



Reading
Fluency

Reports Portfolio



- 3 Benchmark Matrix
- 4 Student Report—Foundational Skills
- 6 Student Report—Adaptive Oral Reading
- 7 Audio Review/Hand-Scoring
- 8 Progress Monitoring Matrix
- 9 Student Report—Progress Monitoring
- 10 Term Summary Report
- 12 Term Comparison Report
- 14 Testing Progress Report
- 15 Spanish Benchmark Matrix
- 16 Spanish Student Report—Foundational Skills
- 18 Spanish Student Report—Adaptive Oral Reading

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.

Find personalized results for each student

Reports provide students' instructional reading level, their 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

mapReading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Viewing as: School Administrator

Term: Fall 2020-2021

School: Bryce Canyon Elementary School

Current Grade: 2nd Grade

Classes: McDonald Homeroom

Language: English

Print

Benchmark Matrix

Select View

McDonald Homeroom | 22 Students

FOUNDATIONAL SKILLS										ORAL READING		
Students	Grade When Tested	Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral Reading Level	Literal Comprehension		
Scott, Johnny	2					M 23/25	E 95	M 97%	415L	E		
Ball, Horace	2					M 23/24	E 94	M 96%	390L	M		
Garcia, Lawrence	2					M 22/23	E 90	E 98%	385L	M		
Taylor, Maria	2					M 25/27	E 89	M 95%	320L	E		
Hill, Aaron	2					A 21/24	E 87	M 97%	315L	M		
James, Brian	2					M 25/27	E 86	M 97%	320L	M		
Patterson, Jack	2					M 23/25	M 82	M 96%	255L	M		
Turner, Sharon	2					M 25/25	M 79	A 90%	130L	M		
Estrada, Casey	2					M 20/21	M 79	M 95%	250L	M		
Crouse, Donn	2					M 20/20	M 79	E 98%	320L	E		
Wood, Samantha	2					M 15/16	M 54	B 85%	BR240L	B		
Santiago, Pamela	2					A 16/18	M 54	M 96%	BR115L	A		
Davis, Samuel	2					M 16/17	A 42	B 88%	BR305L	A		
Lopez, Inez	2					A 15/20	A 36	B 71%	BR720L	B		
King, Clarence	2	M 87%	M 100%	A Phonemic Manipulation	A Decodable: One-syllable	A 14/18						

- 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 “Select View.”
- 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

map

Reading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Term:

Fall 2020-2021

Test & Date:

Adaptive Oral Reading, English (8/07/20)

A

Print

← Back to Matrix

Deon Hemphill - 2nd Grade (Grade when tested)

→

Benchmark

Progress Monitoring

DECODING B

B

Below grade level

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

A

Approaching grade level

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

LANGUAGE COMPREHENSION C

M

Meets grade level

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

M

Meets grade level

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

PROFILE & NEXT STEPS D

Deon has solid language comprehension and can decode many one syllable words. He/she shows some awareness of phonemes.

[Mapping phonics patterns to phonemes](#)

[Additional focus for students at risk](#)

E

Test Details and Results

Picture Book (Warm-up) F	WCPM (Raw)	Accuracy	Actions
Fred on a Hot Dog	No Score (NS)	No Score (NS)	Review Audio G

	Raw Score K
Sentence Reading Fluency H	12/15
Picture Vocabulary I	15/15
Listening Comprehension J	15/15

- 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 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. This 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.
- G 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.
- 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 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.
- J 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.
- K Raw Score:** Shows the number of items correct and number attempted.

Student Report—Foundational Skills

Continued

Picture vocabulary ⓘ

13/13

Listening Comprehension ⓘ

15/15

L

Zone of Proximal Development (ZPD)

