

map

Reading
Fluency

Reports Portfolio

V 2.0



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MAP Reading Fluency Reports

Actionable results to support reading instruction

MAP® Reading Fluency™ enables you to quickly and accurately assess your pre-K-5 readers—so you can spend less time testing and more time teaching. The automatically scored results appear in practical, easy-to-use reports to help you advance reading development for all students.

Key benefits of MAP Reading Fluency reports

Get a more complete picture of early literacy

MAP Reading Fluency measures oral reading fluency plus literal comprehension and foundational skills.

Screen and monitor progress

Use MAP Reading Fluency for universal screening and more frequent progress monitoring for students at risk of developing reading difficulties, including older students who may still be working on essential literacy skills.

Dyslexia screening test forms are also available for K-3 students. A predictive flag notes student performance that suggests possible risk factors for dyslexia or other reading difficulties.

Find personalized results for each student

Reports provide students' performance compared to grade-level expectations and suggestions for instructional next steps tailored to each student.

Bring learning into focus for Spanish-speaking students

Gain insights on your Spanish speakers with benchmark assessments, reports, and instructional next steps aligned to how students learn to read in Spanish.

Revisit student recordings

Review recorded student audio anytime—and share it with other teachers, parents, and even students.

Explore reading performance across a class, school, or district

Easy-to-navigate reports offer results for grouping students, differentiating instruction, and informing program-level decisions.



Benchmark Matrix

map Reading Fluency Logged in as Trey Velasquez Randall

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PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS

Viewing as: School Administrator

Term: **Fall 2022-2023** | School: **Bryce Canyon Elementary Scho** | Current Grade: **2nd Grade** | Class: **All Classes** | Language: **English** Print

Benchmark Matrix Filter Results All Classes | 50 Students

Student	Tested Grade	FOUNDATIONAL SKILLS				Sentence Reading Fluency	ORAL READING			
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition		Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension
Ball, Horace	2	M 100%	M 100%	B Blending & Segmenting	A Decodable: One-syllable	A 12/15				
Blair, Lynn	2					M 20/20	M 79	E 98%	580L	E
Boone, Peter	2					A 16/18	M 54	M 98%	500L	A
Bryant, Carlos	2					M 23/25	M 82	M 96%	575L	M
Coleman, Ryan	2	M 100%	M 100%	A Phonemic Manipulation	A Decodable: One-syllable	M 44/44				
Crouse, Donn	2					M 25/25	M 79	A 90%	530L	M
Davis, Samuel	2					B 14/20	A 36	A 71%	375L	B
Delagarza, Donte	2					M 22/23	E 90	E 98%	500L	M
Edwards, Jason	2					A 16/18	M 54	M 98%	500L	A
Estrada, Casey	2					M 20/21	M 79	M 95%	475L	M
Faulk, Jennefer	2					M 23/25	M 82	M 96%	575L	M
Garcia, Lawrence	2					M 22/23	E 90	E 98%	500L	M
Hale, Clifford	2					A 15/20	M 79	A 90%	530L	M
Hammond, Carrie	2					M 25/27	E 89	M 95%	550L	E

A Benchmark Matrix Report: An at-a-glance summary of all students assessed during the selected term. All columns can be sorted for easy grouping. In the default view, only the most recent assessment results will be shown for each student.

An option to view all test results in the term is found under “Filter Results.”

B Term/School/Grade/Classes/Language: Student results will display in the Benchmark Matrix Report for the term, school, grade(s), class(es), and language selected only. Prior terms are always saved for review.

C Students: Student names will display in alphabetical order by last name as the default. All student names are hyperlinked to the associated individual student report.

D Performance-Level Reporting Legend: All reports use the following color indicators and associated letters:

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

E Foundational Skills: Data will show in this section for students who took the Foundational Skills portion of the assessment during their most recent test session—through teacher assignment or adaptive testing.

F Listening Comprehension & Picture Vocabulary: Results show percent correct, in addition to performance level compared to grade-level expectations, for listening comprehension and picture vocabulary measures.

G Phonological Awareness & Phonics/Word Recognition: Results show student’s zone of proximal development (ZPD) category, in addition to performance level compared to grade-level expectations.

H Sentence Reading Fluency: Results show number correct and number attempted, in addition to performance level compared to grade-level expectations.

I Oral Reading: Data will show in this section for students who took the Adaptive Oral Reading portion of the assessment during their most recent test session.

J Oral Reading Rate: Results show the highest Words Correct Per Minute (WCPM) score the student achieved from the passages the student read during the assessment, in addition to performance level compared to grade-level expectations.

K Oral Reading Accuracy: The student’s highest decoding accuracy score from the passages read is displayed along with the color-coded performance level indicator.

L Oral Reading Level: Indicates a student’s ability to read text aloud with good rate and accuracy. It is reported as a Lexile® oral reading measure, based on the Lexile oral readability (difficulty) of passages read and the students oral reading performance.

M Literal Comprehension: Results show performance level compared to grade-level expectations. Expectation levels are based on student’s ability to demonstrate comprehension of grade-level passage.

Student Report—Foundational Skills

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Term: **Fall 2022-2023**
Test & Date: **Foundational Skills, English (8/)**
Print

← [Back to report](#)
Horace Ball - 2nd Grade (Tested Grade)
→

Benchmark

Progress Monitoring

B 🚩 **Flagged.** Student performance suggests possible reading difficulty. Monitoring and/or intervention may be appropriate to improve this student's reading outcomes.

DECODING **C**

B *Below grade level*

Phonological Awareness: Horace is working at the Blending & Segmenting level (3)

A *Approaching grade level*

Phonics/Word Recognition: Horace is working at the Decodable: One-syllable level (4)

LANGUAGE COMPREHENSION **D**

M *Meets grade level*

Listening Comprehension: Horace understood 100% of complex oral sentences.

M *Meets grade level*

Picture Vocabulary: Horace matched pictures to 100% of oral vocabulary words.

PROFILE & NEXT STEPS **E**

Horace has solid language comprehension and can decode many one-syllable words. Additionally, Horace shows some awareness of phonemes.

[Mapping phonics patterns to phonemes](#)

🚩 [Follow-up for students flagged in universal screening](#)

