

# READING FLUENCY QUICK START

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MAP<sup>®</sup> Reading Fluency<sup>™</sup> is a K–3 assessment that measures oral reading fluency, decoding accuracy, and literal comprehension.

Students can take the assessment in approximately 20 minutes, either individually or in groups, using a headset with a microphone.

**Note:** MAP Reading Fluency requires the Chrome<sup>™</sup> browser for viewing reports, and either the Chrome browser or iPad<sup>®</sup> application for student testing.

## Main Sections

- [Setting Up for Testing on page 3](#)
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# Accessing MAP Reading Fluency

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Log in to MAP Reading Fluency through the same website you use for all MAP products (teach.mapnwea.org).

Your access depends on the MAP role assigned to you by your school or district leaders:

- **Instructors** can access all MAP Reading Fluency features, including reports, for their assigned students.

**For interventionists and reading coaches:** A person with the Instructor role does not have to be a classroom teacher. For example, by assigning the Instructor role to an interventionist, along with a virtual “class” of students, that person can view test results for those assigned students.

- **Proctors** can assign tests, edit test assignments, monitor test progress, and change passwords for all students in their assigned schools. They do not have access to view any reports.
- **School Assessment Coordinators** and **Administrators** can view a report of tests in progress and completed by class. This report allows drilling down to individual student test results.

Once you have logged in, click **MAP Reading Fluency** in the left menu. If you do not see this link, your school has not enrolled in MAP Reading Fluency. Contact your NWEA Account Manager for information on how to sign up for MAP Reading Fluency.

# Setting Up for Testing

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## Setting Up Devices

MAP Reading Fluency is currently supported on Windows<sup>®</sup>, Mac<sup>®</sup>, iPad, and Chromebook<sup>™</sup> devices.

MAP Reading Fluency on Windows, Mac, and Chromebook devices requires the Chrome browser. Make sure that the most recent version is installed on all devices used for testing. Once Chrome is installed, be sure to perform a hardware check before testing. See [Performing a Hardware Check on page 4](#).

### iPad Devices

To prepare iPad devices for testing, install the **MAP Reading Fluency Testing App**, which automatically opens to the student testing site in full-screen mode.

**Important:** Check that you have the latest version, because changes occur regularly and you **must use the latest version**. See also: [upcoming maintenance dates](#) and [NWEA status page](#).

- Access—In the iTunes<sup>®</sup> App Store<sup>®</sup>, search for **NWEA**.
- Distribution—Use a mobile device management tool, such as the Apple<sup>®</sup> Profile Manager. If needed, use the Bundle ID: org.nwea.map-reading-fluency.

## Setting Up Headsets

MAP Reading Fluency requires each student to use a boom-style headset with a microphone. Built-in computer microphones and microphones inline on a headset cord are not supported.


While NWEA does not recommend specific headset brands, we have the following recommendations for choosing headsets:

- Over the ear, rather than earbuds
- Passive noise-canceling
- USB preferred for computer desktops and laptops; 3.5 mm jacks can be used for Chromebook and iPad devices

Before testing, connect the headphones to each device that you plan to use for testing and make sure that your headphones are set as the **default device** for both audio output and recording. You'll also want to perform a **hardware check** within MAP Reading Fluency. See below for instructions.

## Setting Headsets as Default Device

Make sure that the headset is the default device for both recording and playback.

- **Windows:** Open the Sound control panel by right-clicking the Windows icon and choosing **Control Panel**, then **Hardware and Sound**, then **Sound**. Check the **Playback** and **Recording** tabs and make sure that the headset is chosen as the default device. The default device will have a green check mark next to it.
- **Mac:** The Sound control panel is under **System Preferences**. Check the **Output** and **Input** tabs and make sure that the headset is chosen as the default device. Make sure the “mute” check box next to the Volume slider is *not* selected.  
Chromebook and iPad devices should recognize and use your headphones automatically. You can still check if they are the default device.
- **Chromebook:** Click on the system tray, then click on the headphone icon next to the Volume slider. Make sure that the headset is chosen under both Output and Input.
- **iPad:** Swipe up from the bottom edge of any screen on the iPad to open the Control Center. Tap and hold the Audio card (square in the upper-right corner), then tap the  icon to see your devices. Choose your headset in the list of devices that you can connect.

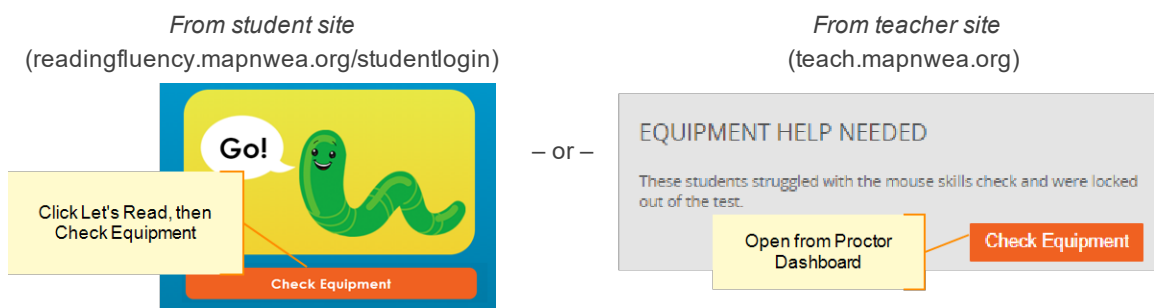
## Performing a Hardware Check

**Note:** MAP Reading Fluency requires the Chrome™ browser for viewing reports, and either the Chrome browser or iPad® application for student testing.

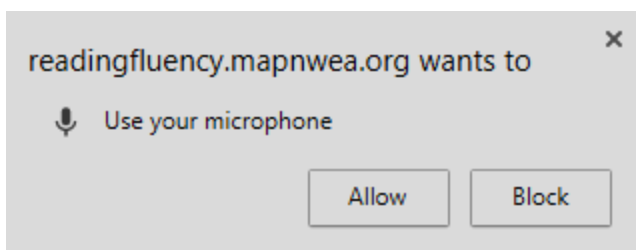
On each machine used for testing, you should check the equipment before you test.

### On a Computer or Chromebook

Log in to either the student site or teacher site and click **Check Equipment**:



Allow the Chrome browser to use the microphone if you are asked. Depending on your school security and browser settings, you may need to allow Chrome to use the microphone each time you log in.



### ***On an iPad***

Click the Hardware Check link that appears when the app is launched, before the student login.

From the Check Equipment area, you can check the headphone speakers, record test audio, and play the recorded audio back. Use a normal speaking voice. If the volume is too low or too high, you will see a message indicating the problem. Adjust your volume through your system settings.

See also: [Resolving Headset Issues on page 11](#)

## **Assigning Passwords, Readiness Checks, and Tests**

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Before students can test, you will need to assign them passwords and review assessment assignments. Begin by logging in to MAP Reading Fluency at the same website you use for all MAP products (teach.mapnwea.org). Once you have logged in, click **MAP Reading Fluency** in the left menu. If you do not see this link, your school has not enrolled in MAP Reading Fluency. Contact your NWEA Account Manager for information on how to sign up for MAP Reading Fluency.

**Note:** MAP Reading Fluency requires the Chrome™ browser for viewing reports, and either the Chrome browser or iPad® application for student testing.

## **Student Usernames and Passwords**

Students will need their usernames and passwords to log in to MAP Reading Fluency. Student usernames are assigned when your school or district uploads your student roster into the MAP system. You cannot add or edit these usernames in MAP Reading Fluency.

Click **Proctor Dashboard** and then **Student Passwords** to retrieve the usernames and to assign passwords. If you do not see your students, or you need a student's username changed, contact your district Data Administrator.



Passwords will not appear until they have been assigned. You can choose to set student passwords to be individual passwords, the same password, or a random short password. Any combination of letters and numbers from 4–16 characters is allowed.

