WEBINAR

Beyond the numbers: Insights from your literacy data

map Reading Fluency

Housekeeping

- 45-minute presentation, 15 minutes for Q&A
- Listen mode only
- Submit questions via the Q&A box
- Recorded and sharable
- Short survey at the end

Talking Points

- Telling a data story
- Data that impacts student reading growth
- The science of reading and assessments
- Reflecting on data sources and usage
- Data-based decision making
- Triangulating class and grade-level data

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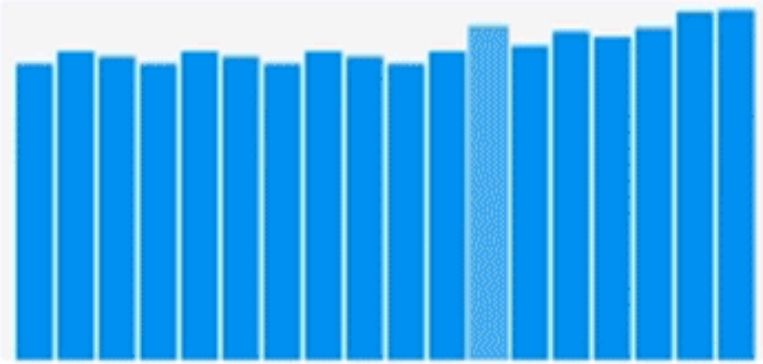
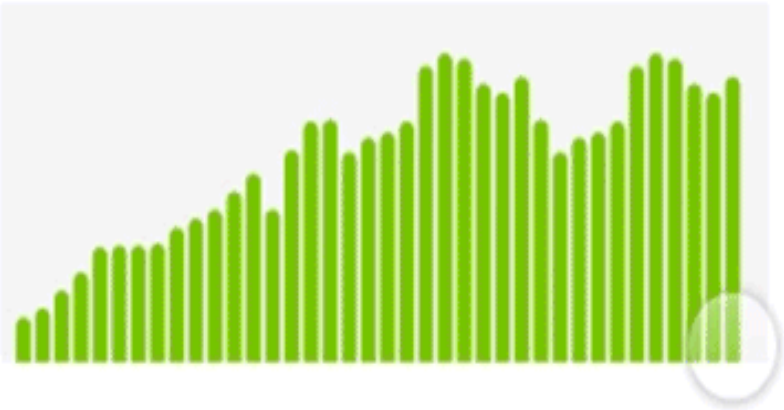
map Reading Fluency





Achievement gaps that remain at the end of 2022–23

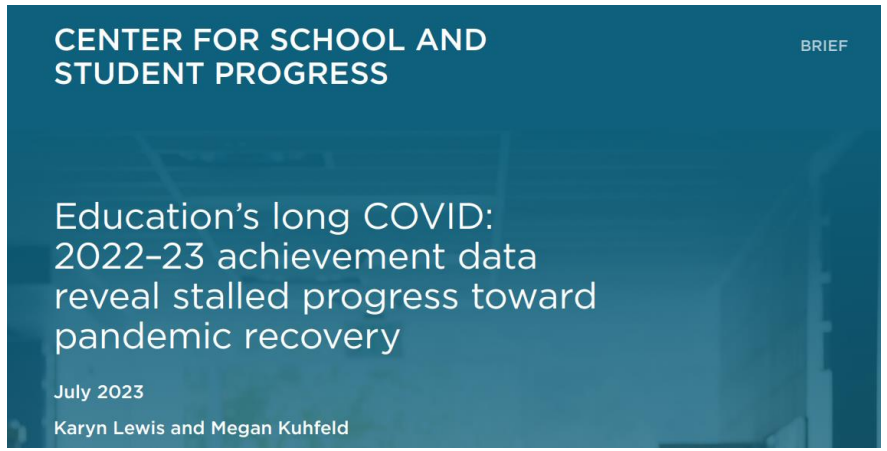
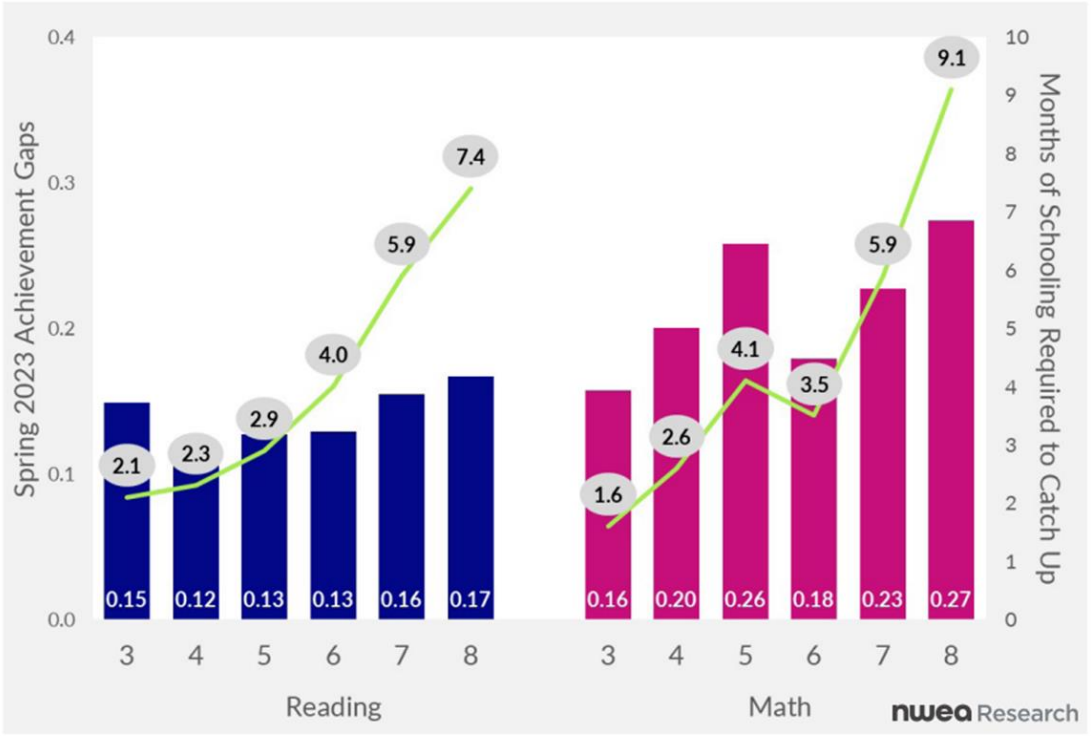


Figure 3. Spring 2023 achievement gaps and months of schooling required to catch up to pre-COVID achievement levels



map Reading Fluency

Data Story

- Trends
- Growth
- Achievement
- Areas of focus
- Influences & root causes
- Next steps

Universal Screeners

Diagnostic Tests

Teacher Performance

Student Demographics

State Summative

What are the influencers of the data?

- Curriculum
- Absenteeism
- Demographics
- Years of Teaching Experience
- Professional Learning Hours

How can we bring the numbers and visuals to life…

…to tell the full story of student growth?

Simple view of reading

RC = D x LC

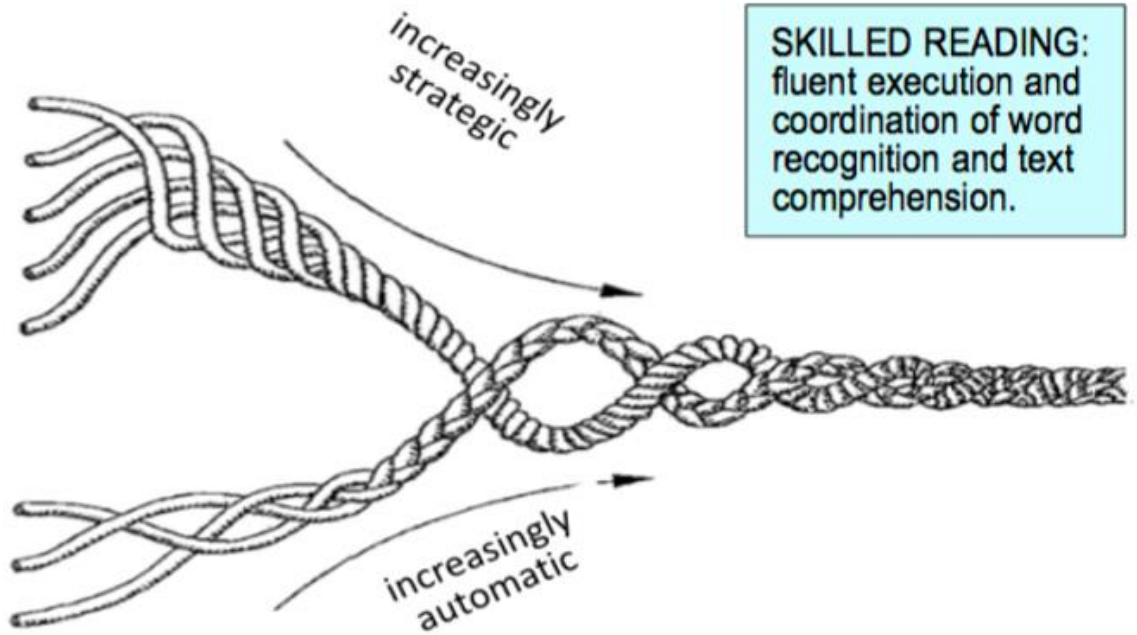
Reading comprehension (RC) is the product of d**ecoding (D)** and l**anguage comprehension (LC)** proficiencies.

Formula adapted from Gough, Philip B., and William E. Tunmer. 1986. “Decoding, Reading, and Reading Disability.” *RASE: Remedial & Special Education* 7: 6–10.

Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

District Application

map Reading Fluency

Building Teacher Knowledge

Unit 3, Session 1 Scope and Sequence for Word Study, Reading, and Spelling (Moats & Tolman, 2016)

Note: This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	**For Reading**	**For Spelling**	**Examples**
Predictable consonants: *m, s, t, l, p, f, c* (/k/), *n, b, r, j, k, v, g* (/g/), *w, d, h, y, z, x*	K	K	him, napkin
Predictable short vowels: /ă/, /ĭ/, /ŏ/, /ŭ/, /ĕ/ spelled with *a, i, o, u, e*	K	K–1	wet, picnic
Long vowel sounds associated with single letters *a, e, i, o, u*; open syllables in one-syllable words	K	K–1	me, he, we, be, so, no, hi
Consonant digraphs: *sh, ch, wh, th, ng*	K–1	1	chin, fish, then
Two-consonant blends: *qu, st, sm, sn, -st, -ft, lp, sk, sl, cr, cl, tr, dr,* etc.	1	1–2	dragon, scraps
Three-consonant blends and blends with digraphs: *squ, str, scr, thr, shr*	2	2–3	strong, scrape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	**For Reading**	**For Spelling**	**Examples**
Single consonants: /s/ = *c, s*; /z/ = *s, z*; /k/ = *k, c, -ck* after a short vowel; /j/ = *j, g*	1	1–2	regult, gent, rock
Hard and soft *c* and *g* alternation, across a larger body of words	1	2–3	carry, center; girl, gentle
Final consonant blends with nasals: *nt, nd, mp, nk*	1	2–3	sink, sank, sunk; dump, tent
VCe long vowel pattern in single-syllable words	1	1	wage, theme, fine, doze, cute/rude
Vowel teams for long vowel sounds, most common: *ee, ea; ai, ay; oa, ow, oe, igh*	1	2	seek, meat, snow, boat, toe, stay, mail, fight
Vowel-r combinations, single syllables: *er, ar, or, ir, ur*	1	2	port, bird, turn, her
Digraphs *ph* (/f/), *gh* (/f/), *ch* (/k/ and /sh/)	2	2–3	phone, cough, school, machine
Trigraphs *-tch* (/ch/), *-dge* (/j/)	2	2–3	switch, judge
Other vowel-r combinations: *are, air, our, ore, ear, eer, ure,* etc.	2	2–3	hare, hair; for, four, fore; bear, heart
Diphthongs and vowels /aw/ and /oo/: *oi, oy; ou, ow; au, aw; oo, u*	1–2	2–3	toil, boyfriend, bout, tower, audio, claws, took, put

LETRS Phonics and Word-Reading Survey

Letter Naming

Say: "I'm going to show you some letters in mixed-up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound."

