



OKLAHOMA STATE DEPARTMENT OF EDUCATION

MAP READING FLUENCY

Technical Support

Universal Screening for Risk of Reading Difficulties,
including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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General Information

Contact Information

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Administration Information

Setting	This assessment is administered online.
Average Time	20 minutes
Publisher Guidance	For more in-depth explanation about MAP Reading Fluency, please refer to the MAP Reading Fluency Guide provided by the publisher.
Characteristics of Dyslexia	<p>To screen for characteristics of dyslexia, students must first take the MAP Reading Fluency Universal Screening Assessment.</p> <p>In Kindergarten and first grade through Winter, the Dyslexia Screener test form can be used in place of the Foundational Skills test form. The MAP Reading Fluency Dyslexia Screener is approved as a dyslexia screener. Using the Dyslexia Screener test form, which includes Rapid Automatized Naming (RAN), in place of the Foundational Skills screener avoids unnecessary additional testing.</p> <p>Students who take the Adaptive Oral Reading assessment should be assigned the Dyslexia Screener if they score below the grade-level benchmark.</p>

Guidance for Testing Remotely

Guidance for conducting MAP Reading Fluency assessments remotely can be found here: https://connection.nwea.org/s/map-reading-fluency-remote-testing

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	<p>Administer Universal screening to all students. Use results to guide instruction.</p> <p>*Results are reported on the RSA Survey: Beginning of Year report.</p>	<p>Administer Universal screening to all students.</p> <p>Write IPRI and administer dyslexia screening to students below the grade-level target.</p>	<p>Administer Universal screening to all students.</p>
1 st -3 rd Grade	<p>Administer Universal screening to all students.</p> <p>Write IPRI and administer dyslexia screening to students below the grade-level target.</p>	<p>Administer Universal screening to all students.</p> <p>Adjust IPRI for students as needed.</p> <p>Write IPRI for students who have dropped below the grade-level target.</p>	<p>Administer Universal screening to all students.</p>



Assessment Administration

Assessment Components

MAP Reading Fluency is an online, adaptive benchmark and progress monitoring assessment of oral reading fluency, language 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.

MAP Reading Fluency test design capitalizes on a reading framework, the Simple View of Reading, which notes that before students can 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.

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.

The table on the next page provides guidance from NWEA on the initial universal screening test form per grade/term.

Appropriate for		Suggested Initial form†
K	All students	<p>Fall: Foundational Skills <i>or</i> Foundational Skills—Beginner (for those without pre-K exposure)</p> <p>Winter/Spring: Foundational Skills</p>
1	All students	<p>Fall/Winter: Foundational Skills</p> <p>Spring: Adaptive Oral Reading</p>
2	All students	<p>Fall: Adaptive Oral Reading</p> <p>Winter/Spring: Adaptive Oral Reading – Passages Only</p>
3	All students	<p>Fall/Winter/Spring: Adaptive Oral Reading – Passage Only</p>

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

Note: In Kindergarten and first grade through Winter, the Dyslexia Screener test form can be used in place of the Foundational Skills test form. The MAP Reading Fluency Dyslexia Screener is approved as a dyslexia screener. Using the Dyslexia Screener test form, which includes Rapid Automatized Naming (RAN), in place of the Foundational Skills screener avoids unnecessary additional testing.



Special Considerations

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. Accommodations may be embedded (provided digitally within the program) or non-embedded (provided non-digitally at the local level). When approved accommodations are used, the scores can be reported and interpreted as official MAP Reading Fluency scores (see Table below). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Consideration has been given to provide features and accommodations to allow the most students to be able to complete the assessment and demonstrate their reading competency. Given the interactive nature and the audio support that is an integral part of MAP Reading Fluency, features and accommodations are limited to maintain the integrity of the assessment.

Non-Embedded Accommodations	Description
Scribe	The student dictates her/his responses to an experienced educator, who records verbatim what the student dictates.

English Learners

The Spanish-language version of MAP Reading Fluency is parallel in structure to the English-language version, with 100 percent unique Spanish content. Foundational skill progressions are analogous to the English test version, with differences in task description to account for the syllable-centric structure of Spanish, which differs from onset-rime-centric English. The use of unique content allows the English and Spanish tests to be used side-by-side to measure foundational literacy skills, including oral reading. This helps teachers understand whether a student's performance is due to their reading skills or English-language acquisition skills.

The test is appropriate for students who speak Spanish as a first language and/or are receiving instruction in Spanish. The Spanish-language assessment is included with the purchase of MAP Reading Fluency and is available for use with any student.

All Spanish content is original, unique content, not shared with the English test version. The underlying skill progressions are parallel between English and Spanish, with adjustment at the level of sub-skill and item presentation, to account for the variance between English and Spanish.

To meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.



Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by NWEA to assist in interpreting student scores. For more in-depth explanation, please refer to the [MAP Reading Fluency Guide](#) provided by the publisher.

