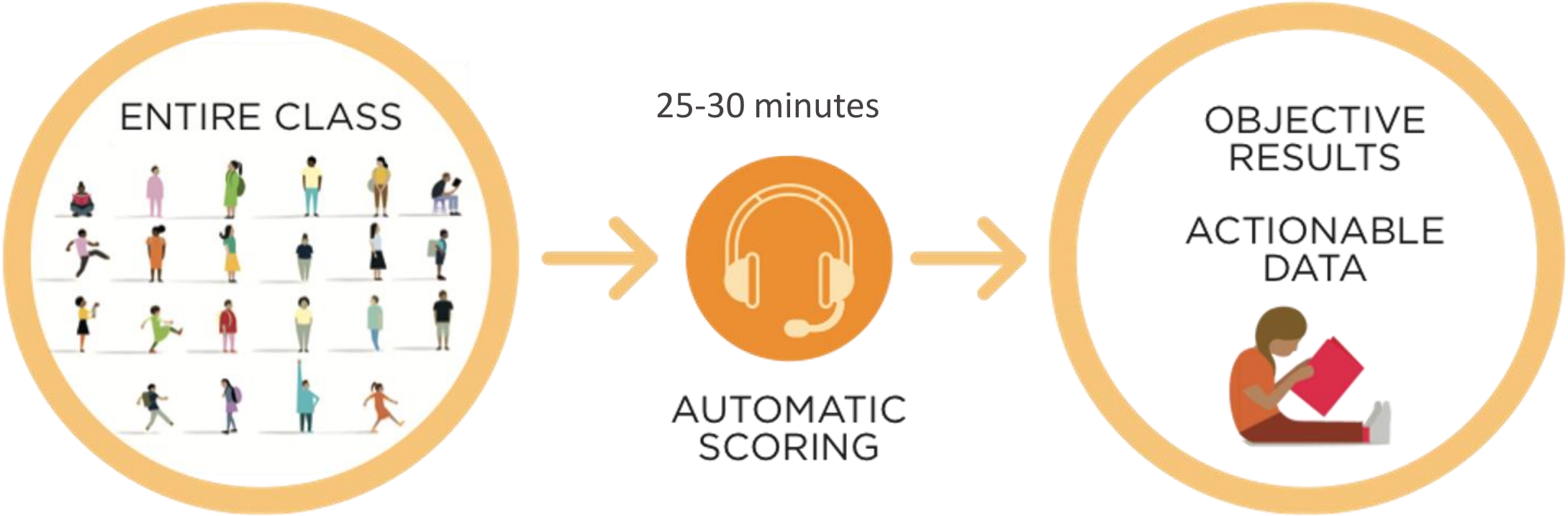
//CODiE//
2018 SIIA CODiE WINNER

map Reading Fluency™

NCII Certified



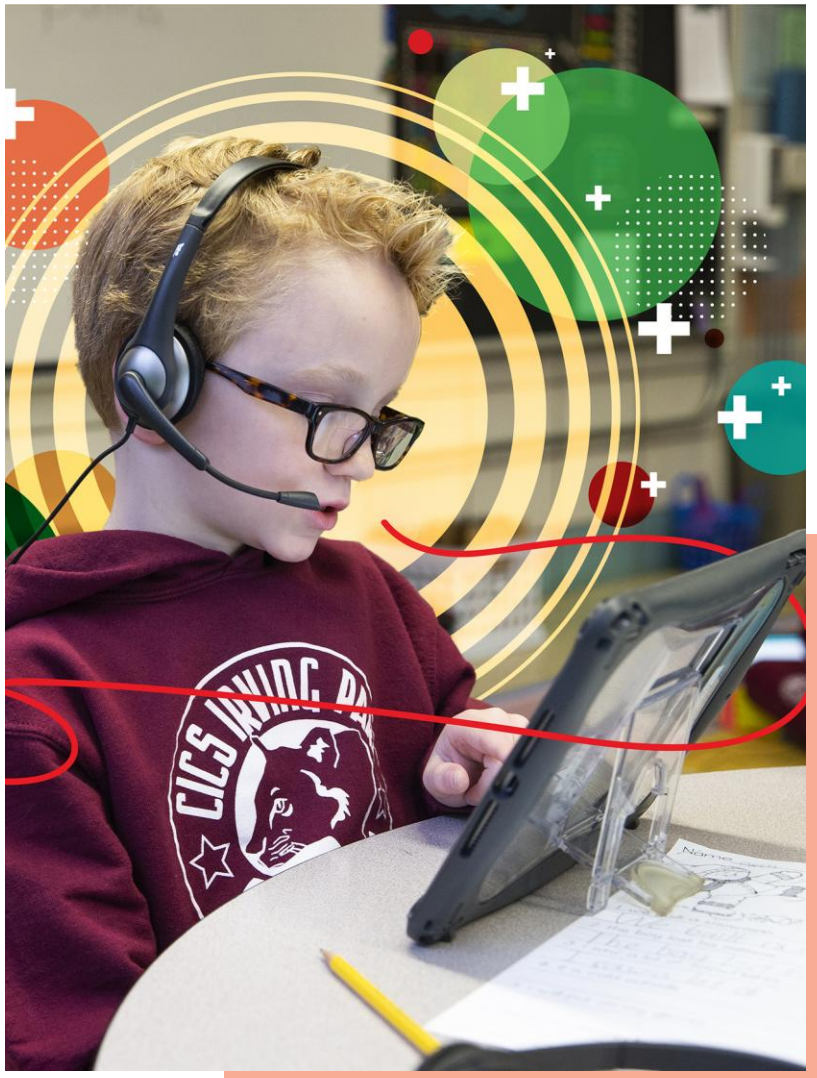
map Reading Fluency

What is MAP Reading Fluency?

- The online assessment is for beginning readers, pre-K–5
- Expanded rostering allows system access for grades pre-K–8
- Speech recognition technology allows student audio to be automatically scored and recorded for playback
- Aligned to the science of reading
- Approved by the State of Michigan

What is MAP Reading Fluency?

- Measures oral reading, literal comprehension, and foundational reading skills
- Benchmark/screening three times per year
- Frequent progress monitoring for at-risk students
- Available in English and Spanish
- Can be administered in person or remotely
- Optional K–3 Dyslexia Screener – English only



Scope of Content – MAP Reading Fluency

PA
Phonological Awareness

- Rhyming syllable counting
- Initial sound fluency
- Blending
- Segmenting
- Phonemic manipulation

PH
Phonics & Word Recognition

- Letter knowledge
- Letter-sound fluency
- Decodable words

VO
Oral Language

- Listening comprehension
- Picture vocabulary

FL
Oral Reading Fluency

- Passages from 150L to 1000L
- Narrative and informational text
- Decodable words

RC
Reading Comprehension

- Main idea
- Key details
- Low-level inference
- 6 questions per passage, 5 correct threshold to advance to harder text

Dyslexia Screener Content + Rapid Automatized Naming Test (RAN) + Nonsense Word Fluency

Student Test Experience

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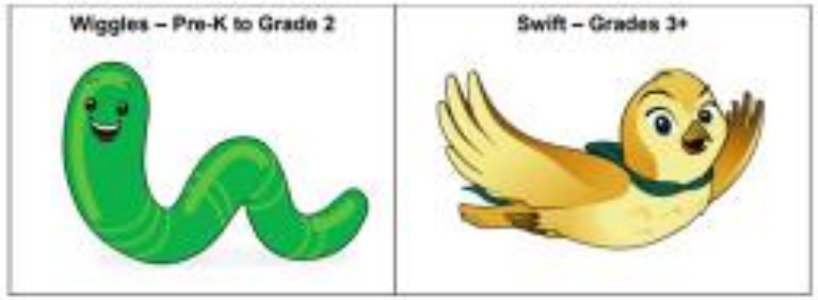
Each student begins by reading a picture book aloud.

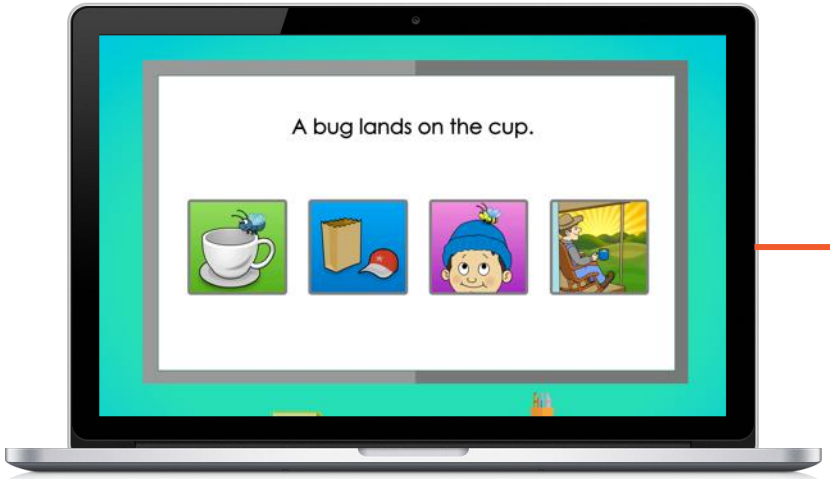
Student Interface: Grades 3+



Then quick measures of word and sentence reading determine if a student is ready to read passages.