PHONOLOGICAL AWARENESS

Rhymes and Syllables

Rhyme Completion ⓘ

—

Counting Syllables ⓘ

—

Initial Sounds

Onset-rime Blending ⓘ

—

Initial Sound Matching ⓘ

—

Blending & Segmenting

Blending Phonemes ⓘ

10/12

Phoneme Counting ⓘ

8/10

Phonemic Manipulation

Phoneme Addition/Deletion ⓘ

5/11

Phoneme Substitution ⓘ

4/9

M

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

PHONICS/WORD RECOGNITION

Letters and Sounds

Letter Sound Fluency ⓘ

—

Letter Knowledge ⓘ

—

Letters in Words

Build Words: One letter ⓘ

15/15

Word Families: Initial Letter ⓘ

—

Decodable: CVC

Decoding: CVC ⓘ

8/10

Building Words: CVC ⓘ

—

Decodable: One-syllable

Decoding: Single Syllable ⓘ

7/7

Building Words: Single Syllable ⓘ

4/5

M

★ Instructional Recommendations: [Canned Sort](#) [Vowel Slide](#) [Additional Activities for One-syllable Words](#)

- 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 “Reinforce” (level 5) 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

map

Reading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Term: Fall 2020-2021

Test & Date: Adaptive Oral Reading, English (8/07/20)

A

Print

← Back to Matrix

Carlos Bryant - 2nd Grade (Grade when tested)

→

Benchmark

Progress Monitoring

ORAL READING RATE

M

Meets grade level
Carlos meets grade level expectation.

Fall expectation: 50 wcpm in 2nd grade text

ORAL READING LEVEL

C

Carlos's Lexile® oral reading measure is 120L.

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

PROFILE & NEXT STEPS

D

Carlos reads with good rate, but his/her decoding accuracy and understanding are both insufficient.

[Building comprehension for readers with good rate](#)

[Building decoding accuracy for readers with good rate](#)

E

Test Details and Results

Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension	Actions
Losing Teeth	400L	68	93%	2/6 (33%)	Review Audio
Tell Time	290L	70	93%	4/6 (67%)	Review Audio
Global Sandwich	610L	FIELD TEST	-	-	Review Audio

Picture Book (Warm-up)	WCPM (Raw)	Accuracy	Actions
Jon Makes a Card	72	96%	Review Audio

	Raw Score
Sentence Reading Fluency	20/22

- 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 & Tindal 2017 Oral Reading Fluency norms. Thresholds are set at the 25th, 50th, and 75th percentiles.
- C

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. Includes a reference to typical grade-level oral reading materials.
- D

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.
- E

Test Details & Results: This section provides details on the passages read and raw scores for non-passage measures.
- 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. Note that Spanish test results will show WCPM (raw) scores in place of WCPM (scaled).
- 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.
- K

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.
- L

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.
- M

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

map

Reading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Back to Report

Carlos Bryant - 2nd Grade

(Grade when tested)

REVIEW AUDIO

0:00 / 4:59

Losing Teeth

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!

Undo

Redo

Clear Changes

Omit Passage

System Score

68

WCPM(scaled)

Hand-Score

-

Keyboard Controls

Next word

Previous word

Start/Stop audio

Rewind (5 sec)

Fast forward (5 sec)

Correct

Substitution

Omission

Unattempted

Shared Notes

Adds syllable for silent-e

0 / 500

Learn More

- 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.

Progress Monitoring Matrix

map

Reading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Viewing as: School Administrator