### ***To set password for multiple students:***

1. Select the students whose passwords you wish to assign or change. You can select all students by clicking the check box next to the **Student Name** search box.
2. Select the students, then click **Change Multiple Passwords**.
3. Choose whether to generate random passwords or to assign the same password for all chosen students. If you choose to assign the password, type it in.
4. Click **OK, Change Passwords**.
5. The new passwords will show in the **Passwords** column.

### ***To set a password for an individual student:***

1. Click on the asterisks for the current encrypted password, then type in a new one.
2. Type the new password, then click the check to save it or the red X to discard it.
3. The new password will show in the **Passwords** column.

The screenshot shows a user interface for managing passwords. At the top, there is a grey bar with a yellow callout box that says "Click here to print passwords" pointing to a "Print" button. Below this is a section for setting a password. On the left, a blue box lists password requirements: "- At least 4 characters", "- No more than 16 characters", and "- Contains no space". In the center, there is a "Password" label, a text input field, and a "Change Multiple Passwords" button. Below the input field, there are asterisks "\*\*\*\*\*" and a yellow callout box that says "Click on the asterisks to type in a password". To the right of the asterisks, there are checkmark and red X icons, with a yellow callout box that says "Click here to set all passwords to the same word" pointing to the checkmark icon.

**MAP® Skills™ Overlap**—If your students also use MAP Skills, they use the same usernames and passwords when logging into MAP Reading Fluency. If passwords have been assigned for MAP Skills, you do not have to assign them again for Reading Fluency. If the password is changed, it is changed for **both** products. Students cannot have separate passwords for each product.

## **Printing Passwords**

A Print option is available if you change password(s). Once you navigate away from the password module, this print option is disabled, unless new changes are made.

**Note:** Once you navigate away from the **Student Passwords** page, the passwords will be encrypted and you will not be able to retrieve them. **Print them or copy them to a text file before you close the page!**

## Assigning Tests

To begin assigning tests to students, click on the **Assignments** tab. Your students are listed here with their test statuses and current assignments. Note that only students in grades K–3 will be listed, because MAP Reading Fluency is intended to be used with only these grades.

The screenshot shows the 'Assignments' tab interface. At the top, there are three main sections: 'SELECT STUDENTS', 'SELECT TEST:', and 'ADDITIONAL OPTIONS:'. The 'SELECT STUDENTS' section has a 'Test choices' callout pointing to the 'Select student(s) from the table below.' text. The 'SELECT TEST:' section has radio buttons for 'Adaptive Oral Reading', 'Foundational Skills', 'RESEARCH-ONLY: English', and 'RESEARCH-ONLY: Spanish'. The 'ADDITIONAL OPTIONS:' section has a checkbox for 'Include Mouse Skills Check' with a callout 'Click to include Mouse Skills Check'. To the right of these sections is a callout 'Click to save test assignments' pointing to the 'ASSIGN TEST' button. Below these sections is the 'ASSIGNMENT TRACK' table. The table has columns: 'STUDENTS:', 'GRADE:', 'ASSIGNED TEST:', 'STATUS:', and 'ACTION:'. The first row shows a student named 'Beernt, Obed' in grade '3' assigned the 'ADAPTIVE ORAL READING (with Mouse Skills Check)' test, with a status of 'Assigned'. A callout 'Click to select all students' points to the 'All Classes' link. Another callout 'Student with Mouse Skills Check assigned' points to the 'ADAPTIVE ORAL READING (with Mouse Skills Check)' text. A third callout 'Click to edit test assignments' points to the 'EDIT' button in the 'ACTION:' column.

STUDENTS:	GRADE:	ASSIGNED TEST:	STATUS:	ACTION:
<input type="checkbox"/> Beernt, Obed	3	<input checked="" type="checkbox"/> ADAPTIVE ORAL READING (with Mouse Skills Check)	Assigned	<input type="button" value="EDIT"/>

## Choosing a Readiness Check

Because younger students often need practice with a mouse, MAP Reading Fluency offers a mouse readiness check before testing. You can assign the readiness check to individuals or to all students

To assign the readiness check, select a student, choose **Edit**, then click **Include Mouse Skills Check** to assign the check. A notation will appear under **Assigned Test** that the mouse skills check has been assigned.

Students who fail the readiness check will not continue on to the test. If your student struggles, you can unassign the Mouse Skills Check. See: [If students become locked out: on page 10](#).

## Assigning Tests to Students

Assign tests under the **Assignments** tab. You have two choices:

- The **Foundational Skills** test is an adaptive test that includes only early decoding skills, listening comprehension, and picture vocabulary. If you expect that a student or class is at the emergent reading stage, assign the Foundational Skills test.
- The **Adaptive Oral Reading** test will start with a brief oral reading task for all students, followed by a timed test of silent reading. Based on the student's performance on these initial tasks, the test will branch into either an oral reading track with comprehension questions or a track with no oral reading, only literacy skills and listening comprehension. This test is appropriate for students who already have some reading skills.

**Note:** Do not select Research-Only tests as an option unless requested by your district. These tests are for NWEA research purposes and will not generate data.

You may assign tests individually or to the whole class. Select the check box next to the **Students** column header, then select the test you want to assign. Next, click **Assign Test**. The assigned test for each student will appear in the **Assigned Test** column.

## Testing Students

With your equipment ready (see [Setting Up for Testing on page 3](#)) and assignments made (see [Assigning Passwords, Readiness Checks, and Tests on page 5](#)), you are ready to test your students.

**Note:** MAP Reading Fluency requires the Chrome™ browser for viewing reports, and either the Chrome browser or iPad® application for student testing.

## Overall Testing Tips

- Advise students not to touch the microphones during the test.
- Some headsets have volume and mute buttons on the cord. Consider covering the buttons with tape or cardboard to prevent mid-session adjustments.
- Test the class in halves or thirds to reduce background noise.
- Have a plan for students when they finish (read a book, return to class).



## Testing Environment

Students may take the test in small or large groups. Classrooms and computer labs are both suitable for testing. To minimize background noise that could affect testing, maintain a calm, quiet environment, away from open windows or loud fans. Seat students an arm's length apart. Proctors should also be mindful of their own voices and not call out to the class while students are testing.

### Headset Adjustments:

Students should wear the headphones over their ears and adjust them so they fit comfortably. The microphones should ideally be two fingers' width away from the corner of their mouth, not closer.

Some students may try to cup their hands around the microphone. This can interfere with recording, so ask them not to touch the mic while testing. Caution students against pressing buttons on the headset. You may also consider taping over any volume and mute buttons on the headsets to make sure students do not try to adjust them.

## Getting Students Started

### *Starting on a desktop computer or a Chromebook:*

On desktop computers and Chromebook devices, students take tests directly through the Chrome browser. Be sure you are using the most up-to-date version of the Chrome browser.

Students log in to the testing application at <https://readingfluency.mapnwea.org/studentlogin>.

After logging in through the browser, students should click the green worm that says **Let's Read**, followed by **Go**. (The other option—Mission Control—is the entry point to MAP Skills and will appear only if your district has also signed up for MAP Skills.)



## Starting on an iPad:

On an iPad, students launch the **MAP Reading Fluency Testing App**. We suggest running the iPad app in Guided Access mode. This prevents other apps from interfering with testing and ensures students do not close the app during a timed activity. See [iPad Devices on page 3](#) for more information on the iPad app.

On all devices, if the Mouse Skills Check is selected, it will be presented first. The students will receive an on-screen prompt to raise their hands after completing the check. Otherwise, students taking an Adaptive Oral Reading test will have a short volume check before the test begins, and students assigned a Foundational Skills test will begin the test immediately.

## If students become locked out:

The mouse readiness check is intended to prevent students from beginning the test if they are unable to follow the directions or maneuver the mouse. If a student struggles with the readiness check, he or she will be locked out of the test.

