



GUIDE

Assessing literacy with the MAP Suite for Early Learning

Educators use data from high-quality assessments to make instructional decisions that inform lesson planning, scaffolding, interventions, and differentiation. Access to this trustworthy data drives positive long-term outcomes for children, particularly in reading. When time and resources go to specific prevention and intervention efforts for early learners, students see benefits for years to come.

Early learners can't wait. MAP® Suite simplifies screening and identifying needs for all students. It's never too soon to close gaps, support students with unfinished learning, and empower school communities to achieve short- and long-term goals.

Literacy growth and emerging readers

Psychology professor Dr. Scott G. Paris suggests early learners learn to read by mastering a myriad of constrained and unconstrained skills simultaneously.

Constrained skills: Reading domains characterized by a short, steep period of growth with a fixed end point, like letter recognition or phoneme blending. Once students have full understanding of the skill, they achieve mastery and move on.

Constrained skills are found in *foundational reading standards*. These cornerstone standards are only present in elementary grades, as it's expected students achieve mastery and advance to the capstone fluency standard—reading with adequate accuracy and fluency to support comprehension. MAP Reading Fluency covers the skills and abilities required to meet these standards.

MAP Suite for Early Learning assessments

MAP® Reading Fluency™

A better way to evaluate early reading

Quickly and accurately assess your pre-K–5 readers. MAP Reading Fluency enables teachers to efficiently measure oral reading fluency with an online, adaptive benchmark and progress monitoring assessment. In addition to fluency, the test measures foundational skills and literal comprehension—all with one 20-minute assessment. Group testing and automatic scoring return valuable time to teachers. Streamlined universal screening identifies students at risk of reading difficulty, including those with possible risk factors for dyslexia.

MAP® Growth™

Precisely measure growth and performance

MAP Growth measures what students know and what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student is on, above, or below grade level. This interim assessment solution also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices. MAP Growth assessments measure performance and growth in math and reading for K–12 students and language usage and science in grades 2–12. This guide focuses on the MAP Growth Reading solution.

Support for emerging bilingual learners

MAP Growth Reading and MAP Reading Fluency benchmark assessments are both available in Spanish. Spanish language assessments help educators clearly differentiate student learning needs related to skills and concepts from needs related to language barriers.

Unconstrained skills: Reading domains characterized by steady, ongoing growth without a fixed end point, like vocabulary or language comprehension. These are skills without a “box to check,” as they can grow from pre-K through adulthood.

Unconstrained skills are embedded in *anchor reading standards*, continuous reading comprehension standards that focus on meaning-making skills. These standards are typically grouped into related clusters. In the Common Core State Standards, these include Key Ideas and Detail; Craft and Structure; and Integration of Knowledge and Ideas.

In kindergarten, an example anchor standard may be, “With prompting and support, identify characters, setting, and major events.” By high school, that standard expands to, “Analyze the author’s choices...” MAP Growth aligns to these standards and provides key insights on student growth in the overall reading domain.

For early learners, anchor standards and foundational reading standards appear simultaneously in the curriculum. After third grade, many of the foundational reading standards fall away, as students are expected to have mastered the constrained skills they need to learn to read.

MAP Suite for Early Learning and literacy growth

MAP Reading Fluency is used alongside MAP Growth while students are in the emergent stages of literacy development to put additional focus on the critical learning-to-read skills. Together, MAP Growth and MAP Reading Fluency provide a richer and more complete picture of early learners’ knowledge and skills. In an [article that first appeared on NWEA’s blog](#), early literacy expert Dr. Cindy Jiban details how.