Uppercase

M	S	R	A	L	E	H	B	Q
T	G	F	J	N	Z	Y	W	C
K	D	U	X	P	V	I	O	

Lowercase

o	f	e	d	j	n	k	h	l
c	i	t	w	a	r	v	g	u
s	b	x	m	p	q	y	z	

Letter-Sound Correspondences: Single Consonants and Digraphs

Say: "I'm going to show you some letters in mixed-up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names. For example, if you see *n*, you would say '/n/.' Point to the letter as you say the sound."

m	f	t	s	b	w
k	d	r	v	n	j
l	g	p	h	z	y
qu	th	sh	ch	wh	ng

High-Frequency Words

Say: "Here are some words for you to read. Point to them as you read them." (Encourage the student to try the next one if he or she doesn't know a word within three seconds.)

see	my	have	to	she	all	some
was	of	any	where	put	for	are
they	over	what	would	these	which	your
every	once	things	does	right	because	answer
done	always	much	pull	heart	whole	although

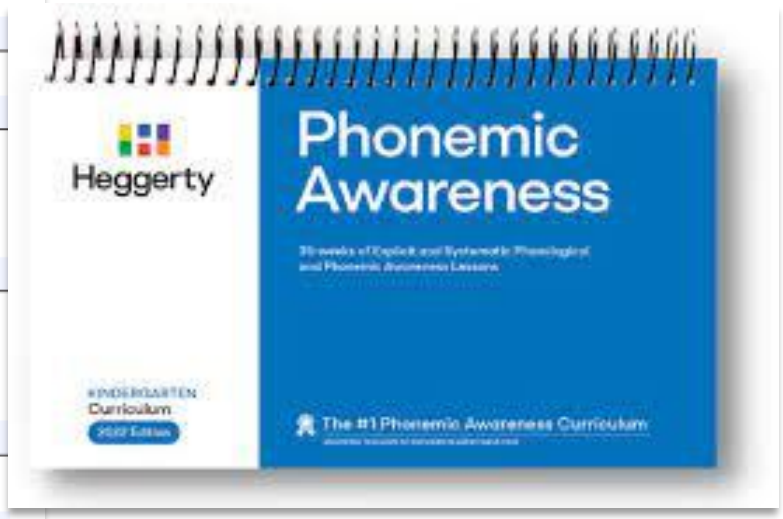
Letter-Sound Correspondences: Short and Long Vowels

(Students recall the sound.) Say: "I'm going to show you some more letters. Tell me the short vowel sound each one stands for."

i u a o e ____/5

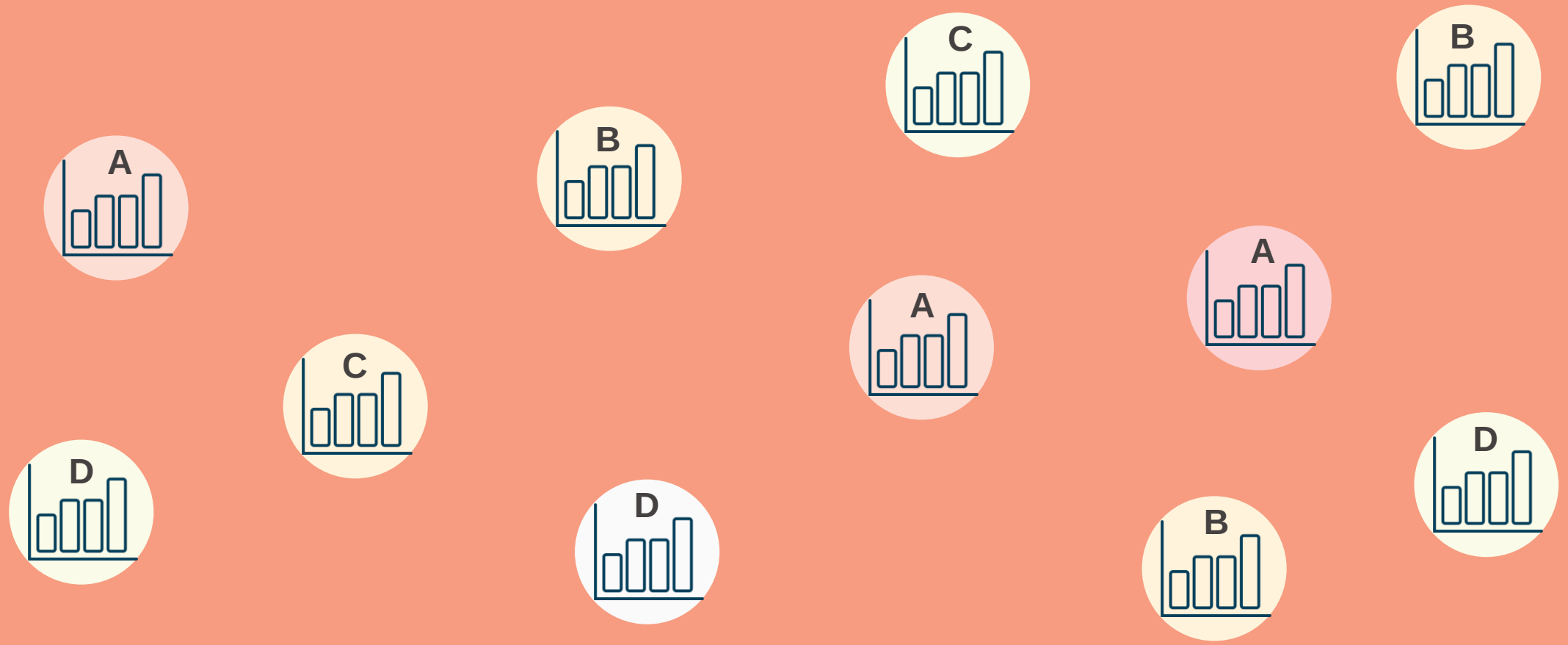
Say: "Now, tell me the long sound for each vowel." (If the student doesn't know how to respond, tell him or her that the long vowel can be found in the letter's name.)

i u a o e ____/5



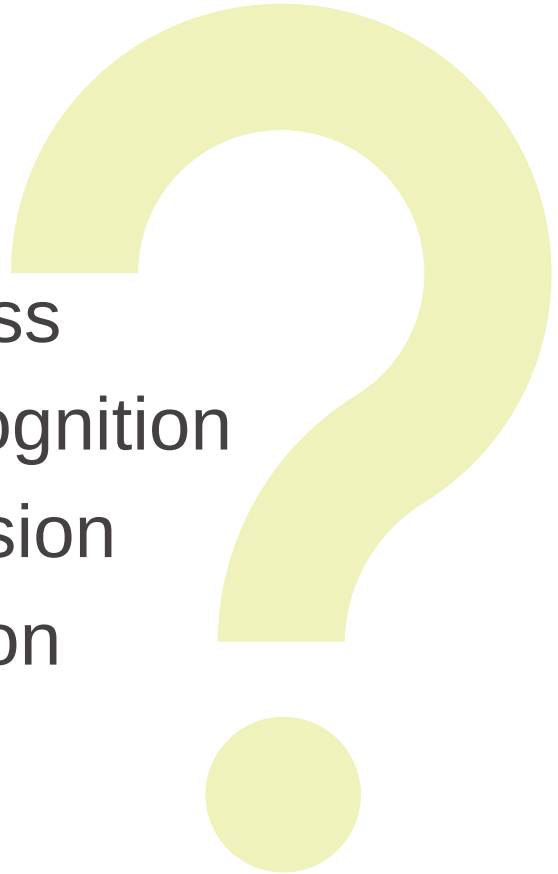
map Reading Fluency

Your data sources?



Skills Assessed

Oral reading fluency
Phonological awareness
Phonics and word recognition
Language comprehension
Reading comprehension
Other



Kind of Assessment

Mandated
Interim
Summative
Formative
Progress monitoring
Benchmark

How are you using your data sources?

Phonological Awareness

Language Comprehension

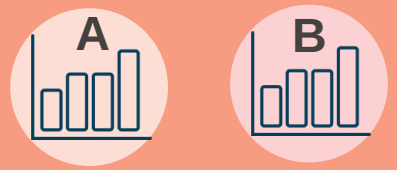
Reading Comprehension

Phonics

Reading Fluency

How many?

- [x]

- [ ] 

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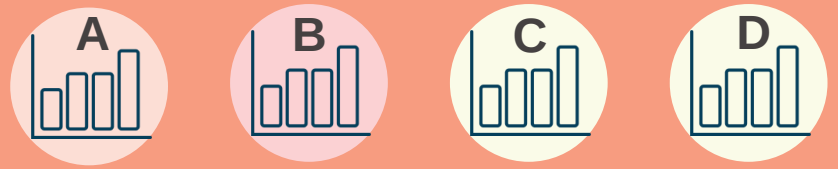
- [ ] 

Foundational Skills?

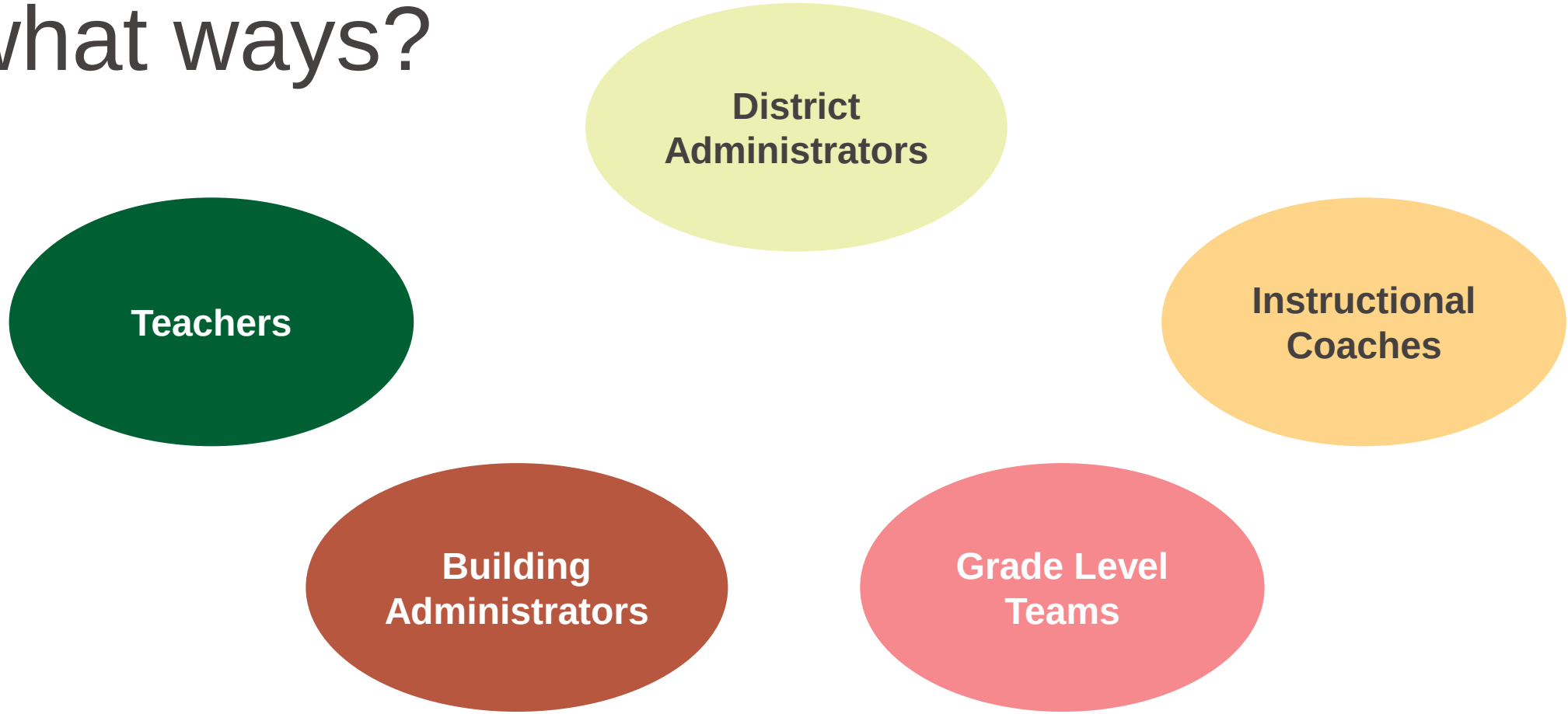
Language Comprehension?