MAP Reading Fluency provides assessments in Foundational Skills and Oral Reading. The Foundational Skills is divided into three parts: Phonological Awareness, Phonics & Word Recognition, and Language Comprehension. The Oral Reading has two tests: Adaptive Oral Reading and Adaptive Oral Reading – Passages Only. The chart on page 3 of this document shows which tests are appropriate for each grade level and benchmark window.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For MAP Reading Fluency, students must have a WCPM (Scaled) score of 112 and no screener outcome flag to meet this option.** According to state statute 70 O.S. § 1210.508C(l)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The following chart lists the indicators for risk level based on NWEA default instructional weeks and are determined by the required assessments listed above. These indicators reflect the grade-level targets. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**

All values in the charts below are based on NWEA default instructional weeks.



Using the Data to Determine Risk

Determining Risk for Characteristics of Dyslexia

The following descriptors are provided by NWEA to assist in interpreting student scores. For more in-depth explanation, please refer to the [MAP Reading Fluency Guide](#) provided by the publisher.

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 considers a student's grade and the time of year that the student is being assessed. By weighing those measures and factors, the predictive model can flag possible risk factors.



Using the Data to Determine Risk

Screener Outcomes Report example with Dyslexia Screener Outcomes shown.

map Reading Fluency
Logged in as **Trey Velasquez Randall**
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PROCTOR DASHBOARD
ASSIGNMENTS
STUDENT PASSWORDS
REPORTS

Viewing as: **School Admin**

Term: **Winter 2021 - 2022** | School: **Bryce Canyon Elementary School** | Current Grade: **1st Grade** | Class: **All Classes** Print

Screener Outcomes | 1st Grade All Classes | 37 Students

[How to use this report](#)

Students ↑	What does flagged mean? ⓘ		FOUNDATIONAL SKILLS						ORAL READING
	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	
▼ Angel, Russel	N/A ⓘ	Flagged	470	41st	472	32nd	476	48th	-
▼ Bailey, Larry	Flagged	N/A ⓘ	-	-	-	-	-	-	16 WCPM
Baker, Sonya	N/A ⓘ	Flagged	472	42nd	480	50th	481	52nd	-
▼ Baker, Teresa	Flagged	N/A ⓘ	-	-	-	-	-	-	14 WCPM
Ball, Horace	Flagged	N/A ⓘ	-	-	-	-	-	-	15 WCPM
▼ Barnes, Robert	Insufficient data ⓘ	N/A ⓘ	-	-	-	-	-	-	-




Using the Data to Determine Risk

Kindergarten

All values in the charts below are based on NWEA default instructional weeks.

	Beginning of Year	Middle of Year	End of Year
Kinder and 1st grade through middle of the year can begin with Foundational Skills. At the end of the year for 1st grade, students can be transitioned to Adaptive Oral Reading.			
Well Below Benchmark (Tier 3)	Flagged screener outcome <i>and</i> 10th percentile or below in any one or more Foundational Skills domain		
Below Benchmark (Tier 2)	Flagged screener outcome <i>and</i> 11th percentile and above in all Foundational Skills domain		
Approaching Benchmark (Tier 1+)	No screener outcome flag <i>and</i> Below 50th percentile or below in any one or more Foundational Skills domain		
At Benchmark	No screener outcome flag <i>and</i> 50th percentile or above in all Foundational Skills domain		

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.



Using the Data to Determine Risk

1st Grade

All values in the charts below are based on NWEA default instructional weeks.

	Beginning of Year	Middle of Year	End of Year
Kinder and 1st grade through middle of the year can begin with Foundational Skills. At the end of the year for 1st grade, students can be transitioned to Adaptive Oral Reading.			
Well Below Benchmark (Tier 3)	Flagged screener outcome <i>and</i> 10th percentile or below in any one or more Foundational Skills domain		Foundational Skills path or Oral Reading Path: Flagged screener outcome <i>and</i> WCPM (Scaled) 17 or below
Below Benchmark (Tier 2)	Flagged screener outcome <i>and</i> 11th percentile and above in all Foundational Skills domain		Foundational Skills path or Oral Reading Path: Flagged screener outcome <i>and</i> WCPM (Scaled) 18 – 33
Approaching Benchmark (Tier 1+)	No screener outcome flag <i>and</i> Below 50th percentile or below in any one or more Foundational Skills domain		Foundational Skills path or Oral Reading Path: No screener outcome flag <i>and</i> WCPM (Scaled) 34 – 59
At Benchmark	No screener outcome flag <i>and</i> 50th percentile or above in all Foundational Skills domain		Foundational Skills path or Oral Reading Path: No screener outcome flag <i>and</i> WCPM (Scaled) 60 or above

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.



Using the Data to Determine Risk

2nd Grade

All values in the charts below are based on NWEA default instructional weeks.