**EQUIPMENT HELP NEEDED**  
These students struggled with the mouse skills check and were locked out of the test.

**Check Equipment**

STUDENT:	DATE:	ACTION:
Delilah Bahde	08/08/2018	<b>UNLOCK</b>

**ASSIGNMENTS**

STUDENTS:	GRADE:	ASSIGNED TEST:	STATUS:
Ales, Fredrika	2	FOUNDATIONAL SKILLS (with Mouse Skills Check)	<b>Locked</b>

You can decide if you want the student to try the readiness check again, take it later (after getting more mouse practice), or skip it completely.

## To take the mouse check again:

Click **Unlock** under **Need Help with Equipment** to reset. The student will start from the beginning of the mouse skills check after logging back in. The student can log back in immediately, or after you feel that he or she has had enough mouse practice to try again.

### To skip the mouse skills check:

Open **Assignments**, select the student, click **Edit**, and clear the **Include Mouse Skills Check** check box.

The screenshot shows the 'Assignments' interface. At the top, there are three sections: 'SELECT STUDENTS', 'SELECT TEST:', and 'ADDITIONAL OPTIONS:'. Under 'SELECT TEST:', 'Adaptive Oral Reading' is selected. Under 'ADDITIONAL OPTIONS:', the 'Include Mouse Skills Check' checkbox is checked. A yellow callout box points to this checkbox with the text 'Deselect to remove the mouse check'. Another yellow callout box points to the 'EDIT' button with the text 'Click to edit student assignments'. The 'ASSIGN TEST' button is also visible. Below these sections is the 'ASSIGNMENT TRACKING' section, which shows 'All Classes (40 students)'. At the bottom, there is a table with columns: STUDENTS, GRADE, ASSIGNED TEST, STATUS, and ACTION. The first row shows a student named 'Ales, Fredrika' in grade 2, assigned 'ADAPTIVE ORAL READING', with a status of 'Assigned'. The 'EDIT' button is located in the 'ACTION' column for this student.

STUDENTS:	GRADE:	ASSIGNED TEST:	STATUS:	ACTION:
<input checked="" type="checkbox"/> Ales, Fredrika	2	ADAPTIVE ORAL READING	Assigned	<a href="#">EDIT</a>

**Note:** For every test session that includes oral reading, a microphone volume check occurs at the beginning of the test. This check is separate from the screening. It confirms operational status of all hardware and triggers the browser’s “Allow microphone” alert if needed.

## Resolving Headset Issues

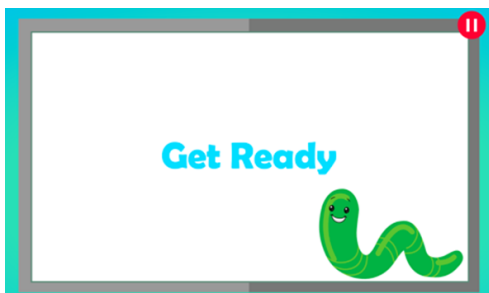
Students may fail the microphone check if they are speaking too loudly, too softly, at the wrong time, or not at all. Here are a few troubleshooting steps you can take:

- Tell students to use a regular speaking voice, and observe. You can play back the audio to evaluate what is going wrong. See [Individual Student Reports on page 16](#) for directions on playing back audio.
- Check to make sure the mute button isn’t pressed.
- Try switching headphones.
- Check to make sure there aren’t loud background noises being picked up by the headphones, such as an open window or a fan. Fans and other white noise are particularly disruptive.
- Finally, try switching computers.

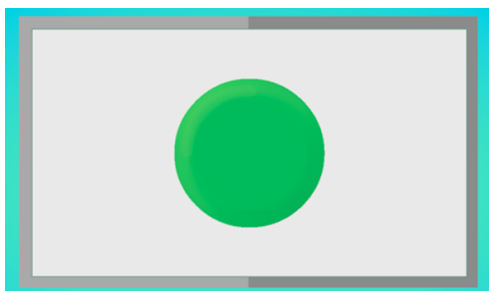
## Pausing and Resuming

The assessment typically takes about 20 minutes and can be completed in one sitting. If students need to take a break or stop for the day, three options are available:

- A. Press the red pause button that appears on certain instruction screens. It appears before all timed subtests. However, it does not appear after students have reached the oral reading passage section.



- B. Do not click the green button. The test will pause until the student clicks.



- C. Press the **Esc** key to exit full-screen mode, then close the browser window to automatically pause the test. When a student logs back in, content will be presented starting from the beginning of the last unscored activity. If you plan to have a student resume testing at another time, try to exit the test at one of the natural stopping places listed above.

In-progress tests that have been paused (actively or by default, such as during a power failure) will resume automatically when the student logs back in.

However, if needed, you can start over to discard any in-progress test results. From the Proctor Dashboard, find the student's name under In-Progress Tests and click **Start Over**:

Viewing as Instructor ▼

Grades:  
All grades ▼

### IN-PROGRESS TESTS

The following student...  
If a test is paused or c...  
Click Start Over to res...

STUDENT:	DATE:	AUDIO RECORDED:	ACTION:
Roy Clayton	07/12/2017	▶	START OVER
Kelly Johnson	07/04/2017	✗	START OVER

**Note:** The system maintains only one active session at a time, which means you cannot keep one session paused while you start another test for the same student.

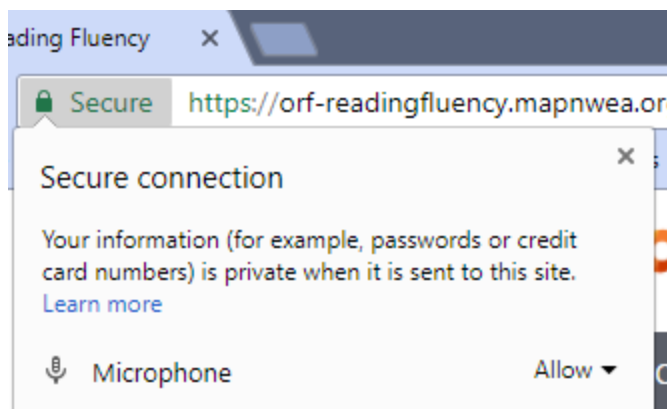
## Tips for Testing Multiple Students on the Same Computer

In school environments, student accounts are often configured to forget settings upon logout. If possible, keep the machines used to test students logged in between different student users.

The most likely factor affected by logout is that the Chrome browser will no longer be authorized to use the microphone. Make sure to allow Chrome to use the microphone before student testing by conducting a hardware check—see [Performing a Hardware Check](#). You can check in the address bar on the Reading Fluency website whether Chrome is authorized to use the microphone. If it is not, allow it from the address bar or conduct another hardware check so that the prompt will authorize microphone use.

### ***To change microphone settings using the address bar:***

1. Click on the padlock next to the word **Secure** in the address bar.
2. Make sure that the drop-down list next to **Microphone** is set to **Allow**. If it isn't, choose **Always allow on this site**.

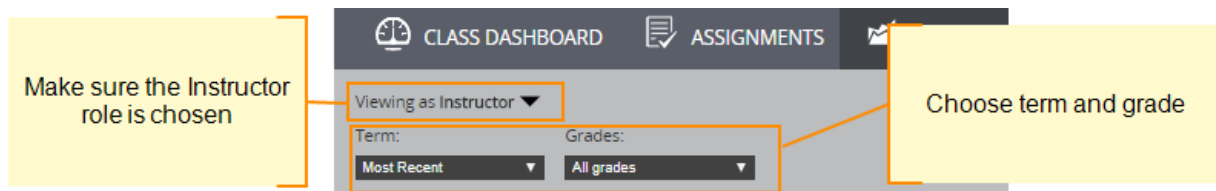


### ***To change microphone settings on an iPad:***

Select the **Check Equipment** link in the **MAP Reading Fluency Testing** app. This will prompt you to allow the microphone if it has not been allowed. See [iPad Devices on page 3](#) for more information on the app.

# Reports for Teachers

Test results and audio playback are found under the **Reports** tab. You can also hand score students if necessary.