Gaps in curriculum?

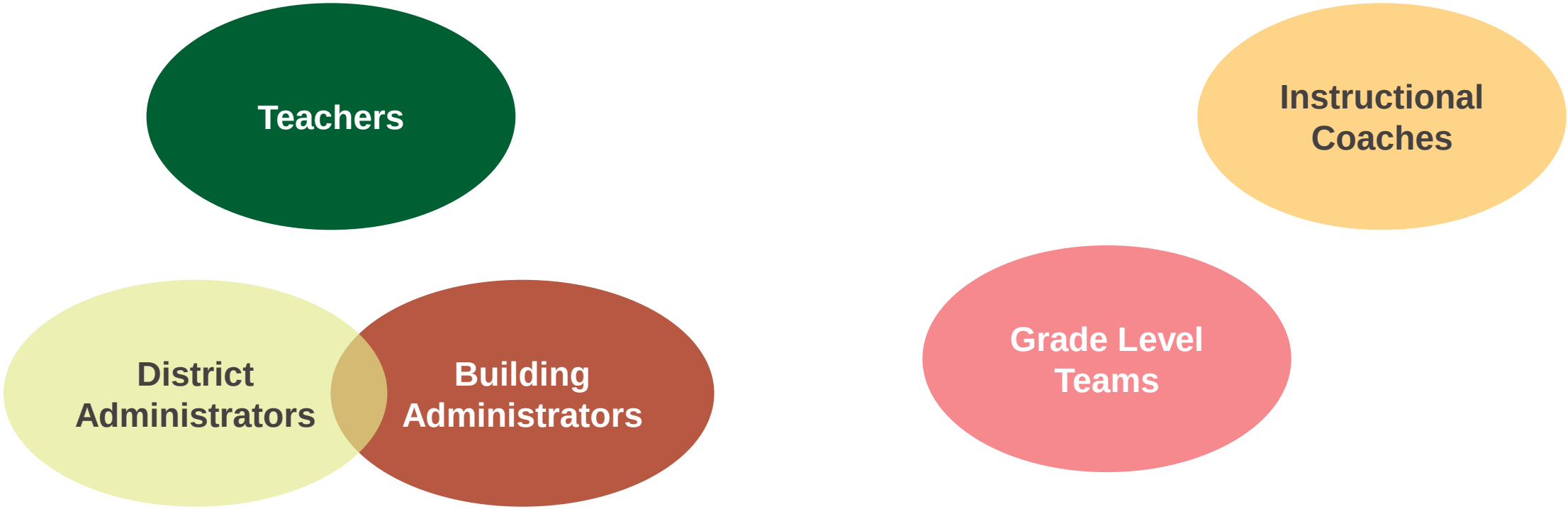
What is impacting reading comprehension?

Reading Comprehension (RC) is the product of **Decoding (D)** and **Language Comprehension (LC)** proficiencies.

Who is using the data?
In what ways?



Collaboration



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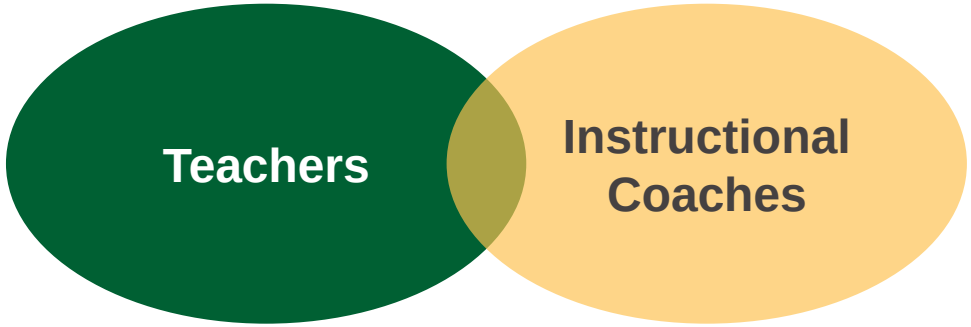

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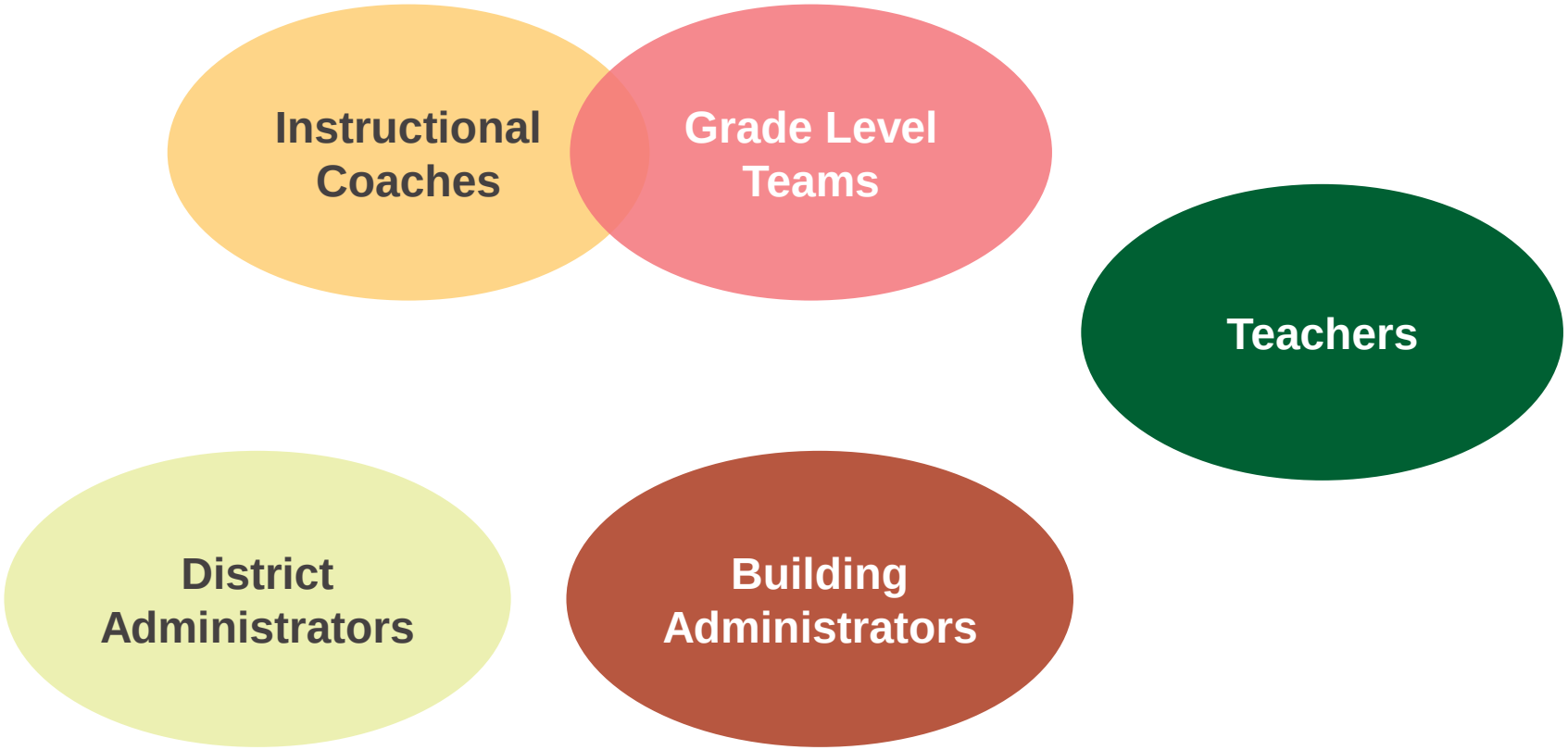
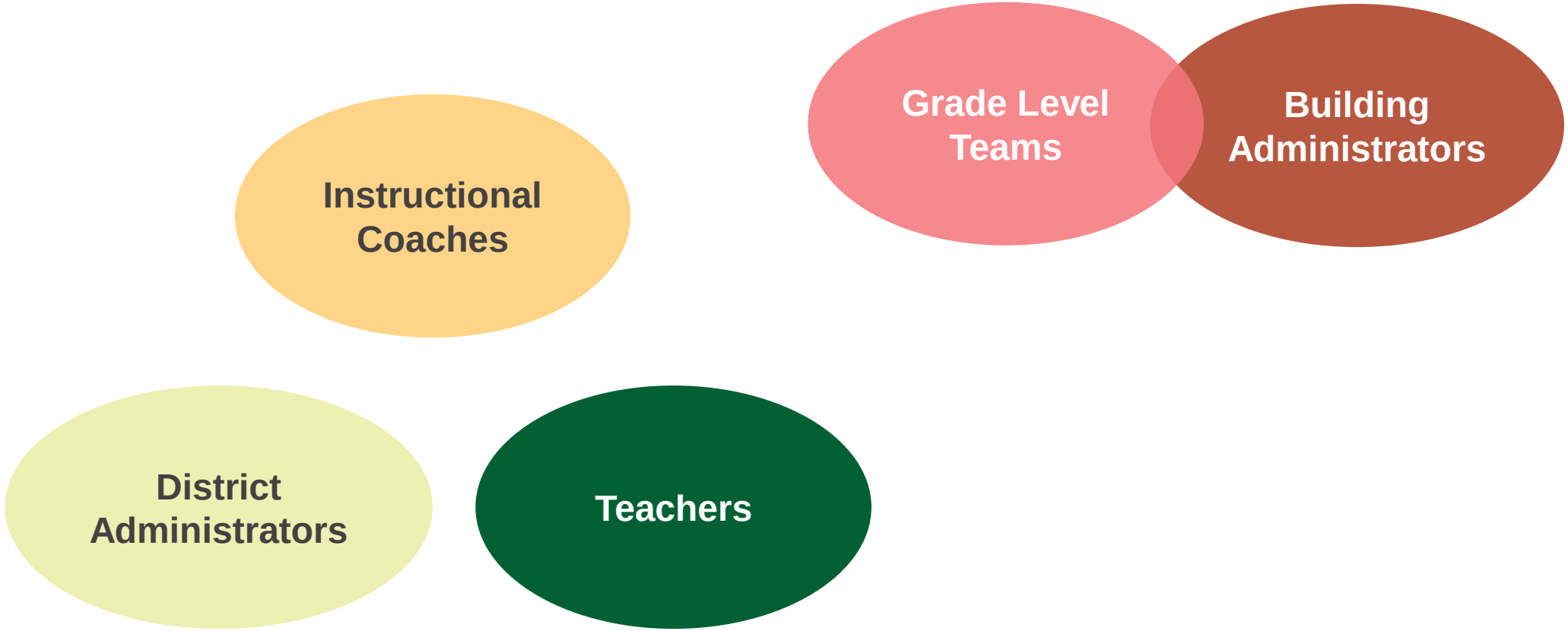


Collaboration



Is there a communication process in place?