Adaptivity that supports varied proficiency

Adaptive placement



Silent sentence reading

Assessment path placement

Universal Screener flag

Oral reading assessment

EARLY–FLUENT READERS

Foundational skills assessment

EMERGENT READERS

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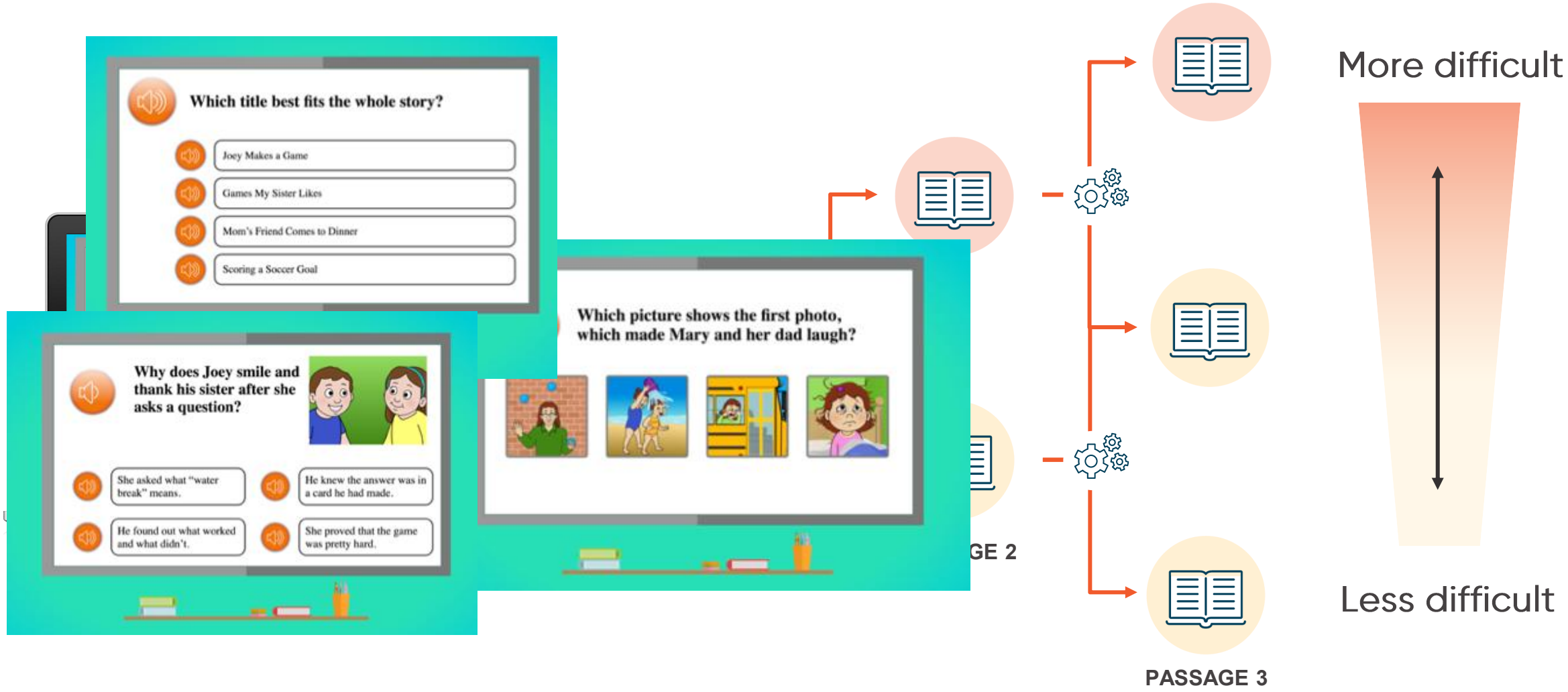
Oral reading fluency assessment path



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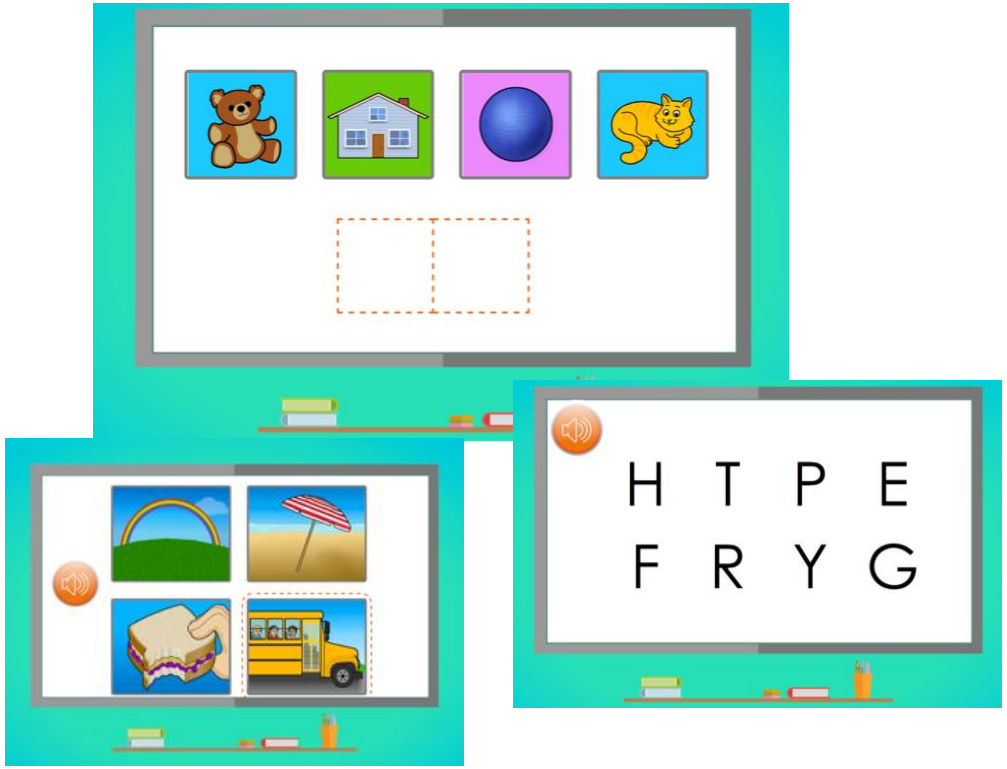
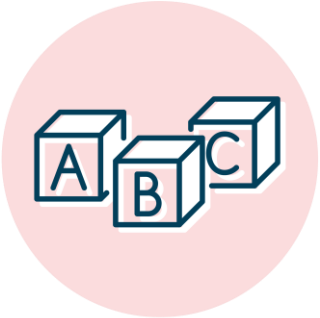
Foundational skills assessment path



Foundational skills path

Foundational skills assessment

PA
Phonological awareness



PH
Phonics &
word recognition

LC
Language
Comprehension

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MAP Reading Fluency Assessment Results

Foundational Skills data

PA
Phonological awareness

PH
Phonics & word recognition

VO
Oral language

- ZPD in Phonological Awareness and Phonics
- Decoding and language comprehension

Oral Reading data

FL
Oral reading fluency

RC
Reading comprehension

- Words (scaled) correct per minute
- Decoding accuracy
- Literal comprehension
- Oral reading Lexile level

Actionable data

Class

Group

Student

Reader profiles and next steps

Universal Screener flag

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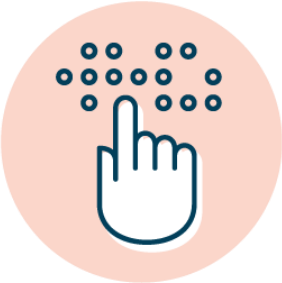
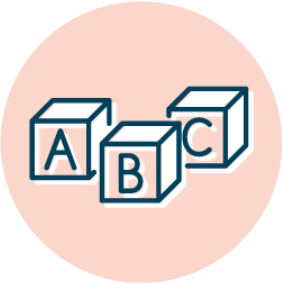
Dyslexia Screener

K–3 dyslexia screener solution includes:

Rapid automatized naming (RAN) measure



Nonsense Words (NWF) measure



Sample item: Rapid Automatized Naming (RAN)

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Sample item: Nonsense Words

wef	jop	tep	ot	heb	gug	vib	vom	hom
jep	ib	wem	lin	yit	mog	dod	dut	ut
cug	mab	zeg	zot	nen	zim	ub	zog	zin

