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the education blog

Triangulating assessment data: How to use MAP Growth and MAP Reading Fluency reports together

nwea

Table of contents

For school leaders

4

How school leaders can compare term data from different assessments to see the big picture

9

How school leaders can triangulate MAP data for students who might have dyslexia

For teachers

14


How different assessment data can help early reading teachers move students forward

20

How MAP reports help reading teachers scaffold instruction

25


About the author



Did you know looking at MAP[®] Growth[™] and MAP Reading Fluency[™] reports side by side can give you even more insight into how students are doing?

In this best of *Teach. Learn. Grow.* eBook, NWEA[®] early reading specialist Heather Cella walks you through the best reports to pull and how to look at them together, whether you're a school leader or classroom teacher. Read about identifying students who might have dyslexia, how reports help with scaffolding, and more.

Then, when you're ready to learn more, download our guide [“Assessing literacy with the MAP Suite for Early Learning”](#) and read about our professional learning workshop [“Triangulating data for instructional insights.”](#)



How school leaders can compare term data from different assessments to see the big picture

Heather Cella

Imagine it's a week after testing windows have closed and you are anxious to review your [MAP Growth](#) and [MAP Reading Fluency](#) data.

With all the buzz about [the science of reading](#), teachers in your elementary school have been working hard and intentionally on developing the youngest readers' foundational and language comprehension skills. Language arts blocks now include systematic and explicit reading instruction, and there is an effort to support all students in reading grade-level text.

As the school principal, you're wondering if students are growing in reading achievement and how you can support their needs as developing readers. After a four-year trend of declining or unchanged reading scores for first-graders, this year, your focus has been on grade 1. You have intensified teacher support through professional development and made some changes in your early literacy curriculum.

After blocking time on your calendar, you have set aside an hour to get a first glimpse of test scores. There are many MAP Growth and MAP Reading Fluency reports that provide different kinds of data. Where should you begin? You pour yourself a cup of coffee and roll up your sleeves, hoping that this year’s data will reflect some growth for your little scholars in first grade.

Start with two MAP Growth reports

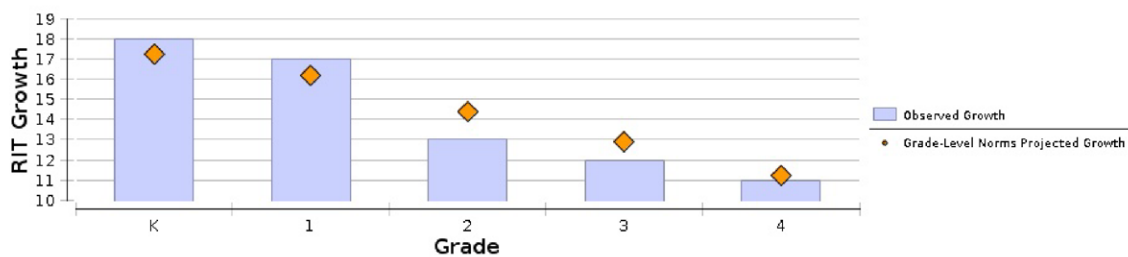
Let’s begin with MAP Growth data. As a school administrator, the [Student Growth Summary report](#) and the [Term Summary report](#) are good places to start your data review.

Student Growth Summary report

This report provides an overview of reading achievement and growth by grade.

The first thing you’ll want to do is choose the two terms you want to compare. Data for each grade represents a cohort of students and compares the same students’ change in achievement from a previous term to the current term. You can quickly view each grade’s achievement percentile and growth percentile, and the bars in the bar graph (representing observed growth in RIT points) and diamonds (indicating the projected growth) can quickly confirm whether different grades met their projected growth.

Here’s a sample bar graph for our imaginary school.



District Summary report

Now that you have perspective on student achievement and growth from the Student Growth Summary report, let’s see how it compares to historical data by looking at the District Summary report.