HOME AND COMMUNITY

Decision Making

1. Programmatic
2. Instructional
3. Learning resources
4. Student services
5. Intervention supports
6. ELA block

1

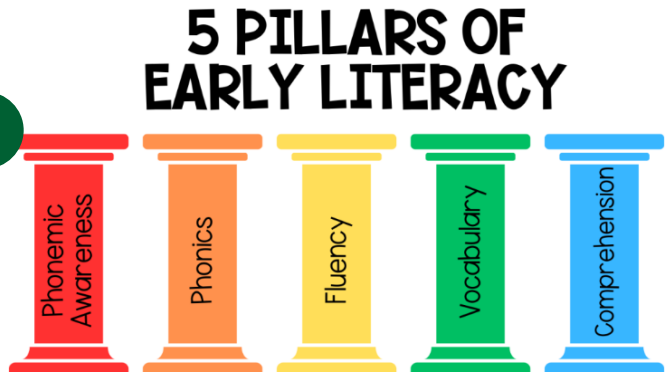
2

3

4

5

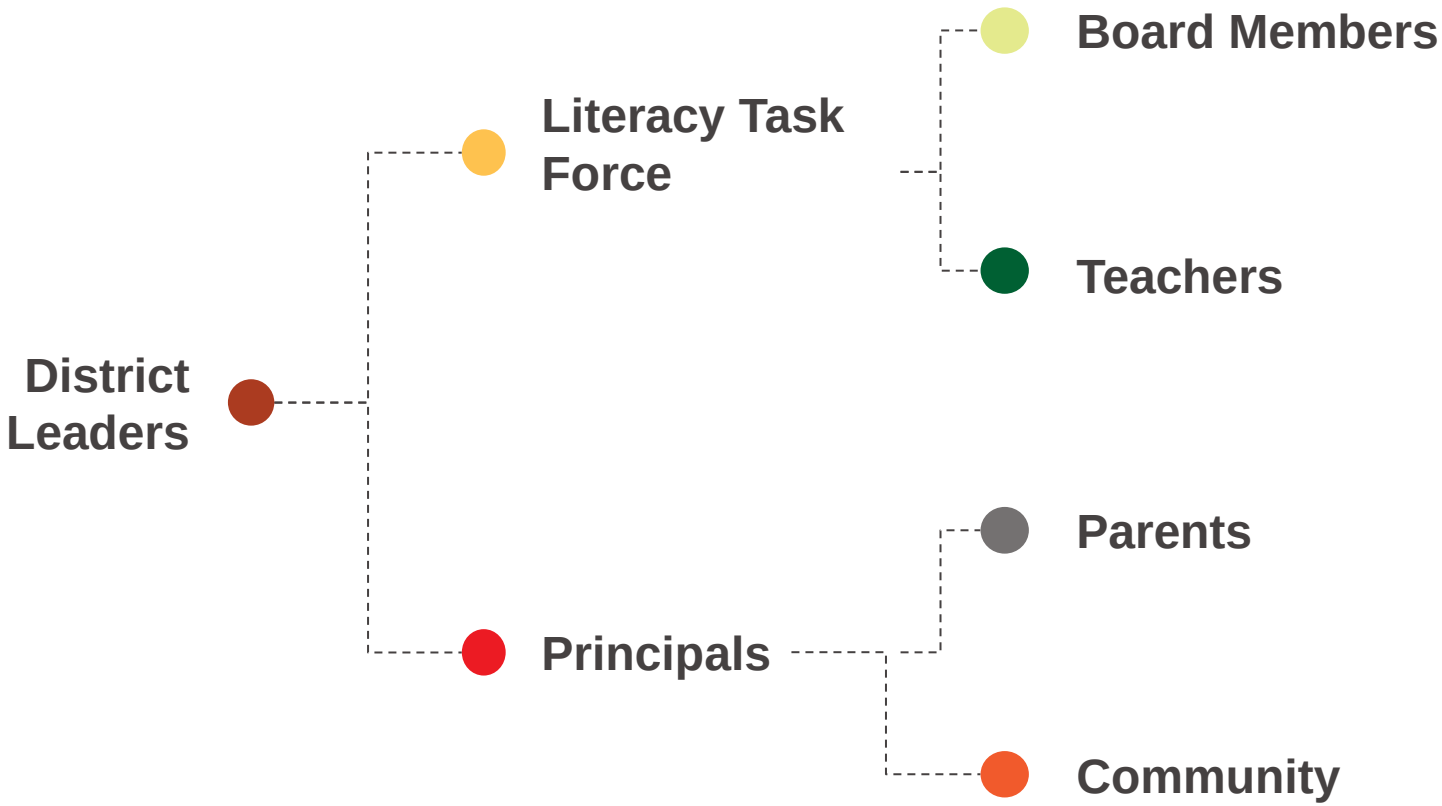
6



District Application

map Reading Fluency

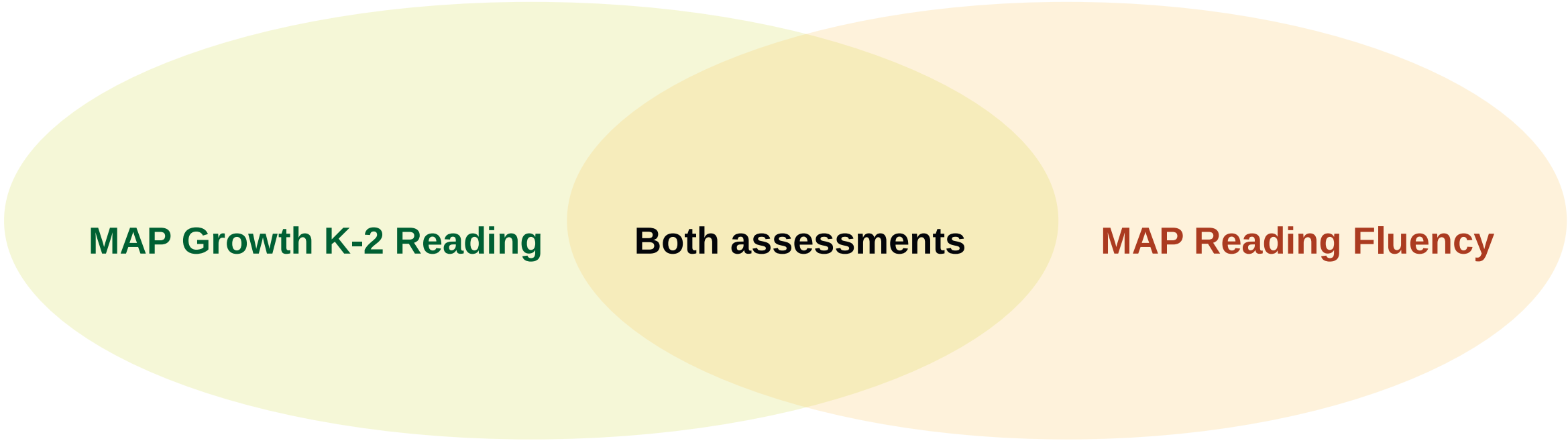
Collaboration and Communication are Key



How can I use MAP Growth K-2 Reading and MAP Reading Fluency together?

map Reading Fluency

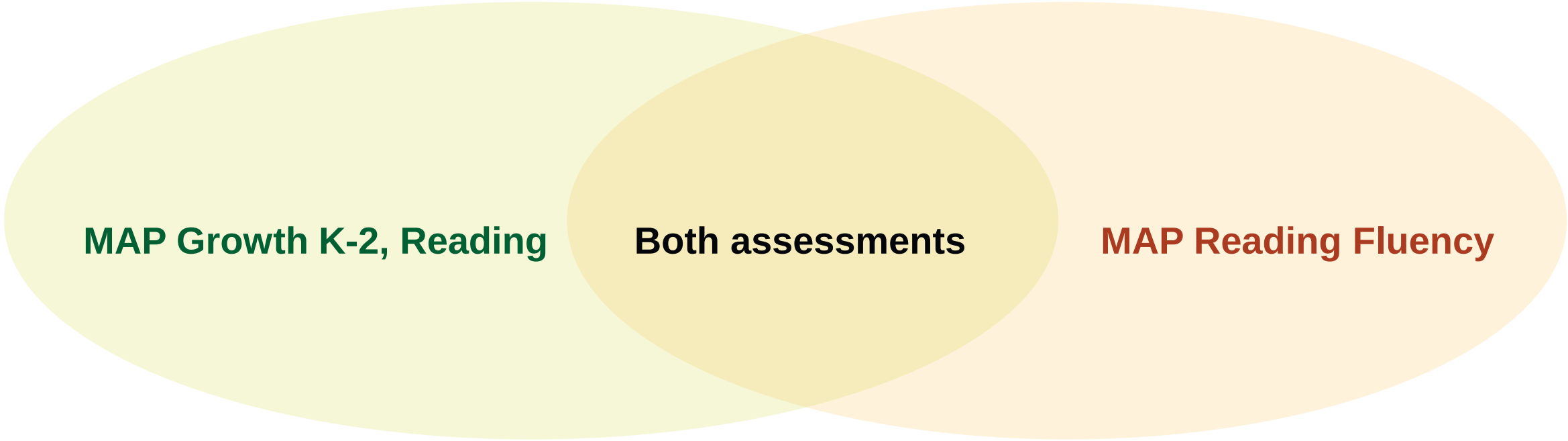
Let’s compare.



MAP Growth K-2 Reading

- Adaptive interim assessment, adapts across grade levels
- Nationally representative growth and achievement norms
- Focus on comprehension vs. foundational skills
- Provides projected proficiency for grade 2 in some states
- Aligned to state standards
- Tracks general reading growth over time
- Only for grades K-2