## Student Matrix Reports

On the Student Matrix report, you'll see your students listed and a color-coded scoring measure of how each student performed on the major components of reading development. Oral reading fluency performance is reported relative to grade-level expectations. Quartiles are reported and are color-coded:

- Red indicates below
- Yellow indicates approaching
- Green indicates meeting
- Blue indicates exceeding fluency expectations given the student's grade and the school term

The names of subscores appear across the top of the report. Only the most recent test taken in the term will appear on this report. Research-Only tests are not shown on the Student Matrix.

To print the Student Matrix report, select **Print**. Data can also be exported as a .csv file; select **Export**.

Viewing as Instructor

Term:

Grade:

Class:

Most Recent

- All Grades -

Reading001

Choose term and grade

Print and Export options

PRINT

EXPORT

STUDENT MATRIX REPORT:

Reading001 (24 Students)

☐ Hide students with no results

STUDENTS:	GRADE	FOUNDATIONAL SKILLS				SENTENCE READING FLUENCY	ORAL READING				LEXILE*
		LISTENING COMPREHENSION	PICTURE VOCABULARY	PHONOLOGICAL AWARENESS	PHONICS/WORD RECOGNITION		ORAL READING RATE	ORAL READING ACCURACY	LITERAL COMPREHENSION		
Aaronson, Kevin	K					E 52/60	E 120+	E 99%	E	E 600L	
Acevedo, Yael	1					E 60/60	E 120+	B 60%	M	M 390L	
Baird-Bramlage, Laurie	1					E 55/60	E 120+	B 55%	E	E 550L	

## Grade-Level Expectations

The following table shows the grade-level expectations for each possible level of Foundational Skills topics.

Term	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten						
Fall						
Winter						
Spring						
First Grade						
Fall						
Winter						
Spring						
Second Grade						
Fall						
Winter						
Spring						
Third Grade						
Fall						
Winter						
Spring						
Legend						

## Individual Student Reports

To see an Individual Student report, click the name of the student. Reports will differ based on whether the student completed the Foundational Skills or Adaptive Oral Reading test. All tests taken in the term will appear on this report.

Students who were administered Foundational Skills tasks will receive information on their zone of proximal development (ZPD) scores for each domain. The following tables show the possible ZPD levels and the measures that correspond with them.



Phonics/Word Recognition	
ZPD Level	Measurements
0 - Letters & Sounds (Introduce)	<b>Letter-Sound Fluency</b> — Measures letter sound correspondence knowledge
1 - Letters & Sounds	
2 - Initial Letter & Word Families	<b>Letter Knowledge</b> — Measures letter identification knowledge  <b>Build Words: One Letter</b> — Measures letter sound decoding skills in word <b>Word Families: Initial Letter</b> — Measures letter sound decoding skills in words
3 - CVC Words	<b>Silent CVC Word Reading</b> — Measures early word decoding skills <b>Build Words: CVC</b> — Measures early word encoding skills
4 - One Syllable Words	<b>Silent One Syllable Word Reading</b> — Measures word decoding skills <b>Build Words: One Syllable</b> — Measures word encoding skills
5 -One Syllable Words (Reinforce)	

Phonological Awareness	
ZPD Level	Measurements
0 - Rhymes & Syllables (Introduce)	<b>Rhyming Word Matching</b> — Measures phonological rhyme identification skills  <b>Counting Syllables</b> — Measures phonological syllable segmenting skills
1 - Rhymes & Syllables	
2 - Initial Sounds	<b>Onset-Rime Blending</b> — Measures initial phoneme blending skills <b>Initial Sound Matching</b> — Measures initial phoneme identification skills
3 - Phoneme Blending & Segmenting	<b>Blend Phonemes</b> — Measures phoneme blending skills <b>Segment &amp; Count Phonemes</b> — Measures phoneme segmenting skills
4 - Phoneme Manipulation	<b>Add/Delete Phonemes</b> — Measures phoneme manipulation skills <b>Substitute Phonemes</b> — Measures phoneme manipulation skills
5 - Phoneme Manipulation (Reinforce)	

## Interpreting the Words Correct Per Minute Results

Students who received Oral Reading tasks will have a words-correct-per-minute (WCPM) score. The following table depicts the expected WCPM scores for students in each grade for each term, based on grade-level text. Slight adjustments are made for off-grade text.

Term	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
<b>Kindergarten</b>				
<b>Fall</b>	n/a	n/a	n/a	Any oral reading
<b>Winter</b>	n/a	n/a	n/a	Any oral reading
<b>Spring</b>	n/a	n/a	n/a	Any oral reading
<b>First Grade</b>				
<b>Fall</b>	n/a	n/a	0-8	9+
<b>Winter</b>	0-15	16-28	29-58	59+
<b>Spring</b>	0-33	34-59	60-90	91+
<b>Second Grade</b>				
<b>Fall</b>	0-35	36-49	50-83	84+
<b>Winter</b>	0-58	59-83	84-108	109+
<b>Spring</b>	0-71	72-99	100-123	124+
<b>Third Grade</b>				
<b>Fall</b>	0-58	59-82	83-103	104+
<b>Winter</b>	0-78	79-96	97-136	137+
<b>Spring</b>	0-90	91-111	112-138	139+

## Lexile Scores and Instructional Reading Level Expectations

The following table shows Instructional Reading Level expectations for each grade based on the Lexile values of instructionally leveled text.

Grade	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
<b>Kindergarten</b>	n/a	n/a	n/a	Any oral reading
<b>First Grade</b>	n/a	n/a	Up to 300L	Over 300L
<b>Second Grade</b>	n/a	Up to 300L	300-500L	Over 500L
<b>Third Grade</b>	Up to 300L	300-500L	Over 500L	Independent <sup>++</sup> above 500L

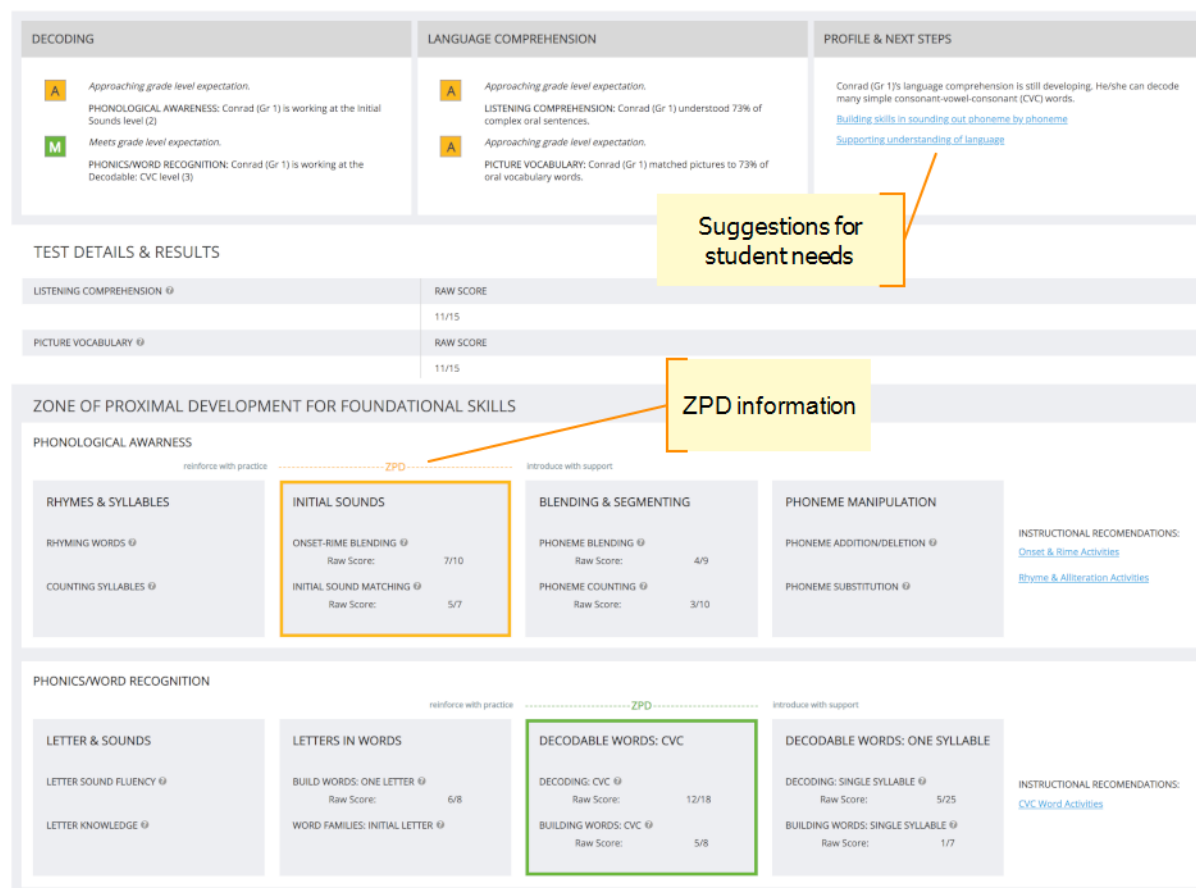
<sup>++</sup>If no instructional reading level is found because all passages are read at the independent level