F

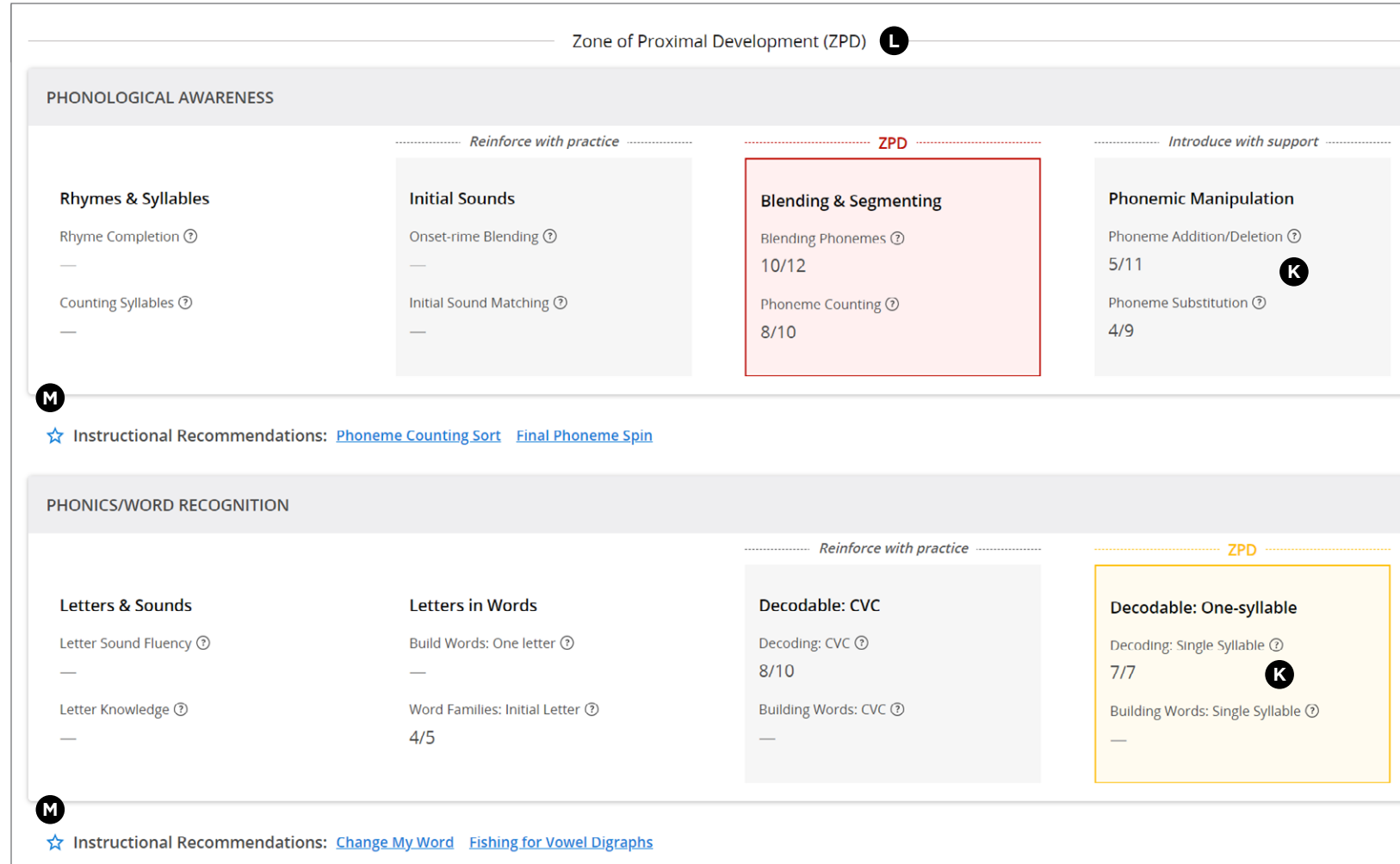
Test Details and Results

Activity	Raw Score J
Listening Comprehension ⓘ G	15/15
Picture Vocabulary ⓘ H	15/15
Sentence Reading Fluency ⓘ I	12/15

- A Term/Test & Date:** Indicates the test subtype and date of the results shown for the selected term.
- B Universal Screener Outcome:** An orange flag will display here on the report if the student's performance suggests possible reading difficulties. A flag on the screener does not indicate a diagnosis of reading disability.
- C Decoding:** Summary information on the student's Phonological Awareness and Phonics/Word Recognition results is shown, including color/letter indicators of how the student's performance compares to grade-level expectations on those measures. The student's ZPD for the related foundational skills is shown for each.
- D Language Comprehension:** Summary information on the student's Listening Comprehension and Picture Vocabulary results is shown, including color/letter indicators of the student's performance compared to grade-level expectations.
- E Profile & Next Steps:** A summary of the student's current foundational skills development. Links are provided with instructional suggestions for teachers based on the student's early literacy profile.
- F Test Details & Results:** This section provides raw scores that are not reported in the ZPD grid.
- G Listening Comprehension:** Results show number correct and number attempted. This untimed measure asks students to listen to a complex sentence and identify the matching picture.
- H Picture Vocabulary:** Results show number correct and number attempted. This untimed measure asks students to listen to a vocabulary word and identify the matching picture.
- I Sentence Reading Fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.
- J Raw Score:** Shows the number of items correct and number attempted.

Student Report—Foundational Skills

Continued



- K Raw Score:** Shows the number of items correct and number attempted. All measures in the Phonological Awareness and Phonics progression are timed. The number of items a student attempts varies for timed measures based on how quickly the student progresses through the items.
- L Zone of Proximal Development for Foundational Skills:** Identifies the student's ZPD in Phonological Awareness and Phonics/Word Recognition by highlighting their skill level in each of the learning progressions.
 - Four skill stages are shown in each progression with a total of six possible levels, 0–5. Levels 1–4 align to ZPD-like performance in each skill stage. They are reflected in the four boxes on the report.
 - The Foundational Skills Beginner test subtype limits the testing and reporting to levels 0–2.
 - Color-coding indicates if the ZPD performance level is Exceeding, Meeting, Approaching, or Below grade-level expectations or if No Expectations are present.
 - Level 5 is near-perfect performance on the highest skills, and 0 is near-chance performance on the lowest skills.
 - For the sample student, the highest level of Phonological Awareness is marked “ZPD” (level 3) while the Phonics box is marked “ZPD” (level 4).
 - The full range of levels is reflected in the summary information shown at the top of the individual student report and within the Term Summary report data.
- M Instructional Recommendations:** Links connect to teacher resources for small group and individual student activities. The resources are specific to the identified ZPD for a given student.

Student Report—Adaptive Oral Reading

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Term: Fall 2022-2023 | Test & Date: Adaptive Oral Reading, English Print

← Back to report Lynn Blair - 2nd Grade (Tested Grade)

Benchmark | Progress Monitoring

ORAL READING RATE

M Meets grade level
Lynn meets grade level expectation.

Fall expectation: 50 wcpm in 2nd grade text

ORAL READING LEVEL

Lynn's Lexile® oral reading measure is 580L.

Oral reading materials in 2nd grade typically have Lexile oral readability measures from 380L to 580L.

PROFILE & NEXT STEPS

Lynn reads with good rate, strong accuracy, and understanding.

[Building upon solid reading](#)

Test Details and Results

Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension	Actions
Losing Teeth	400L	79	98%	5/6 (83%)	Review Audio
Jay and Gus	450L	73	97%	5/6 (83%)	Review Audio
Parker the Peacock	460L	73	97%	5/6 (83%)	Review Audio

Picture Book (Warm-up)	WCPM (Raw)	Accuracy	Actions
Walk Home with Best Friend	79	90%	Review Audio

Activity	Raw Score
Sentence Reading Fluency	20/20

- A Term/Test & Date:** Indicates the test subtype and date of the results shown for the selected term.
 - B Universal Screener Outcome:** An orange flag will display here on the report if the student's performance suggests possible reading difficulties. A flag on the screener does not indicate a diagnosis of reading disability.
 - C Oral Reading Rate:** A summary of the student's oral reading fluency rate compared to grade-level expectations. Expectations are based on Hasbrouck and Tindal's (2017) Oral Reading Fluency norms. Thresholds are set at the 25th, 50th, and 75th percentiles.
 - D Oral Reading Level:** Indicates a student's ability to read text aloud with good rate and accuracy. It is reported as a Lexile® oral reading measure, based on the Lexile oral readability (difficulty) of passages read and the student's oral reading performance. Includes a reference to typical grade-level oral reading materials.
 - E Profile & Next Steps:** A summary of the student's strengths and areas for instructional focus based on the results of several passage attempts. Profile considers the student's rate, decoding accuracy, and comprehension subscores. Links are provided with instructional suggestions for teachers based on the student's reading profile.
 - F Test Details & Results:** This section provides details on the passages read and raw scores for non-passage measures.
 - G Lexile Text Measure:** A measure of text complexity of a passage read for understanding.
 - H WCPM (Scaled):** Scaled Words Correct Per Minute for each passage. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw). This is transformed to WCPM (scaled) to account for variation in passage difficulty. Note that Spanish test results will show WCPM (raw) scores in place of WCPM (scaled).
 - I Accuracy:** Percentage of words read correctly in the passage.
 - J Comprehension:** After each passage, the student is presented with six comprehension questions focused on literal understanding. Results show percent of questions answered correctly by the student.
 - K Review Audio:** This link can be used to access the Audio Review page, where you can listen to a recording of the student reading out loud while following along with the text on screen. Even if the student receives an NS, an audio recording may still be available for review and hand-scoring.
 - L Picture Book:** The WCPM raw score and decoding accuracy are shown for the Picture Book measure. An "NS" indicates no score. Students will receive an NS if they do not read at least 75% of the picture book in the allotted time or if the audio is unscorable.
- Picture Book scores are not considered in student summary reporting. The measure functions as a warm-up. Audio recordings are available for teachers to review. This report section will be labeled as "Graphic Novel" for students in grades 3+ who see a graphic novel item in place of the picture book.
- M Sentence Reading Fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.
 - N Raw Score:** Shows the number of items correct and number attempted. The number of items a student sees varies for timed measures based on how quickly the student progresses through the items.