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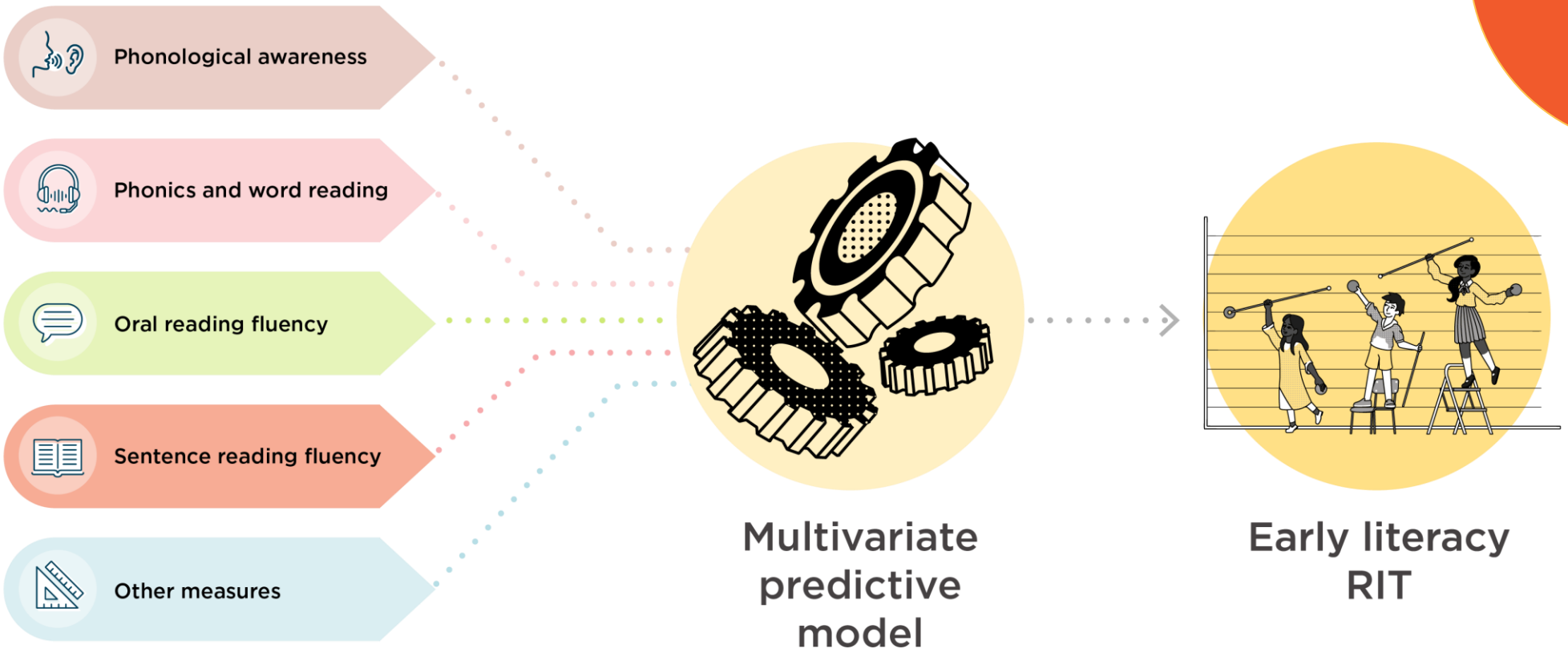
Reports

map Reading Fluency

Early Literacy RIT

NEW BTS 2026!



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MAP Reading RIT Scale

School Achievement Norms (Mean)

	K	1	2	3	4	5	6	7	8	9	10+
FALL	138	155	170	185	196	204	209	212	216	216	218
WINTER	146	163	177	190	199	206	211	214	217	217	218
SPRING	152	168	182	194	202	208	212	215	217	217	218

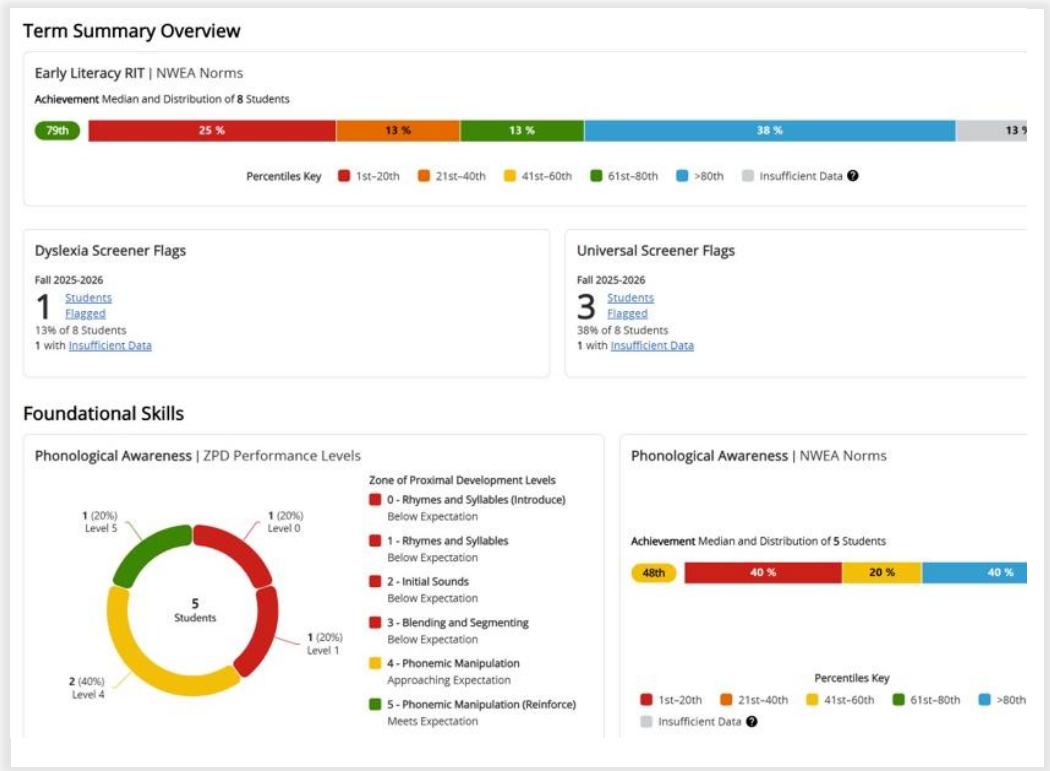
MAP Reading Fluency – Early Literacy RIT