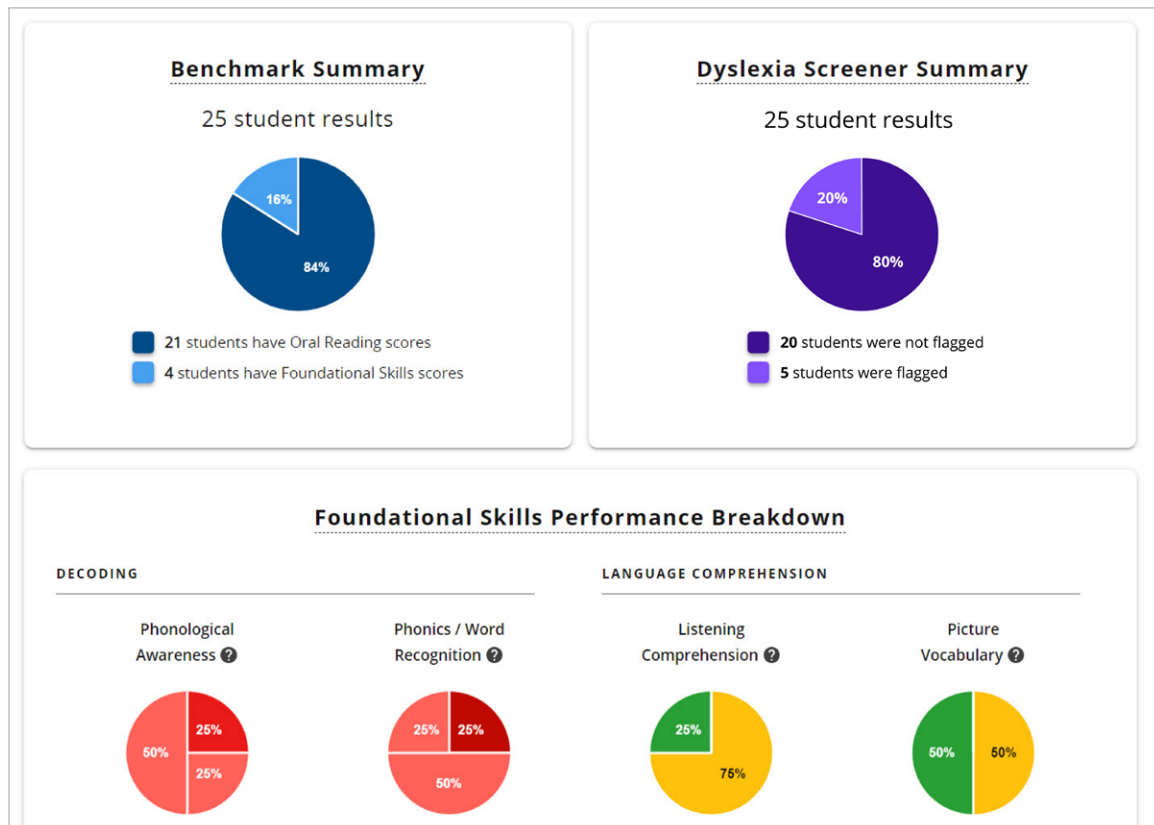
Although its name includes the word “district,” this report can be generated for an individual school. If you want to home in on trends in a particular grade of concern, this report allows you to easily view RIT scores across all the terms previously tested. Ask yourself, is the positive or negative growth shown in the Student Growth Summary report a trend? What does achievement look like for each grade historically?

Then look at two MAP Reading Fluency reports

You'll want to look at the MAP Reading Fluency [Term Summary report](#) and [Term Comparison report](#).

Term Summary report

As a school administrator, the Term Summary report is a good place to get a temperature check of reading development at each grade. Here, pie charts display how many students in our imaginary school tested in oral reading versus foundational skills and if those students still securing foundational skills are meeting expectations.



Term Comparison report

The next step is to compare student performance outcomes across the same two terms you compared in the MAP Growth Student Growth Summary report. You will want to see the proportion of students who are meeting or exceeding grade-level expectations as compared to a previous term for the same skills.

The emerging first-grade data story

Before we can tell an insightful story of student achievement and growth, we have to examine each data source individually. Here's what MAP Growth and MAP Reading Fluency are telling educators at our imaginary school:

- MAP Growth: Good news! There is growth in first-grade reading achievement this year. What is even more exciting is that the growth percentile has also greatly improved. This will speak loudly to the kindergarten and first-grade teachers who have been putting so much effort into thoughtful instruction and differentiation. And most important to you, an administrator, is that this breaks the trend of almost four years of stagnant or declining achievement.
- MAP Reading Fluency: More good news! The Term Summary report mirrors the growth shown in the MAP Growth reports. Almost half of first-graders have shifted into oral reading, and well over half are meeting grade-level expectations for foundational skills across the three domains (phonological awareness, phonics/word recognition, and language comprehension). You should be smiling ear to ear because the Term Comparison report highlights increases in the number of students meeting expectations in almost all skill areas. In fact, student performance outcomes remain unchanged only in picture vocabulary. You plan to look to your teachers for insight and possibly secure resources supporting best practices in vocabulary instruction.

Here are some more important insights from both MAP Growth and MAP Reading Fluency report data for your first-graders:

- The improvement in reading achievement percentiles and, more importantly, reading growth percentiles, as seen in MAP Growth's Student Growth Summary report is validated by the growth shown across the same two terms in MAP Reading Fluency's Term Comparison report.
- More first-grade students were tested in oral reading this year than one year ago. There is improvement in the oral reading rate, an indicator of increased comprehension.
- More students are meeting expectations for phonological awareness skills. You know the importance of strong phonological awareness skill development during the critical years of kindergarten and first grade is well established by research. Because meeting grade-level expectations, especially in phonemic awareness (e.g., phoneme segmentation), is a good predictor of skilled and fluent reading

ability, you are hopeful for what second- and third-grade scores may be in the next several years.