Term:
Fall 2020-2021

School:
Bryce Canyon Elementary School

Current Grade:
2nd Grade

Classes:
McDonald Homeroom

Print

Progress Monitoring Matrix

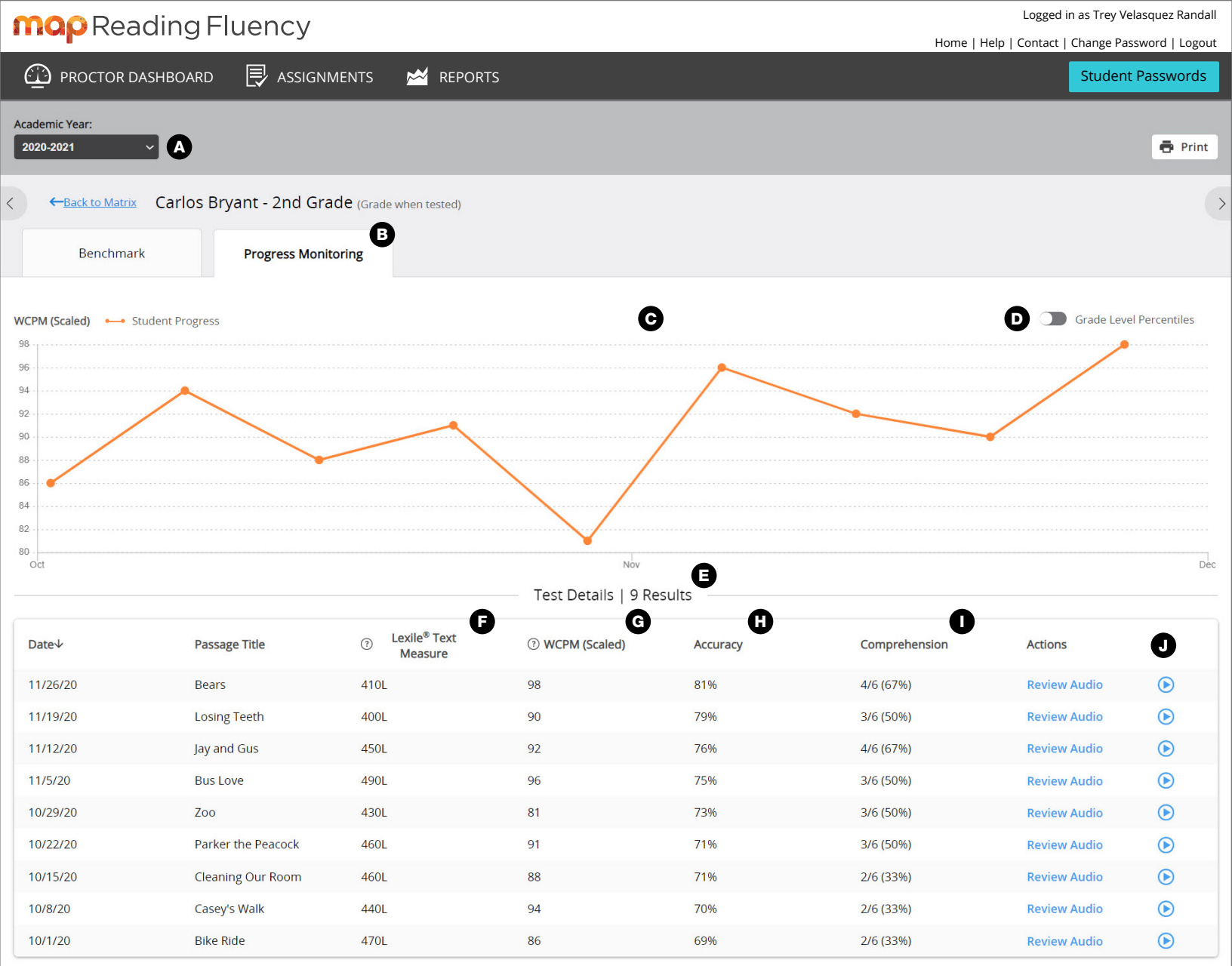
McDonald Homeroom | 5 Students

ORAL READING

Students↑	Grade When Tested	Assigned Lexile® Text Measure Range	WCPM (Scaled)	Accuracy	Comprehension
Bryant, Carlos	2	400L - 490L	98	81%	4/6 (67%)
Davis, Samuel	2	400L - 490L	73	87%	4/6 (67%)
Lopez, Inez	2	400L - 490L	53	86%	4/6 (67%)
Santiago, Pamela	2	400L - 490L	58	85%	3/6 (50%)
Wood, Samantha	2	400L - 490L	64	86%	3/6 (50%)