MAP Growth 2-5 - Reading RIT

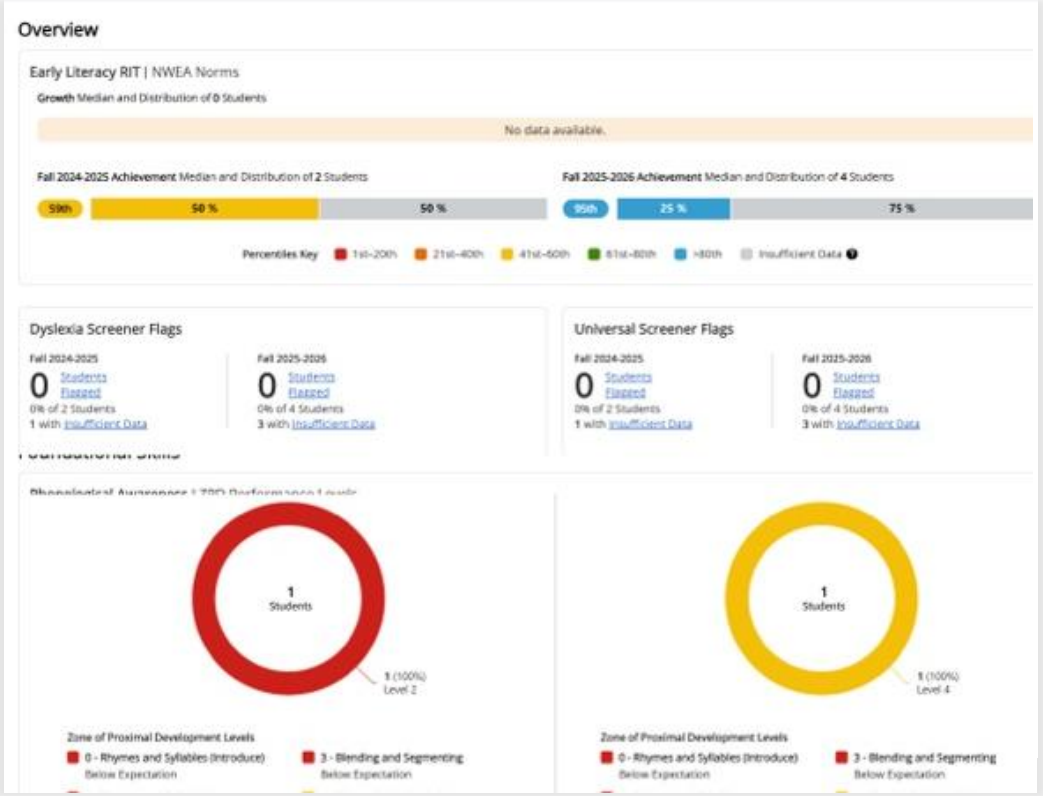
map Reading Fluency

MAP Reading Fluency Reports for School Leaders

Term Summary Report

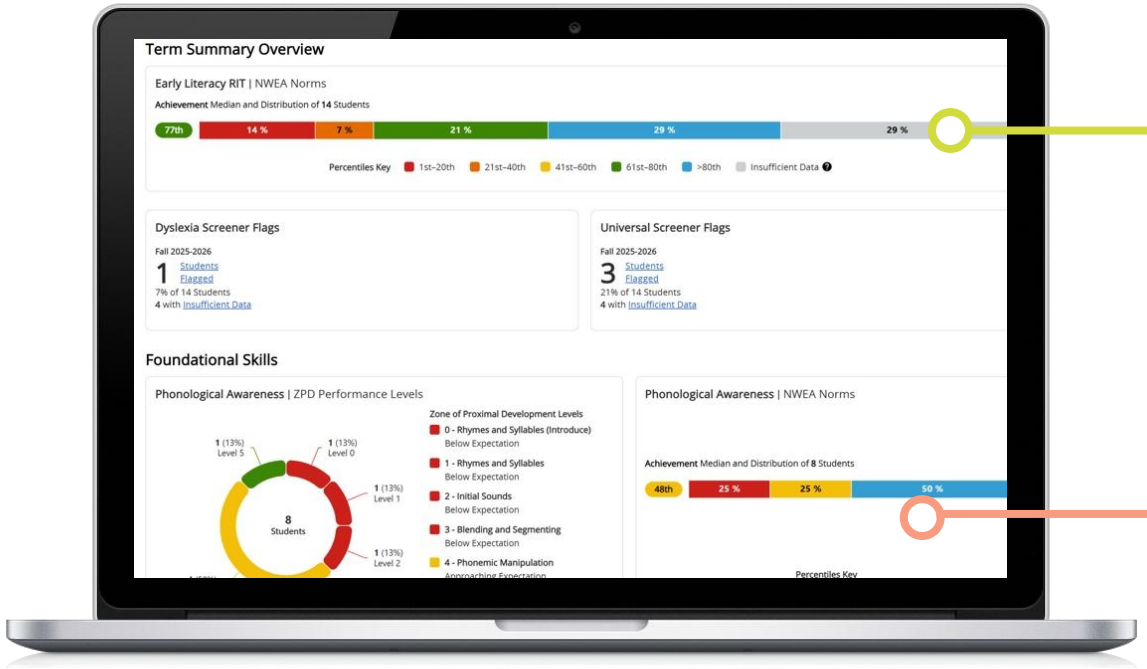


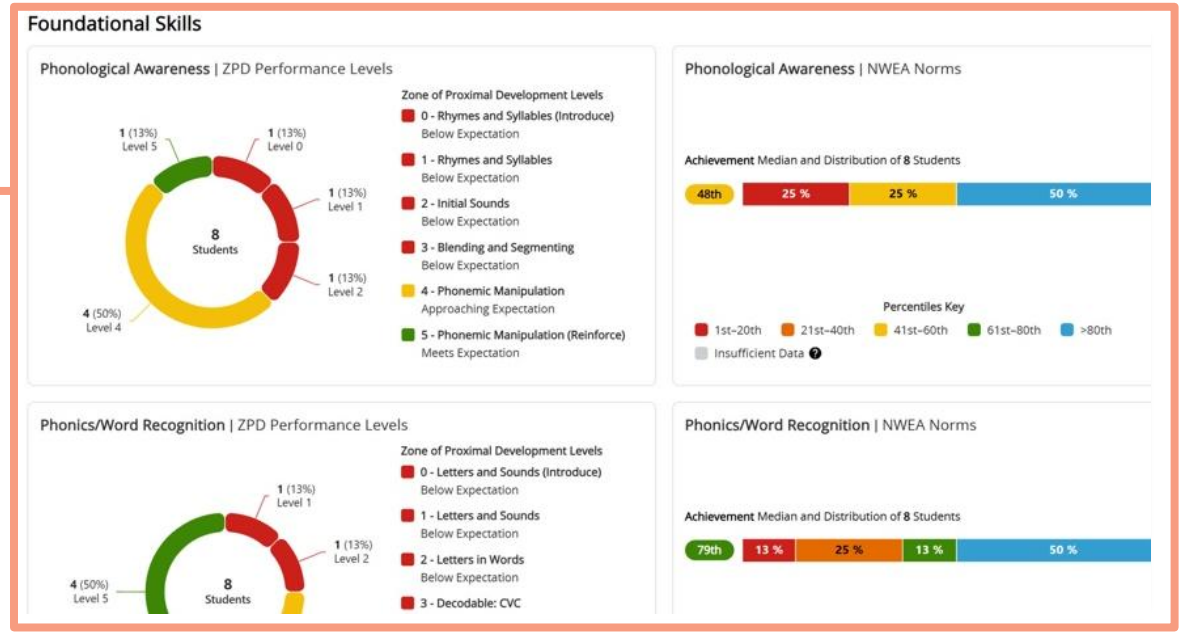
Term Comparison Report



map Reading Fluency

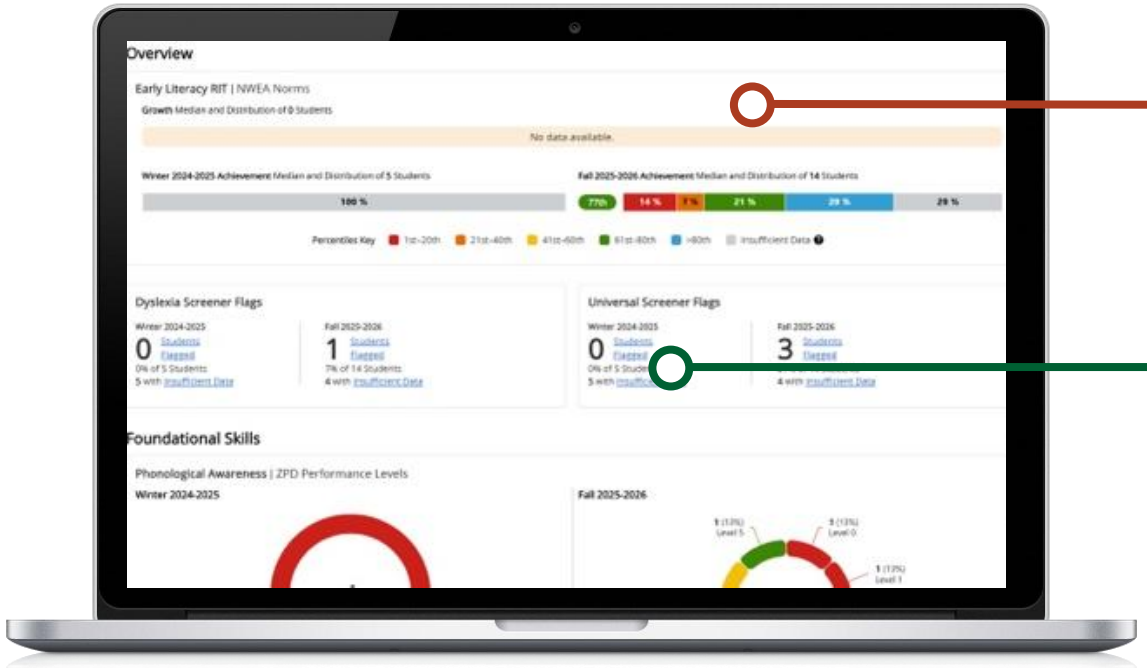
Term Summary Report

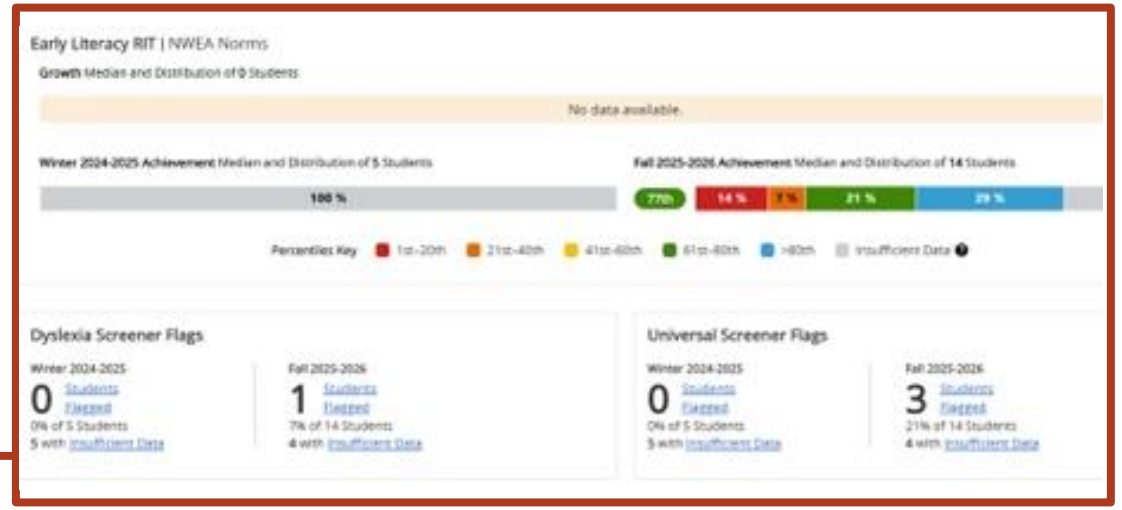




map Reading Fluency

Term Comparison Report

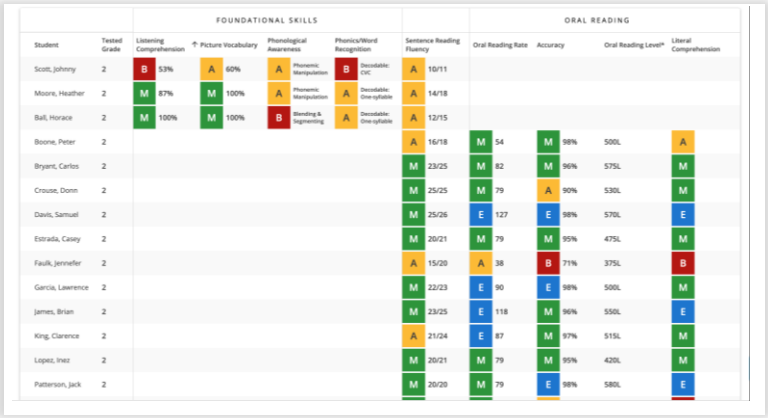




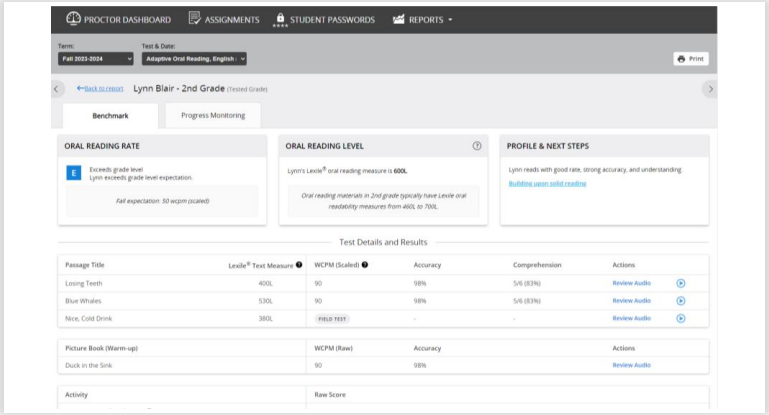
map Reading Fluency

MAP Reading Fluency Reports for Teachers

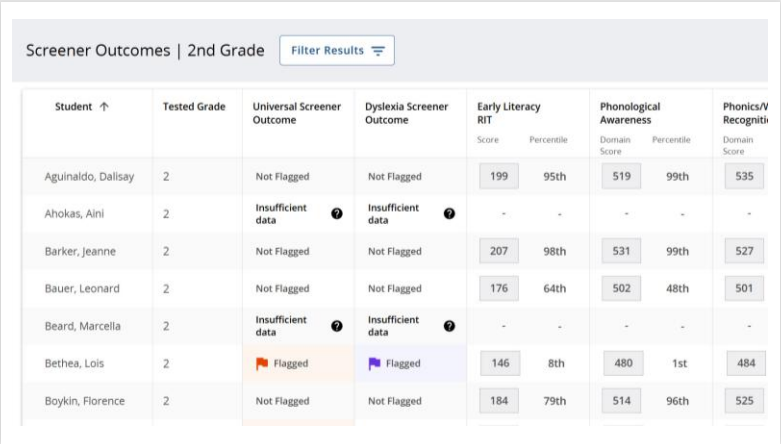