## Structure of the Student Reports

### ***If students took Foundational Skills:***

The Individual Student report includes the student's scores on decoding and language comprehension tasks, with test details and a chart showing the ZPD for each domain. Click the link under **Profile and Next Steps** to see suggestions to support individual student needs.

The Sentence Reading Fluency measure is administered only if students score well enough on the Phonics section to indicate that they are nearly ready to read. This will be indicated by a ZPD message of **Reinforce** appearing above the most advanced level for Phonics.



***If students took Adaptive Oral Reading but did not advance to passage reading:***

The Individual Student report includes WCPM and decoding accuracy for picture book reading, as well as the student's scores on listening comprehension, picture vocabulary, phonemic awareness, phonics/word recognition, and sentence reading fluency. Click the link under **Profile and Next Steps** to see suggestions to support individual student needs.

Back to Student Matrix

PERFORMANCE RESULTS, FOUNDATIONAL SKILLS (03/01/2018)

Tanya Carlig—2nd Grade

DECODING	LANGUAGE COMPREHENSION	PROFILE & NEXT STEPS
<b>A</b> Approaching Grade Level Expectations PHONOLOGICAL AWARENESS: Tanya is working at the Phonemic Manipulation level (4). <b>B</b> Below Grade Level Expectations PHONICS/WORD RECOGNITION: Tanya is working at the Decodable Words level (3).	<b>M</b> Meets Grade Level Expectations LISTENING COMPREHENSION: Tanya understood 87% of complex oral sentences. <b>A</b> Approaching Grade Level Expectations PICTURE VOCABULARY: Tanya matched pictures to 80% of oral vocabulary words.	Tanya's language comprehension is still developing. She has solid awareness of phonemes. Tanya can decode many simple consonant-vowel-consonant (CVC) words. <a href="#">Supporting understanding of language</a> <a href="#">Using phonemes to stretch word decoding</a> <a href="#">Additional focus for students at risk</a>

TEST DETAILS & RESULTS

PICTURE BOOKS	WCPM	DECODING ACCURACY
Colors of Fall	25	87%

LISTENING COMPREHENSION @ RAW SCORE 12/15

PICTURE VOCABULARY @ RAW SCORE 11/14

SENTENCE READING FLUENCY @ RAW SCORE 12/25

Suggestions for student needs

Administered as last test if Phonics ZPD is Reinforce

Preview audio

ZPD information

ZONE OF PROXIMAL DEVELOPMENT for FOUNDATIONAL SKILLS

PHONOLOGICAL AWARENESS

reinforce with practice

PHONEME MANIPULATION

INSTRUCTIONAL RECOMMENDATIONS: [Phonemic Manipulation Activities](#)

PHONICS/WORD RECOGNITION

reinforce with practice

ZPD

introduce with support

Recommended student center activities

INSTRUCTIONAL RECOMMENDATIONS: [CVC Word Activities](#)

***If students took Adaptive Oral Reading and advanced to passage reading:***

The Individual Student report includes a fluency benchmark level, an instructional reading level, and all performance results and details. The instructional reading level identifies the Lexile level of text that is challenging, but not frustrating, for the student. The fluency benchmark tells you how the student's reading rate compares with grade-level expectations. Click the link under **Profile and Next Steps** to see suggestions to support individual student needs.

Also listed in the report is the WCPM score for each passage. Links are provided to listen to audio recordings. Select **Review Audio** to hear the complete recording.

[Back to Student Matrix](#)

PERFORMANCE RESULTS, ORAL READING (03/01/2018)  
Cassandra Chaney—2nd Grade

**WORDS CORRECT PER MINUTE**  
**M** *Meets Grade Level Expectations*  
Cassandra meets grade-level expectations for reading rate.  
  
Fall expectation: 50 wcpm in second grade text.

**INSTRUCTIONAL READING LEVEL**  
**A** *Approaching Grade Level Expectations*  
Cassandra reads at an instructional level between 250L and 350L.

**PROFILE & NEXT STEPS**  
Cassandra reads with adequate rate and accuracy, but her understanding is insufficient.  
  
[Building comprehension for readers with good rate](#)

Passages read

Suggestions for student needs

TEST DETAILS & RESULTS [RESTORE AUDIO](#)

PASSAGE TITLE	LEXILE*	WCPM	DECODING ACCURACY	COMPREHENSION QUIZ	READABILITY				
Be a Teacher	380L	59	92%	50%	Instructional	<a href="#">Review Audio</a>			
Birds and Nests	220L	63	95%	67%	Instructional	<a href="#">Review Audio</a>			
PICTURE BOOKS		WCPM	DECODING ACCURACY						
Title of the Book Read Goes Here		77	87%						
SENTENCE READING FLUENCY ⓘ		RAW SCORE							
		18/26							
LISTENING COMPREHENSION ⓘ		RAW SCORE							
		15/26							

Preview audio

### ***If students took a Research-Only test:***

The “Research Only” assessments are for grades K–3 and are intended for MAP Reading Fluency users who are participating in an NWEA Research program. Research-Only tests are not shown on the Student Matrix but do appear on the Individual Student report. Limited data is available on these reports. The Research-Only test is not adaptive.

PROCTOR DASHBOARD ASSIGNMENTS REPORTS Student Passwords

Term: Most Recent Date: 10/15/2018

Choose a test by date. All tests taken in the chosen term appear here.

Back to Student Matrix

PERFORMANCE RESULTS, RESEARCH-ONLY: SPANISH (10/15/2018)

Fredrika Ales - 2nd grade

Field study student record

Limited data is available, but audio can be reviewed and tests can be hand scored.