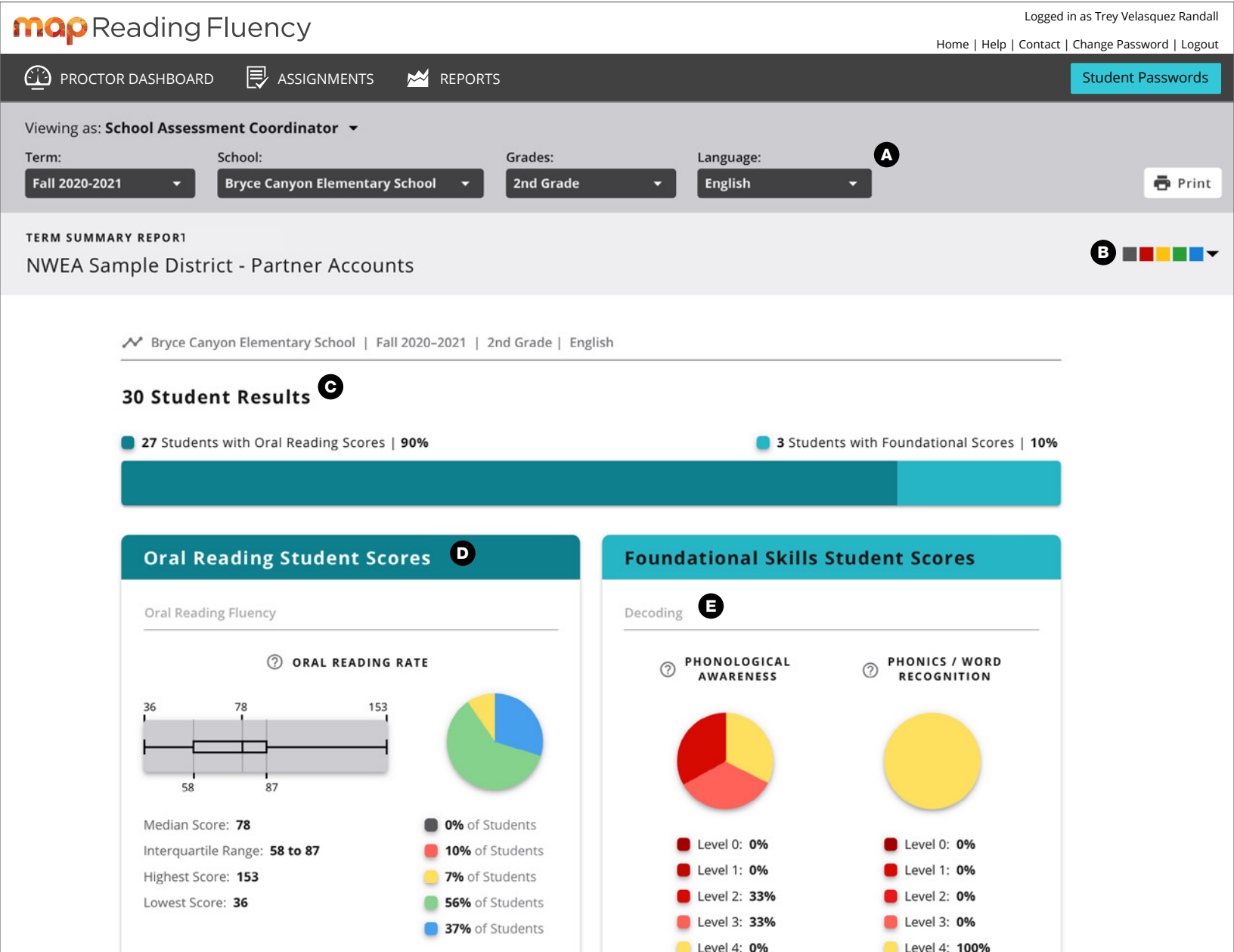
- A Progress Monitoring Matrix Report:** An at-a-glance summary of all students who have completed a progress monitoring test. Only the most recently completed progress monitoring assessment results will be shown for any student who was assessed.
- B Term/School/Grade/Classes:** Student results will display in the Progress Monitoring Matrix Report for the testing term, school, grade(s), and class(es) selected only.
- C Lexile Text Measure Range:** The text complexity range of the most recently completed passage.
- D 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.
- E Accuracy:** Percentage of words read correctly in the passage.
- F 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.

Student Report—Progress Monitoring



- 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.