Benchmark Matrix report



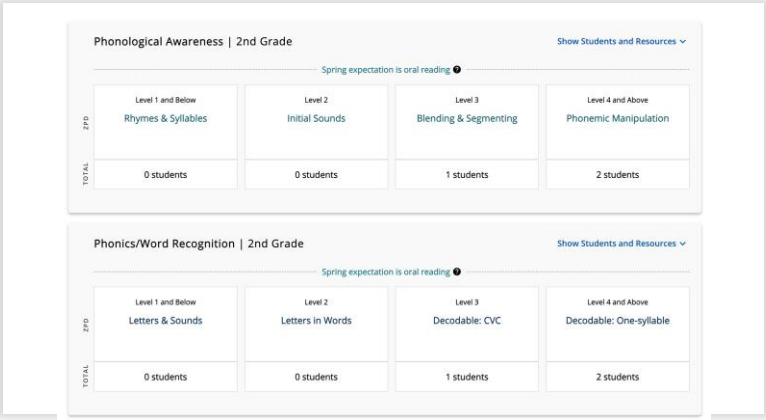
Individual Student report



Screener Outcomes report

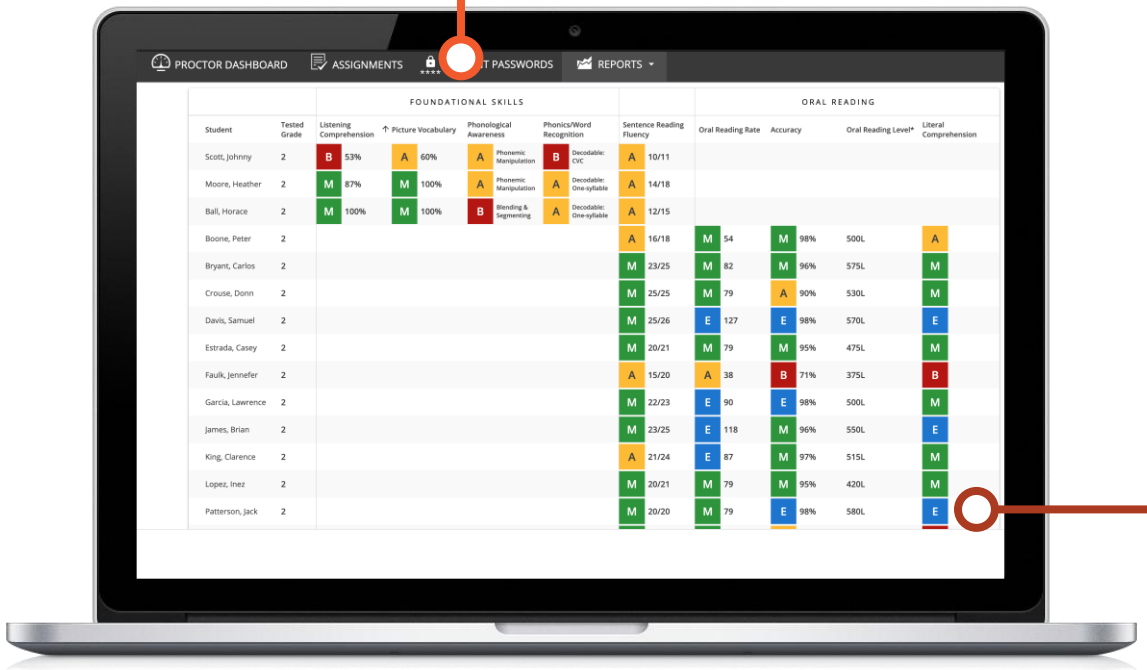


Instructional Planning report



map Reading Fluency

Benchmark Matrix Report

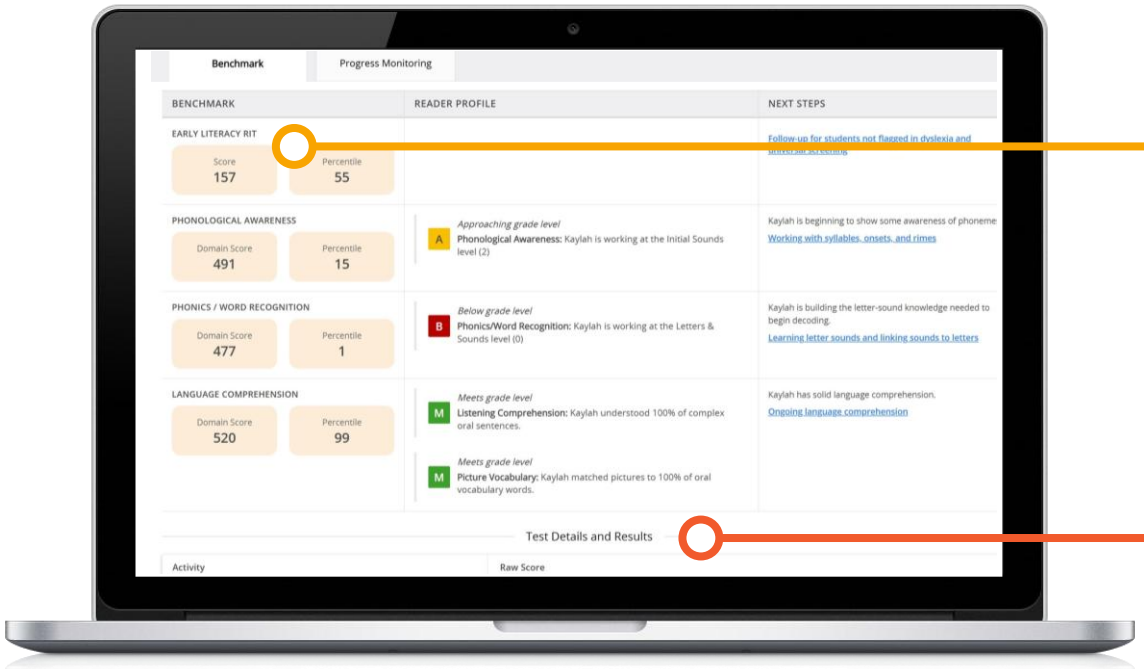


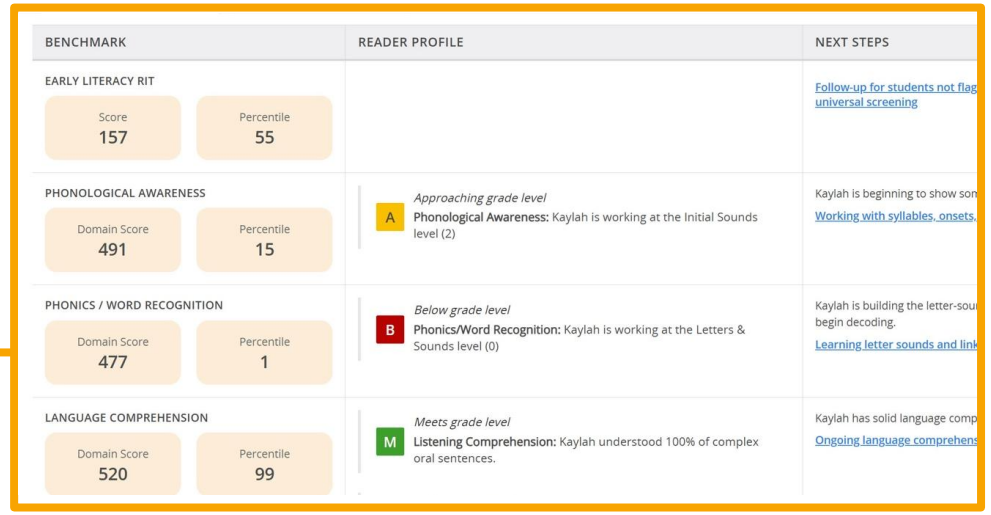
	FOUNDATIONAL SKILLS						
	Listening Comprehension	↑ Picture Vocabulary		Phonological Awareness		Phonics/Word Recognition	
B	53%	A	60%	A	Phonemic Manipulation	B	Decodable: CVC
M	87%	M	100%	A	Phonemic Manipulation	A	Decodable: One-syllable
M	100%	M	100%	B	Blending & Segmenting	A	Decodable: One-syllable