Audio Review/Hand-Scoring

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PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS

← Back to Report Lynn Blair - 2nd Grade (Grade when tested) E SAVE

REVIEW AUDIO A

0:00 / 4:59

Losing Teeth B

Undo Redo Clear Changes Omit Passage

Have you ever lost a tooth? I sure have. I was worried before it happened. But now I am happy. Now I have a story to tell!

Last month, I lost my first one. I started to eat a taco. I forgot that my tooth was loose. I took a big bite. I crunched the shell of the taco. Then my mouth felt odd. I felt a gap. I wondered where my tooth was. Did I eat it? I put down my food. My taco tipped over. Guess what fell out of it? It was my tooth.

Just a week later, I lost another one. This time, it was math that made it come out. I sat down to do my math. It was a little hard. I had to really think. I closed my eyes. I tapped my pencil on my mouth. On one tap, it happened. I guess it poked my other loose tooth. Before I knew it, it fell out. It landed on the math problem. The good news is, it made me think of the answer.

Are you worried about losing a tooth? If you are, this story is for you. It has a lesson. Watch out for tacos and math!

System Score C
79
WCPM(scaled)

Hand-Score D
-

Keyboard Controls F

→ Next word	c Correct
← Previous word	s <i>Substitution</i>
SPACE Start/Stop audio	o <i>Omission</i>
r Rewind (5 sec)	u Unattempted
f Fast forward (5 sec)	

Shared Notes G Learn More

Adds syllable for silent-e

0 / 500

- A Audio Review Controls:** Use the controls to play, pause, rewind, or skip ahead in the audio recording. Click on the down arrow to download the audio recording as a .wav file.
- B Passage Text:** The text that the student read is displayed for teachers to follow along in reviewing the audio and hand-score if desired.
- C System Score:** Shows the student's calculated Scaled Words Correct Per Minute or WCPM (scaled) for the passage. This is the machine-assigned score. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw). This is transformed to WCPM (scaled) to account for variation in passage difficulty. Note that Spanish test results and all picture books will show WCPM (raw) in place of WCPM (scaled).
- D Hand-Score:** This shows the recalculated WCPM (scaled) based on the hand-scoring and marking of the passage. The score will automatically calculate as the hand-scoring is in process.
- E Save:** This will save the hand-scored results. Once saved, the hand-scored results will replace the automated system scores in student and class reports. This action can be reversed at any time and the system scores restored.
- F Keyboard Controls:** Teachers can use the various keyboard keys shown to move through the passage text and recording and to hand-score and mark the passage.
- G Shared Notes:** Use this field to type notes that will be visible to other educators with access to this student record.

Screener Outcomes Report

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PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS

Viewing as: School Administrator

Term: **Fall 2022-2023** | School: **Bryce Canyon Elementary Scho** | Current Grade: **2nd Grade** | Class: **All Classes**

Screener Outcomes | 2nd Grade All Classes | 50 Students

[Filter Results](#)

Student	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	
Price, Bonnie	N/A	Flagged	491	25th	493	27th	501	50th	-
Taylor, Steve	N/A	Flagged	488	17th	495	41st	505	55th	-
James, Evelyn	Not Flagged	N/A	-	-	-	-	-	-	118 WCPM
Edwards, Jason	Not Flagged	N/A	-	-	-	-	-	-	54 WCPM
Turner, Sharon	Not Flagged	N/A	-	-	-	-	-	-	89 WCPM
Taylor, Barbara	Not Flagged	N/A	-	-	-	-	-	-	94 WCPM
King, Clarence	Not Flagged	N/A	-	-	-	-	-	-	45 WCPM
Patton, Donald	Flagged	N/A	-	-	-	-	-	-	36 WCPM
Boone, Peter	Not Flagged	N/A	-	-	-	-	-	-	54 WCPM
Stevenson, Ismael	Not Flagged	N/A	493	27th	500	49th	499	49th	-
Sanchez, Elizabeth	Flagged	N/A	-	-	-	-	-	-	36 WCPM
James, Brian	Not Flagged	N/A	-	-	-	-	-	-	118 WCPM
Hammond, Carrie	Not Flagged	N/A	-	-	-	-	-	-	89 WCPM

A Screener Outcomes Report: At-a-glance report allows you to easily analyze data, including scaled domain scores, user norms, and screener outcomes. All columns can be sorted for easy grouping. In the default view, only the most recent assessment results will be shown for each student.

An option to view all test results in the term is found under “Filter Results.”

B Term/School/Grade/Class: Student results will display in the Screener Outcomes Report for the term, school, grade(s), and class(es) selected only. Prior terms are always saved for review.

C Students: Student names will display in alphabetical order by last name as the default. All student names are hyperlinked to the associated individual student report.

D Universal Screener Outcome: An orange flag will display in this column if the student’s performance on a benchmark assessment suggests possible reading difficulties. A flag on the screener does not indicate a diagnosis of reading disability. N/A – Not Applicable will display if the student completed the Dyslexia Screener, or other benchmark test form which does not provide a Universal Screener Outcome. “Insufficient data” will display when the student did not answer enough questions to calculate a Universal Screener Outcome.

E Dyslexia Screener Outcome: A purple flag will display in this column if the student’s performance on the Dyslexia Screener assessment suggests possible risk factors for dyslexia or other reading difficulties. A flag on the screener does not indicate a diagnosis of dyslexia or reading disability. N/A – Not Applicable will display if the student completed a benchmark test form other than the Dyslexia Screener, which does not provide a Dyslexia Screener Outcome. “Insufficient data” will display when the student did not answer enough questions to calculate a dyslexia screener outcome.

F Foundational Skills: Data will show in this section for students who took the Foundational Skills portion of the assessment during their most recent Dyslexia Screener or benchmark test session—through teacher assignment or adaptive testing.

G Domain Score: Scaled domain score will display for each assessed foundational skills domain. Scaled score refers to scores placed onto a common unit of measurement.

The Foundational Skills domains of Phonological Awareness, Phonics & Word Recognition, and Language Comprehension each have a separate scale.

The 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

H Percentile: Displays the achievement status user norm percentile for the student’s scaled domain score.

Status norms are presented as a percentile that communicates how students compare in relation to their peers in the same construct, grade, and term.

I Oral Reading Rate: Results show the highest Scaled Words Correct Per Minute (WCPM) score the student achieved from the passages the student read during the assessment.

Student Report—Dyslexia Screener

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PROCTOR DASHBOARD
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Term: Winter 2020-2021
Test & Date: Foundational Skills with Dyslexi
Print

[← Back to Matrix](#) Benjamin Lewis - 1st Grade (Tested Grade)

Benchmark

Progress Monitoring

B 🚩 **Flagged.** Student performance suggests possible risk factors for dyslexia or other reading difficulties. A flag does NOT indicate a diagnosis of dyslexia or reading disability.

DECODING **C**

A *Approaching grade level*

Phonological Awareness: Benjamin is working at the Blending & Segmenting level (3)

B *Below grade level*

Phonics/Word Recognition: Benjamin is working at the Letters in Words level (2)

LANGUAGE COMPREHENSION **D**

B *Below grade level*

Listening Comprehension: Benjamin understood 47% of complex oral sentences.

B *Below grade level*

Picture Vocabulary: Benjamin matched pictures to 40% of oral vocabulary words.

PROFILE & NEXT STEPS **E**

Benjamin's language comprehension is still developing. Additionally, Benjamin has some awareness of phonemes and is starting to decode, applying individual letter sounds within words.