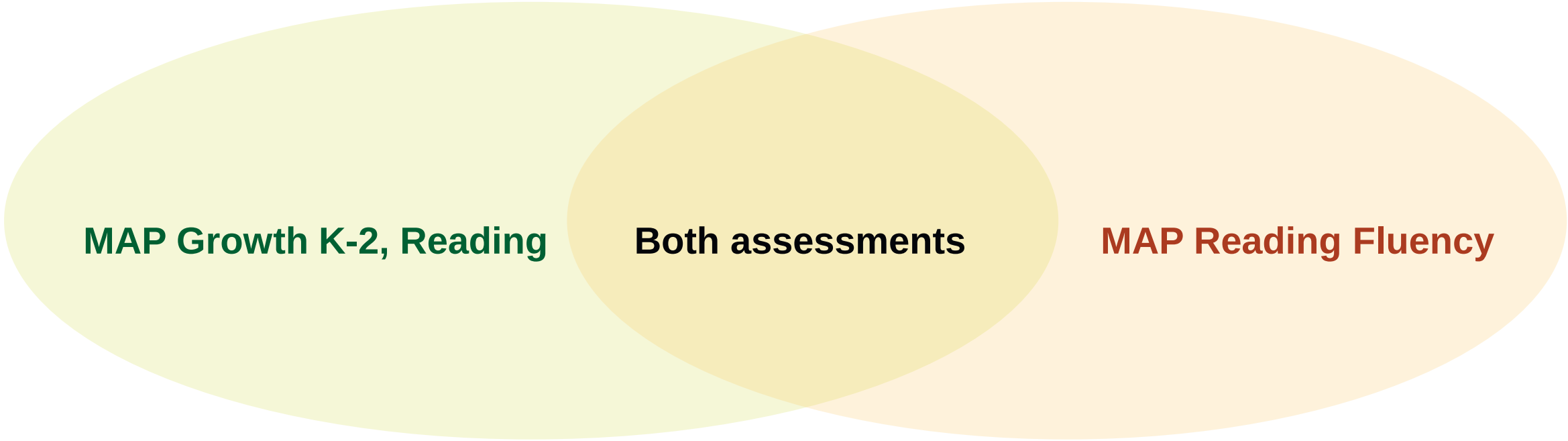
Let’s compare



MAP Reading Fluency

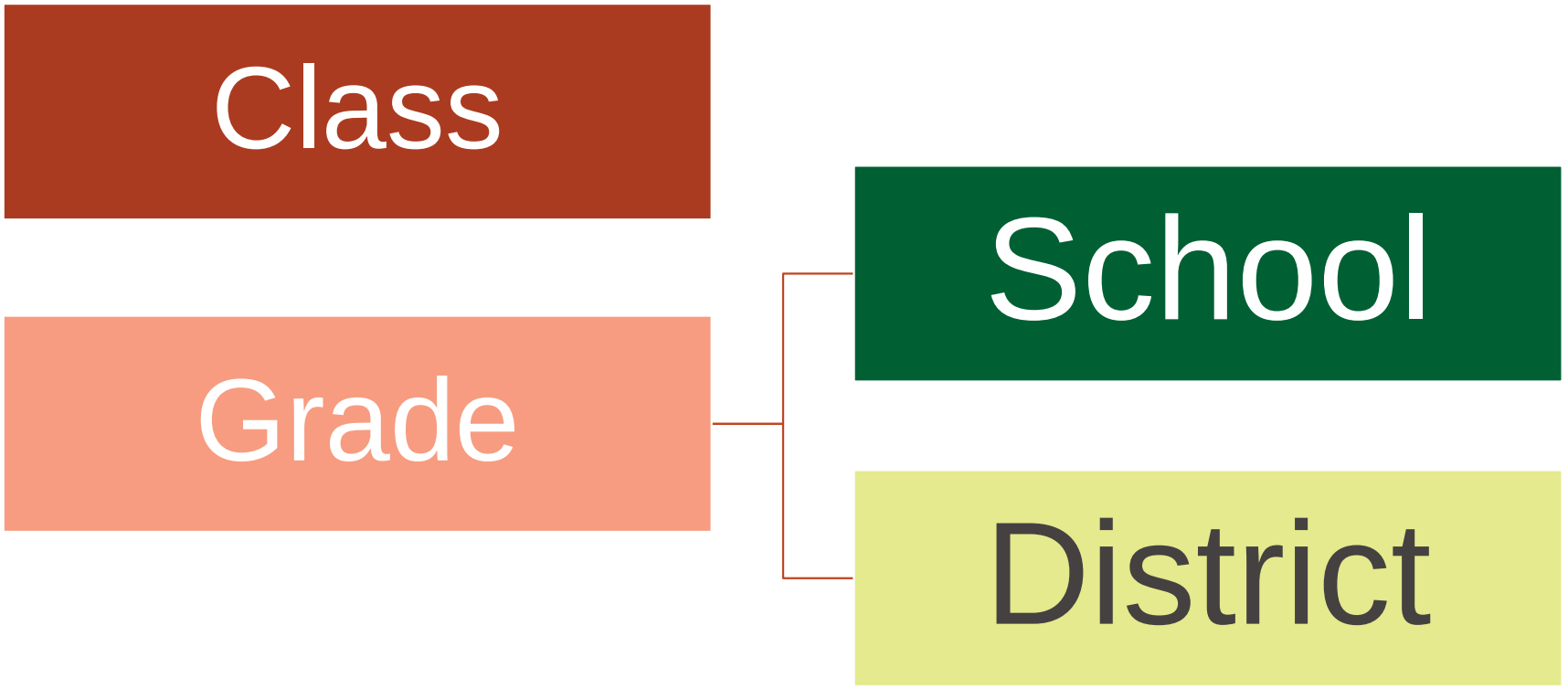
- Adaptive benchmark test
- User Norms
- Includes a progress monitoring measure
- Assesses
  - Oral reading fluency
  - Literal comprehension
  - Foundational skills
  - Aligned to CCSS
- For grades PK-5, rostered through grade 8
- Provides grade-level benchmarks and ZPD Levels

Let’s compare.



MAP Growth K-2, Reading & MAP Reading Fluency

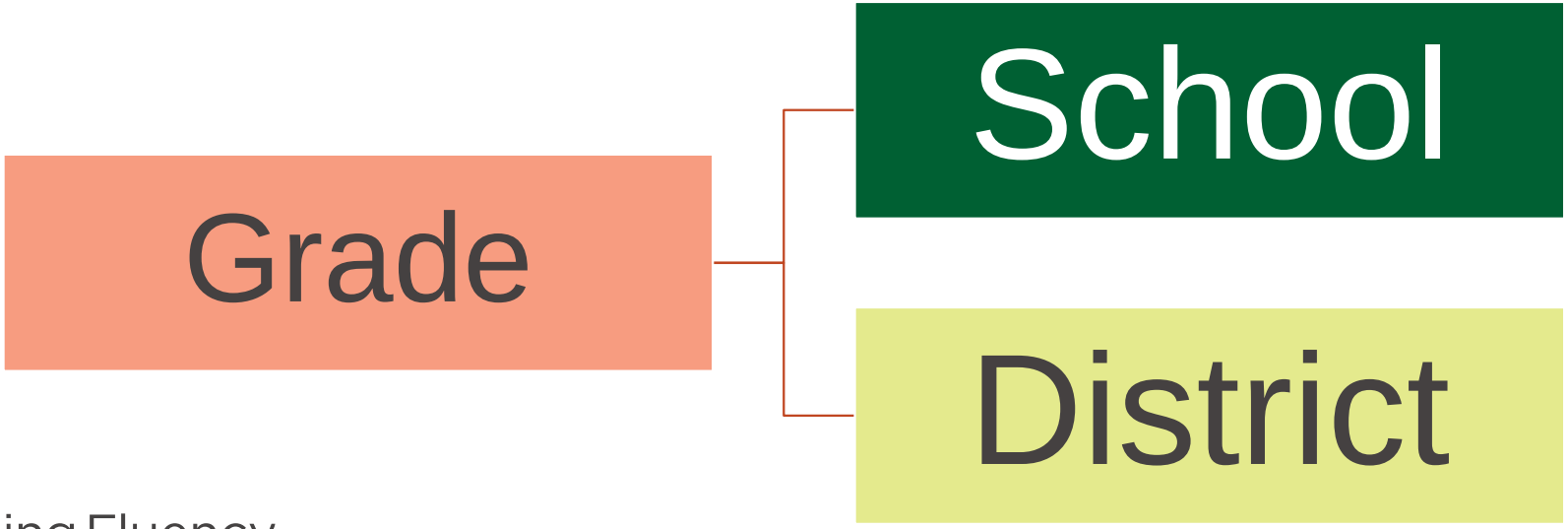
- Equip teachers to help students read proficiently by grade three
- Identify students for potential risk
- Identify areas that might need the most amount of focus


Class
Grade
School
District

Class

MAP Growth: Class Profile

MAP Reading Fluency: Instructional Planning Report



map Reading Fluency

Class

Grade

MAP Growth: Student Growth Summary

MAP Reading Fluency: Term Summary

School

District

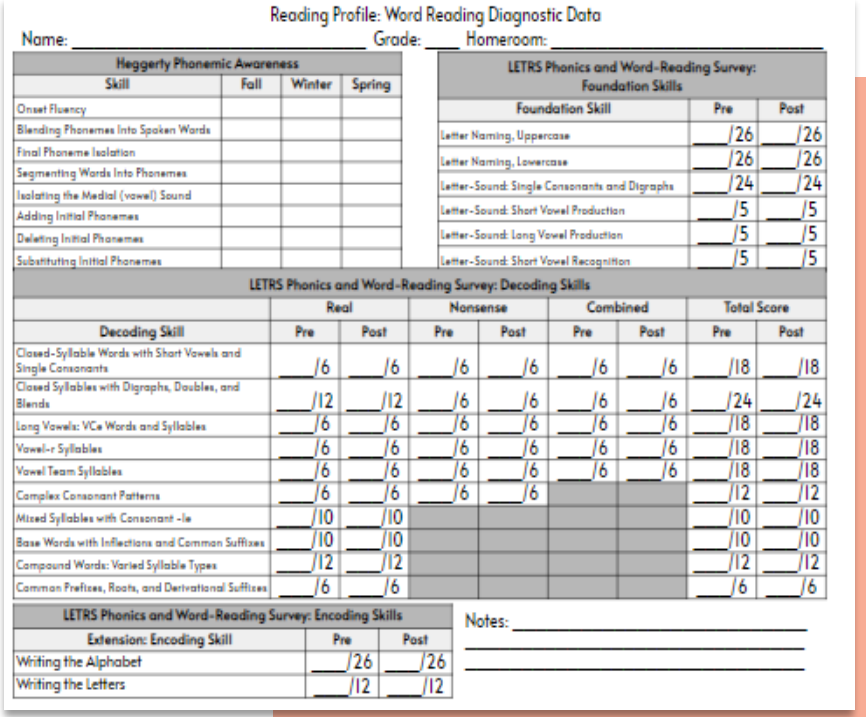
District Application

map Reading Fluency

Data Triangulation Matters!

MAP GROWTH

MAP Growth +
MAP Reading Fluency +
Student Reading Profile =



Reading Profile: Word Reading Diagnostic Data

Name: _____ Grade: ____ Homeroom: _____

Heggerty Phonemic Awareness			
Skill	Fall	Winter	Spring
Onset Fluency			
Blending Phonemes Into Spoken Words			
Final Phoneme Isolation			
Segmenting Words Into Phonemes			
Isolating the Medial (vowel) Sound			
Adding Initial Phonemes			
Deleting Initial Phonemes			
Substituting Initial Phonemes			

LETRS Phonics and Word-Reading Survey: Foundation Skills		
Foundation Skill	Pre	Post
Letter Naming, Uppercase	___/26	___/26
Letter Naming, Lowercase	___/26	___/26
Letter-Sound: Single Consonants and Digraphs	___/24	___/24
Letter-Sound: Short Vowel Production	___/5	___/5
Letter-Sound: Long Vowel Production	___/5	___/5
Letter-Sound: Short Vowel Recognition	___/5	___/5

LETRS Phonics and Word-Reading Survey: Decoding Skills								
	Real		Nonsense		Combined		Total Score	
Decoding Skill	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Closed-Syllable Words with Short Vowels and Single Consonants	___/6	___/6	___/6	___/6	___/6	___/6	___/18	___/18
Closed Syllables with Digraphs, Doubles, and Blends	___/12	___/12	___/6	___/6	___/6	___/6	___/24	___/24
Long Vowels: VCe Words and Syllables	___/6	___/6	___/6	___/6	___/6	___/6	___/18	___/18
Vowel-r Syllables	___/6	___/6	___/6	___/6	___/6	___/6	___/18	___/18
Vowel Team Syllables	___/6	___/6	___/6	___/6	___/6	___/6	___/18	___/18
Complex Consonant Patterns	___/6	___/6	___/6	___/6			___/12	___/12
Mixed Syllables with Consonant -le	___/10	___/10					___/10	___/10
Base Words with Inflections and Common Suffixes	___/10	___/10					___/10	___/10
Compound Words: Varied Syllable Types	___/12	___/12					___/12	___/12
Common Prefixes, Roots, and Derivational Suffixes	___/6	___/6					___/6	___/6

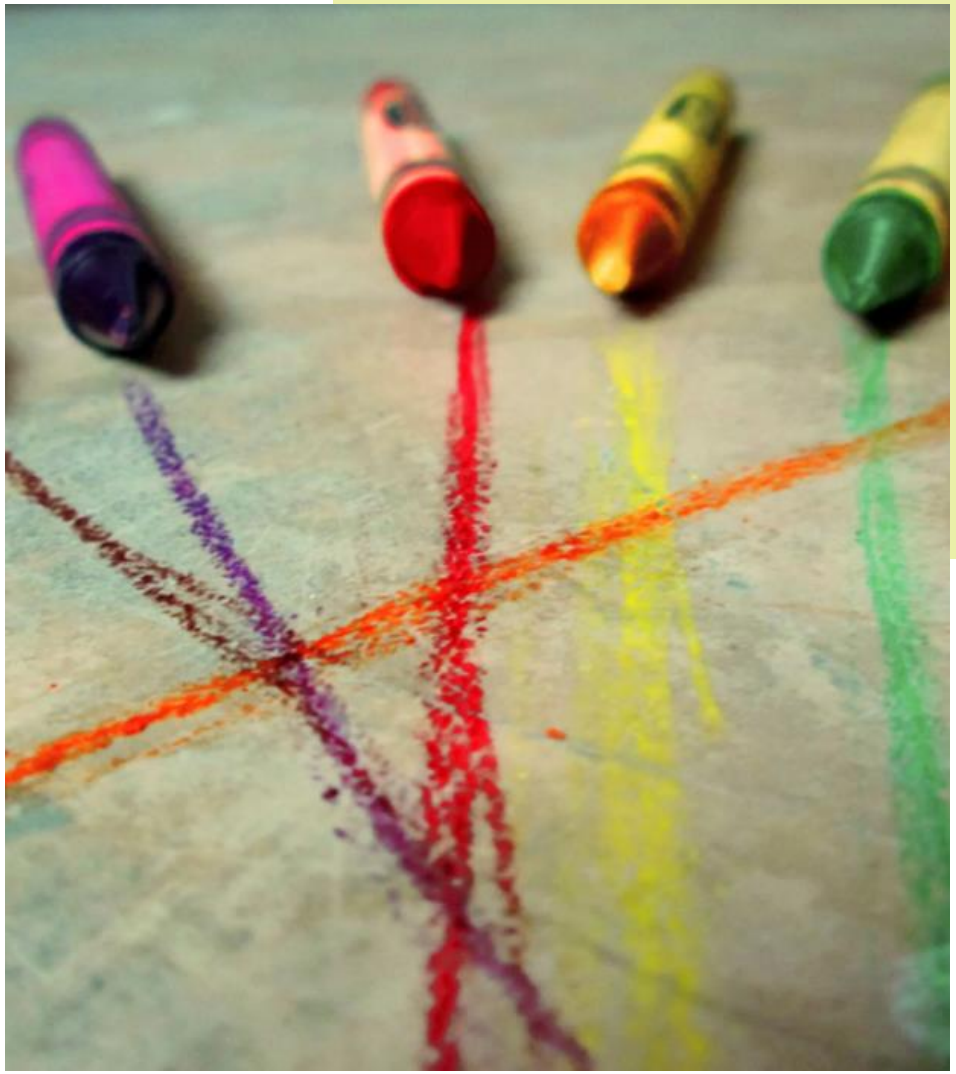
LETRS Phonics and Word-Reading Survey: Encoding Skills		
Extension: Encoding Skill	Pre	Post
Writing the Alphabet	___/26	___/26
Writing the Letters	___/12	___/12

Notes: _____

MAP Reading Fluency

Meaningful Data Triangulation!