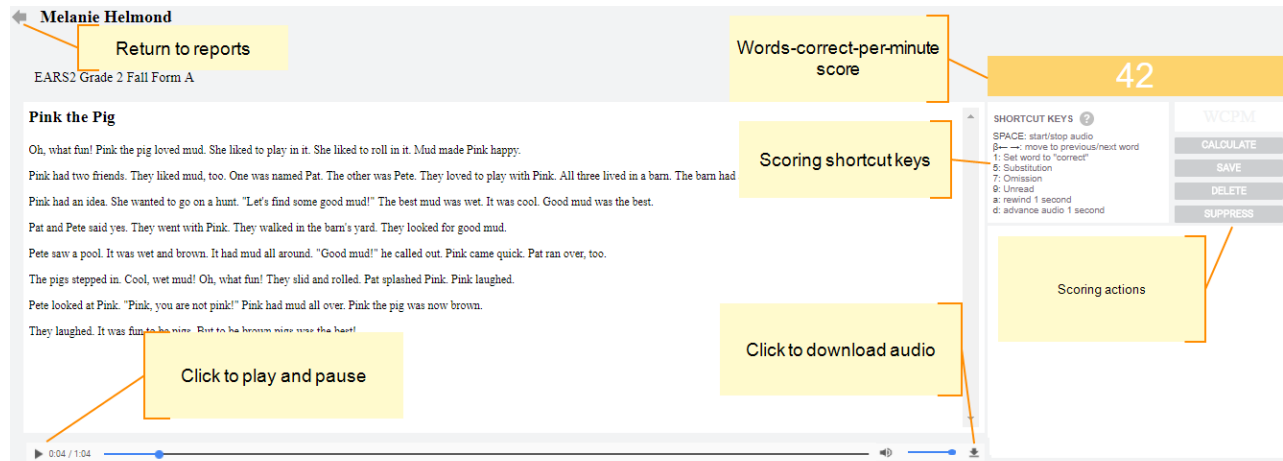
TEST DETAILS & RESULTS

PASSAGE TITLE	LEXILE*	WCPM	DECODING ACCURACY	COMPREHENSION QUIZ	READABILITY
Vamos a la playa	290L	94	95%	100%	Instructional
Los topes	580L	98	94%	100%	Instructional
PICTURE BOOKS		WCPM	DECODING ACCURACY		
Mateo pierde un diente		88	91%		
SENTENCE READING FLUENCY ⓘ		RAW SCORE			
		21 / 25			
LETTER SOUND FLUENCY ⓘ		RAW SCORE			
		8 / 8			
LETTER KNOWLEDGE ⓘ		RAW SCORE			
		19 / 20			
RHYMES & SYLLABLES ⓘ		RAW SCORE			
		19 / 19			
COUNTING SYLLABLES ⓘ		RAW SCORE			
		24 / 25			

# Hand Scoring

**Hand Score** lets you score a student audio recording by hand. To access hand scoring, select **Review** from the student’s individual report to access the passage, along with the student’s audio recording and the Hand Score feature.

**Note:** Recordings may take up to 24 hours to be processed and become available.



Press **Play** or the space bar to start the audio playback. The machine score appears above the Shortcut Keys table. The color bar indicates the student’s performance level for that passage. Use your keyboard’s arrow keys to move through the words in the passage. Other keys let you score the passage:

Key	Action
5	Indicates a word substitution (such as “gave” for “have”).
7	Indicates an omission (student leaves a word out).
9	Use on the last word a student reads to indicate incomplete audio. The remainder of the text will be grayed out.
1	Erases an incorrect marking.
A	Rewind the recording.
D	Advance the recording.

When complete, select **Calculate** to generate a WCPM score.

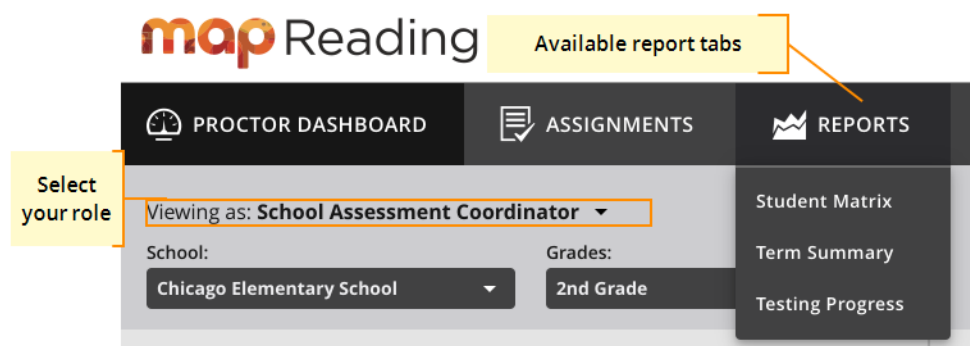
Remember to save your hand score.

Selecting **Suppress** hides a student’s score from his or her individual report. If done by mistake, you can restore a suppressed score on the student’s individual report by selecting **Restore Audio**. Any record that has been hand scored will be marked in the test details section of the student’s report.

You can download the audio by clicking the download arrow on the right side of the playbar. The audio will download as a .wav file.

# Reports for Administrators

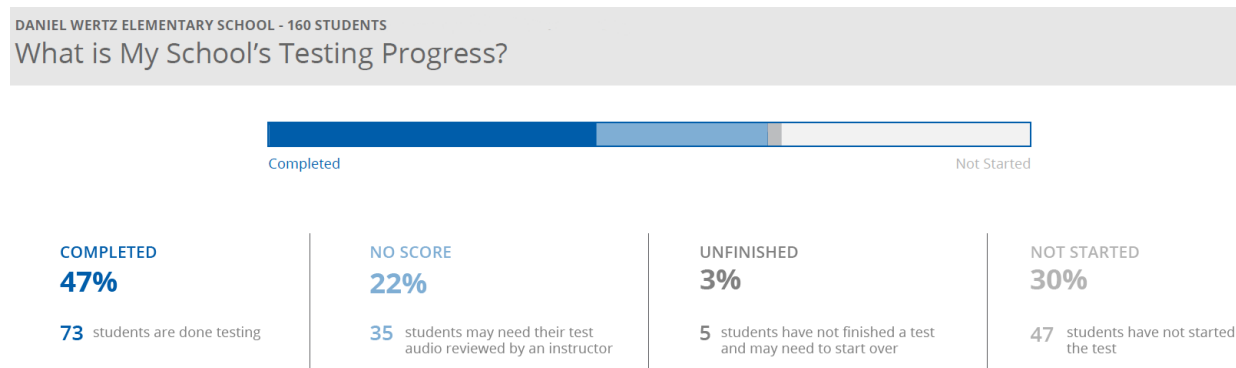
If you have the Administrator or District/School Assessment Coordinator MAP role, you can view three reports. The **Testing Progress** report shows the testing progress for a single school; the **Student Matrix** tab shows test data for that school's students. The **Term Summary** report shows the testing status for the chosen school.



Select the term, school, grade, and class that you want to view using the drop-down lists at the top of the page.

## Testing Progress Report

You will see a chart that shows test completion status for the school as a whole, followed by the completion status for each class in the school. You may filter this list by class or grade.



The statuses are as follows:

- **Completed:** Students who have finished a test.
- **No Score:** Students who have finished a test, but their audio was unscorable. Instructors may hand score the results, or you may wish to retest.
- **Unfinished:** Students who have started but not completed a test.
- **Not Started:** Students who have not started a test.

Below the test completion chart, you will see a listing of all classes and the percentage of tests each class has completed.



# Student Matrix Report

You can open individual student details from the Student Matrix. For details, see:

- [Student Matrix Reports on page 15](#)
- [Individual Student Reports on page 16](#)

## Term Summary Report

The Term Summary report provides visual indications of student performance for an entire grade. The scores shown represent the best performance for each student.

88 Total Students Tested

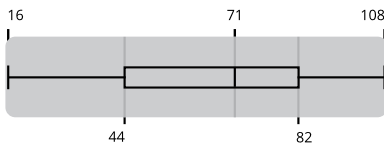
Total number of students with completed tests, broken into score categories

70 Oral Reading Students | 34%    14 Foundational Students | 13%    4 Student Audio Needs Review | 3%

### Oral Reading Student Scores

Oral Reading Fluency

WORDS CORRECT PER MINUTE ⓘ

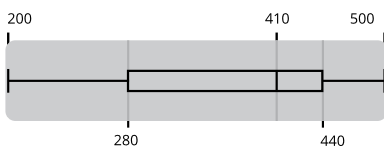


Median Score: 71  
Median Range: 44-82  
Highest Score: 108  
Lowest Score: 16

10% of Students  
16% of Students  
52% of Students  
22% of Students

Instructional Reading Level

LEXILE\* ⓘ



Median Score: 410  
Median Range: 280-440  
Highest Score: 500

10% of Students  
16% of Students  
52% of Students  
22% of Students

Box-and-whisker charts show median score and score distribution in quartiles

### Foundational Skills Student Scores

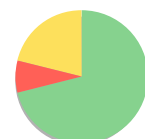
Decoding

PHONOLOGICAL AWARENESS ⓘ



Level 0: 1%  
Level 1: 5%  
Level 2: 8%  
Level 3: 28%  
Level 4: 38%  
Level 5: 18%

