map Reading Fluency

Foundations Online

nwea Professional Learning

Your needs, your schedule

Support for every role

MAP® Reading Fluency™ Foundations Online provides asynchronous learning pathways based on your role.

Whether you're proctoring the assessment, teaching using the data, or leading using the MAP Reading Fluency reporting suite—Foundations Online meets your needs on your schedule.
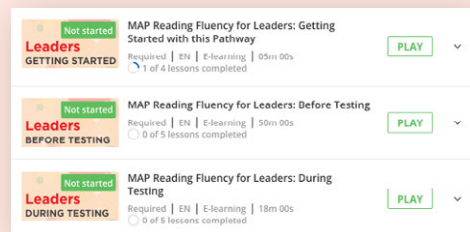
District-wide access to learning

Your subscription to MAP Reading Fluency Foundations Online provides access to all rostered educators in your district.
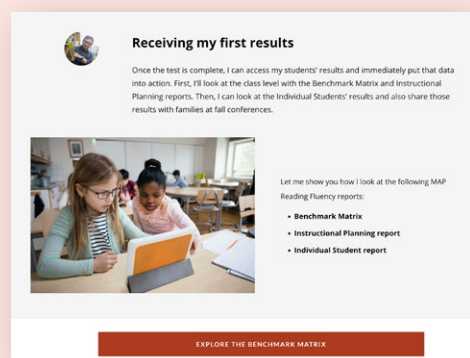
Videos from educators using MAP Reading Fluency provide real-world tips and best practices.

Foundations Online provides proctors, teachers, and leaders with personalized learning pathways based on their needs.
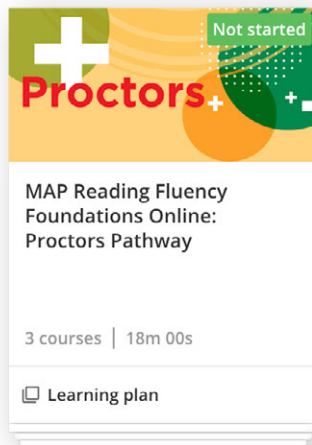

Every educator can benefit from self-paced, digestible learning modules that equip them to maximize the district's success with MAP Reading Fluency.
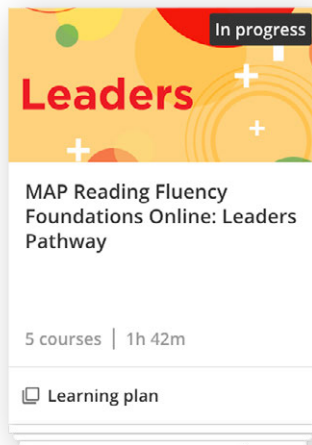
For teachers

- Designed for teachers, instructional coaches, and others who make informed decisions about student testing

- Learn practical strategies from experienced educators and get resources for involving students—from understanding assessment purpose to using data for their own growth

- Teachers are prepared for every phase of MAP implementation—from test preparation, through empowering students to do their best, to understanding and using test results

For proctors

- Designed for teachers, leaders, and test-day helpers, such as school support staff, paraprofessionals, or parent volunteers

- Learn best practices from experienced proctors and access checklists and other resources to assure a smooth, successful testing event

- Proctors are equipped with the crucial knowledge needed to proctor on test day, supporting successful testing and reliable data

For leaders

- Designed for school leaders who will oversee MAP assessment implementation across an entire school or district

- Learn practical strategies from experienced administrators for implementation and onboarding staff; access resources for building action plans with data to improve student outcomes

- Leaders are ready to prepare staff, engage teachers, and use assessment data to improve student outcomes