Data Triangulation



What skill areas do I need to examine?

Which data sources or reports?

What data stands out?

Commonalities? Patterns?

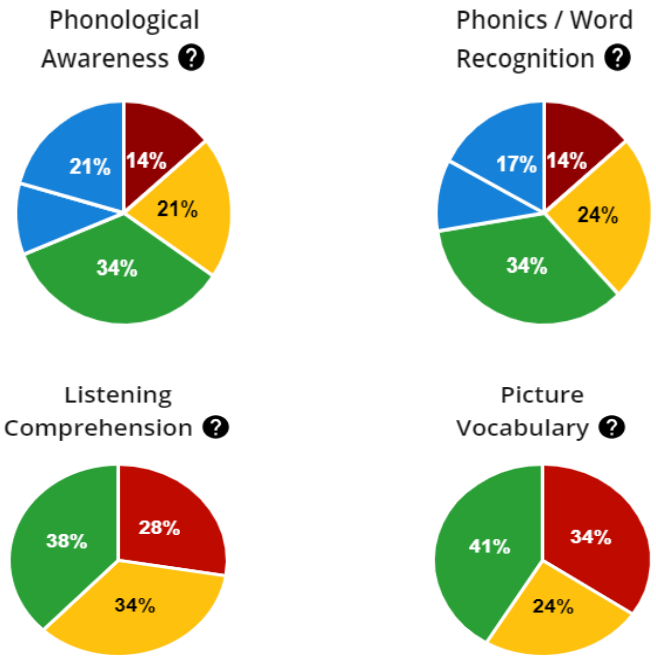
What are some strategic insights?

Where can I dig deeper?

What qualitative data is there and what are some other potential influencers?

Data story?

map Reading Fluency



School level data | Class level data

Grade level trends | Cohort Data

map Reading Fluency

map GROWTH

Student Growth Summary Report

Aggregate by District

Term: Fall 2022-2023
District: NWEA Sample District 63

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Fall 2022
Weeks of Instruction: Start - 4 (Fall 2021) ^
End - 1 (Fall 2022) ^
Grouping: None
Small Group Display: No

Language Arts: Reading

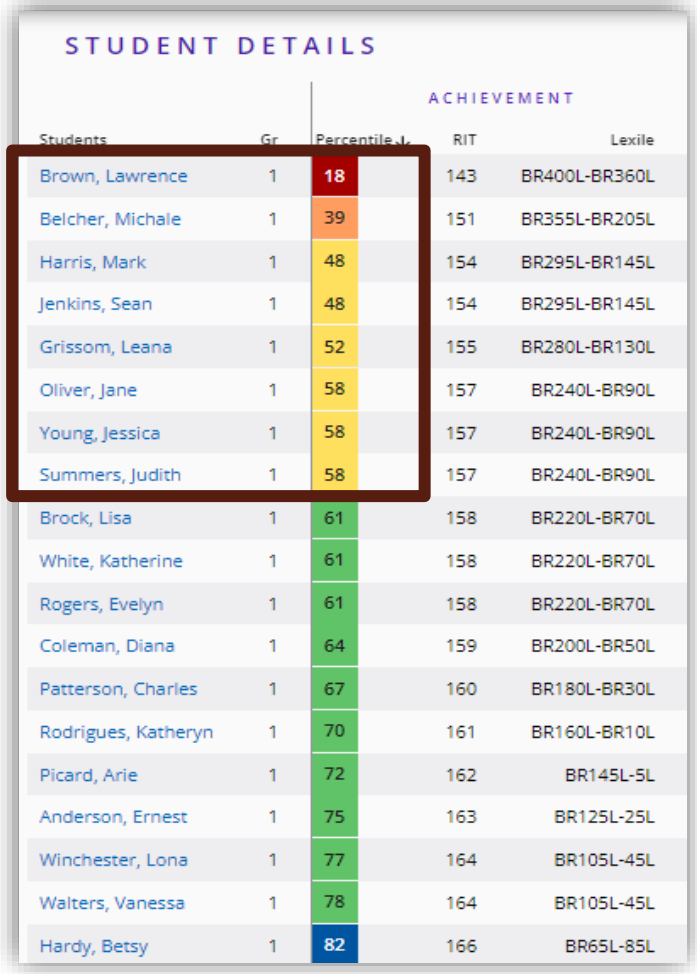
		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Fall 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	183	138.8	15.7	66	160.1	10.1	88	21	0.8	18.9	0.82	79	183	115	63	62
2	192	156.7	15.8	56	176.9	12.2	85	20	0.7	14.7	2.25	99	192	129	67	70
3	202	171.4	20.0	44	187.0	15.4	62	16	0.8	12.7	1.32	91	202	123	61	64
4	187	183.3	21.3	32	196.1	16.5	55	13	0.9	8.8	2.09	98	187	116	62	68
5	461	196.9	20.6	51	205.7	17.6	63	9	0.5	6.4	1.63	95	461	289	63	63
6	582	202.0	21.2	36	210.6	17.2	57	9	0.5	4.9	2.16	98	582	378	65	71
7	583	208.3	21.3	40	215.6	17.0	61	7	0.5	4.0	2.07	98	583	377	65	68
8	648	213.7	21.0	47	218.7	19.1	56	5	0.4	3.5	1.07	86	648	381	59	62
9	668	215.7	21.7	38	220.6	21.4	59	5	0.4	2.1	1.57	94	668	423	63	66
10	623	218.8	24.6	50	224.0	20.9	63	5	0.5	2.0	2.16	98	623	382	61	66
11	688	219.7	22.4	42	220.3	23.8	36	1	0.4	1.0	-0.26	40	688	331	48	49

Language Arts: Reading

<u>Considerations</u>:
Foundational skills and comprehension?

<u>Influencers</u>:
Schools, Instruction, Curriculum, Teacher Experience, MTSS, etc.

MAP Growth Class Profile Report

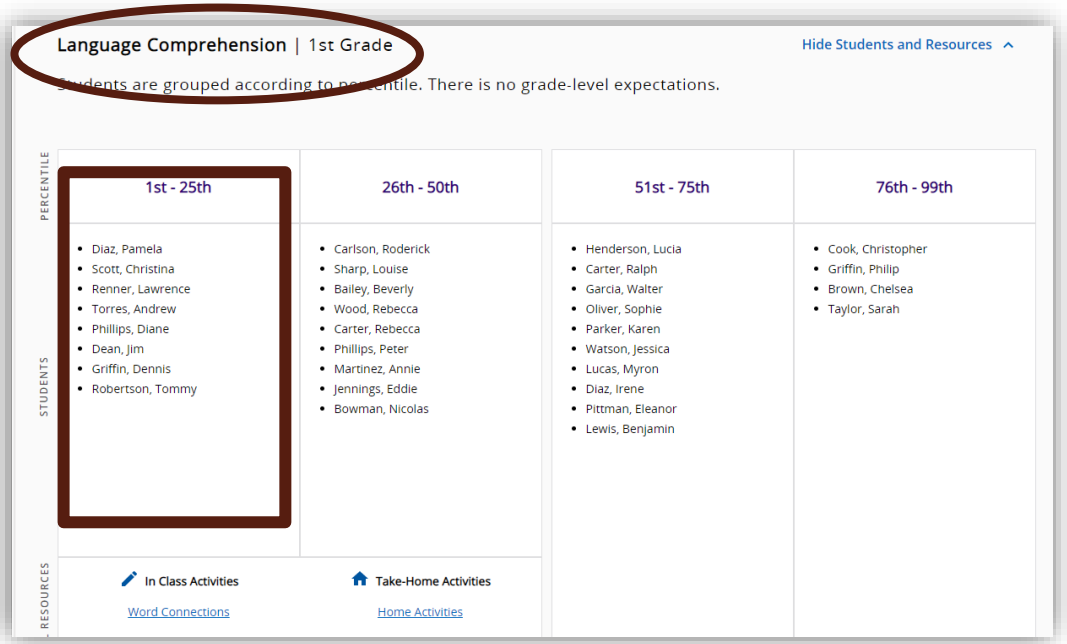


STUDENT DETAILS

Students	Gr	ACHIEVEMENT Percentile	RIT	Lexile
Brown, Lawrence	1	18	143	BR400L-BR360L
Belcher, Michale	1	39	151	BR355L-BR205L
Harris, Mark	1	48	154	BR295L-BR145L
Jenkins, Sean	1	48	154	BR295L-BR145L
Grissom, Leana	1	52	155	BR280L-BR130L
Oliver, Jane	1	58	157	BR240L-BR90L
Young, Jessica	1	58	157	BR240L-BR90L
Summers, Judith	1	58	157	BR240L-BR90L
Brock, Lisa	1	61	158	BR220L-BR70L
White, Katherine	1	61	158	BR220L-BR70L
Rogers, Evelyn	1	61	158	BR220L-BR70L
Coleman, Diana	1	64	159	BR200L-BR50L
Patterson, Charles	1	67	160	BR180L-BR30L
Rodrigues, Katheryn	1	70	161	BR160L-BR10L
Picard, Arie	1	72	162	BR145L-5L
Anderson, Ernest	1	75	163	BR125L-25L
Winchester, Lona	1	77	164	BR105L-45L
Walters, Vanessa	1	78	164	BR105L-45L
Hardy, Betsy	1	82	166	BR65L-85L

MAP Reading Fluency Instructional Planning Report

Language Comprehension
- Listening Comprehension
- Picture Vocabulary



Language Comprehension | 1st Grade

Hide Students and Resources

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

PERCENTILE

1st - 25th	26th - 50th	51st - 75th	76th - 99th
Diaz, Pamela Scott, Christina Renner, Lawrence Torres, Andrew Phillips, Diane Dean, Jim Griffin, Dennis Robertson, Tommy	Carlson, Roderick Sharp, Louise Bailey, Beverly Wood, Rebecca Carter, Rebecca Phillips, Peter Martinez, Annie Jennings, Eddie Bowman, Nicolas	Henderson, Lucia Carter, Ralph Garcia, Walter Oliver, Sophie Parker, Karen Watson, Jessica Lucas, Myron Diaz, Irene Pittman, Eleanor Lewis, Benjamin	Cook, Christopher Griffin, Philip Brown, Chelsea Taylor, Sarah