PHONICS / WORD RECOGNITION ⓘ



Level 0: 0%  
Level 1: 2%  
Level 2: 6%  
Level 3: 21%  
Level 4: 52%  
Level 5: 19%

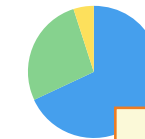
Language Comprehension

LISTENING COMPREHENSION ⓘ



< 40%: 5%  
41-59%: 7%  
60-79%: 48%  
80+ %: 40%

PICTURE VOCABULARY ⓘ



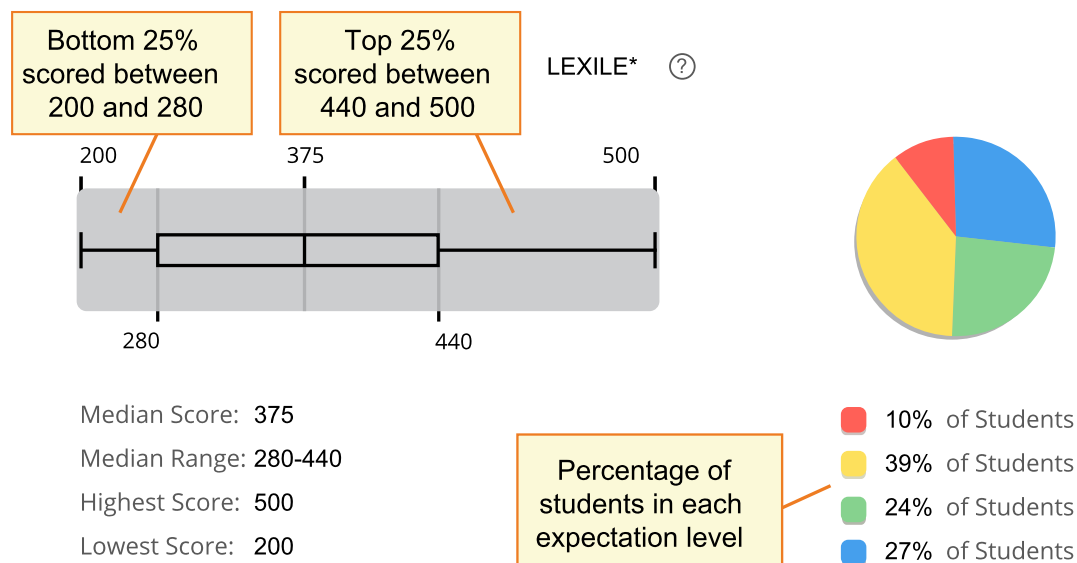
< 40%: 5%  
41-59%: 7%  
60-79%: 48%  
80+ %: 40%

Color key:  
Below  
Approaching  
Meets  
Exceeds

## Oral Reading Scores

The Oral Reading section shows two charts for both words-correct-per-minute and for Lexile scores. In each case, the charts show the same data in two different ways:

- The box-and-whisker plot displays the score range for students in each quartile.
- The pie graph shows the percentage of students in each expectation level.



### *Interpreting the words-correct-per-minute:*

The following table depicts the expected words-correct-per-minute scores for students in each grade for each term, based on grade-level text. Slight adjustments are made for off-grade text.

Grade Level	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
<b>Fall: August 1 — November 30</b>				
K	n/a	n/a	n/a	Any oral reading
1	n/a	n/a	0-8	9+
2	0-35	36-49	50-83	84+
3	0-58	59-82	83-103	104+
<b>Winter: December 1— February 28/29</b>				
K	n/a	n/a	n/a	Any oral reading
1	0-15	16-28	29-58	59+
2	0-58	59-83	84-108	109+
3	0-78	79-96	97-136	137+

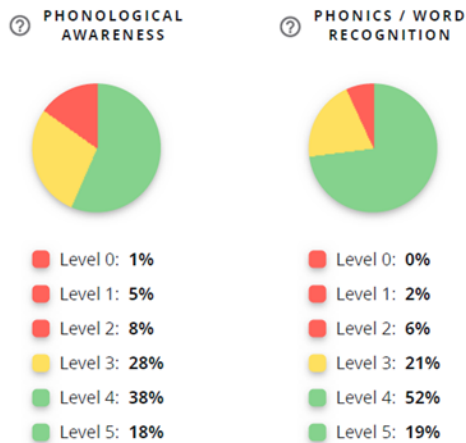
Grade Level	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
Spring: March 1—June 30				
K	n/a	n/a	n/a	Any oral reading
1	0-33	34-59	60-90	91+
2	0-71	72-99	100-123	124+
3	0-90	91-111	112-138	139+

### ***Interpreting the Lexile results:***

See [Lexile Scores and Instructional Reading Level Expectations on page 18](#).

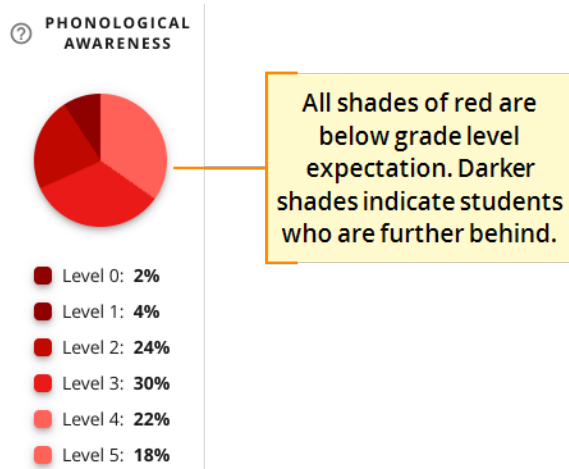
### **Foundational Skills Scores**

The Foundational Skills score charts show the percentage of students in each ZPD level. The colors correspond to the expected performance levels of students in that grade.



**Note:** For descriptions of what each ZPD level measures, see [Individual Student Reports on page 16](#). For a listing of all performance levels, see [Grade-Level Expectations on page 16](#).

If all students in a grade performed at the same expectation level, that color shows in different shades:



## Exporting the Term Summary Report

Choose **Export** to save the Term Summary Report data as an Excel spreadsheet. This will export the data for the term, school, and grade that you are currently viewing. The following table shows the results fields included in the export.

Field Name	Definition
FS_ListeningCompLevel	Category of expectation <sup>1</sup> of student's ability to identify the matching picture after listening to a sentence.
FS_ListeningCompScore	Percentage correct on task of identifying the matching picture after listening to the sentence.
FS_PictureVocabLevel	Category of expectation <sup>1</sup> of student's ability to identify the matching picture after listening to a vocabulary word.
FS_PictureVocabScore	Percentage correct on task of identifying the matching picture after listening to a vocabulary word.
FS_PhonologicalAwarenessLevel	Category of expectation <sup>1</sup> of student's awareness of the phonological structure, or sound structure, of words.
FS_PhonologicalAwarenessZPD	ZPD level of student's awareness of the phonological structure, or sound structure, of words.
FS_PhonicsWordRecognitionLevel	Category of expectation <sup>1</sup> of student's development of phonemic awareness.
FS_PhonicsWord RecognitionZPD	ZPD level of student's development of phonemic awareness.
SentenceReadingFluencyLevel	Category of expectation <sup>1</sup> of student's ability to read a simple sentence and identify the matching picture.
SentenceReadingFluencyScore	Percentage correct on task of reading a simple sentence and identifying the matching picture.
OR_OralReadingRateLevel	Category of expectation <sup>1</sup> of student's reading rate.