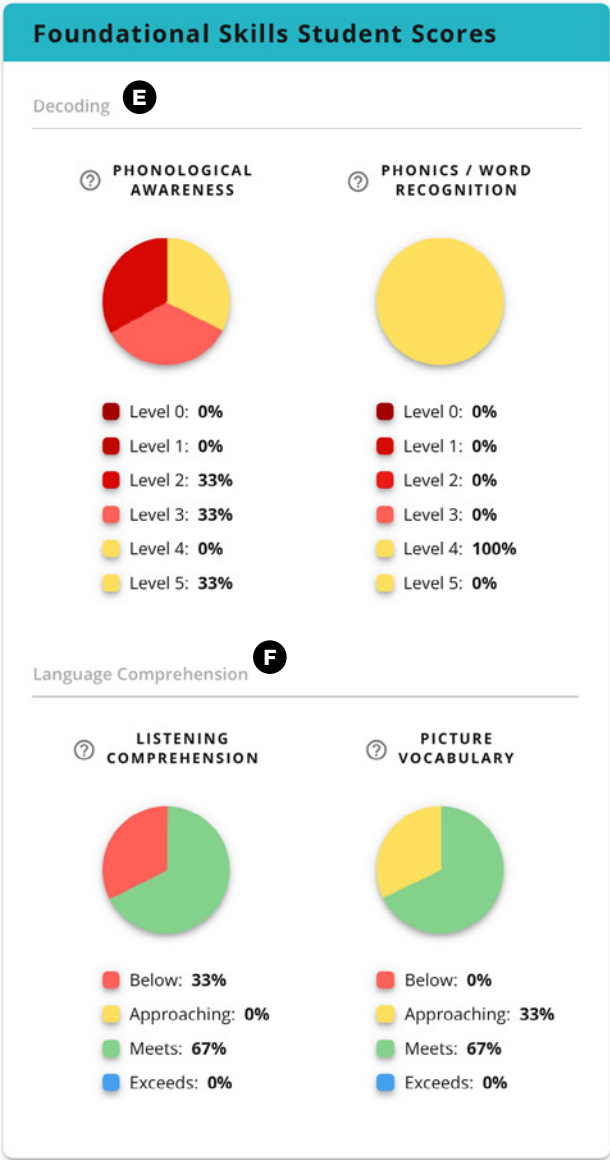
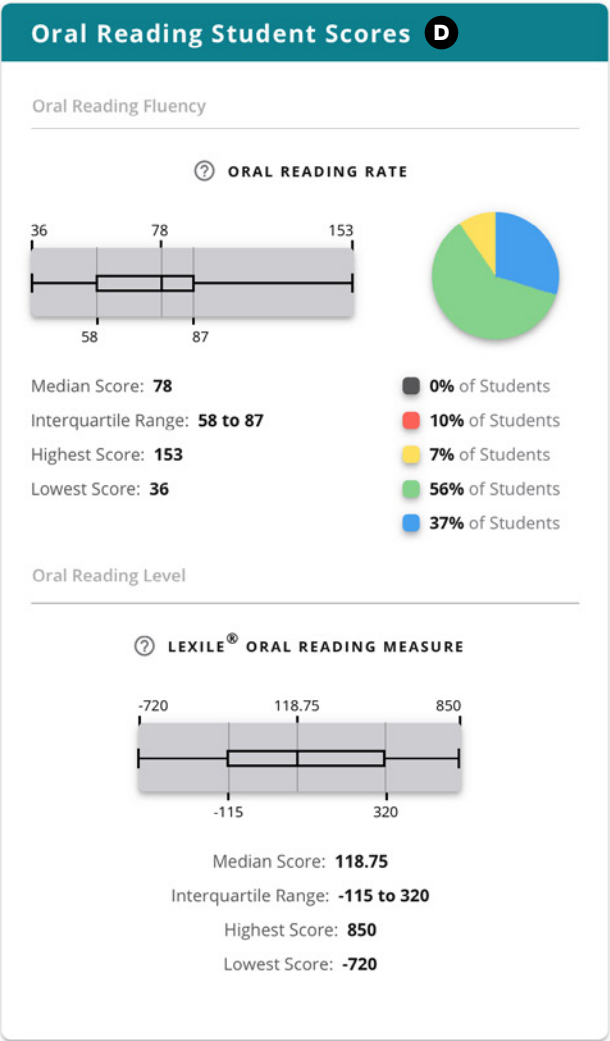
Term Summary Report



- 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 Total Students Tested:** Numbers and bar chart show the breakdown of students with Oral Reading results and Foundational Skills results. Each student is represented once in the graphs below, including their best Benchmark test scores in the selected term.
- D Oral Reading Student Scores:** 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.
- E Foundational Skills Student Scores—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.