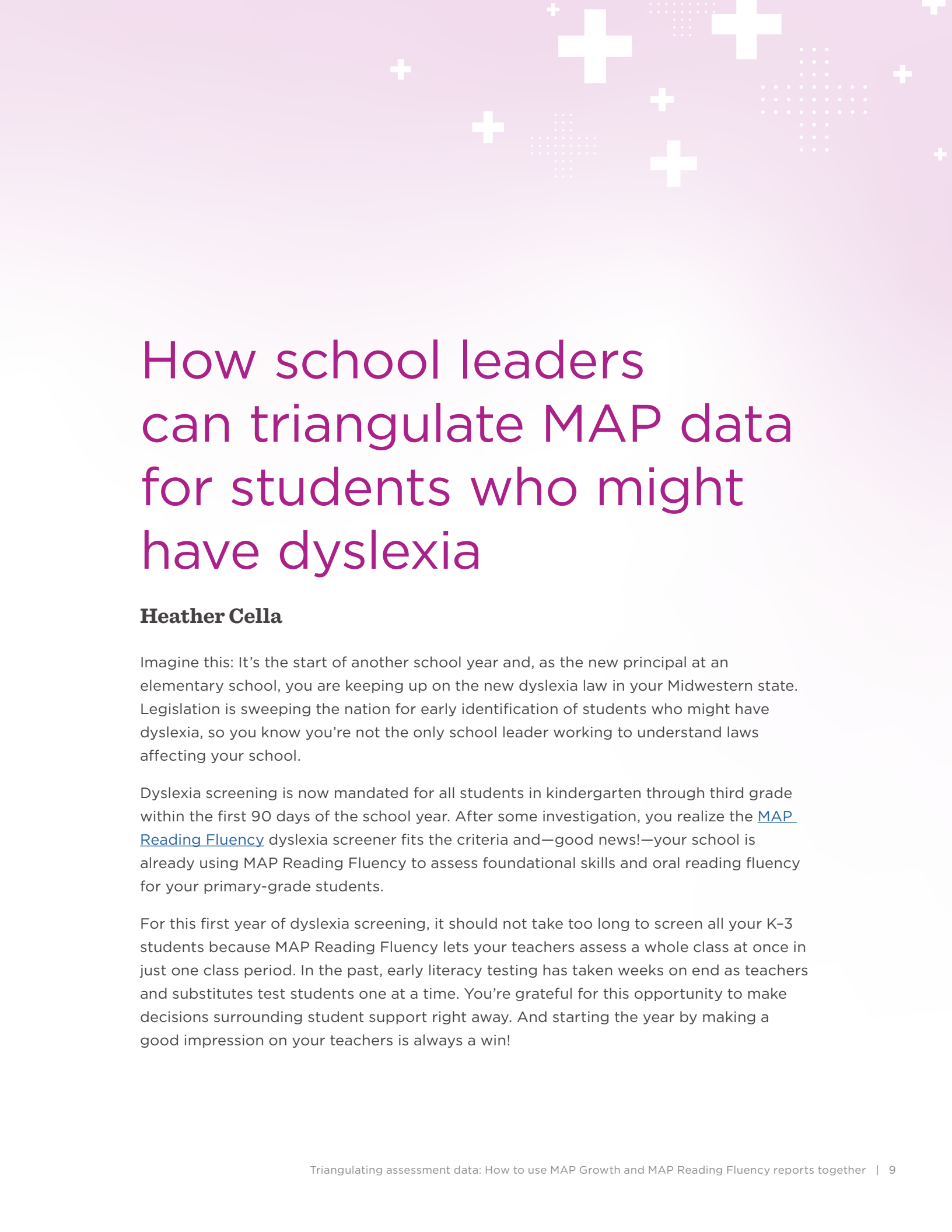
- Phonics scores show an increase in students who are at or above grade-level expectations from last year. This sheds some light on how the shift to more systematic and explicit instruction is starting to gain some traction in overall student growth in reading.

How does the data story end?

It is easy to get caught up in the smallest pieces of assessment data, such as percentile points or number of skills showing growth. Teachers will be the ones to harvest those grains of data details, incorporating gleaned insights into instructional decisions. For administrators, the larger indicators and trends are what will be of most value for supporting student growth in broader ways, such as curricular choices, professional learning for teachers, and obtaining necessary supplemental instructional materials or tools.

The tale this data tells us is that students are growing their reading skills overall, as reflected in MAP Growth data. We usually think of this as a reflection of reading comprehension, but this story has more depth. It also tells us that the requisite skills for reading—those tested in MAP Reading Fluency—are flourishing. For these first-graders, we can infer that continuing to strengthen the very specific skills assessed in MAP Reading Fluency will eventually lend even more meaning to the story as students cross into the land of skilled reading. **TLG**





How school leaders can triangulate MAP data for students who might have dyslexia

Heather Cella

Imagine this: It's the start of another school year and, as the new principal at an elementary school, you are keeping up on the new dyslexia law in your Midwestern state. Legislation is sweeping the nation for early identification of students who might have dyslexia, so you know you're not the only school leader working to understand laws affecting your school.

Dyslexia screening is now mandated for all students in kindergarten through third grade within the first 90 days of the school year. After some investigation, you realize the [MAP Reading Fluency](#) dyslexia screener fits the criteria and—good news!—your school is already using MAP Reading Fluency to assess foundational skills and oral reading fluency for your primary-grade students.

For this first year of dyslexia screening, it should not take too long to screen all your K-3 students because MAP Reading Fluency lets your teachers assess a whole class at once in just one class period. In the past, early literacy testing has taken weeks on end as teachers and substitutes test students one at a time. You're grateful for this opportunity to make decisions surrounding student support right away. And starting the year by making a good impression on your teachers is always a win!

Understanding dyslexia

Along with learning more about legislation changes, getting to know your teachers, and exploring the ins and outs of community involvement, you are also trying to catch up on your knowledge of dyslexia.