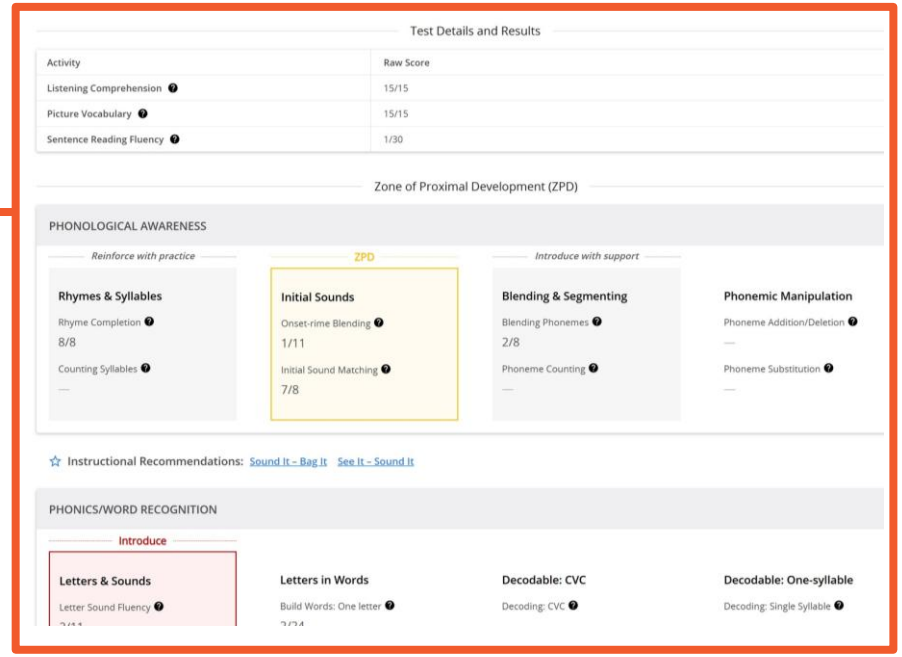
	ORAL READING							
	Sentence Reading Fluency		Oral Reading Rate		Accuracy		Oral Reading Level*	Literal Comprehension
A	16/18	M	54	M	98%		500L	A
M	23/25	M	82	M	96%		575L	M
M	25/25	M	79	A	90%		530L	M
M	25/26	E	127	E	98%		570L	E
M	20/21	M	79	M	95%		475L	M
A	15/20	A	38	B	71%		375L	B

map Reading Fluency

Individual Student Report

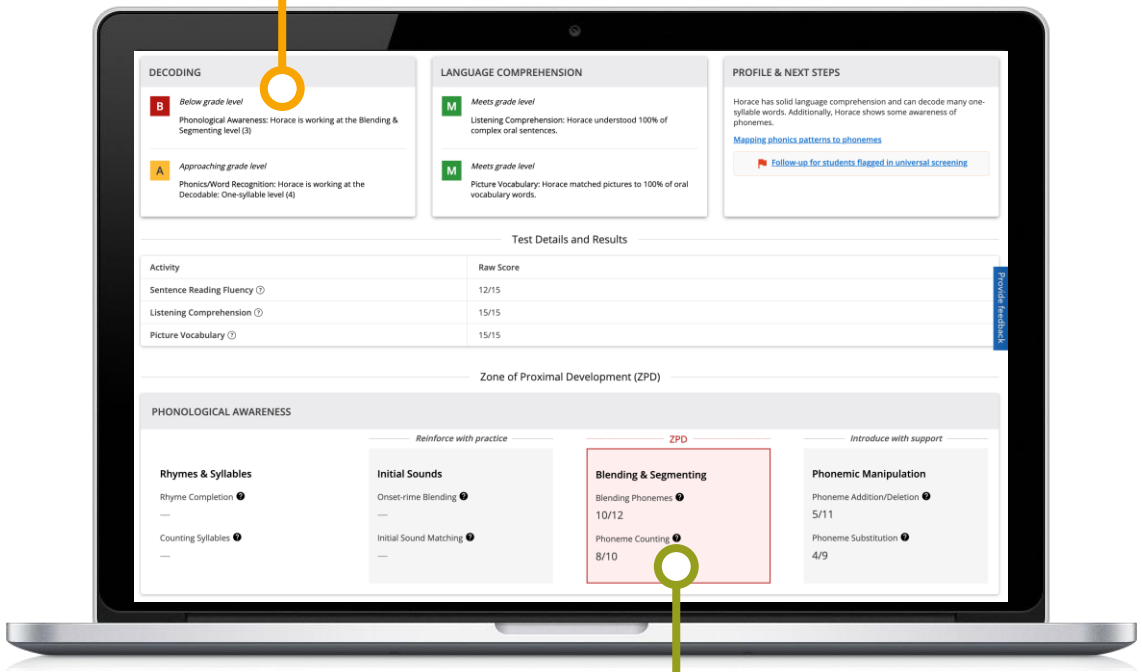






map Reading Fluency

Foundational Skills Report



DECODING

A *Approaching grade level*

Phonological Awareness: Shawn is working at the Rhymes & Syllables level (0)

A *Approaching grade level*

Phonics/Word Recognition: Shawn is working at the Letters & Sounds level (0)

LANGUAGE COMPREHENSION

B *Below grade level*

Listening Comprehension: Shawn understood 13% of complex oral sentences.

B *Below grade level*

Picture Vocabulary: Shawn matched pictures to 7% of oral vocabulary words.

PROFILE & NEXT STEPS

Shawn's language comprehension is still developing. Additionally, Shawn is building the letter-sound knowledge needed to begin decoding.

Hearing word parts and learning letter sounds

Supporting understanding of language

Follow-up for students flagged in universal screening

Provide feedback

Zone of Proximal Development (ZPD)

PHONOLOGICAL AWARENESS

Introduce

Rhymes & Syllables
- Rhyme Completion: 1/3
- Counting Syllables: 2/3

Initial Sounds
- Onset-rime Blending: 2/2
- Initial Sound Matching: —

Blending & Segmenting
- Blending Phonemes: —
- Phoneme Counting: —

Phonemic Manipulation
- Phoneme Addition/Deletion: —
- Phoneme Substitution: —

Instructional Recommendations: Matching Rhyme Time Syllable Hopscotch

Provide feedback

PHONICS/WORD RECOGNITION

Introduce

Letters & Sounds
- Letter Sound Fluency: 2/2
- Letter Knowledge: 1/3

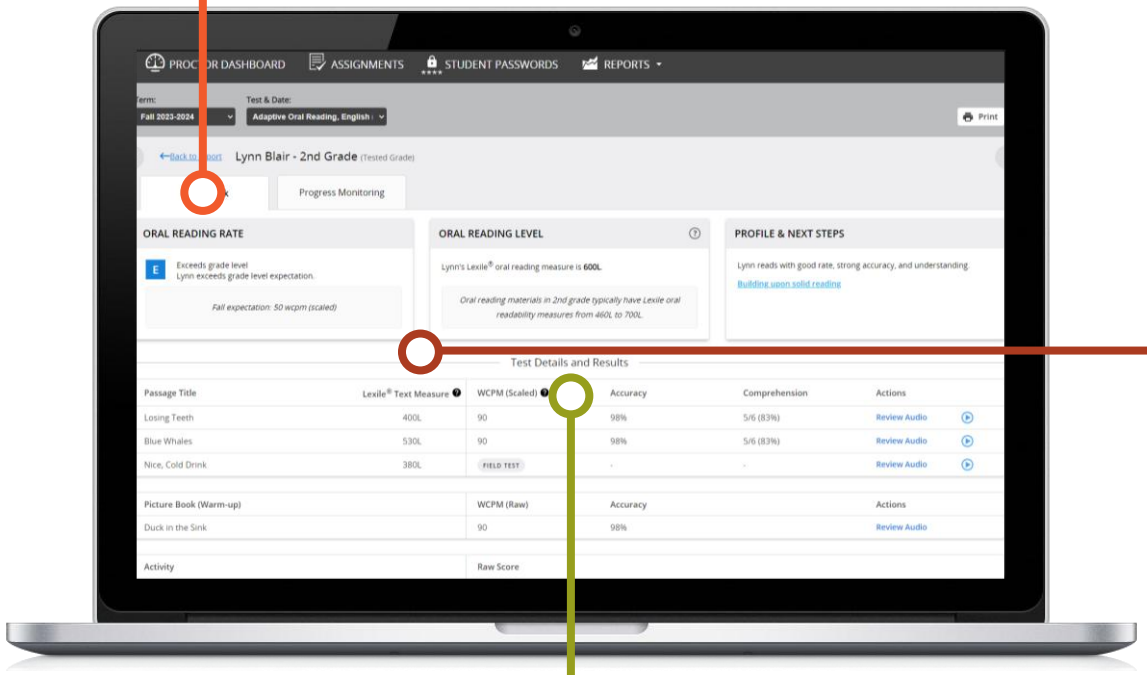
Letters in Words
- Build Words: One letter: 1/4
- Word Families: Initial Letter: —

Decodable: CVC
- Decoding: CVC: 2/5
- Building Words: CVC: —

Decodable: One-syllable
- Decoding: Single Syllable: —
- Building Words: Single Syllable: —

map Reading Fluency

Oral Reading Report



ORAL READING RATE

A Approaching grade level
Jennefer is approaching grade level expectation.