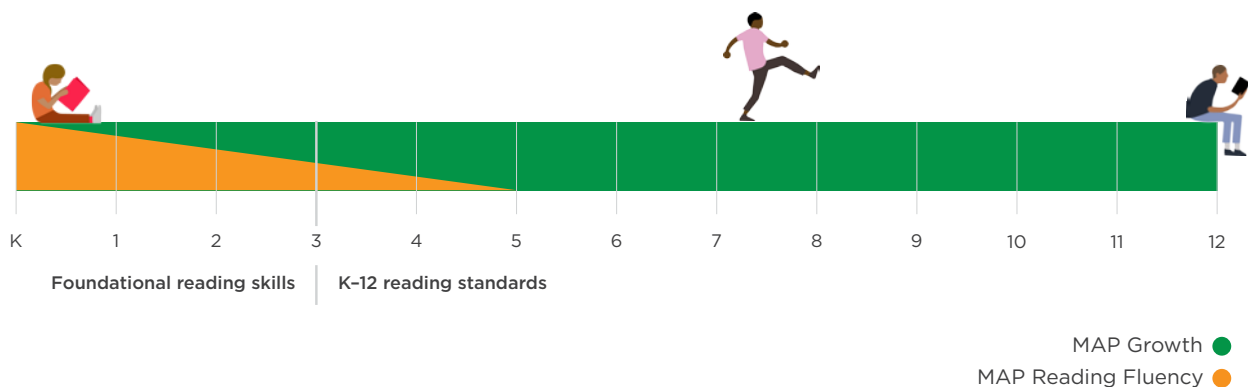


MAP Reading Fluency is designed to focus on foundational skills and early reading fluency. It locates which skills are growing now, tracking development toward that independent reading that later grades will assume. MAP Reading Fluency does not assess any of the “anchor” standards in reading comprehension. Instead, it focuses on the foundational reading standards. The focus differs for each student: for some, growth now is on sounding out simple words, while others have moved on to developing fluency. With constrained skills, you can’t keep looking at the same skill indefinitely to find growth—you have to move with the child.

MAP Growth Reading is designed to track overall growth in reading, from kindergarten to grade 12. It has a strong focus on the “anchor” standards in reading comprehension, right from the start. For the youngest students, MAP Growth Reading can gauge growth on those standards even before kids are reading independently, by reading text aloud to kids. While many foundational skills are also included, the focus of MAP Growth Reading is on growth in overall reading proficiency over time on a stable interval scale.

When might I use both? Ultimately, our goal is for students to “graduate” from MAP Reading Fluency, demonstrating that they have moved beyond those more constrained skills and that they can read grade level passages with fluency and understanding. For students still learning to read, though, a fuller picture of reading development comes from tracking both kinds of growth.

This graphic illustrates how foundational reading skills and K-12 anchor standards overlap for emerging readers in elementary grades. Using MAP Suite for Early Learning is the best way to get a clear, comprehensive picture of how these learners are doing.



Maximizing reading instruction with MAP Reading Fluency

MAP Reading Fluency is designed around the Simple View of Reading.

Adapted from the scholarship of Gough and Tunmer, the Simple View of Reading suggests reading comprehension is dependent on decoding skills and language comprehension abilities. The aim of decoding skills is to achieve automatic word recognition—to read fluently. Language comprehension involves understanding the spoken language, including vocabulary and syntax. Fluency involves those two factors coming together to ultimately build reading comprehension.

Simple View of Reading

$$RC = D \times LC$$

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

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

While these skills can be assessed and taught separately, both decoding and language comprehension must be high to produce reading comprehension.

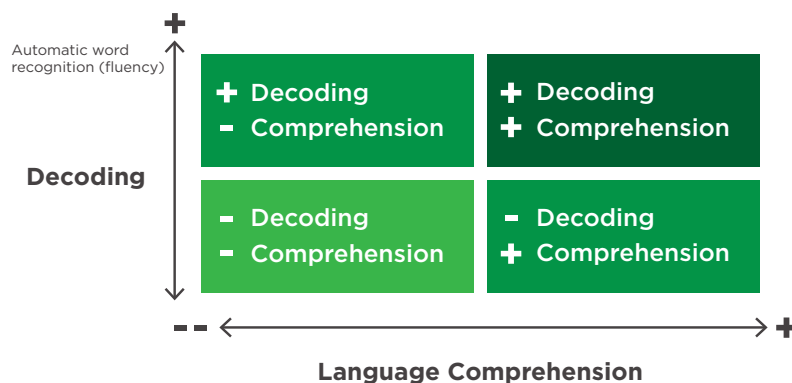
Early literacy instruction prioritizes moving students to become confident decoders with strong comprehension skills. Things can go awry, however, if interventions aren't well aligned to the needs of each student.

By measuring each skill and dimension of reading separately, educators can get a comprehensive view of each student's early literacy development and needs.