There are many [myths surrounding dyslexia](#). You have learned that dyslexia is *not* related to visual processing, like seeing letters and words backward, and that research supports a root cause lies with the processing of individual sounds within words (also known as [phonemic awareness](#)) and relating and sequencing those sounds to letters in words. As a former fifth-grade teacher, you are not all that familiar with how students learn to read or how to support the early literacy foundational skills of students identified as possibly having dyslexia. But you *do* know increasing the intensity of support is critical.

Some more good news is that you know your kindergarten and first-grade teachers are very knowledgeable about early literacy instruction. You can lean on them for additional information (in between preparing for the first fire drill of the year and mastering your knowledge of the school improvement plan).

After attending your staff's [professional learning sessions for MAP Reading Fluency](#), you know which report displays the percentage of students whose performance suggests possible risk factors for dyslexia or other reading difficulties. You decide to take advantage of an unusually quiet lunch hour to look at your school's scores.

MAP Reading Fluency and the purple dyslexia screener predictive flags

The MAP Reading Fluency [Term Summary report](#) provides an easy-to-read visual of the proportion of students flagged by the dyslexia screener by grade. There is also a purple flag in the [Individual Student report](#) and a list in the [Screener Outcomes report](#) of all students in a grade or class who have been identified as being at possible risk of dyslexia.

MAP Reading Fluency uses a psychometrically backed predictive model that considers multiple measures to determine which students should be flagged in the dyslexia screener. Student results are flagged if their performance suggests they will be at the 20th percentile or lower on a general reading measure (as tested by [MAP Growth](#), for example) in the spring. You are surprised by how many kindergarten students were flagged as compared to students in grades 1–3: it looks like about 20% of kindergartners, 11% of first-graders, 12% of second-graders, and 8% of third-graders received the purple flag.

As you look further down the Term Summary report, you notice that almost 40% of your kindergarteners are not meeting grade-level expectations for foundational skills. This is surprising to you, but you also know your school has a high rate of transience. Intensified instruction is often interrupted when students move to a different school, and it is hard to gain traction when students enroll mid-year. You have heard from kindergarten teachers that more incoming kindergartners than ever have not attended preschool and don't have the typical reading readiness skills.

You move to the Screener Outcomes report to view [user norms](#) (i.e., percentiles) in each of the three foundational skills domains: phonological awareness, phonics/word recognition, and language comprehension. By quickly ordering assessment results for each of these domains, you notice that the flagged students often fall in a lower percentile in at least one of the domains. You decide that after discussing these results with each grade-level team, you will use this information to help make some programmatic decisions for student support. Due to the limited financial and human resources available to you, you anticipate needing to triangulate some data to guide your decision-making.

Adding in MAP Growth data

You want to understand the MAP Reading Fluency data alongside your students' MAP Growth results. You decide to begin by looking at the [Student Growth Summary report](#).



You start with the kindergarten data because of the proportion of students flagged by MAP Reading Fluency for being at possible risk of dyslexia. Because these little ones have not taken MAP Growth before, you will not have any growth data to analyze, but you will be able to look at their achievement percentiles.

You see that the median achievement percentile for kindergarten is 35. This is a surprise! You had not expected these students to be that far below the national norm of 50. Next, you see that your first-graders have a median achievement percentile of 45 and a growth percentile of 30. This is also very concerning. You know that they are not growing at that national norm of the 50th percentile either, and you worry that if they continue at this rate of growth, achievement will decrease. Now you know you *need* to do some further investigation when you talk to the grade-level teams.

You will encourage your teachers to look at their MAP Growth [Class Profile report](#) to determine if students in the lower quintiles (so, in the 40th percentile and below) overlap with any of the students who were flagged by the MAP Reading Fluency dyslexia screener.

Using both data sources to determine next steps

One thing that stuck with you after a professional learning session over the summer was that not all students who are striving readers have dyslexia. You keep this in mind as you think more about the overlap between the two assessments. Knowing you will not be able to increase the intensity of student support at the Tier 2 level for all the students who *did* receive the purple flag, you are beginning to form a strategy to prioritize the resources you have while still supporting all students in some way.