Fall expectation: 50 wcpm (scaled)

ORAL READING LEVEL

Jennefer's Lexile® oral reading measure is 375L.

Oral reading materials in 2nd grade typically have Lexile oral readability measures from 460L to 700L.

Test Details and Results

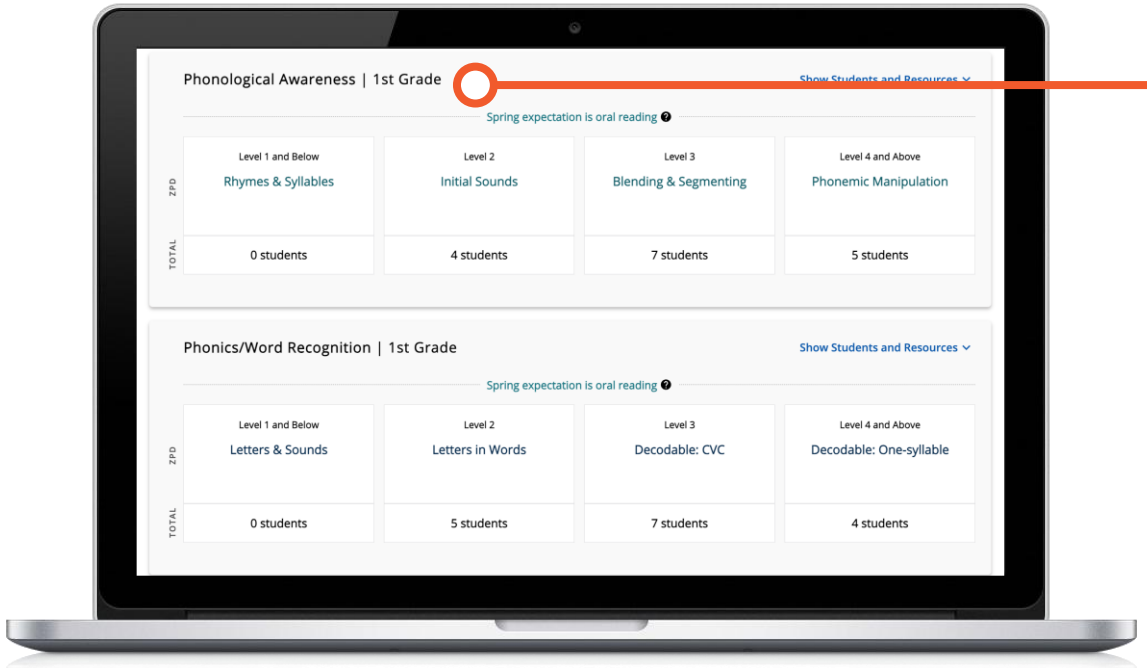
Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy
Jay and Gus	450L	36	71%
Bird Nests	220L	38	71%
Lemon Pie	370L	FIELD TEST	-

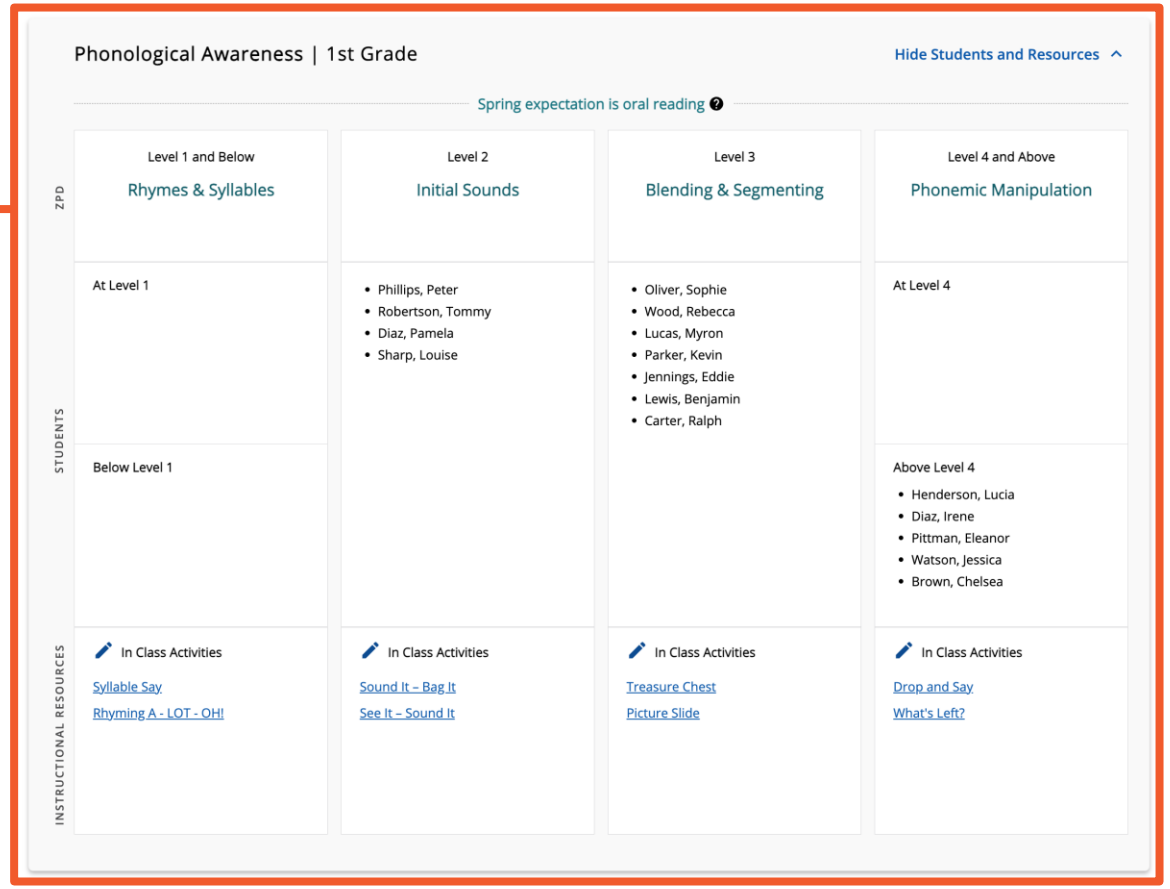
Passage Title	Lexile® Text Measure
Popcorn Science	520L
Jay and Gus	450L
Skyscraper	730L

WCPM (Scaled)	Accuracy	Comprehension
91	93%	4/6 (67%)
89	92%	5/6 (83%)
FIELD TEST	-	-