In progress

Teachers

MAP Reading Fluency Foundations Online: Teachers Pathway

5 courses | 1h 16m

📖 Learning plan

Not started

Proctors

MAP Reading Fluency Foundations Online: Proctors Pathway

3 courses | 18m 00s

📖 Learning plan

In progress

Leaders

MAP Reading Fluency Foundations Online: Leaders Pathway

5 courses | 1h 42m

📖 Learning plan

Foundations Online learner outcomes

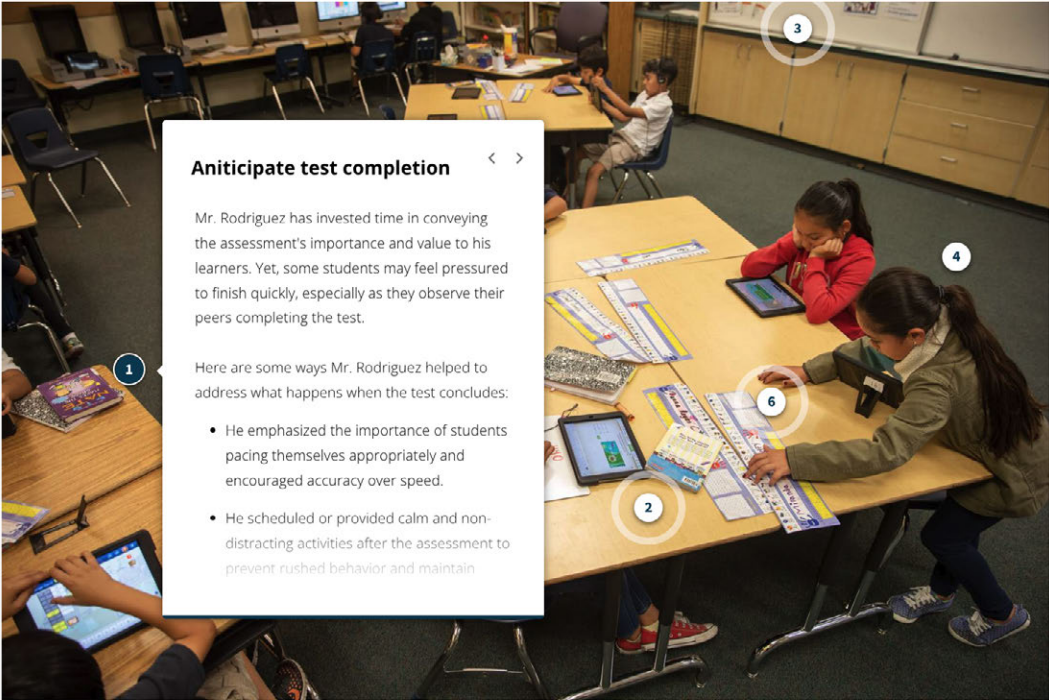Foundations Online empowers you to:

Assess

Prepare your students and classrooms for assessment

Welcome to Mr. Rodriguez's Classroom

You're just in time to observe Mr. Rodriguez's students in action! His learners have been prepping for their first MAP Reading Fluency assessment of the year.

Select each marker in order to learn the steps he took to prepare his learners for success before and during the test.

Aniticipate test completion < >

Mr. Rodriguez has invested time in conveying the assessment's importance and value to his learners. Yet, some students may feel pressured to finish quickly, especially as they observe their peers completing the test.

Here are some ways Mr. Rodriguez helped to address what happens when the test concludes:

- He emphasized the importance of students pacing themselves appropriately and encouraged accuracy over speed.

- He scheduled or provided calm and non-distracting activities after the assessment to prevent rushed behavior and maintain

Analyze

Understand and make the most of your report data

Individual Student Report for Oral Reading

Select the markers to explore how I used the Individual Student Reports for Oral Reading to learn more about my students' oral reading rate, accuracy, and literal comprehension.

ORAL READING RATE

M Meets grade level
Peter meets grade level expectation.

Fall expectation: 50 wcpm (scaled)

ORAL READING LEVEL ⑦

Peter's Lexile® oral reading measure is **500L**.

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

PROFILE & NEXT STEPS

Peter decodes with strong accuracy and shows understanding. However, Peter's fluency is not yet at a level that supports deeper comprehension.
Building automaticity and fluency, for accurate decoders

Test Details

Passage Title	Lexile® Text Measure ❓	WCPM (Scaled) ❓		
Jay and Gus	450L	54		Audio ▶
He Plants Trees	220L	53		Audio ▶
Nice, Cold Drink	380L	FIELD TEST		Audio ▶

Words Correct Per Minute (Scaled) ‹ ›

The words correct per minute for each passage determines the student's Oral Reading Rate and places the Spring expectation in context for me. This student is approaching that expectation.