Term Summary Report

Continued



- D Oral Reading Student Scores:** 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.

- E Foundational Skills Student Scores—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.
- F Foundational Skills Student Scores—Language Comprehension:** The pie graphs show the percentage of students at each performance level based on percent correct in the Listening Comprehension and Picture Vocabulary measures. The colors correspond to the expected performance levels for students in the grade and term selected for the report.

Term Comparison Report

map

Reading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Viewing as: School Administrator

School: Wildwood Elementary School

Language: English

Print

TERM COMPARISON REPORT

All Schools

GENERATE REPORT

INCLUDE TERMS:

Fall 2020-2021

Spring 2019-2020

Winter 2019-2020

Fall 2019-2020

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

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%

0

FALL '19-20

WINTER '19-20

SPRING '19-20

FALL '20-21

Oral Reading

Foundational Skills

Separate Grades?

- 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.

Back to [Table of Contents](#)

MAP Reading Fluency Reports Portfolio 12

Term Comparison Report

Continued

GENERATE REPORT

INCLUDE TERMS:

☒ Fall 2020-2021
 ☒ Spring 2019-2020
 ☒ Winter 2019-2020
 ☒ Fall 2019-2020

INCLUDE SUBSCORES:

☒ Oral Reading Rate
 ☒ Phonological Awareness
 ☒ Phonics / Word Recognition
 ☒ Listening Comprehension
 ☒ Picture Vocabulary

Other

☒ Sentence Reading Fluency

ORAL READING SUBSCORES

☰

G

☰

Bar Chart

?

Oral Reading Rate

	Fall	Winter	Spring	Fall
Total Students	3030	3950	4020	4190
Oral Reading	1550	2200	2888	2875
Foundational Skills	1480	1750	1132	1415
<div>B</div> Below	263	386	477	201
<div>A</div> Approaching	426	678	812	921
<div>M</div> Meets	518	705	994	1010
<div>E</div> Exceeds	343	431	605	743