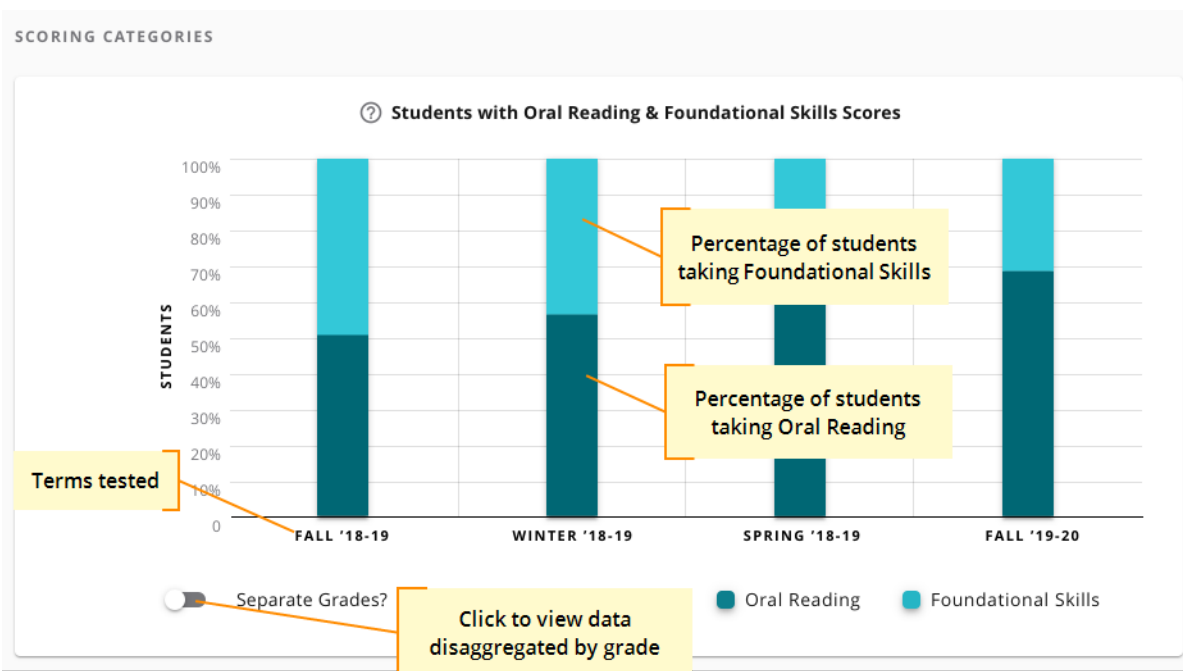
Field Name	Definition
OR_OralReadingRateScore	Words read correctly per minute.
OR_OralReadingAccuracyLevel	Category of expectation <sup>1</sup> of student's reading accuracy.
OR_OralReadingAccuracyScore	Score of student's ability to read accurately and decode unfamiliar words.
OR_LiteralComprehensionLevel	Category of expectation <sup>1</sup> of student's ability to process information that was read and understand its meaning.
OR_InstructReadLevel	Category of expectation <sup>1</sup> of student's reading ability level.
OR_LexileMidpoint	The Lexile score of the student's instructional reading level.
<sup>1</sup> Below, approaching, meeting, or exceeding expectations.	

## Term Comparison Report

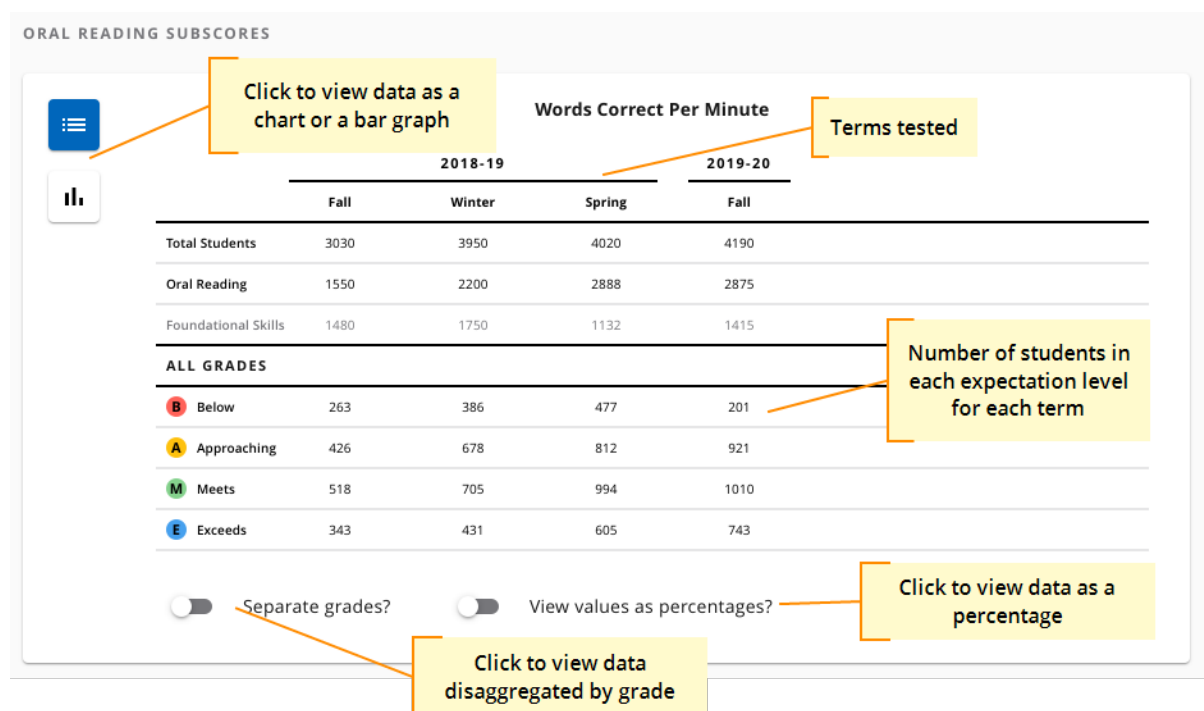
The Term Comparison Report allows comparison of data across up to six testing terms. You can choose the terms that you want to include. Administrators can view data for any schools to which they have access; teachers can view a report for their classes.

The report has two sections; the first, **Scoring Categories**, shows the proportions of students tested that took each test, Foundational Skills or Oral Reading. You can choose to disaggregate this data by grade.

The second section has information on subscores. You can choose the subscores that you wish to see on the report. You can also choose to see the data for each subscore section showing all students or disaggregated by grade, as numeric values or percentages, and as a chart or a bar graph.



This is an example of a subscore chart. Each subscore will have its own chart.



## Common Issues and Solutions

### *I can't find my students on the Proctor Dashboard or Assignments tabs:*

- If you do not see any students at all, your district may not have rostered students yet. Please contact your district Data Administrator to check.
- If only students in grades pre-K or 4 and above are missing, this is by design. MAP Reading Fluency is intended as an assessment for K–3 students.

### *A student cannot log in:*

- Ensure the student is logging in at <https://student.mapnwea.org> (or using the **MAP Reading Fluency Testing App**) using the correct password. If you aren't sure of the student's password, you can assign a new password. See: [To set a password for an individual student: on page 6](#)
- Try clearing the Chrome browser cache on the student's computer, then assigning a new password.

### *My students are failing the microphone check:*

- See [Resolving Headset Issues on page 11](#)

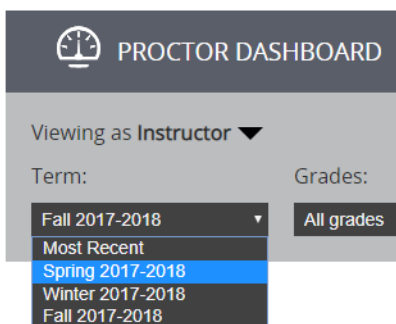
### *My student is locked out of the test:*

- See [If students become locked out: on page 10](#)

### ***Graphics and/or sound are not working as expected:***

- Make sure that you are using a supported device (Windows computer, Mac computer, iPad, or Chromebook) and the latest version of the Chrome browser.
- Make sure that you are using a recommended headset type. See [Setting Up Headsets on page 3](#)

### ***I can't find my students on reports:***



- Click the drop-down list under **Term** and select a previous term. The **Term** menu defaults to **Most Recent**, and it is possible that your students have not tested in the current term.
- Check the solutions under **I can't find my students on the Proctor Dashboard or Assignments** tabs above.