[Noticing phonemes in word decoding](#)

[Supporting understanding of language](#)

🚩 [Follow-up for students flagged in dyslexia screening](#)

F

Test Details and Results

Activity	Raw Score J
Listening Comprehension G	7/15
Picture Vocabulary H	6/15
Sentence Reading Fluency I	7/10

- A Term/Test & Date:** Indicates the test subtype and date of the results shown for the selected term.
- B Dyslexia Screener Outcome:** A purple flag will display here if the student's performance suggests possible risk factors for dyslexia or other reading difficulties. A flag on the screener does not indicate a diagnosis of dyslexia or reading disability.
- C Decoding:** Summary information on the student's Phonological Awareness and Phonics/Word Recognition results is shown, including color/letter indicators of how the student's performance compares to grade-level expectations on those measures. The student's ZPD for the related foundational skills is shown for each.
- D Language Comprehension:** Summary information on the student's Listening Comprehension and Picture Vocabulary results is shown, including color/letter indicators of the student's performance compared to grade-level expectations.
- E Profile & Next Steps:** A summary of the student's current foundational skills development. Links are provided with instructional suggestions for teachers based on the student's early literacy profile.
- F Test Details & Results:** This section provides raw scores that are not reported in the ZPD grid.
- G Listening Comprehension:** Results show number correct and number attempted. This untimed measure asks students to listen to a complex sentence and identify the matching picture.
- H Picture Vocabulary:** Results show number correct and number attempted. This untimed measure asks students to listen to a vocabulary word and identify the matching picture.
- I Sentence Reading Fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.
- J Raw Score:** Shows the number of items correct and number attempted.

Student Report—Dyslexia Screener

Continued

Zone of Proximal Development (ZPD) **L**

PHONOLOGICAL AWARENESS

Reinforce with practice
ZPD
Introduce with support

Rhymes and Syllables

Rhyme Completion ⓘ
—

Counting Syllables ⓘ
—

Initial Sounds

Onset-rime Blending ⓘ
6/12

Initial Sound Matching ⓘ
—

Blending & Segmenting

Blending Phonemes ⓘ
5/13

Phoneme Counting ⓘ
4/10

Phonemic Manipulation

Phoneme Addition/Deletion ⓘ
4/13 **K**

Phoneme Substitution ⓘ
—

M Instructional Recommendations: [Treasure Chest](#) [Picture Slide](#) [Additional Activities for Blending & Segmenting](#)

PHONICS/WORD RECOGNITION

Reinforce with practice
ZPD
Introduce with support

Letters and Sounds

Letter Sound Fluency ⓘ
—

Letter Knowledge ⓘ
—

Letters in Words

Build Words: One letter ⓘ
4/8

Word Families: Initial Letter ⓘ
8/11

Decodable: CVC

Decoding: CVC ⓘ
4/10

Building Words: CVC ⓘ
2/8

Decodable: One-syllable

Decoding: Single Syllable ⓘ
— **K**

Building Words: Single Syllable ⓘ
—

M Instructional Recommendations: [Change-A-Word](#) [Medial Phoneme Spin](#) [Additional Activities for Letters in Words](#)

N

Naming Speed

Rapid Automatized Naming (RAN) ⓘ	Duration ⓘ	Pictures Correct Per Second ⓘ	Actions
Overall Score	1 min 13 sec	0.88	
Page 1	36 sec	0.47	Review Audio ▶
Page 2	37 sec	0.42	Review Audio ▶

- K Raw Score:** Shows the number of items correct and number attempted. All measures in the Phonological Awareness and Phonics progression are timed. The number of items a student attempts varies for timed measures based on how quickly the student progresses through the items.
 - L Zone of Proximal Development for Foundational Skills:** Identifies the student's ZPD in Phonological Awareness and Phonics/Word Recognition by highlighting their skill level in each of the learning progressions.
 - Four skill stages are shown in each progression with a total of six possible levels, 0-5. Levels 1-4 align to ZPD-like performance in each skill stage. They are reflected in the four boxes on the report.
 - The Foundational Skills Beginner test subtype limits the testing and reporting to levels 0-2.
 - Color-coding indicates if the ZPD performance level is Exceeding, Meeting, Approaching, or Below grade-level expectations or if No Expectations are present.
 - Level 5 is near-perfect performance on the highest skills, and 0 is near-chance performance on the lowest skills.
 - For the sample student, the highest level of Phonological Awareness is marked "ZPD" (level 3) while the Phonics box is marked as "ZPD" (level 2)
 - The full range of levels is reflected in the summary information shown at the top of the individual student report and within the Term Summary report data.
 - M Instructional Recommendations:** Links connect to teacher resources for small group and individual student activities. The resources are specific to the identified ZPD for a given student.
 - N Rapid Automatized Naming (RAN):** Displays the student's results on the RAN measures, including pictures correct per second, duration, overall score (summary of results from two series of RAN items), and a link to review audio. RAN assesses a student's naming speed by timing them on retrieving and saying the name for a simple object shown on screen.
- Important note: 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.

Instructional Planning Report

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PROCTOR DASHBOARD ASSIGNMENTS STUDENT PASSWORDS REPORTS

Viewing as: School Administrator

Term: **Fall 2022-2023** School: **Bryce Canyon Elementary School** Current Grade: **Kindergarten** Class: **May Homeroom** Language: **English** Print

Instructional Planning Report ^A

Foundational Skills May Homeroom | 25 Students

Expand All

Phonological Awareness | Kindergarten ^C





^E Spring Expectation

ZPD	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
STUDENTS	At Level 1 <ul style="list-style-type: none"> Morris, Christopher Gibson, Alberta Hall, Janet Gilchrist, Charis Guinn, Fred Gonzalez, Geraldine Russell, Walter Patterson, Wayne Carr, Geoffrey Flowers, Grace Below Level 1 <ul style="list-style-type: none"> Clark, Phillip Johnson, Roger 	<ul style="list-style-type: none"> Baker, Sonya Crews, Alaine Craig, Angel ^F Parker, Hazel Walton, Maryann Fisher, Floyd Barnes, Sandra 	<ul style="list-style-type: none"> Coleman, Peter 	At Level 4 <ul style="list-style-type: none"> Jordan, Lawrence Above Level 4

- ^A **Instructional Planning Report:** Report provides actionable class- and student-level insights on foundational skills performance from English and Spanish benchmark tests.
- ^B **Term/School/Grade/Class/Language:** Student results will display in the Instructional Planning report for the term, school, grade(s), class(es), and language selected only.
- ^C **Foundational Skills Domain:** The Foundational Skills Domain is noted at the top of each section. Domains include Phonological Awareness, Phonics & Word Recognition, and Language Comprehension.
- ^D **Hide and Expand Toggle:** Toggle between expanded and collapsed to display or conceal additional information including student names and linked instructional resources.
- ^E **Zone of Proximal Development (ZPD):** Learning progressions are shown as ZPD levels for Phonological Awareness and Phonics & Word Recognition. In addition, the spring expectation is highlighted for the selected grade.
- ^F **Students:** Student names will display grouped by Zone of Proximal Development (ZPD) level based on the students' performance on the benchmark assessment for the selected term.

Instructional Planning Report

Continued

INSTRUCTIONAL RESOURCES	<p> In Class Activities</p> <p>Matching Rhyme Time</p> <p>Syllable Hopscotch</p>	<p> In Class Activities</p> <p>Sound It – Bag It G</p> <p>Popular Pals</p>	<p> In Class Activities</p> <p>Phoneme Hopscotch</p> <p>Picture Slide</p>	<p> In Class Activities</p> <p>Drop and Say</p> <p>What's Left?</p>
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- G Instructional Resources:** Links connect to instructional resources including in-class and at-home activities and teacher guides. The resources are specific to the identified ZPD or percentile grouping.
- H Percentile:** Achievement status user norm percentile groupings are displayed for the Language Comprehension domain. Students are grouped based on their user norm percentile from the benchmark assessment for the selected term.