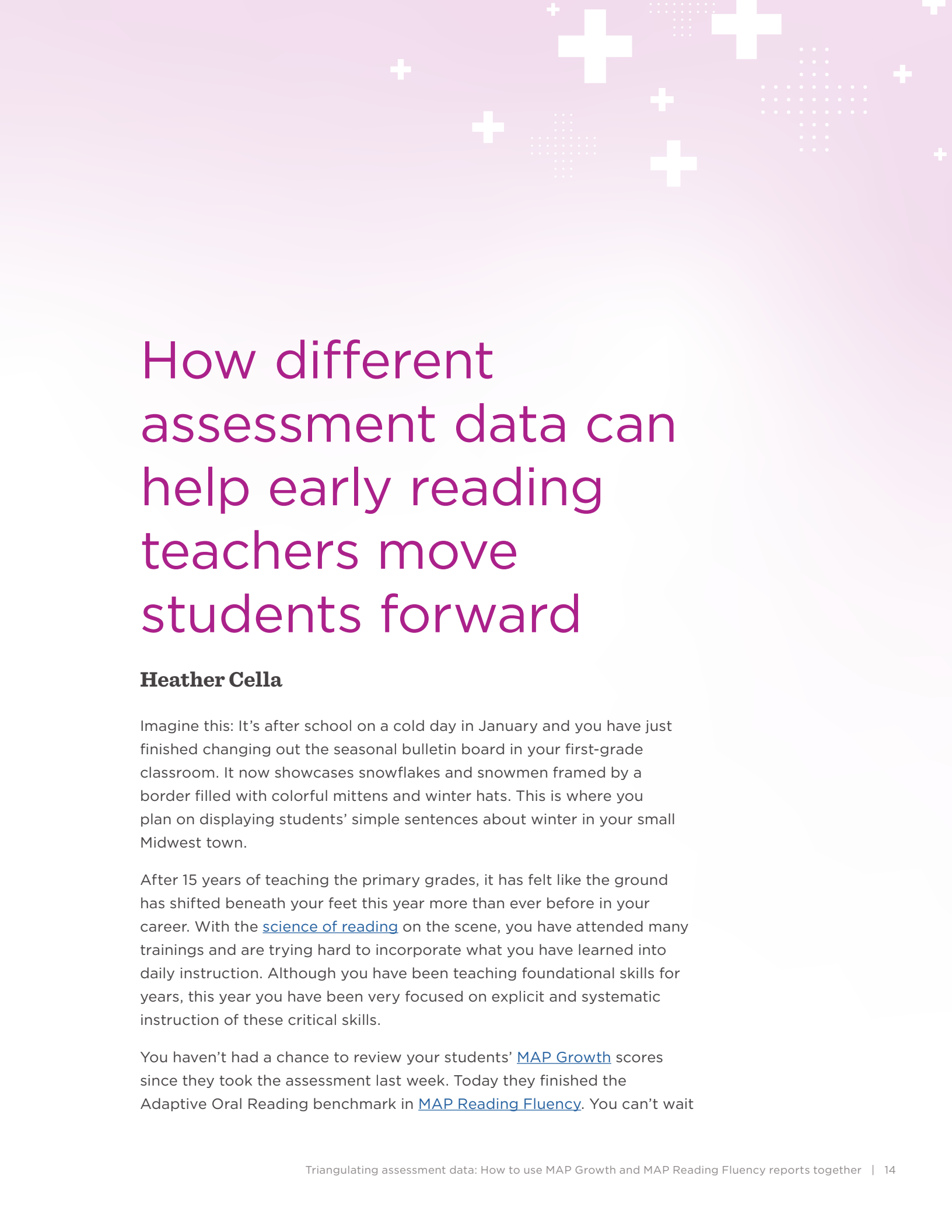
Another factor you consider is that the dyslexia screener supplies [rapid automatized naming \(RAN\) results](#). Although this data is not part of the algorithm for flagging, you can still export it and consider the students who took longer to complete the measure than others. By ordering the data from high to low, starting with the students who take longer to name objects, you can triangulate this data along with MAP Growth achievement data to better understand your students and prioritize the resources available to you.

Of course, teacher input and formative assessment data will be vital to gain a fuller understanding of student needs.

Reviewing dyslexia screening results is off to a good start

The first year as principal at a school is never easy. Right now, your priority is working with your primary grade team to review the MAP Reading Fluency dyslexia screener results and layer that information with MAP Growth data. That will help you feel confident that your school is following the newly enacted law and doing right by all your kids.

You are looking forward to working with your team of teachers, especially because you know how strong they are as early literacy experts. You let out a sigh of relief, knowing you have the data you need to make strong decisions that will support all your students in becoming strong readers. **TLG**



How different assessment data can help early reading teachers move students forward

Heather Cella

Imagine this: It's after school on a cold day in January and you have just finished changing out the seasonal bulletin board in your first-grade classroom. It now showcases snowflakes and snowmen framed by a border filled with colorful mittens and winter hats. This is where you plan on displaying students' simple sentences about winter in your small Midwest town.

After 15 years of teaching the primary grades, it has felt like the ground has shifted beneath your feet this year more than ever before in your career. With the [science of reading](#) on the scene, you have attended many trainings and are trying hard to incorporate what you have learned into daily instruction. Although you have been teaching foundational skills for years, this year you have been very focused on explicit and systematic instruction of these critical skills.

You haven't had a chance to review your students' [MAP Growth](#) scores since they took the assessment last week. Today they finished the Adaptive Oral Reading benchmark in [MAP Reading Fluency](#). You can't wait