Simple View of Reading

Gough & Tunmer, 1986

Reading Comprehension = Decoding x Language Comprehension

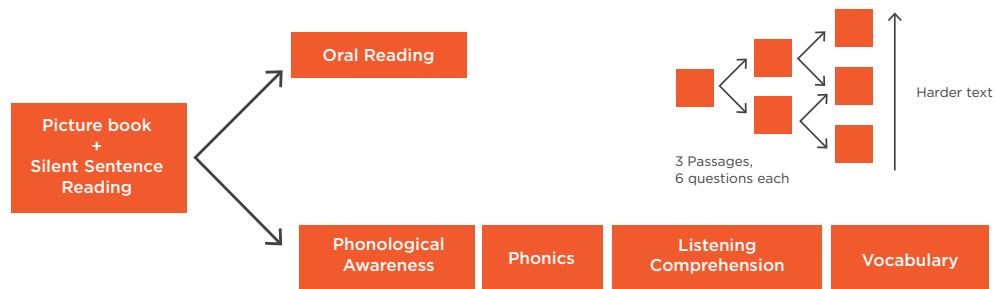


A closer look at MAP Reading Fluency

Taking the assessment

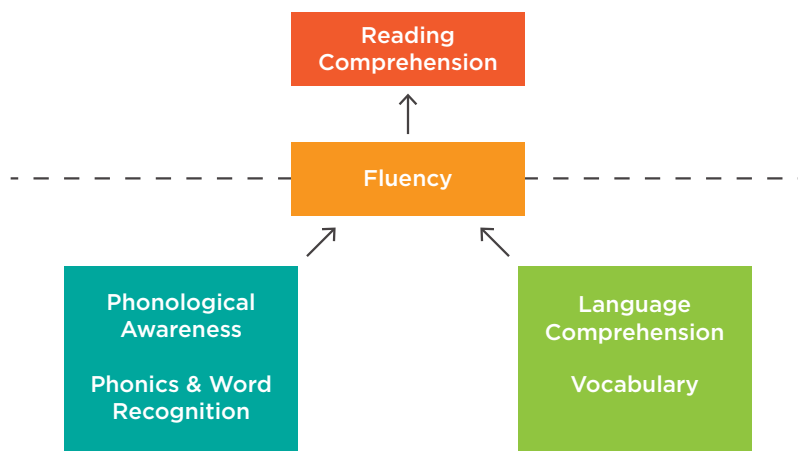
Each student taking the adaptive oral reading benchmark assessment starts by reading a short picture book and doing some timed silent reading activities; from there, the test offers either three passages for reading or a series of foundational skills measures, including phonological awareness, phonics and word recognition, listening comprehension, and picture vocabulary.

Twenty minute adaptive oral reading test



Scope of content

MAP Reading Fluency looks at all pieces of the puzzle. Test results will draw attention to any trouble spots a child has in either area of reading instruction—decoding or language comprehension.



Within each of the five key components of reading, MAP Reading Fluency measures specific skills and knowledge.

Scope of Content

Phonological Awareness	Phonics & Word Recognition	Oral Language	Oral Reading Fluency	Reading Comprehension
<ul style="list-style-type: none"> • Rhyming • Syllable counting • Initial sound fluency • Blending • Segmenting • Phonemic manipulation 	<ul style="list-style-type: none"> • Letter knowledge • Letter-sound fluency • Decodable words 	<ul style="list-style-type: none"> • Listening comprehension • Picture vocabulary 	<ul style="list-style-type: none"> • Passages from 150L to 1000L • Narrative and informational text • Decodable words 	<ul style="list-style-type: none"> • Main idea • Key details • Low-level inference • 6 questions per passage, 5 correct threshold to advance to harder text

What sets MAP Reading Fluency apart?

Holistic view. Based on the Simple View of Reading, MAP Reading Fluency captures a robust view of fluency, accounting for rate, accuracy, understanding, and text difficulty. This closely aligns to the way reading is taught, with comprehension, vocabulary, and decoding skills working in unison.

Group administration. Teachers can evaluate groups of students simultaneously, instead of just one-on-one. Early learners take a 20-minute benchmark test in groups—or as a class—wearing headsets with microphones attached to computers or tablets.

Voice recognition and audio recording. Powered by speech-scoring technology, the test records and scores students automatically; the audio recording of each student is available for playback.