map Reading Fluency

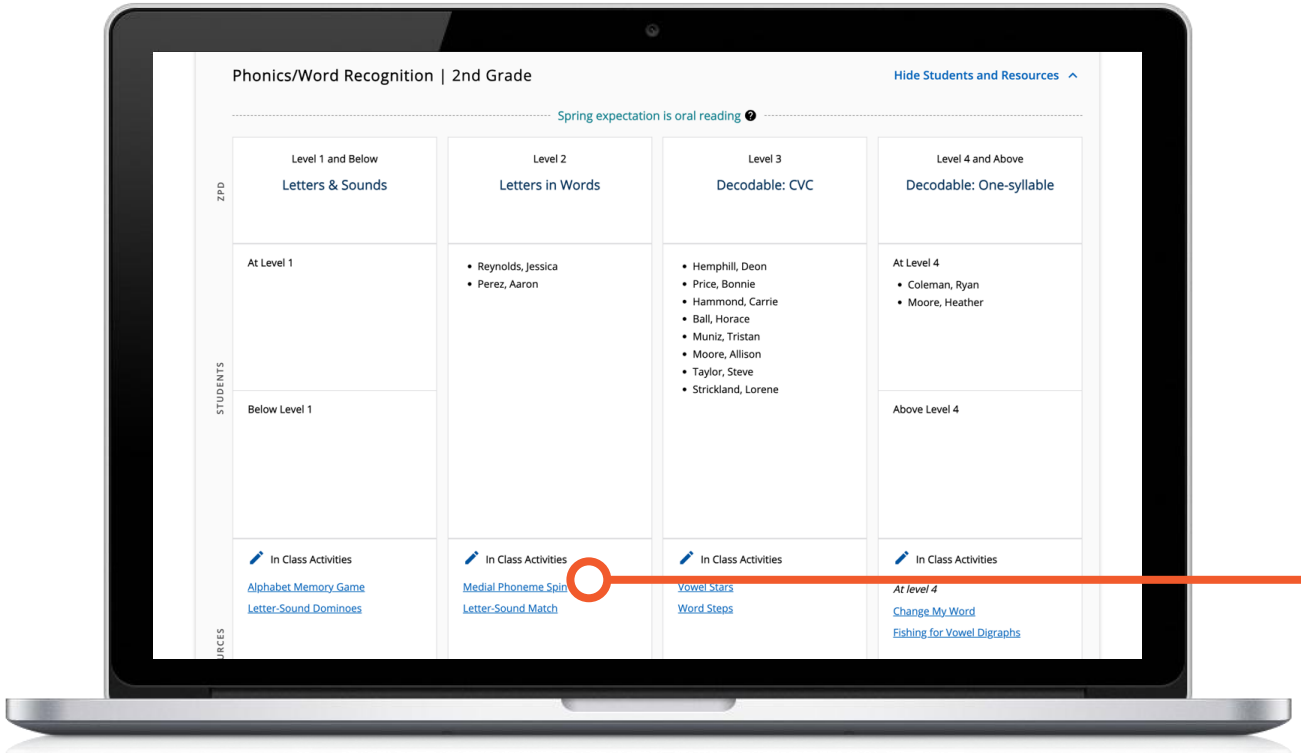
Instructional Planning Report

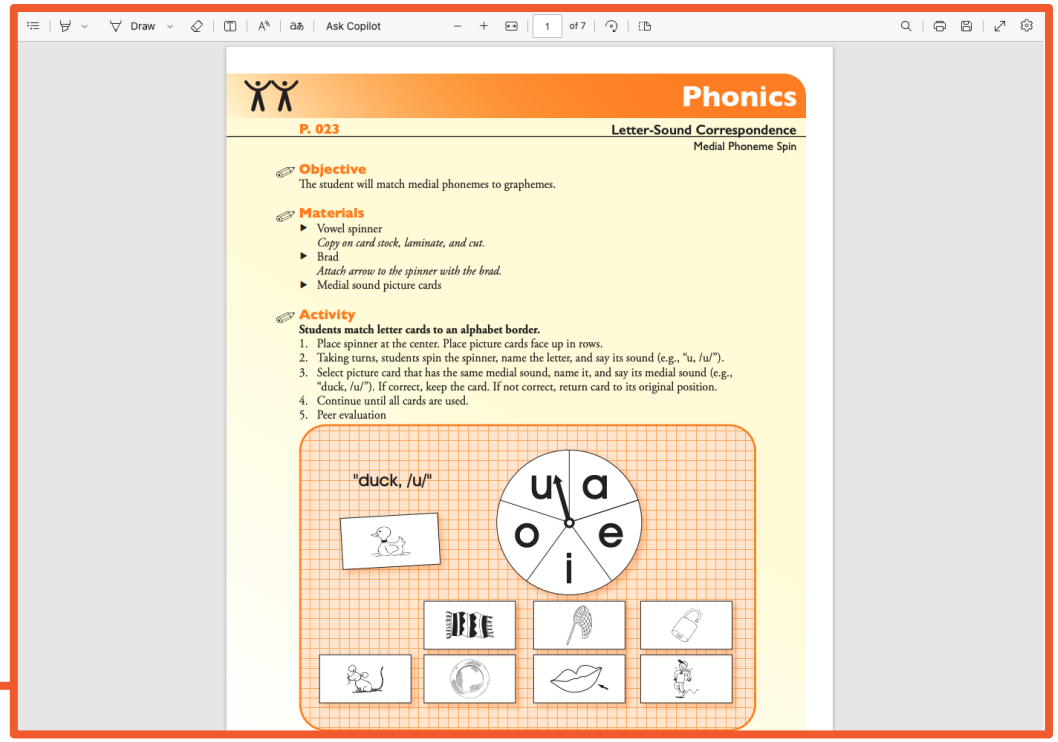




map Reading Fluency

ZPD Aligned Resources





Phonics

P. 023 Letter-Sound Correspondence

Medial Phoneme Spin

Objective

The student will match medial phonemes to graphemes.

Materials

- Vowel spinner
  Copy on card stock, laminate, and cut.
- Brad
  Attach arrow to the spinner with the brad.
- Medial sound picture cards

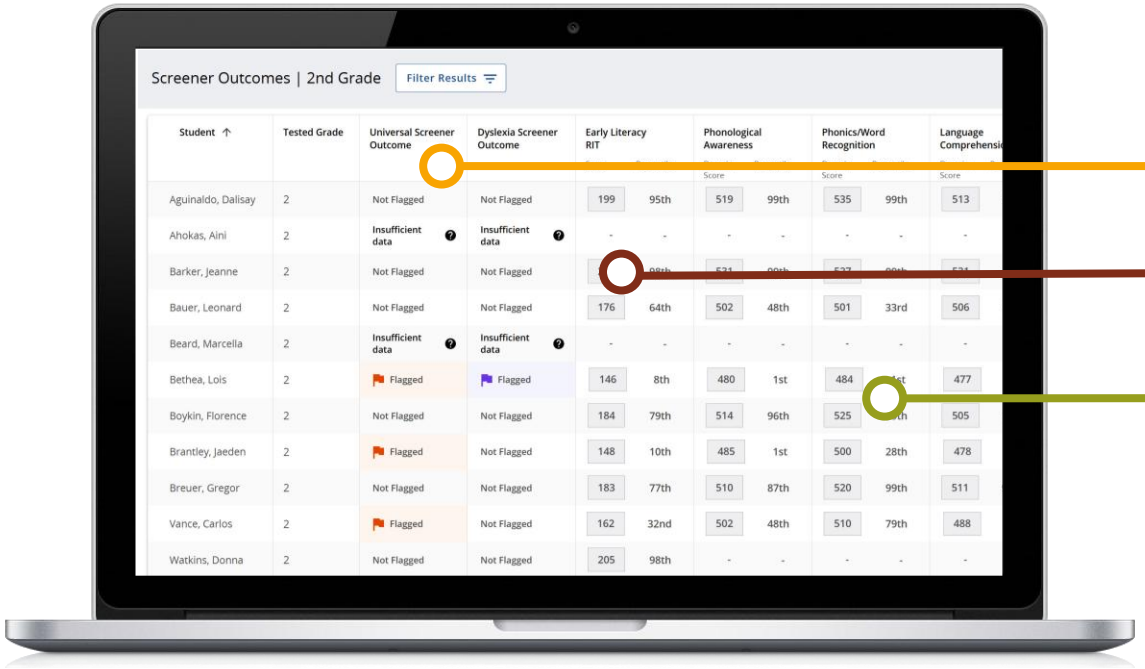
Activity

Students match letter cards to an alphabet border.

1. Place spinner at the center. Place picture cards face up in rows.
2. Taking turns, students spin the spinner, name the letter, and say its sound (e.g., "u, /u/").
3. Select picture card that has the same medial sound, name it, and say its medial sound (e.g., "duck, /u/"). If correct, keep the card. If not correct, return card to its original position.
4. Continue until all cards are used.
5. Peer evaluation

map Reading Fluency

Screener Outcome Report



Screener Outcomes | 2nd Grade

Filter Results

Student	Tested Grade	Universal Screener Outcome	Dyslexia Screener Outcome	Early Literacy RIT		Phonological Awareness Score		Phonics/Word Recognition Score		Language Comprehensi Score
Aguinaldo, Dalisay	2	Not Flagged	Not Flagged	199	95th	519	99th	535	99th	513
Ahokas, Aini	2	Insufficient data	Insufficient data	-	-	-	-	-	-	-
Barker, Jeanne	2	Not Flagged	Not Flagged	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bauer, Leonard	2	Not Flagged	Not Flagged	176	64th	502	48th	501	33rd	506
Beard, Marcella	2	Insufficient data	Insufficient data	-	-	-	-	-	-	-
Bethea, Lois	2	Flagged	Flagged	146	8th	480	1st	484	[illegible]	477
Boykin, Florence	2	Not Flagged	Not Flagged	184	79th	514	96th	525	[illegible]	505
Brantley, Jaeden	2	Flagged	Not Flagged	148	10th	485	1st	500	28th	478
Breuer, Gregor	2	Not Flagged	Not Flagged	183	77th	510	87th	520	99th	511
Vance, Carlos	2	Flagged	Not Flagged	162	32nd	502	48th	510	79th	488
Watkins, Donna	2	Not Flagged	Not Flagged	205	98th	-	-	-	-	-

Follow-up for students flagged in universal screening

Student performance suggests possible risk of reading difficulty. Monitoring and/or intervention may be appropriate to improve this student's reading outcomes.
A flag on this screener does NOT indicate a diagnosis of reading disability.

For students flagged in universal screening, consider ways to increase both intensity and individualization in instruction:

- Emphasize evidence-based practices, both in regular classroom instruction and in interventions that are aligned to this student's particular needs.
- Provide the student with more opportunities to respond and get feedback, including by using smaller group instruction or providing more total time on literacy activities.
- Adjust instruction based on ongoing data, including checking the student's particular skills and monitoring their growth.

Early Literacy RIT

Score	Percentile
199	95th
-	-
207	98th
176	64th
-	-
146	8th
184	79th
148	10th
183	77th

DECODING

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

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

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

Test Details and Results

Activity	Raw Score
Sentence Reading Fluency	12/15
Listening Comprehension	15/15
Picture Vocabulary	15/15

Zone of Proximal Development (ZPD)

PHONOLOGICAL AWARENESS

Reinforce with practice		*ZPD*	*Introduce with support*
Rhymes & Syllables	**Initial Sounds**	**Blending & Segmenting**	**Phonemic Manipulation**
Rhyme Completion —	Onset-rime Blending —	Blending Phonemes 10/12	Phoneme Addition/Deletion 5/11
Counting Syllables —	Initial Sound Matching —	Phoneme Counting 8/10	Phoneme Substitution 4/9

map Reading Fluency

Questions?

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nwea