	Beginning of Year	Middle of Year	End of Year
Students in 2 nd grade can begin with Adaptive Oral Reading at the beginning of the year. From the middle of 2 nd grade forward, most students can be transitioned to Adaptive Oral Reading—Passages Only.			
Well Below Benchmark (Tier 3)	Foundational Skills path Flagged screener outcome and 10th percentile or below in any one or more Foundational Skills domain or Oral Reading Path: Flagged screener outcome and WCPM (Scaled) 22 or below	Flagged screener outcome and WCPM (Scaled) 34 or below	Flagged screener outcome and WCPM (Scaled) 42 or below
Below Benchmark (Tier 2)	Foundational Skills path Flagged screener outcome and 11th percentile and above in all Foundational Skills domain or Oral Reading Path: Flagged screener outcome and WCPM (Scaled) 23 – 35	Flagged screener outcome and WCPM (Scaled) 35 – 58	Flagged screener outcome and WCPM (Scaled) 43 – 71
Approaching Benchmark (Tier 1+)	Foundational Skills path No screener outcome flag and Below 50th percentile or below in any one or more Foundational Skills domain or Oral Reading Path: No screener outcome flag and WCPM (Scaled) 36 – 49	No screener outcome flag and WCPM (Scaled) 59 – 83	No screener outcome flag and WCPM (Scaled) 72 – 99
At Benchmark	Foundational Skills path No screener outcome flag and 50th percentile or above in all Foundational Skills domain or Oral Reading Path: No screener outcome flag and WCPM (Scaled) 50 or above	No screener outcome flag and WCPM (Scaled) 84 or above	No screener outcome flag and WCPM (Scaled) 100 or above

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.



Using the Data to Determine Risk

3rd Grade

All values in the charts below are based on NWEA default instructional weeks.

	Beginning of Year	Middle of Year	End of Year
Students in 3rd grade and above can begin with Adaptive Oral Reading – Passages Only.			
Well Below Benchmark (Tier 3)	Flagged screener outcome and WCPM (Scaled) 39 or below	Flagged screener outcome and WCPM (Scaled) 61 or below	Flagged screener outcome and WCPM (Scaled) 62 or below
Below Benchmark (Tier 2)	Flagged screener outcome and WCPM (Scaled) 40 – 58	Flagged screener outcome and WCPM (Scaled) 62 – 78	Flagged screener outcome and WCPM (Scaled) 63 – 90
Approaching Benchmark (Tier 1+)	No screener outcome flag and WCPM (Scaled) 59 – 82	No screener outcome flag and WCPM (Scaled) 79 – 96	No screener outcome flag and WCPM (Scaled) 91 – 111
At Benchmark	No screener outcome flag and WCPM (Scaled) 83 or above	No screener outcome flag and WCPM (Scaled) 97 or above	No screener outcome flag and WCPM (Scaled) 112 or above

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.



Using the Data to Determine Risk

4th Grade

All values in the charts below are based on NWEA default instructional weeks.

	Beginning of Year	Middle of Year	End of Year
Students in 3rd grade and above can begin with Adaptive Oral Reading – Passages Only.			
Well Below Benchmark (Tier 3)	Flagged screener outcome <i>and</i> WCPM (Scaled) 59 or below	Flagged screener outcome <i>and</i> WCPM (Scaled) 70 or below	Flagged screener outcome <i>and</i> WCPM (Scaled) 82 or below
Below Benchmark (Tier 2)	Flagged screener outcome <i>and</i> WCPM (Scaled) 60 – 74	Flagged screener outcome <i>and</i> WCPM (Scaled) 71 – 94	Flagged screener outcome <i>and</i> WCPM (Scaled) 83 – 105
Approaching Benchmark (Tier 1+)	No screener outcome flag <i>and</i> WCPM (Scaled) 75 – 93	No screener outcome flag <i>and</i> WCPM (Scaled) 95 – 119	No screener outcome flag <i>and</i> WCPM (Scaled) 106 – 132
At Benchmark	No screener outcome flag <i>and</i> WCPM (Scaled) 94 or above	No screener outcome flag <i>and</i> WCPM (Scaled) 120 or above	No screener outcome flag <i>and</i> WCPM (Scaled) 133 or above

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.



Using the Data to Determine Risk

5th Grade

All values in the charts below are based on NWEA default instructional weeks.

	Beginning of Year	Middle of Year	End of Year
Students in 3rd grade and above can begin with Adaptive Oral Reading – Passages Only.			
Well Below Benchmark (Tier 3)	Flagged screener outcome <i>and</i> WCPM (Scaled) 63 or below	Flagged screener outcome <i>and</i> WCPM (Scaled) 83 or below	Flagged screener outcome <i>and</i> WCPM (Scaled) 101 or below
Below Benchmark (Tier 2)	Flagged screener outcome <i>and</i> WCPM (Scaled) 64 – 86	Flagged screener outcome <i>and</i> WCPM (Scaled) 84 – 108	Flagged screener outcome <i>and</i> WCPM (Scaled) 102 – 118
Approaching Benchmark (Tier 1+)	No screener outcome flag <i>and</i> WCPM (Scaled) 87 – 120	No screener outcome flag <i>and</i> WCPM (Scaled) 109 – 132	No screener outcome flag <i>and</i> WCPM (Scaled) 119 – 145
At Benchmark	No screener outcome flag <i>and</i> WCPM (Scaled) 121 or above	No screener outcome flag <i>and</i> WCPM (Scaled) 133 or above	No screener outcome flag <i>and</i> WCPM (Scaled) 146 or above

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.