F

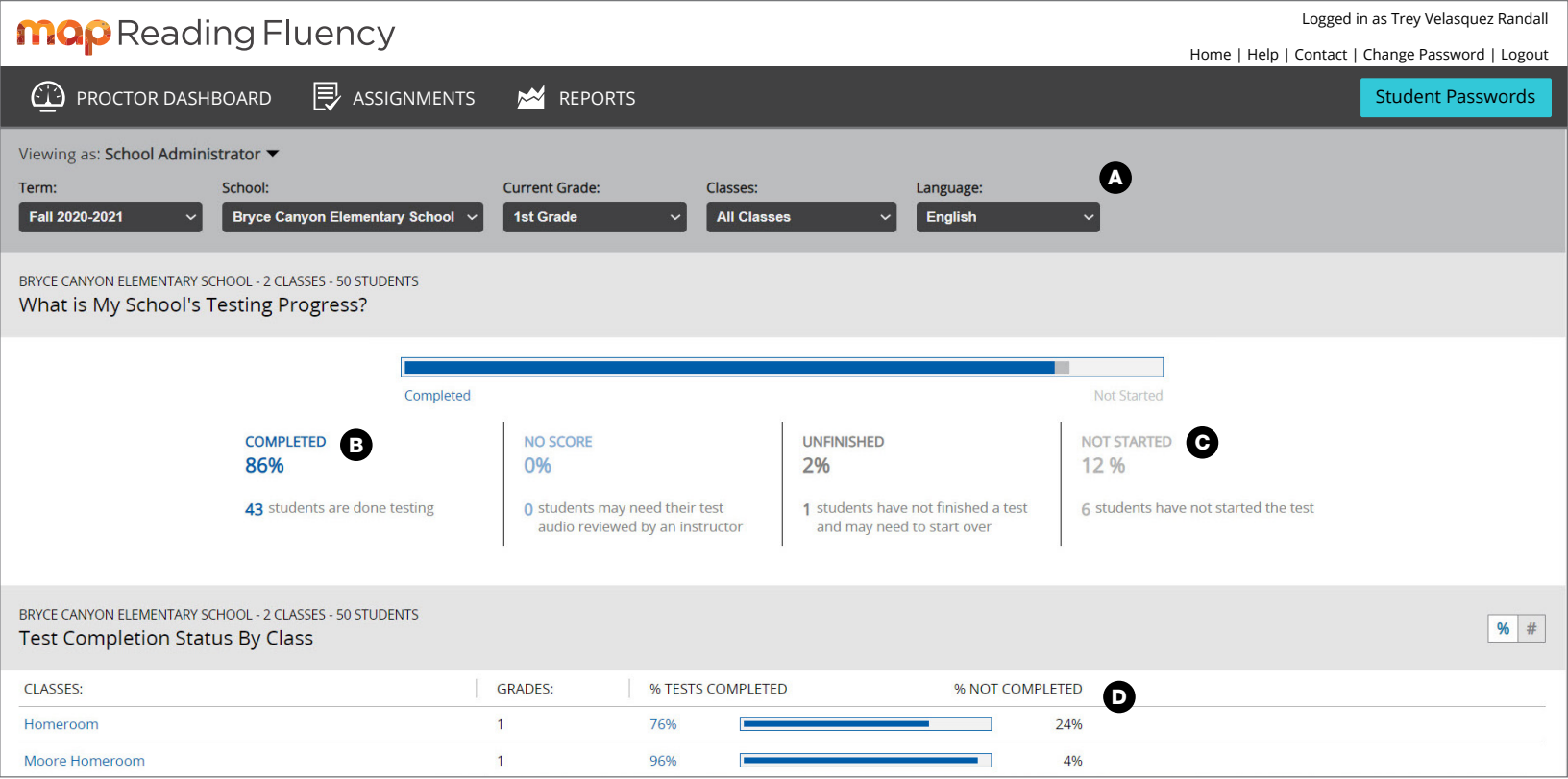
☐ Separate
 ☒ Combined

H

☐ View values as percentages?
 ☒ View values as counts

- 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

Reading Fluency

[Home](#) | [Help](#) | [Contact](#) | [Change Password](#) | [Logout](#)

PROCTOR DASHBOARD
 ASSIGNMENTS
 REPORTS

Student Passwords

Viewing as: School Administrator

Term: Fall 2020-2021

School: Bryce Canyon Elementary School

Current Grade: 2nd Grade

Classes: All Classes

Language: Spanish

Print

Benchmark Matrix
 Select View

All Classes | 12 Students

Students	Grade When Tested	FOUNDATIONAL SKILLS					ORAL READING			
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Literal Comprehension	
Taylor, Maria	2					M 29/29	E 140	E 99%	E	
Watts, Lorraine	2					M 23/24	E 85	M 96%	M	
Crouse, Donn	2					M 22/23	M 81	E 98%	M	
Estrada, Casey	2					A 21/24	M 77	M 97%	M	
Bryant, Carlos	2					M 25/27	M 77	M 97%	M	
Sanchez, Elizabeth	2					M 18/20	M 74	A 93%	A	
Peterman, Brian	2					M 24/24	M 68	A 94%	A	
Santiago, Pamela	2					M 19/20	M 60	A 92%	A	
Wood, Samantha	2					A 16/18	M 53	B 87%	B	
Lopez, Inez	2	M 87%	M 100%	A Syllable & phoneme manipulation	A Decodable words: multisyllabic	A 14/18				
Reynolds, Jessica	2	M 100%	M 100%	B Blending & segmenting	A Decodable words: multisyllabic	A 12/15				
Scott, Johnny	2	B 53%	A 67%	B Syllable blending & initial sounds	A Decodable words: multisyllabic	B 5/8				

- 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 "Select View".
- 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

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Term: Fall 2020-2021

Test & Date: Adaptive Oral Reading, Spanish (8/07/20)

Print

←Back to Matrix

Inez Lopez - 2nd Grade (Grade when tested)

>

Benchmark

Progress Monitoring

DECODING

A

Approaching grade level

Phonological Awareness: Inez is working at the Syllable & phoneme manipulation level (5)

A

Approaching grade level

Phonics/Word Recognition: Inez is working at the Decodable words: multisyllabic level (4)

LANGUAGE COMPREHENSION

M

Meets grade level

Listening Comprehension: Inez understood 87% of complex oral sentences.