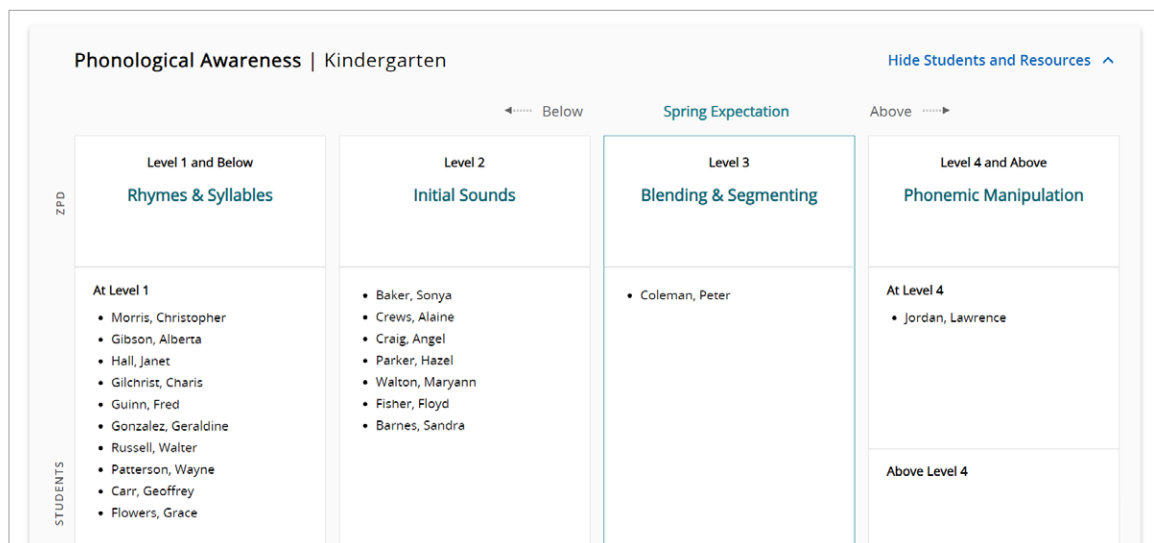
to see your students’ early literacy data after months of carefully planned scaffolded instruction! You click open your MAP Reading Fluency results first. You are curious about how this data will compare to their overall reading achievement scores in MAP Growth.

Begin with MAP Reading Fluency’s Instructional Planning report

It is your district’s protocol that all first-grade students take the MAP Reading Fluency [Adaptive Oral Reading benchmark test](#) in the winter. After asking kids to read some sentences, this assessment routes students to either oral passage reading or foundational skills testing.

At a glance, your class’s [Benchmark Matrix](#) report indicates that about 75% of your students were routed to foundational skills, as you expected. You are anxious to view the [Instructional Planning report](#)’s groupings of students within each [zone of proximal development \(ZPD\)](#) in both the phonological awareness and phonics/word recognition domains. You click the tab to open the report.

First, you review the information on each student’s ZPD for phonological awareness in the chart below.



You know that the grade-level expectation for students securing skills within each ZPD, or level, as indicated on the chart, changes each term. For example, a first-grader with a ZPD in phonological awareness that focuses on learning blending and segmenting phonemes (that is, a student at level three) after fall testing would be *meeting* grade-level expectations. By winter, a student at this same ZPD would only be *approaching* grade-level expectations if their level hadn’t changed. Since it’s winter

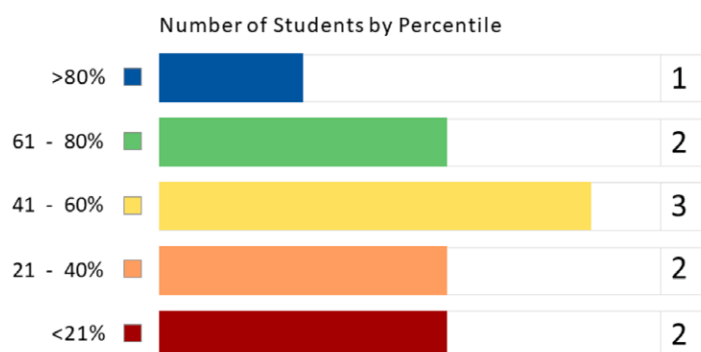
(remember that snow-themed bulletin board you've been working on), looking at this report data helps you see that you'll have to scaffold instruction for all the kids at level two and below.

You work your way through the rest of the Instructional Planning report, which has data on your students' phonics/word recognition using a similar chart with ZPDs and student groupings by [percentiles](#) in language comprehension. You are very surprised to learn that some students are at or below the 25th percentile in language comprehension while being at ZPD levels three or four in phonological awareness or phonics/word recognition.

Now look at the MAP Growth Class Profile report

The MAP Growth [Class Profile report](#) contains each student's MAP Growth reading RIT score, which represents achievement related to standards in vocabulary, foundational skills, literature/informational text, and language/writing—a much wider breadth of skills than those assessed in MAP Reading Fluency. (MAP Reading Fluency dives much deeper into foundational skills and assesses oral reading.)

In the Class Profile report, each student's achievement percentile is color coded to represent one of the five percentile groups (quintiles). The lowest two quintiles, shown below in orange and red bars, are comprised of students below the 21st achievement percentile (red), and students between the 21st and 40th achievement percentile (orange).



How your first-graders are developing as readers

Let's look at the data from each report more closely:

- **MAP Reading Fluency:** You can breathe a sigh of relief. It looks like your efforts have paid off in phonological awareness and phonics instruction when you look at the Instructional Planning report. For example, if you zoom in on the phonological awareness skills, you will see that almost all the students you scaffolded in skills like rhymes and syllables and initial sounds since fall testing have moved up to ZPD level three, "Blending and segmenting." And, even better, most students are at the highest ZPD level, "Manipulating phonemes." You should be jumping for joy that, due to all your time and effort in planning systematic and explicit instruction (plus all your kids' hard work and dedication), these students are on track to oral reading in the spring.
- **MAP Growth:** You are pleased to see that there are only five students in the lowest two quintile bands (40th percentile or less) in reading achievement. Three of these students started receiving Tier 2 support in the fall. One student transferred to your school in late October, and you have been struggling to catch them up in both math and reading. This confirms that they will need some more intense support. You plan to work with each student to find out more about their areas of strength and opportunity, and you will intensify the extra support you were already providing.