Phonics/Word Recognition | Kindergarten [Show Students and Resources](#) ▾

← Below **Spring Expectation** Above →

ZPD	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
	15 students	8 students	1 students	1 students

Language Comprehension | Kindergarten [Show Students and Resources](#) ▾

Students are grouped according to percentile. There is no grade-level expectations.

TOTAL PERCENTILE	1st - 25th	26th - 50th	51st - 75th	76th - 99th
	6 students	3 students	14 students	2 students

Progress Monitoring Dashboard

map Reading Fluency
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PROCTOR DASHBOARD
ASSIGNMENTS
STUDENT PASSWORDS
REPORTS

Viewing as: School Administrator


School: Bryce Canyon Elementary Scho | Current Grade: 2nd Grade | Class: McDonald Homeroom **B** Print

Progress Monitoring Dashboard **A**
McDonald Homeroom | 22 Students

Student	Grade	Phonological Awareness	Phonics/Word Recognition	Oral Reading ↓
Sanchez, Elizabeth	2	● Not Monitoring	● Not Monitoring C	● Monitoring
Wood, Samantha	2	● Not Monitoring	● Not Monitoring	● Monitoring
Ball, Horace	2	● Monitoring	● Monitoring	● Not Monitoring
Boone, Peter	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Bryant, Carlos	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Crouse, Donn	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Davis, Samuel	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Estrada, Casey	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Garcia, Lawrence	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Hill, Aaron	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
James, Brian	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
King, Clarence	2	● Not Monitoring	● Not Monitoring	● Not Monitoring
Lopez, Inez	2	● Not Monitoring	● Not Monitoring	● Not Monitoring

- A Progress Monitoring Dashboard:** At-a-glance view of student status (monitoring/not monitoring) for each Progress Monitoring area.
- B School/Grade/Class:** Student information will display in the Progress Monitoring Dashboard for the school, grade(s), and class(es) selected only. Prior terms are always saved for review.
- C Progress Monitoring Areas and Status:** Available Progress Monitoring areas include Foundational Skills (Phonological Awareness and Phonics & Word Recognition) and Oral Reading. The latest student status (monitoring/not monitoring) shows for each area.

Student Report—Progress Monitoring—Foundational Skills



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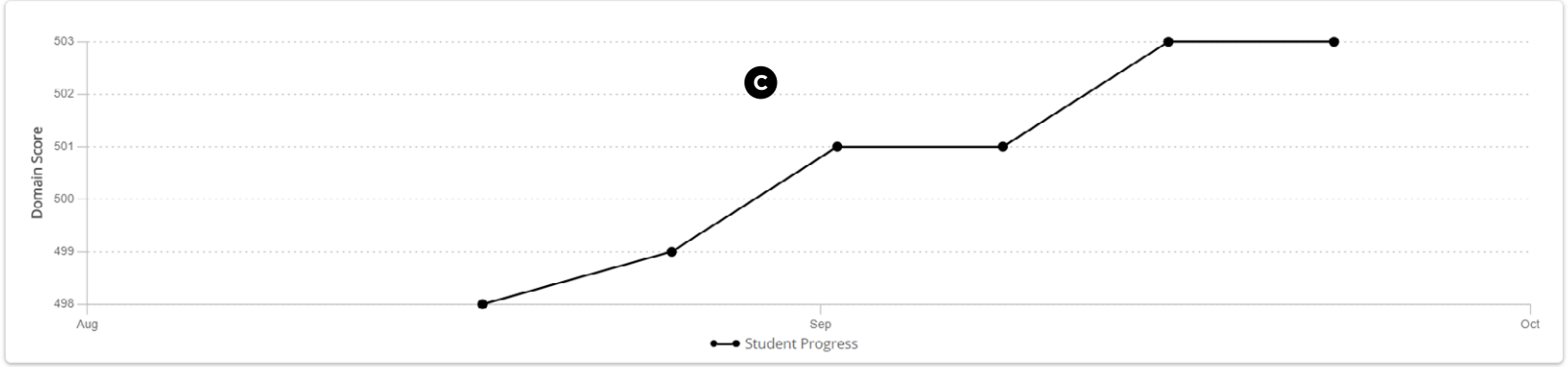
PROCTOR DASHBOARD
ASSIGNMENTS
STUDENT PASSWORDS
REPORTS

Academic Year: 2022-2023 A
Print

← [Back to report](#)
Horace Ball - 2nd Grade (Grade)
→

Benchmark
Progress Monitoring B

Phonological Awareness
Phonics/Word Recognition
Oral Reading



Month	Domain Score
Aug	498
Sep	499
Oct	501
Nov	503

Progress Monitoring Test Details | 6 Results D

Date ↓	Domain Score E
9/22/22	503
9/15/22	503
9/8/22	501
9/1/22	501
8/25/22	499
8/17/22	498

Benchmark Test Details | 1 Result F

Date ↓	Domain Score	ZPD Level G
8/1/22	488	Level 3 - Blending & Segmenting

- A **Academic Year:** All completed Progress Monitoring tests will display for the selected academic year only.
- B **Progress Monitoring Tab/Sub-Tabs:** Toggle to the individual student's Progress Monitoring Reports by selecting the Progress Monitoring tab from their Benchmark report or by selecting their name from the Progress Monitoring Dashboard. Switch between progress monitoring areas by selecting the appropriate sub-tab.
- C **Progress Monitoring Chart—Foundational Skills:** Line graph plots scaled Domain Scores for each Progress Monitoring test in that foundational skills domain area. Hovering on the dot will display the related test event information.
- D **Progress Monitoring Test Details:** List results for all completed Progress Monitoring tests within the selected academic year.
- E **Domain Score:** Scaled domain score will display for the assessed foundational skills domain. Scaled score refers to scores placed onto a common unit of measurement.

The Foundational Skills domains of Phonological Awareness, Phonics & Word Recognition, and Language Comprehension each have a separate scale.

The 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.
- F **Benchmark Test Details:** This section displays data on the student's benchmark test results including test date, domain score, and ZPD level for the given foundational skills domain being progress monitored.
- G **ZPD Level:** Displays the student's learning progression in the given foundational skills domain as a ZPD level from the student's benchmark test.

Student Report—Progress Monitoring—Oral Reading

MAP Reading Fluency

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PROCTOR DASHBOARD
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Academic Year: 2022-2023
Print

← Back to report
Elizabeth Sanchez - 2nd Grade (Grade)

Benchmark

Progress Monitoring

Phonological Awareness

Phonics/Word Recognition

Oral Reading

Date	WCPM (scaled)
Aug	36
Aug	36
Sep	42
Sep	43
Oct	44

Test Details | 7 Results

Date ↓	Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension	Actions
9/13/22	Bus Love	490L	44	88%	5/6 (75%)	Review Audio
9/6/22	Game Inventor	480L	43	88%	5/6 (89%)	Review Audio
8/30/22	Cleaning Our Room	460L	42	88%	5/6 (89%)	Review Audio
8/23/22	Casey's Walk	440L	36	71%	2/6 (33%)	Review Audio

- A Academic Year:** All completed Progress Monitoring tests will display for the selected academic year only.
- B Progress Monitoring Tab:** Toggle to the individual student's Progress Monitoring Report by selecting the Progress Monitoring tab from their Benchmark report or by selecting their name from the Progress Monitoring Matrix.
- C Progress Monitoring Chart:** Line graph plots WCPM (scaled) scores for each Progress Monitoring test. Hovering on the dot will display the related test event information.
- D Grade Level Percentiles:** Choosing Grade Level Percentiles will add the percentile lines to the graph and allow you to compare the student's performance to grade-level percentiles.
- E Test Details:** List results for all completed Progress Monitoring tests within the selected academic year.
- F Lexile Text Measure:** A measure of text complexity of a passage read for understanding.
- G WCPM (Scaled):** Scaled Words Correct Per Minute for each passage. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw). This is transformed to WCPM (scaled) to account for variation in passage difficulty.
- H Accuracy:** Percentage of words read correctly in the passage.
- I Comprehension:** After each passage, the student is presented with six comprehension questions focused on literal understanding. Results show percent of questions answered correctly by the student.
- J Review Audio:** This link can be used to access the Audio Review page, where you can listen to a recording of the student reading out loud while following along with the text on screen. Even if the student receives an NS, an audio recording may still be available for review and hand-scoring.

