener outcome, the Foundational Skills test form can be administered on a more frequent basis to check for progress.

†Suggested initial test forms are more closely aligned to grade-level content. Other test form options may be utilized.

Endnotes:

1. Gough, P. B. & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6-10.
2. NWEA (January 2019). *MAP Reading Fluency Technical Report*. Portland, OR: Author. Tech report page; classification accuracy.
3. Reference [MAP Growth grade-level test guidance \(K-2/2-5\)](#) for additional details and recommendations.
4. Administer if pre-K students are able to access the test appropriately by using a touch screen device or by passing a mouse check.



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