



OKLAHOMA STATE DEPARTMENT OF EDUCATION

MAP READING FLUENCY

Technical Support: Screening for
Characteristics of Dyslexia

This guidance is based off of 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 screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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Contact Information

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General Information

Setting:	Whole group
Method:	Assessment is administered online
Average Administration Time:	20-30 minutes

Grade Level Assessment Pathway

To screen for characteristics of dyslexia, students must first take the MAP Reading Fluency Universal Screening Assessment.

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 Automated Naming (RAN), in place of the Foundational Skills screener avoids unnecessary additional testing.

Students who take the Adaptive Oral Reading assessment should be assigned the Dyslexia Screener if they score below the grade-level benchmark.



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 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.

Technical Guidance for Dyslexia Screener MAP Reading Fluency - NWEA



Screener Outcomes Report example with Dyslexia Screener Outcomes shown.

map Reading Fluency Logged in as **Trey Velasquez Randall**
Home | Help | Contact | Change Password | Logout

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 Filter Results All Classes | 37 Students

[How to use this report](#)

Students ↑	Universal Screener Outcome	Dyslexia Screener Outcome	FOUNDATIONAL SKILLS						ORAL READING
			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	-	-	-	-	-	-	-