STUDENTS

RESOURCES

In Class Activities — Word Connections

Take-Home Activities — Home Activities

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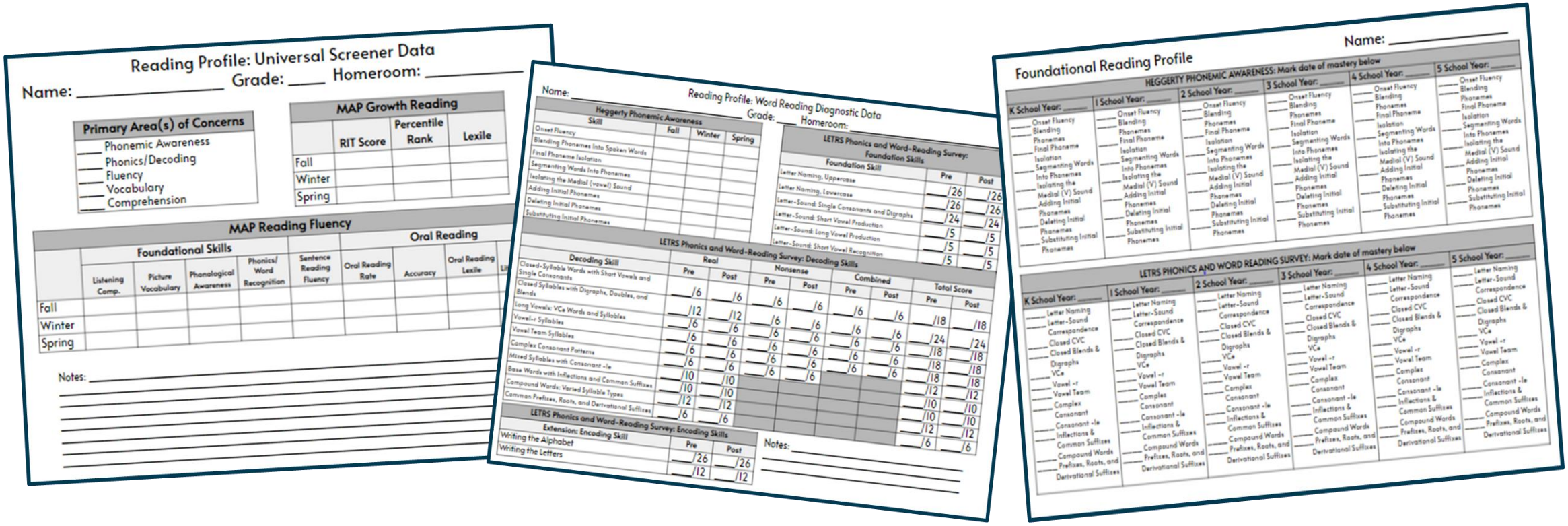
MTSS

How are you triangulating data to help students close reading gaps?

Reading Profile:
Universal Screener & Diagnostic Data

Information follows the student from grade to grade to ensure we are closing the gaps



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Data Digs

What skill development have students in my class made from the fall to the winter?

Student Matrix Report

Using the Student Matrix Report

- On the Benchmark Matrix Report, you'll see a color-coded scoring measure of how each student in a class performed on the major components of reading development. Use the BPS Benchmark One-Page (above) to support analysis.
- Only the most recently completed test will be shown on this report. Use the drop-down menu to see performance on past administrations.

Where are kids right now?

Complete the table below using the matrix report for Winter 2022.

	Students Exceeding Grade level (List Names)	Students at Grade Level (List Names)	Students Approaching Grade Level (List Names)	Students Below Grade Level (List Names)
Listening Comprehension				
Picture Vocabulary				
Phonological Awareness				
Phonics				
Sentence Reading Fluency				
Oral Readers	For Students who moved over into Oral Reading, record data in the table below.			

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ASIT – Academic Support Intervention Team Master List

Grade	teacher	Fall '19 easyCBM Letter Names Percentile	Fall '19 easyCBM Letter Sounds Percentile	Fall '19 easyCBM Phoneme Seg. Percentile	Fall '19 Risk	Jan. '20 easyCBM Letter Sounds Percentile	Jan. '20 easyCBM Phoneme Seg. Percentile	Jan. '20 easyCBM words read Percentile	Winter '20 Risk	MAY '20 easyCBM Letter Sounds Percentile	MAY '20 easyCBM Phoneme Seg. Percentile	MAY '20 easyCBM words read Percentile	MAY '20 EasyCBM Risk	Lexia Level	Reading ELT	ELT Teacher
KK	Butts					69	94	65	low	b					Lexia	Butts
KK	McCuistion	20	36	77	low	30	91	34	low	y					Lexia	Coffman
KK	McCuistion															
KK	McCuistion	23	0	67	some	55	86	65	low	b					Lexia	Coffman
KK	McCuistion	8	0	77	high	45	30	21	low	y					Lexia	McCuistion
KK	McCuistion	20	23	40	some	22	63	21	some	r					Lexia	McCuistion
KK	McCuistion	39	0	40	some	55	17	21	some	r					Lexia	McCuistion
KK	McCuistion	45	44	53	low	41	19	34	low	y					Lexia	McCuistion
KK	McCuistion	23	36	56	low	11	58	21	some	r					Lexia	Coffman
KK	McCuistion	51	66	59	low	84	93	74	low	b						
KK	McCuistion	57	57	59	low	91	93	83	low	g					extend	Roland
KK	McCuistion	10	0	0	high	3	13	4	high	r					urgent Lexia	Duncan &
KK	McCuistion	55	36	71	low	51	89	76	low	b						roland

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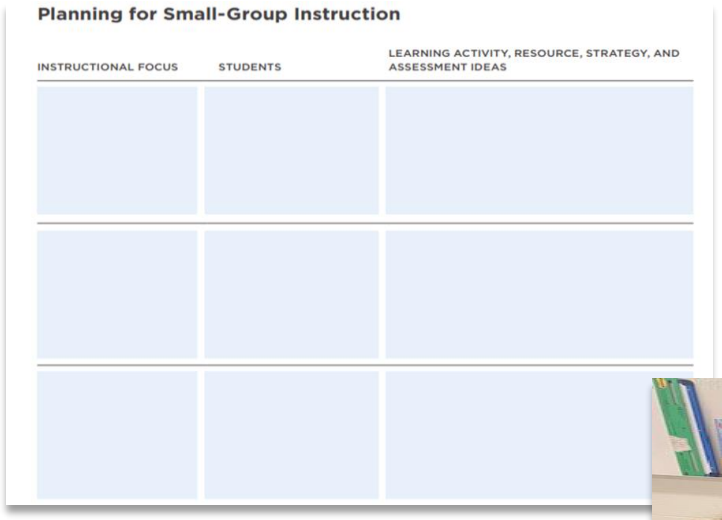
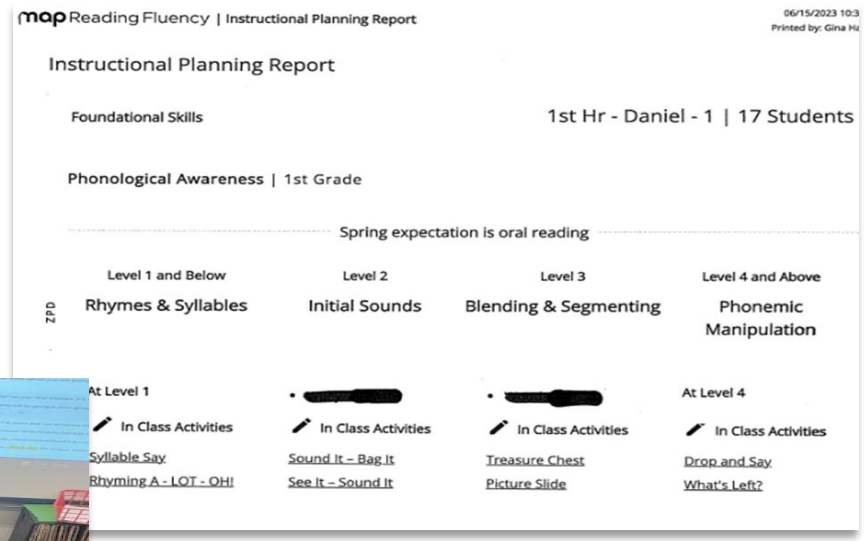
The Data Drives Instruction



Planning for Small-Group Instruction

INSTRUCTIONAL FOCUS	STUDENTS	LEARNING ACTIVITY, RESOURCE, STRATEGY, AND ASSESSMENT IDEAS



map Reading Fluency | Instructional Planning Report

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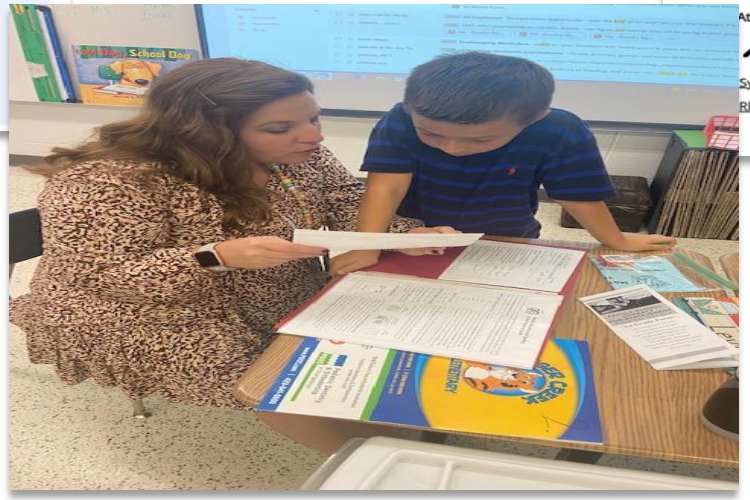
Instructional Planning Report

Foundational Skills — 1st Hr - Daniel - 1 | 17 Students

Phonological Awareness | 1st Grade

Spring expectation is oral reading

Level 1 and Below	Level 2	Level 3	Level 4 and Above
Rhymes & Syllables	Initial Sounds	Blending & Segmenting	Phonemic Manipulation
At Level 1	• [redacted]	• [redacted]	At Level 4
In Class Activities	In Class Activities	In Class Activities	In Class Activities
Syllable Say	Sound It – Bag It	Treasure Chest	Drop and Say
Rhyming A - LOT - OH!	See It – Sound It	Picture Slide	What's Left?



Today, I am a reader; tomorrow, I'll be a leader.

Beyond the numbers

Professional Learning

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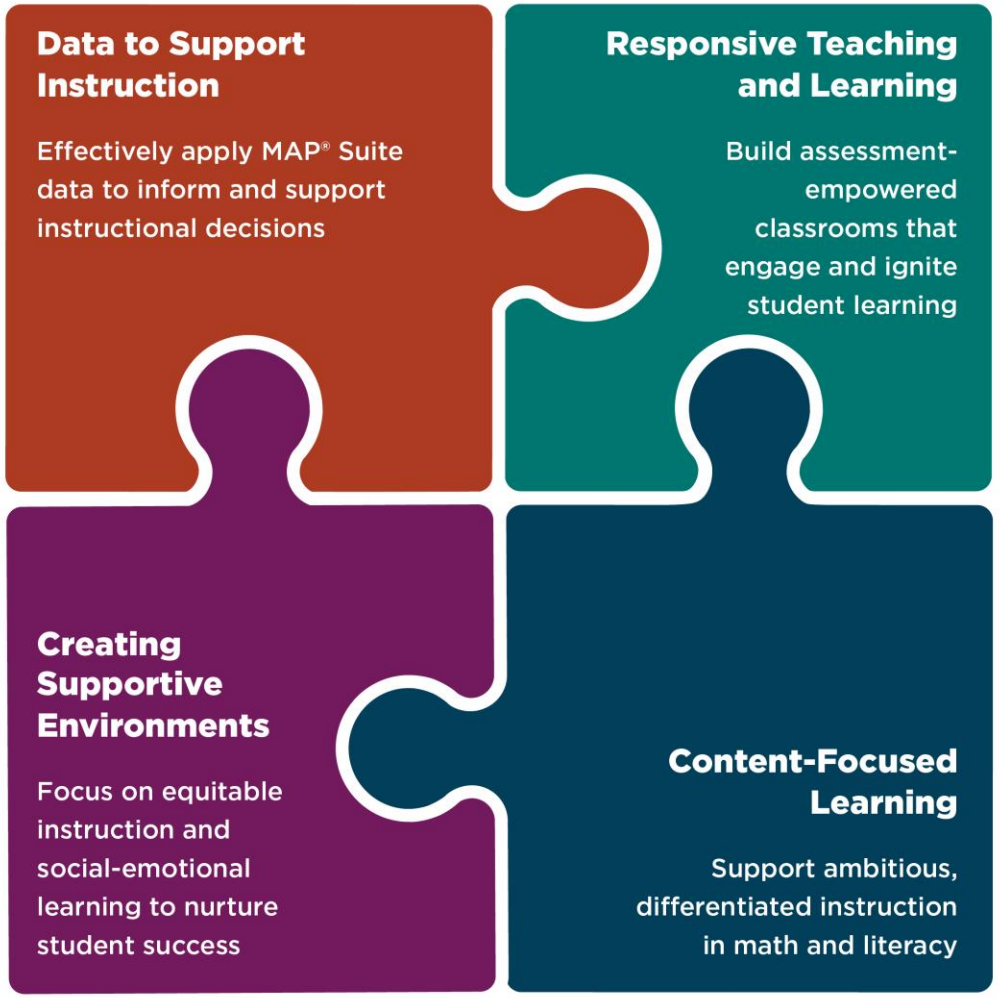
Let’s grow together