Term Summary Report

map Reading Fluency
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PROCTOR DASHBOARD
ASSIGNMENTS
STUDENT PASSWORDS
REPORTS

Viewing as: School Administrator

Term:

Winter 2020-2021

School:

Bryce Canyon Elementary Scho

Current Grade:

2nd Grade

Language:

English

Print

TERM SUMMARY REPORT

NWEA Sample District 34

Benchmark Summary

25 student results

84%	21 students have Oral Reading scores
16%	4 students have Foundational Skills scores

Dyslexia Screener Summary

25 student results

80%	20 students were not flagged
20%	5 students were flagged

Foundational Skills Performance Breakdown

DECODING

Phonological Awareness

Phonics / Word Recognition

LANGUAGE COMPREHENSION

Listening Comprehension

Picture Vocabulary

- A Term/School/Grade/Language:** Use the term, school, grades, and language filters to select and view the summary details for an entire grade.
- B Performance-Level Reporting Legend:** All reports use the following color indicators and associated letters:
 - **Blue:** Exceeds grade-level expectations
 - **Green:** Meets grade-level expectations
 - **Yellow:** Approaching grade-level expectations
 - **Red:** Below grade-level expectations
 - **Dark Gray:** NE No grade-level expectations
- C Term Testing Result Summary:** Summary pie charts show the total students and a high-level breakdown of those students who were tested using the benchmark and dyslexia screener test forms. The best results for each student are represented in this report if the student took more than one test form.
- D Foundational Skills Performance Breakdown—Decoding:** The pie graphs show the percentage of students in each ZPD level in the domains of Phonological Awareness and Phonics/Word Recognition. The colors correspond to the expected performance levels of students in the grade and term selected for the report. If all students in a grade are performing below the grade-level expectation, the pie graph will show the different shades of red to indicate the degree of skill deficit. Note that these levels, 0-5, align to the 0-5 shown at the top of a student's individual report.
- E Foundational Skills Performance Breakdown—Language Comprehension:** The pie graphs show the percentage of students in each performance-level category in the domains of Listening Comprehension and Picture Vocabulary. The colors correspond to the expected performance levels of students in the grade and term selected for the report.

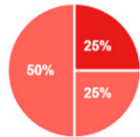
Term Summary Report

Continued

Foundational Skills Performance Breakdown

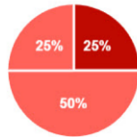
DECODING **F**

Phonological Awareness



- Level 0: 0%
- Level 1: 0%
- Level 2: 0%
- Level 3: 25%
- Level 4: 25%
- Level 5: 50%

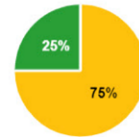
Phonics / Word Recognition



- Level 0: 0%
- Level 1: 0%
- Level 2: 25%
- Level 3: 0%
- Level 4: 50%
- Level 5: 25%

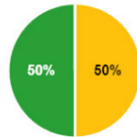
LANGUAGE COMPREHENSION **G**

Listening Comprehension



- Below: 0%
- Approaching: 75%
- Meets: 25%
- Exceeds: 0%

Picture Vocabulary

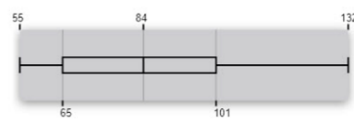


- Below: 0%
- Approaching: 50%
- Meets: 50%
- Exceeds: 0%

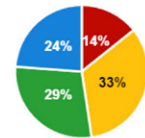
Oral Reading Performance Breakdown **H**

ORAL READING FLUENCY

Oral Reading Rate



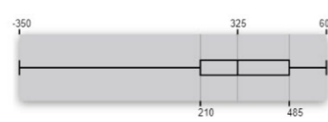
Median Score: 84
 Interquartile Range: 65 to 101
 Highest Score: 132
 Lowest Score: 55



- 0% of Students
- 14% of Students
- 33% of Students
- 29% of Students
- 24% of Students

ORAL READING LEVEL

Lexile® Oral Reading Measure



Median Score: 325
 Interquartile Range: 210 to 485
 Highest Score: 600
 Lowest Score: -350

F Foundational Skills Performance Breakdown—Decoding: The pie graphs show the percentage of students in each ZPD level in the domains of Phonological Awareness and Phonics/Word Recognition. The colors correspond to the expected performance levels of students in the grade and term selected for the report. If all students in a grade are performing below the grade-level expectation, the pie graph will show the different shades of red to indicate the degree of skill deficit. Note that these levels, 0-5, align to the 0-5 shown at the top of a student's individual report.

G Foundational Skills Performance Breakdown—Language Comprehension: The pie graphs show the percentage of students in each performance-level category in the domains of Listening Comprehension and Picture Vocabulary. The colors correspond to the expected performance levels of students in the grade and term selected for the report.

H Oral Reading Performance Breakdown: The box-and-whisker plots show the median score and score distribution in quartiles for:

- Oral Reading Fluency—shown as scaled Words Correct Per Minute (WCPM—Scaled). Spanish results will be shown based on WCPM—Raw
- Oral Reading Level—shown as a Lexile oral reading measure

Pie graphs show the percentage of students at each performance level. The colors correspond to the expected performance levels of students in the term and grade selected.

Term Comparison Report

map Reading Fluency

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PROCTOR DASHBOARD
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STUDENT PASSWORDS
REPORTS

Viewing as: School Administrator

Language: English
School: Bryce Canyon Elementary Scho
Print

TERM COMPARISON REPORT: NWEA Sample District 34

GENERATE REPORT

?

INCLUDE TERMS:

- Fall 2021-2022
- Spring 2020-2021
- Winter 2020-2021
- Fall 2020-2021
- Spring 2019-2020
- Winter 2019-2020
- Fall 2019-2020
- Spring 2018-2019
- Winter 2018-2019
- Fall 2018-2019

INCLUDE SUBSCORES:

Oral Reading

- Oral Reading Rate

Foundational Skills

- Phonological Awareness
- Phonics / Word Recognition
- Listening Comprehension
- Picture Vocabulary

Other

- Sentence Reading Fluency

SCORING CATEGORIES

? Students with Oral Reading & Foundational Skills Scores

ALL GRADES

? Separate Grades?

Oral Reading Foundational Skills

ORAL READING SUBSCORES

? Oral Reading Rate

	Winter 2020-2021	Spring 2020-2021	Fall 2021-2022
Total Students	113	105	145
Oral Reading	69	74	91
Foundational Skills	44	31	54