M

Meets grade level

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

PROFILE & NEXT STEPS

Inez has solid language comprehension and solid awareness of phonemes. He/she can decode multi-syllable words.
[Playing with phonics patterns, phonemes, and syllables](#)

Test Details and Results

Picture Book (Warm-up)	WCPM (Raw)	Accuracy	Actions
La ensalada	49	82%	Review Audio
Sentence Reading Fluency	Raw Score		
14/18			
Listening Comprehension	13/15		
Picture Vocabulary	15/15		

- 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

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. This measure functions as a warm-up. Audio recordings are available for teachers to review.
- G

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.
- 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

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.
- J

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.
- K

Raw Score: Shows the number of items correct and number attempted.

Spanish Student Report—Foundational Skills

Continued

Listening Comprehension ⓘ	13/15
Picture Vocabulary ⓘ	15/15
Zone of Proximal Development (ZPD) L	
PHONOLOGICAL AWARENESS	
Rhymes and Syllables Rhyme Completion ⓘ — Counting Syllables ⓘ —	Syllable blending & initial sounds Syllable Blending ⓘ — Initial Sound Matching ⓘ —
Blending & segmenting Blending Phonemes ⓘ 6/6 Phoneme Counting ⓘ —	Syllable & phoneme manipulation Syllable Addition/Deletion ⓘ 9/9 Phoneme Substitution ⓘ 8/8
M Instructional Recommendations: Phoneme Manipulation Activities Elkonin Boxes Count Syllables	
PHONICS/WORD RECOGNITION	
Letters and Sounds Letter Sound Fluency ⓘ — Letter Knowledge ⓘ —	Initial letters & syllables Build Words: One Syllable Missing ⓘ 14/14 Words' Initial Letters ⓘ —
Decodable words: beginning Decoding: Beginning Words ⓘ 7/9 Build Words: Two Syllables Missing ⓘ —	Decodable words: multisyllabic Decoding: Multi-syllable Words ⓘ 9/12 Build Words: All Syllables Missing ⓘ 6/6
M Instructional Recommendations: Letter Combinations and Blends Activities Decoding by Analogy Activities	

- 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 “Reinforce” (level 5) 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.

Spanish Student Report—Adaptive Oral Reading

mapReading Fluency

Logged in as Trey Velasquez Randall

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD

ASSIGNMENTS

REPORTS

Student Passwords

Term: Fall 2020-2021

Test & Date: Adaptive Oral Reading, Spanish (8/07/20)

Print

←Back to Matrix

Samantha Wood - 2nd Grade (Grade when tested)

→

Benchmark

Progress Monitoring

ORAL READING RATE

M

Meets grade level
Samantha meets grade level expectation.

Fall expectation: 50 wcpm in 2nd grade text

PROFILE & NEXT STEPS

Samantha's decoding and fluency are still insufficient to support understanding.

[Building readers](#)

Test Details and Results

Passage Title	Lexile® Text Measure	WCPM (Raw)	Accuracy	Comprehension	Actions
La clase de arte	360L	53	87%	2/6 (33%)	Review Audio
Una mascota para Lili	260L	54	87%	2/6 (33%)	Review Audio
Una tarde de deportes	360L	FIELD TEST	-	-	Review Audio

Picture Book (Warm-up)	WCPM (Raw)	Accuracy	Actions
La ensalada	52	89%	Review Audio

	Raw Score
Sentence Reading Fluency	16/18

- 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 & Tindal 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



NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://nwea.org) to find out how NWEA can partner with you to help all kids learn.

© 2020 NWEA. NWEA and MAP are registered trademarks, and MAP Reading Fluency is a trademark, of NWEA in the US and in other countries.

MAP Reading Fluency is powered by LanguaMetrics™.

LEXILE® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2020 MetaMetrics, Inc. All rights reserved.