Automatic, objective scoring. Immediate scoring saves teacher time and prevents bias or subjectivity.

Actionable data. Teachers receive a wealth of information from each of the benchmark tests, including a reader profile, instructional next steps, performance compared to grade-level expectations, and a universal screener outcome flag.



Support for all students

MAP Reading Fluency provides critical screening tools to help identify students who may require additional support. Shorter progress monitoring test forms help educators track if their interventions are working.

Universal screener outcome flag

MAP Reading Fluency reports include several measures and performance-level indicators to help inform instruction for each student. The universal screener flag provides a bird's-eye, summary-level outcome. This flag does not indicate a diagnosis, but instead marks scores that may suggest possible reading difficulty. It indicates students that may benefit from additional supports like intervention and progress monitoring. The universal screener outcome flag is only available for English benchmark tests.

Dyslexia screener

The dyslexia screener assesses key foundational reading skills, including those more often associated with dyslexia. This test form includes a predictive flag to identify students whose scores suggest possible risk factors for dyslexia or other reading difficulty and warrant a follow-up. The dyslexia screener is included with every MAP Reading Fluency license at no extra cost.

MAP Reading Fluency reports

Automatically scored MAP Reading Fluency results appear in practical, easy-to-use reports to help you advance reading development for all students.

Benchmark Matrix report

This report offers an at-a-glance summary of all students assessed during the selected term. An intuitive, purpose-built design makes it easy to identify strengths and weaknesses, indicate areas of risk and opportunity, and group students for differentiation.

map Reading Fluency Logged in as NWEA Reviewer

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS

Viewing as: School Administrator

Term: Fall 2021-2022 | School: Bryce Canyon Elementary Scho- | Current Grade: 2nd Grade | Classes: All Classes | Language: English

Benchmark Matrix All Classes | 50 Students

Students	Tested Grade	Universal Screener Outcome	FOUNDATIONAL SKILLS				Sentence Reading Fluency	ORAL READING			
			Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition		Oral Reading Rate	Accuracy	Oral Reading Level ¹	Literal Comprehension
▼ Hemphill, Deon	2	Flagged	M 100%	M 100%	B Blending & Segmenting	A Decodable: One-syllable	A 12/15				
▼ King, Clarence	2	Not Flagged	M 87%	M 100%	A Phonemic Manipulation	A Decodable: One-syllable	A 14/18				
Taylor, Steve	2	Flagged	B 53%	A 60%	A Phonemic Manipulation	B Decodable: CVC	A 10/11				
Ball, Horace	2	Not Flagged					M 23/24	E 94	M 96%	390L	M
Boone, Peter	2	Not Flagged					M 17/17	M 79	E 100%	380L	M
Bryant, Carlos	2	Not Flagged					M 20/22	M 70	A 93%	120L	B
Crouse, Donn	2	Not Flagged					M 20/20	M 79	E 98%	320L	E
Davis, Samuel	2	Not Flagged					M 16/17	A 42	B 88%	BR305L	A
Estrada, Casey	2	Not Flagged					M 20/21	M 79	M 95%	250L	M
Garcia, Lawrence	2	Not Flagged					M 22/23	E 90	E 98%	385L	M
Hill, Aaron	2	Not Flagged					A 21/24	E 87	M 97%	315L	M
James, Brian	2	Not Flagged					M 25/27	E 86	M 97%	320L	M
Lopez, Inez	2	Not Flagged					A 15/20	A 36	B 71%	BR720L	B
Moore, Heather	2	Not Flagged					M 19/20	M 63	A 92%	15L	A
Patterson, Jack	2	Not Flagged					M 23/25	M 82	M 96%	255L	M
Peterman, Brian	2	Not Flagged					A 16/18	M 58	B 87%	BR150L	B
Price, Bonnie	2	Not Flagged					M 25/26	E 127	E 98%	570L	E
Reynolds, Jessica	2	Not Flagged					M 23/25	E 118	M 96%	520L	E
Sanchez, Elizabeth	2	Not Flagged					M 24/24	M 71	A 94%	115L	A
Santiago, Pamela	2	Not Flagged					A 16/18	M 54	M 96%	BR115L	A
Scott, Johnny	2	Not Flagged					M 23/25	E 95	M 97%	415L	E
Taylor, Barbara	2	Not Flagged					M 18/19	M 55	A 94%	BR80L	M
Taylor, Maria	2	Not Flagged					M 25/27	E 89	M 95%	320L	E
Turner, Sharon	2	Not Flagged					M 25/25	M 79	A 90%	130L	M
Watts, Lorraine	2	Not Flagged					M 18/20	M 78	A 93%	100L	A
Wood, Samantha	2	Not Flagged					M 15/16	M 54	B 85%	BR240L	B