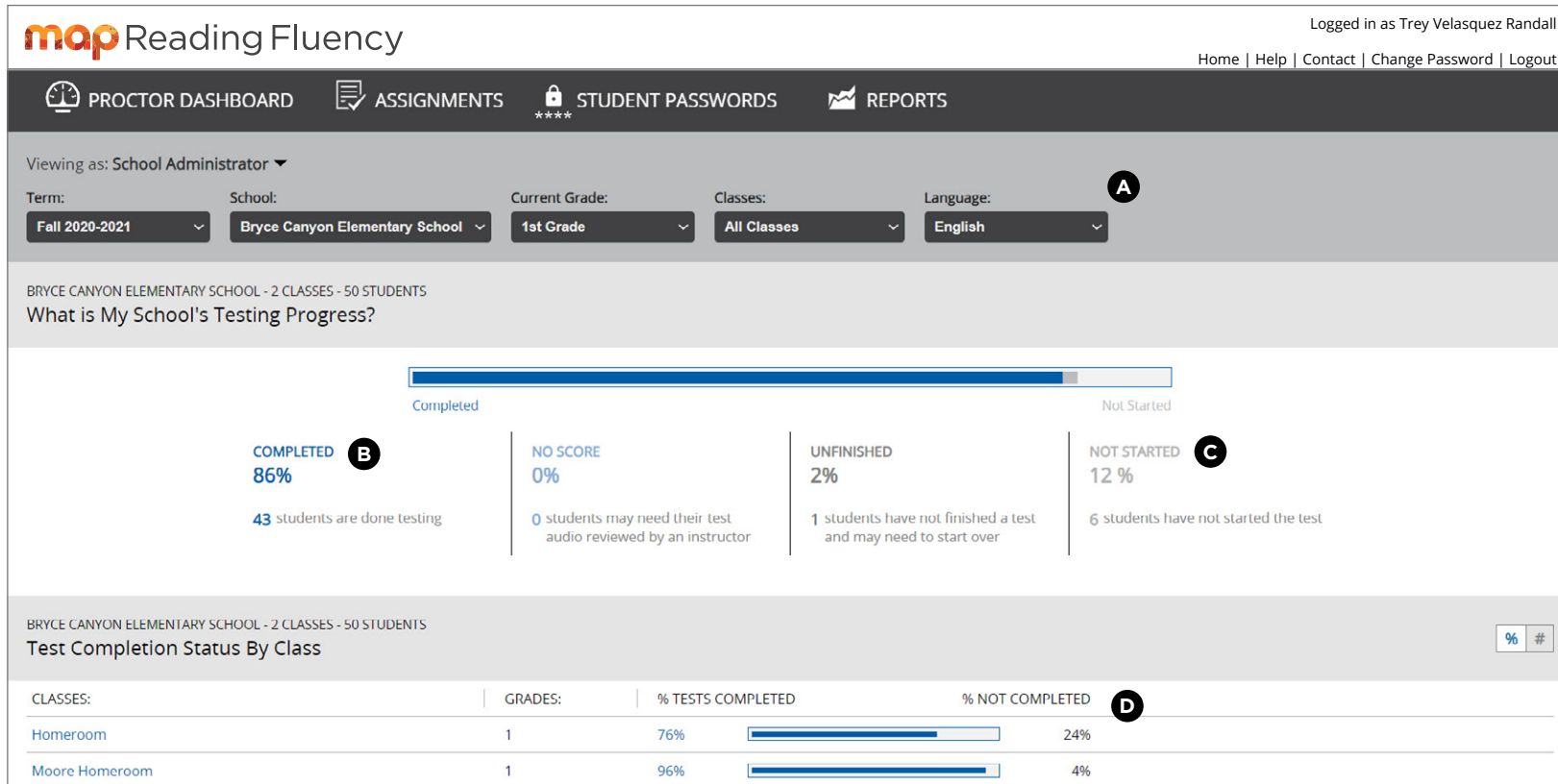
ALL GRADES

E Exceeds	13	14	32
M Meets	29	29	33
A Approaching	17	19	15
B Below	10	12	11
NE No Expectation	0	0	0

? Separate Grades? View values as percentages?

- A School/Language:** Use the school and language filters to select the group of students to include in the report. The available pick list and filter options are based on system role.
- B Performance-Level Reporting Legend:** All reports use the following color indicators and associated letters:
 - Blue:** Exceeds grade-level expectations
 - Green:** Meets grade-level expectations
 - Yellow:** Approaching grade-level expectations
 - Red:** Below grade-level expectations
 - Dark Gray:** NE No grade-level expectations
- C Term Selection:** Select up to six terms to compare in the report. Terms can be selected from the same or different school years.
- D Subscores:** Select the information to display in the report from the available subscore options, including Oral Reading Rate, Phonological Awareness, Phonics/Word Recognition, Listening Comprehension, Picture Vocabulary, and Sentence Reading Fluency. By default, all subscores will be selected.
- E Distribution of Students by Scoring Categories:** A bar chart shows the breakdown of students with Oral Reading results and Foundational Skills results. Each student is represented once in the graphs, including their best Benchmark scores in the selected term. Oral Reading results are considered better scores than Foundational Skills results. Expect to see the proportion of students with Oral Reading results, as opposed to Foundational Skills results, growing from a small fraction in kindergarten to the overwhelming majority in third grade.
- F Separate Grades Toggle:** Use the toggle to view aggregate data or separate the data by grade.
- G Subscore Display Option:** Results are shown in a table view by default and may be switched to a bar chart view by clicking the chart icon. Each subscore selected will have its own chart.
- H Percentage Toggle:** Use the toggle to view the data for each subscore by student count or percentage.

Testing Progress Report



A Term/School/Grade/Classes/Language: Summary Benchmark testing progress will display for the testing term, school, grade(s), class(es), and language selected only.

B School Testing Progress: Benchmark test completion status is displayed at the school level. Data can be further filtered by class or grade. Figures show the testing status percentage for rostered students with assigned Benchmark tests. Note that Spanish and English testing progress will display separately.

C Not Started: This figure reflects the percentage of rostered students with Benchmark tests assigned and not yet completed.

D Class Testing Progress: Benchmark testing completion status is shown for each class in the school or those meeting the grade or class filter criteria.

Spanish Benchmark Matrix

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

Viewing as: School Administrator

Term: **Fall 2022-2023** | School: **Bryce Canyon Elementary Scho** | Current Grade: **All Grades** | Class: **All Classes** | Language: **Spanish** Print

Benchmark Matrix Filter Results All Classes | 20 Students

Student	Tested Grade	FOUNDATIONAL SKILLS				ORAL READING			
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Literal Comprehension
Hale, Fernando	1	M 80%	A 67%	M Blending & Segmenting	M Decodable Words: Beginning	M 13/14			
James, Juan	1	A 73%	A 67%	A Syllable Blending & Initial Sounds	M Decodable Words: Beginning	A 10/14			
Lopez, Candice	1	M 80%	A 73%	M Blending & Segmenting	M Decodable Words: Beginning	M 13/14			
Torres, Donna	1	M 80%	M 87%	M Blending & Segmenting	M Decodable Words: Beginning	M 13/14			
Delagarza, Donte	2					M 21/24	M 93	E 95%	M
Hill, Aaron	2					E 18/20	E 90	M 98%	E
Rodriguez, John	2					A 16/19	A 94	A 90%	A
Stevenson, Ismael	2					M 22/24	M 95	M 95%	A
Thomas, Jose	3					M 18/20	M 92	M 95%	E
Torres, Joseph	3					B 16/18	B 54	B 89%	A
Adkins, Nadine	-								
Alexander, Eugene	-								
Allen, Cheryl	-								
Allen, Janet	-								

A Benchmark Matrix Report: An at-a-glance summary of all students assessed during the selected term. All columns can be sorted for easy grouping. In the default view, only the most recent assessment results will be shown for each student.

An option to view all test results in the term is found under "Filter Results".

B Term/School/Grade/Classes/Language: Student results will display in the Benchmark Matrix Report for the term, school, grade(s), class(es), and language selected only. Prior terms are always saved for review.

C Students: Student names will display in alphabetical order by last name as the default. All student names are hyperlinked to the associated individual student report.

D Performance-Level Reporting Legend: All reports use the following color indicators and associated letters:

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

E Foundational Skills: Data will show in this section for students who took the Foundational Skills portion of the assessment during their most recent test session—through teacher assignment or adaptive testing.

F Listening Comprehension & Picture Vocabulary: Results show percent correct, in addition to performance level compared to grade-level expectations, for listening comprehension and picture vocabulary measures.

G Phonological Awareness & Phonics/Word Recognition: Results show student's ZPD category, in addition to performance level compared to grade-level expectations.

H Sentence Reading Fluency: Results show number correct and number attempted, in addition to performance level compared to grade-level expectations.

I Oral Reading: Data will show in this section for students who took the Adaptive Oral Reading portion of the assessment during their most recent test session.

J Oral Reading Rate: Results show the highest Words Correct Per Minute (WCPM) score the student achieved from the passages the student read during the assessment, in addition to performance level compared to grade-level expectations.

K Oral Reading Accuracy: The student's highest decoding accuracy score from the passages read is displayed along with the color-coded performance level indicator.