Picture Book (Warm-up)	WCPM (Raw)
Star and Mom	58

Activity	Raw Score
Sentence Reading Fluency ⑦	9/12

Provide feedback

Act

Use data to personalize instruction to students and guide decisions

Getting a class snapshot with the Benchmark Matrix

The Benchmark Matrix report allows me, again, to quickly see student results with the color- and letter-coded performance levels compared to grade-level expectations for Spring: Below, At, Meeting, or Exceeding.

		FOUNDATIONAL SKILLS					ORAL READING			
Student	Tested Grade	Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension
Bell, Horace	1	A 67%	A 73%	B Rhymes & Syllables	A Decodable: One-syllable	B 12/15				
Boone, Peter	1					A 9/12	M 54	M 98%	500L	A
Bryant, Carlos	1					M 18/20	M 82	M 96%	575L	M
Crouse, Donn	1					M 15/17	M 79	A 90%	530L	M
Davis, Samuel	1					B 5/10	A 36	A 71%	375L	B
Estrada, Casey	1					M 15/17	M 79	M 95%	550L	M
Garcia, Lawrence	1					M 15/16	E 90	E 98%	500L	M
James, Brian	1					M 23/25	E 118	M 96%	600L	E
King, Clarence	1					A 9/12	A 45	M 97%	515L	M
Lopez, Inez	1					M 20/21	M 79	M 95%	500L	M
Moore, Heather	1	M 80%	M 87%	B Initial Sounds	A Decodable: One-syllable	M 14/18				
Patterson, Jack	1					M 20/21	M 79	E 98%	580L	E
Peterman, Brian	1					M 20/22	M 70	A 93%	390L	B

Diane is making progress! While she may not be meeting grade level expectations yet, she has moved her ZPD from Level 1 to Level 3! Interventions had the impact we'd plan for.

DECODING	LANGUAGE COMPREHENSION	PROFILE & NEXT STEPS
M Meets grade level **Phonological Awareness:** Randy is working at the Blending & Segmenting level (3)	**A** Approaching grade level **Listening Comprehension:** Randy understood 73% of complex oral sentences.	Randy's language comprehension is still developing. Additionally, Randy has some awareness of phonemes and can decode many simple consonant-vowel-consonant (CVC) words. Building confidence with sounding out words Supporting understanding of language
M Meets grade level **Phonics/Word Recognition:** Randy is working at the Decodable: CVC level (3)	**M** Meets grade level **Picture Vocabulary:** Randy matched pictures to 80% of oral vocabulary words.	

Test Details and Results

Activity	Raw Score
Sentence Reading Fluency ⓘ	6/16
Listening Comprehension ⓘ	11/15
Picture Vocabulary ⓘ	12/15

Zone of Proximal Development (ZPD)

PHONOLOGICAL AWARENESS

	Reinforce with practice	ZPD	Introduce with support
Rhymes & Syllables Rhyme Completion ⓘ — Counting Syllables ⓘ —	**Initial Sounds** Onset-rime Blending ⓘ — Initial Sound Matching ⓘ —	**Blending & Segmenting** Blending Phonemes ⓘ 4/5 Phoneme Counting ⓘ 4/6	**Phonemic Manipulation** Phoneme Addition/Deletion ⓘ — Phoneme Substitution ⓘ —

⭐ Instructional Recommendations: Treasure Chest   Picture Slide

PHONICS/WORD RECOGNITION

	Reinforce with practice	ZPD	Introduce with support
Letters & Sounds Letter Sound Fluency ⓘ — Letter Knowledge ⓘ —	**Letters in Words** Build Words: One Letter ⓘ — Word Families: Initial Letter ⓘ —	**Decodable: CVC** Decoding: CVC ⓘ 5/7 Building Words: CVC ⓘ —	**Decodable: One-syllable** Decoding: Single Syllable ⓘ — Building Words: Single Syllable ⓘ 3/4

⭐ Instructional Recommendations: Say It Now   Word Steps

Visit **NWEA.org/professional-learning**
or contact your NWEA representative
to learn more.

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