Individual student reports

Each student report includes valuable and actionable data for the teacher, including a summary of key performance areas, a reader profile, instructional next steps, and performance compared to grade-level expectations, along with a universal screener outcome.

The screenshot displays the MAP ReadingFluency interface for a student named Carlos Bryant in 2nd Grade. The report is for the Fall 2021-2022 term, specifically for an Adaptive Oral Reading test in English. The student's performance is summarized in three main sections: Oral Reading Rate, Oral Reading Level, and Profile & Next Steps.

ORAL READING RATE: Carlos meets the grade level expectation (M). The fall expectation is 50 wcpm in 2nd grade text.

ORAL READING LEVEL: Carlos's Lexile oral reading measure is 120L. Oral reading materials in 2nd grade typically have Lexile oral readability measures from 380L to 580L.

PROFILE & NEXT STEPS: Carlos reads with a good rate, but his accuracy is not yet at a level that supports deeper comprehension. Recommendations include building comprehension for readers with a good rate and building decoding accuracy for readers with a good rate.

Test Details and Results:

Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension	Actions
Losing Teeth	400L	70	93%	2/6 (33%)	Review Audio
Bird Nests	220L	67	92%	3/6 (50%)	Review Audio
Group World Records	980L	FIELD TEST	-	-	Review Audio

Picture Book (Warm-up)	WCPM (Raw)	Accuracy	Actions
Duck in the Sink	70	93%	Review Audio

Activity	Raw Score
Sentence Reading Fluency	20/22

Audio review

The audio archive allows teachers and families to hear oral reading fluency progress, both season to season and year to year.

The screenshot shows the MAP Reading Fluency interface. At the top, the logo "map Reading Fluency" is on the left, and "Logged in as NWEA Reviewer" is on the right. Below the logo is a navigation bar with icons and labels for "PROCTOR DASHBOARD", "ASSIGNMENTS", "STUDENT PASSWORDS", and "REPORTS". The main header shows a back arrow, "Back to Report", the student name "Carlos Bryant - 2nd Grade", and a "(Grade when tested)" note, followed by a "SAVE" button.

The main content area is titled "REVIEW AUDIO" and features a progress bar at 0:00 / 4:59. Below the progress bar is a text editor for the passage "Losing Teeth". The text in the editor is: "Have you ever lost a tooth? I sure have. I was worried before it happened. But now I am happy. Now I have a story to tell! Last month, I lost my first one. I started to eat a taco. I forgot that my tooth was loose. I took a big bite. I crunched the shell of the taco. Then my mouth felt odd. I felt a gap. I wondered where my tooth was. Did I eat it? I put down my food. My taco tipped over. Guess what fell out of it? It was my tooth. Just a week later, I lost another one. This time, it was math that made it come out. I sat down to do my math. It was a little hard. I had to really think. I closed my eyes. I tapped my pencil on my mouth. On one tap, it happened. I guess it poked my other loose tooth. Before I knew it, it fell out. It landed on the math problem. The good news is, it made me think of the answer. Are you worried about losing a tooth? If you are, this story is for you. It has a lesson. Watch out for tacos and math!"

Editing tools include "Undo", "Redo", "Clear Changes", and "Omit Passage".

On the right side, there is a "System Score" section showing a score of 70 (WCPM(scaled)) and a "Hand-Score" section which is currently empty. Below this is a "Keyboard Controls" section with buttons for "Next word", "Previous word", "Start/Stop audio", "Rewind (5 sec)", "Fast forward (5 sec)", "Correct", "Substitution", "Omission", and "Unattempted".

At the bottom right is a "Shared Notes" section with a text input field containing "Adds syllable for silent-e" and a character count of "0 / 500". A "Learn More" link is also present.