Based on the data from these two reports, you can glean some very positive insights:

- The students who are in the 40th percentile or lower in reading achievement in MAP Growth are in ZPD levels two and three in phonological awareness and phonics/word recognition in MAP Reading Fluency. This tells you that these students need support across all areas of reading, including strengthening their foundational skills. This will likely support growth in the other instructional areas, such as literary and informational text and vocabulary.
- Some students in the MAP Growth reading quintile of 41st–60th percentile are already testing in oral reading in MAP Reading Fluency, while some are ready to secure foundational skills, like blending and segmenting or phonemic manipulation (ZPD levels three and four). Even when students start to demonstrate strength in these critical skills, you will continue to reinforce them.
- There are no real surprises in student achievement when comparing data from these two reports. In other words, students who are testing in oral reading in MAP Reading Fluency are not in the lower quintiles in MAP Growth reading, or vice versa. This tells you that their development of these differing skills is comparable.
- Based on MAP Reading Fluency data alone, you now know that about a quarter of your students are reading passages orally, which is the spring goal for all first-graders. Differentiating instruction will be easier because there are fewer groupings of students across these foundational skill areas now.
- As the [science of reading](#) and [Scarborough's reading rope](#) tell us, students will need to secure language comprehension skills to successfully construct meaning while reading. Looking at the data in the Instructional Planning report, you notice there are big discrepancies between some students' language comprehension scores (i.e., picture vocabulary and listening comprehension) and their phonological awareness and phonics skills development. While some students may be achieving in those domains now, struggling in language comprehension (e.g., vocabulary) will eventually hold them back from the goal of reading comprehension. The next step is to cross-reference these students' percentile groupings to their reading achievement percentiles in the MAP Growth Class Profile report.

Moving forward with confidence

Because your life as a first-grade teacher is jam-packed each day, examining assessment data is something that may sometimes move to the bottom of your to-do list. But, after reviewing the data from both MAP Growth and MAP Reading Fluency on this snowy day in January, you feel more confident and also validated that your efforts in foundational skills instruction are working. Your first-graders are moving forward on their reading journey, and you are inspired to continue to guide them.

It's time to head home for the day, and already you have ideas for tomorrow about ways to group your students while supporting them one at a time. **TLG**



How MAP reports help reading teachers scaffold instruction

Heather Cella

Imagine this: It is your first year as a second-grade teacher after five years of teaching third grade. While your former classroom is right down the hall, you are now realizing that these two grades are miles apart. The first time you asked your students to read at their seat, you didn't expect many of them to start reading *aloud*, for example. And nevermind how you've been totally caught off guard by the frequent discussions about the tooth fairy.

It's Friday afternoon and you are changing some of the literacy centers in your room to get ready for the next week. You pull out some phonics and reading comprehension activities from your closet. Fingers crossed that soon your students will be more self-sufficient as they rotate to these stations after a month of training (something else you weren't prepared for).

Surprised by how many of your students are still not reading very independently, you are anxious to look at the assessment data from both [MAP Growth](#) and [MAP Reading Fluency](#). Specifically, you are anxious to find out how well students are understanding what they read as well as how much support they need with decoding skills. It's time to pull out the red licorice and log in to view the reports.

MAP Growth Class Profile report and Lexile reading levels

For the tired eyes of a second-grade teacher, the [MAP Growth Class Profile report](#) is very visual and easy to interpret.

At a glance, you see it provides what you need to know: how your students rank compared to other second-graders in the nation ([national achievement percentiles](#)) and how well they are comprehending texts of various levels of complexity. That's because this report not only includes every student's [RIT score](#) and accompanying achievement percentile, but also their Lexile reading level.

The reading Lexile reported in MAP Growth is different from what is reported as the oral reading level in MAP Reading Fluency. The Lexile score shown in the Class Profile report reflects the level of text complexity each student can understand when reading silently. It is important to note that this Lexile is based on each student's silent reading of passages that give them the opportunity to go back and reread parts of a passage when answering a question. This close reading allows students to consider both the details and concepts within a passage, much like an authentic reading experience.

ACHIEVEMENT

Students ↓	Grade	Percentile	RIT	Lexile
Watkins, Lewis	5	8	177	145L - 295L
Jones, Shelly	5	13	189	380L - 530L
Scott, Virginia	5	25	196	515L - 665L
Kennedy, Kelley	4	60	204	665L - 815L
Griswold, Odel	5	50	207	725L - 875L
Stevens, Sadie	4	71	209	765L - 915L
Carlin, Alishia	5	60	211	800L - 950L
Collins, Keith	5	64	213	840L - 990L
Washington, Doris	4	95	228	1130L - 1280L

As you look at the wide breadth of scores in your class, you see that there is a handful of students who have lower than expected reading Lexile levels. This confirms your growing concern that some kids are reading Dr. Seuss beginner books or the Biscuit series while others with higher Lexile scores are deep into Junie B. Jones and The Boxcar Children.

Sorting the Lexile scores from low to high, you quickly see that there is a strong correlation to lower or higher achievement percentiles. This leads to you to wonder what might be contributing to these scores.