L Literal Comprehension: Results show performance level compared to grade-level expectations. Expectation levels are based on student's ability to demonstrate comprehension of grade-level passage.

Spanish Student Report—Foundational Skills

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

Term: **Fall 2022-2023** | Test & Date: **Foundational Skills, Spanish (9/)** **A** Print

← Back to report **Fernando Hale - 1st Grade** (Tested Grade)

Benchmark

Progress Monitoring

DECODING **B**

M *Meets grade level*

Phonological Awareness: Fernando is working at the Blending & Segmenting level (3)

M *Meets grade level*

Phonics/Word Recognition: Fernando is working at the Decodable Words: Beginning level (3)

LANGUAGE COMPREHENSION **C**

M *Meets grade level*

Listening Comprehension: Fernando understood 80% of complex oral sentences.

A *Approaching grade level*

Picture Vocabulary: Fernando matched pictures to 67% of oral vocabulary words.

PROFILE & NEXT STEPS **D**

Fernando's language comprehension is still developing. Additionally, Fernando can decode many one- and two-syllable words.

[Building confidence with blending and segmenting syllables](#)

[Supporting understanding of language](#)

E Test Details and Results

Activity	Raw Score I
Listening Comprehension F	12/15
Picture Vocabulary G	10/15
Sentence Reading Fluency H	13/14

- A Term/Test & Date:** Indicates the test subtype and date of the results shown for the selected term.
- B Decoding:** Summary information on the student's Phonological Awareness and Phonics/Word Recognition results is shown, including color/letter indicators of how the student's performance compares to grade-level expectations on those measures. The student's ZPD for the related foundational skills is shown for each.
- C Language Comprehension:** Summary information on the student's Listening Comprehension and Picture Vocabulary results is shown, including color/letter indicators of the student's performance compared to grade-level expectations.
- D Profile & Next Steps:** A summary of the student's current foundational skills development. Links are provided with instructional suggestions for teachers based on the student's early literacy profile.
- E Test Details & Results:** This section provides raw scores that are not reported in the ZPD grid.
- F Listening Comprehension:** Results show number correct and number attempted. This untimed measure asks students to listen to a complex sentence and identify the matching picture.
- G Picture Vocabulary:** Results show number correct and number attempted. This untimed measure asks students to listen to a vocabulary word and identify the matching picture.
- H Sentence Reading Fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.
- I Raw Score:** Shows the number of items correct and number attempted.

Spanish Student Report—Foundational Skills

Continued

Zone of Proximal Development (ZPD) **K**

PHONOLOGICAL AWARENESS

	<i>Reinforce with practice</i>	ZPD	<i>Introduce with support</i>
Rhymes & Syllables Rhyme Completion ⓘ — Counting Syllables ⓘ —	Syllable Blending & Initial Sounds Syllable Blending ⓘ 6/6 Initial Sound Matching ⓘ 4/4	Blending & Segmenting Blending Phonemes ⓘ 3/7 Phoneme Counting ⓘ 3/7	Syllable & Phoneme Manipulation Syllable Addition/Deletion ⓘ — J Phoneme Substitution ⓘ —

L ☆ Instructional Recommendations: [Phoneme Segmenting and Blending](#) [Phoneme Activity](#)

PHONICS/WORD RECOGNITION

	<i>Reinforce with practice</i>	ZPD	<i>Introduce with support</i>
Letters & Sounds Letter Sound Fluency ⓘ — Letter Knowledge ⓘ —	Initial Letters & Syllables Build Words: One Syllable Missing ⓘ 3/8 Words' Initial Letters ⓘ 6/8	Decodable Words: Beginning Decoding: Beginning Words ⓘ 7/7 Build Words: Two Syllables Missing ⓘ 4/9	Decodable Words: Multisyllabic Decoding: Multi-syllable Words ⓘ — J Build Words: All Syllables Missing ⓘ —

L ☆ Instructional Recommendations: [Practice Activities](#)

- J Raw Score:** Shows the number of items correct and number attempted. All measures in the Phonological Awareness and Phonics progression are timed. The number of items a student attempts varies for timed measures based on how quickly the student progresses through the items.
- K Zone of Proximal Development for Foundational Skills:** Identifies the student's ZPD in Phonological Awareness and Phonics/Word Recognition by highlighting their skill level in each of the learning progressions.
 - Four skill stages are shown in each progression with a total of six possible levels, 0–5. Levels 1–4 align to ZPD-like performance in each skill stage. They are reflected in the four boxes on the report.
 - The Foundational Skills Beginner test subtype limits the testing and reporting to levels 0–2.
 - Color-coding indicates if the ZPD performance level is Exceeding, Meeting, Approaching, or Below grade-level expectations or if No Expectations are present.
 - Level 5 is near-perfect performance on the highest skills, and 0 is near-chance performance on the lowest skills.
 - For the sample student, the highest level of Phonological Awareness is marked "ZPD" (level 3) while the Phonics box is marked "ZPD" (level 3).
 - The full range of levels is reflected in the summary information shown at the top of the individual student report and within the Term Summary report data.
- L Instructional Recommendations:** Links connect to teacher resources for small group and individual student activities. The resources are specific to the identified ZPD for a given student.

Spanish Student Report—Adaptive Oral Reading

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

Term: Fall 2022-2023 | Test & Date: Adaptive Oral Reading, Spanish Print

← Back to report | Jose Thomas - 3rd Grade (Tested Grade)

Benchmark | Progress Monitoring

ORAL READING RATE B

M Meets grade level
Jose meets grade level expectation.

Fall expectation: 83 wcpm in 3rd grade text

PROFILE & NEXT STEPS C

Jose reads with good rate, strong accuracy, and understanding.

Building upon solid reading

Test Details and Results D

Passage Title	Lexile® Text Measure E	WCPM (Raw) F	Accuracy G	Comprehension H	Actions I
La piñata	570L	92	95%	6/6 (93%)	Review Audio ▶
Mi mascota, León	680L	91	94%	6/6 (95%)	Review Audio ▶
La ocarina	750L	FIELD TEST	-	-	Review Audio ▶

Graphic Novel (Warm-up) J

Graphic Novel (Warm-up)	WCPM (Raw)	Accuracy	Actions
Una casa para Pelu	92	95%	Review Audio

Activity	Raw Score L
Sentence Reading Fluency K	18/20

A Term/Test & Date: Indicates the test subtype and date of the results shown for the selected term.

B Oral Reading Rate: A summary of the student’s oral reading fluency rate compared to grade-level expectations. Expectations are based on Hasbrouck and Tindal’s (2017) Oral Reading Fluency norms. Thresholds are set at the 25th, 50th, and 75th percentiles.

C Profile & Next Steps: A summary of the student’s strengths and areas for instructional focus based on the results of several passage attempts. Profile considers the student’s rate, decoding accuracy, and comprehension subscores. Links are provided with instructional suggestions for teachers based on the student’s reading profile.

D Test Details & Results: This section provides details on the passages read and raw scores for non-passage measures.

E Lexile Text Measure: A measure of text complexity of a passage read for understanding.

F WCPM (Raw): Words Correct Per Minute for each passage. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw).

G Accuracy: Percentage of words read correctly in the passage.

H Comprehension: After each passage, the student is presented with six comprehension questions focused on literal understanding. Results show percent of questions answered correctly by the student.

I Review Audio: This link can be used to access the Audio Review page, where you can listen to a recording of the student reading out loud while following along with the text on screen. Even if the student receives an NS, an audio recording may still be available for review and hand-scoring.

J Picture Book: The WCPM raw score and decoding accuracy are shown for the Picture Book measure. An “NS” indicates no score. Students will receive an NS if they do not read at least 75% of the picture book in the allotted time or if the audio is unscorable.

K Sentence Reading Fluency: Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.

L Raw Score: Shows the number of items correct and number attempted. The number of items a student sees varies for timed measures based on how quickly the student progresses through the items.



“

My favorite things were the instant results and being able to test so many kids at one time.

AMY BLACK
Teacher
Our Lady of Hungary School, South Bend, IN



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