



OKLAHOMA STATE DEPARTMENT OF EDUCATION

# **MAP READING FLUENCY**

Universal Screener Technical Support

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 the Reading Sufficiency act (RSA). Specific questions about the assessment should be directed to the vendor.

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## Contact Information

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## General Information for Administration

Setting:	Whole group
Method:	Assessment is administered online
Assessment Type:	Curriculum adaptive assessment
Average Administration Time:	20 minutes

For more in-depth explanation about MAP Reading Fluency, please refer to the [MAP Reading Fluency Guide](#) provided by the publisher.

## Remote Testing Guidance

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



## Required 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 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.

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.

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



## 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
<b>Scribe</b>	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.

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



## 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(I)(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 not meeting these indicators 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.



## Kindergarten

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

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



# Technical Guidance for RSA Universal Screener MAP Reading Fluency – NWEA

## 1<sup>st</sup> Grade

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

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



# Technical Guidance for RSA Universal Screener MAP Reading Fluency – NWEA

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





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## 3<sup>rd</sup> Grade

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

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



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## 4<sup>th</sup> Grade

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

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



# Technical Guidance for RSA Universal Screener MAP Reading Fluency – NWEA

## 5<sup>th</sup> Grade

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

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