Often, MAP Growth reading scores are assumed to be a reflection of a student’s comprehension skills, but you want to dig deeper into MAP Reading Fluency scores to find out more. You know MAP Growth helps you orient yourself and make an initial hypothesis, but MAP Reading Fluency helps you diagnose and pinpoint and finalize your plan to provide individualized instruction.

MAP Reading Fluency reporting on oral reading level and decoding ability

Your district just started using MAP Reading Fluency and, after some [professional learning sessions](#), you are eager to find out your students’ performance in oral reading.

There are different choices of benchmark tests to assign, but you were directed to administer all students the [Adaptive Oral Reading: Passages Only test](#). This test does not assess foundational skills. All students read a passage and, depending on their comprehension, they are given a passage of lower or higher text complexity next.

		ORAL READING				
Sentence Reading Fluency		Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension	
A	12/15					
M	20/20	M 79	E 98%	580L	E	
A	16/18	M 54	M 98%	500L	A	
M	23/25	M 82	M 96%	575L	M	
M	44/44					
M	25/25	M 79	A 90%	530L	M	
B	14/20	A 36	A 71%	375L	B	
M	22/23	E 90	E 98%	500L	M	
A	16/18	M 54	M 98%	500L	A	
M	20/21	M 79	M 95%	475L	M	
M	23/25	M 82	M 96%	575L	M	
M	22/23	E 90	E 98%	500L	M	

You had anticipated a variance among your students' oral reading rate scores (i.e., their scaled words correct per minute, or WCPM) based on hearing them read in small groups. When you look at the [Benchmark Matrix report](#), you see that your assumption is confirmed. When you see your students' oral reading level, you realize just how much scaffolding some students need in decoding.

You have recently learned that the oral reading level, unlike the reading Lexile provided in MAP Growth, is not about comprehension. It reflects a student's ability to read text aloud with a good rate and accuracy (i.e., without being given the opportunity to reread a text). When you click into individual student reports, you see how far below the expected range for second-graders some students are for decoding.

Uncovering what areas to scaffold using MAP Growth and MAP Reading Fluency reports together

Using the color coding and column sorting features in both reports, you find it quite easy to compare students' oral reading level in MAP Reading Fluency, which reflects their decoding ability and rate, with their reading Lexile in MAP Growth, which reflects their comprehension. This comparison intrigues you because the oral reading level, which is actually based on a [different Lexile framework](#), is new to you. The purpose of this Lexile oral reading measure, you recently learned, is *not* to help you direct students to choose a book at a certain level for independent reading. Instead, the oral reading level is designed to help you understand what level of decoding support to provide.



Here's what you find: the students who are at the lower Lexile levels in MAP Growth also have a low oral reading level in MAP Reading Fluency. This is not surprising to you. It is likely that the need for decoding support (as reflected by the oral reading level in MAP Reading Fluency) is largely why they are struggling with comprehension (as reflected by the reading Lexile in MAP Growth). You are relieved that you are on the right track for supporting those students.

More surprising, however, is that some of your students with a higher reading Lexile in MAP Growth have a lower oral reading level in MAP Reading Fluency. While at first this was confusing, you remember learning that this is because not all books with higher Lexile reading levels have an abundance of words that are hard to decode. In other words, students may comprehend a complex text (of a higher reading Lexile), understanding things like a robust theme or a newly learned text structure, but they may still need support in decoding words so they can meet grade-level expectations. These two Lexile levels can be directly compared with each other to better understand a student's strength in either decoding or comprehension.

Rethinking student learning center assignments for next week

Although you were tempted to pack up for the week and head home to start the weekend, you are glad you opted for the licorice (even if it was a little stale) and had a brief look at your test data. When you first heard of the oral reading level, you were not sure how to apply it to your teaching, but now, after viewing the MAP Reading Fluency Benchmark Matrix report and MAP Growth Class Profile report side by side, you realize you need to make some instructional changes based on this data.

Without both sources of assessment data, you would not have known that some students still need your help strengthening decoding skills, despite having average or higher-than-average overall reading achievement levels. Now you know that those students struggling to comprehend while reading silently are also struggling to read orally at an expected rate and decoding at grade level. This is leading you to consider assigning your whole class the [MAP Reading Fluency Foundational Skills test](#) so you can dive deeper into which foundational skills you should target next.

Second grade is known to be a year of transition for developing readers, and you are starting to understand why. Feeling inspired, you decide that Monday morning you will modify your literacy center student assignments to better support the learning needs you have just uncovered. Time to pack up! TGIF! **TLG**

About the author



Heather Cella

If you want to find Heather Cella, early reading specialist at NWEA, on a warm weekend, you might try her small backyard sanctuary, her porch (she'll be the one with a book), or she might be with her family, which includes twin dogs and two sweet cats.

Heather is passionate about early literacy education, especially reading for grades K-2. Her 30-year career in education began with roles as a primary and intermediate teacher and interventionist. She has consulted with many school districts across Illinois and Wisconsin, provided professional development in literacy, and served as a district literacy coach for a large school district. She also spent over a decade in educational publishing. She believes good early literacy instruction is dependent on developmentally appropriate and evidence-based assessments so all children have the opportunity to read at grade level.

Heather holds a master's in education from DePaul University and an EdS in supervision and administration from National Louis University.

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