“In a research-poor context, isolated experience replaces professional knowledge as the dominant influence on how teachers teach”

— Mike Schmoker

Source: Schmoker, M. (1999). Results: The key to continuous school improvement (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



Early Word Recognition Parts 1 and 2

Invest in professional learning for ambitious and equitable instruction

- Aligned with the foundational research
- Updated with emerging evidence
- Designed to support tomorrow's instruction

Aligned lesson planning tool for efficient and explicit systematic phonics

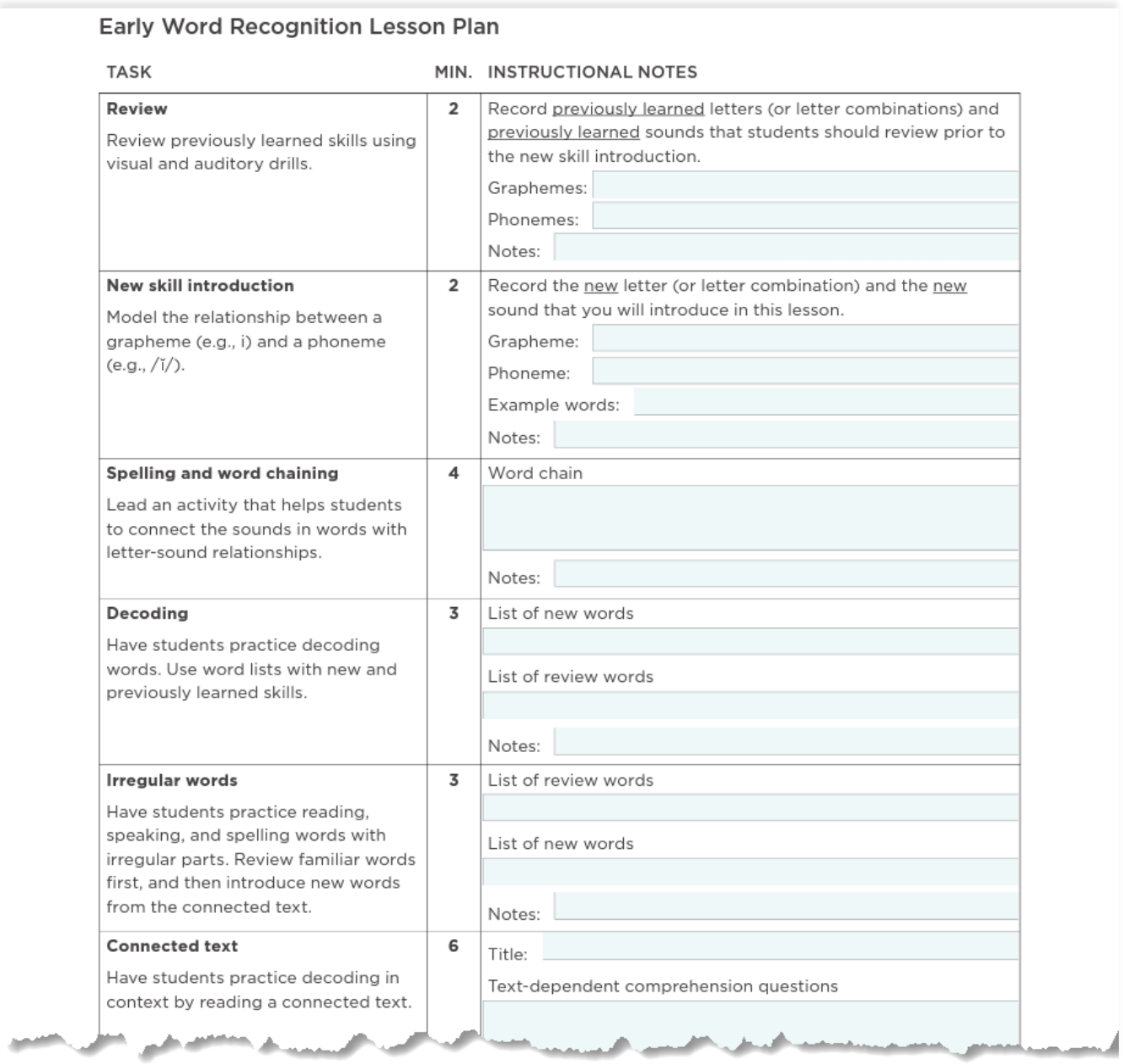
Educative learning walk tool for coaching and implementation

- Embedded examples and case studies
- Demonstration, microteaching, and planning cycles
- Student work analysis

Sustain the work with educative tools for teachers and leaders

- Engage in rich learning experiences as a professional community

Teachers: The lesson plan tool



Early Word Recognition Lesson Plan

TASK	MIN.	INSTRUCTIONAL NOTES
Review Review previously learned skills using visual and auditory drills.	2	Record previously learned letters (or letter combinations) and previously learned sounds that students should review prior to the new skill introduction. Graphemes: Phonemes: Notes:
New skill introduction Model the relationship between a grapheme (e.g., i) and a phoneme (e.g., /ĭ/).	2	Record the new letter (or letter combination) and the new sound that you will introduce in this lesson. Grapheme: Phoneme: Example words: Notes:
Spelling and word chaining Lead an activity that helps students to connect the sounds in words with letter-sound relationships.	4	Word chain Notes:
Decoding Have students practice decoding words. Use word lists with new and previously learned skills.	3	List of new words List of review words Notes:
Irregular words Have students practice reading, speaking, and spelling words with irregular parts. Review familiar words first, and then introduce new words from the connected text.	3	List of review words List of new words Notes:
Connected text Have students practice decoding in context by reading a connected text.	6	Title: Text-dependent comprehension questions

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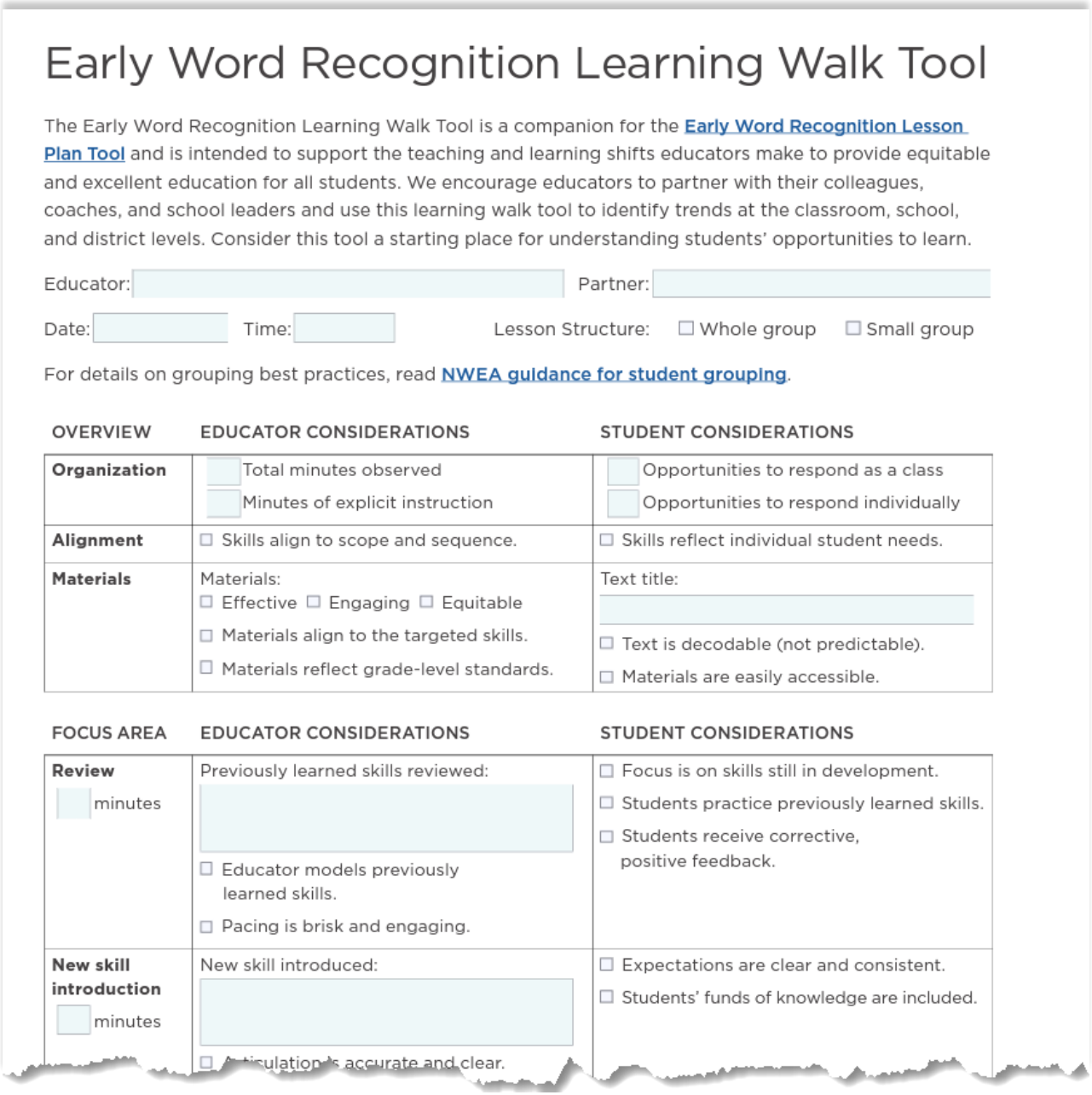
Leaders: The learning walk tool



Early Word Recognition Learning Walk Tool

The Early Word Recognition Learning Walk Tool is a companion for the Early Word Recognition Lesson Plan Tool and is intended to support the teaching and learning shifts educators make to provide equitable and excellent education for all students. We encourage educators to partner with their colleagues, coaches, and school leaders and use this learning walk tool to identify trends at the classroom, school, and district levels. Consider this tool a starting place for understanding students' opportunities to learn.

Educator: Partner:

Date: Time: Lesson Structure: ☐ Whole group ☐ Small group

For details on grouping best practices, read NWEA guidance for student grouping.

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Organization	Total minutes observed Minutes of explicit instruction	Opportunities to respond as a class Opportunities to respond individually
Alignment	☐ Skills align to scope and sequence.	☐ Skills reflect individual student needs.
Materials	Materials: ☐ Effective ☐ Engaging ☐ Equitable ☐ Materials align to the targeted skills. ☐ Materials reflect grade-level standards.	Text title: ☐ Text is decodable (not predictable). ☐ Materials are easily accessible.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Review minutes	Previously learned skills reviewed: ☐ Educator models previously learned skills. ☐ Pacing is brisk and engaging.	☐ Focus is on skills still in development. ☐ Students practice previously learned skills. ☐ Students receive corrective, positive feedback.
New skill introduction minutes	New skill introduced: ☐ Articulation is accurate and clear.	☐ Expectations are clear and consistent. ☐ Students' funds of knowledge are included.

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Professional Learning for Literacy

Getting the most out of MAP Reading Fluency

MAP Reading Fluency Suite

- MAP Reading Fluency Basics
- MAP Reading Fluency Essential Reports
- MAP Reading Fluency Informing Instruction

Enhance literacy content knowledge and strengthen literacy pedagogical practice

Responsive Literacy Practices Suite

- Guided by the Shifts: Literacy
- Understanding How Students Learn to Read Parts 1 and 2
- Early Word Recognition Parts 1 and 2
- Building Fluent Readers Parts 1 and 2

Q & A

Please add your questions to the Q&A section

Poll Question

Q: Would you like to learn more about MAP Reading Fluency?

- ❑ Yes, please contact me
- ❑ No, not at this time

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nwea

Thank you!