A closer look at MAP Growth

Taking the test

MAP Growth is an interim, computer-adaptive test designed to help educators better understand student performance and growth over time. Students answer multiple choice, drag-and-drop, and other innovative question types that leverage technology and interactive design to assess early learners.

If students answer a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

MAP Growth 2-5 (Reading) scope of content*

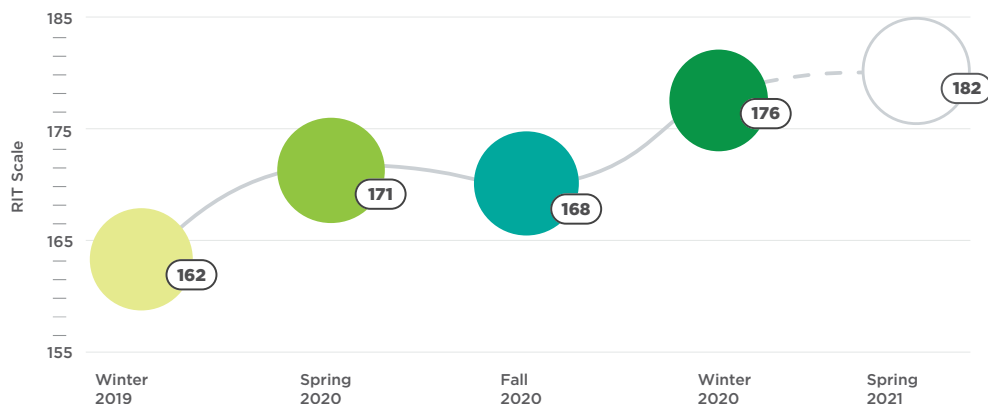
Literary Text	Analyze Theme and Literary Elements; Summarize
	Analyze Point of View, Features, and Structure
Informational Text	Analyze Central Idea, Concepts, and Events; Summarize
	Analyze Point of View, Purpose, Features, and Structure
Vocabulary	Vocabulary

*Instructional area descriptions vary state to state according to each state's standards.

The scope of content for MAP Growth K-2 (Reading) includes some foundational skills content in addition to reading comprehension and vocabulary with audio support.

What sets MAP Growth apart?

Stable scoring scale. Every question on a MAP Growth assessment is calibrated to our proprietary RIT scale. MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing teachers and families to track a child's progress throughout the school year and across multiple years.



Actionable data. MAP Growth reports transform raw data into insights that help educators act. Teachers use them to differentiate instruction, inform learning goals, and communicate with families. Higher-level reports give administrators the context to drive improvement across entire schools and systems.


Look ahead. MAP Growth projects proficiency on state assessments, helping educators understand what additional supports students may need to reach grade-level standards.

MAP Growth reports

By adapting to how each student answers questions, MAP Growth creates a personalized assessment experience that accurately measures each student’s performance and growth. Timely reports deliver essential information that can be used to inform both teaching and learning. See below for a sampling of MAP Growth reports and typical use cases.

The Grade Report

Purpose-built for building- and district-level leaders, this student performance report provides a clear view of unfinished learning and systemic instructional gaps. With these insights, administrators can make data-informed decisions regarding curricula and resource allocation.



Grade Report

Grade 5

Term: Fall 2019-2020
District: NWFA Sample District
School: Mesa Verde Elementary School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2019)
Grouping: None
Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students with Valid Growth Scores	143
Mean RIT Score	217.6
Standard Deviation	16.9
District Grade-Level Mean RIT	211.5
Students At or Above District Grade-Level Mean RIT	95
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	100

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (± Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017	23	16%	15	10%	16	11%	27	19%	62	43%	216-218-219	16.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	24	17%	18	13%	11	8%	29	20%	61	43%	216-217-219	18.2
Number and Operations	19	13%	19	13%	15	10%	28	20%	62	43%	216-218-219	17.6
Geometry	24	17%	18	13%	18	13%	25	17%	58	41%	215-217-218	18.1
Measurement and Data	20	14%	17	12%	16	11%	32	22%	58	41%	216-218-219	17.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: **1 The test duration was too short to provide a valid result. **2 The overall RIT score for this test is above the valid range. **3 The overall RIT score for this test is below the valid range.

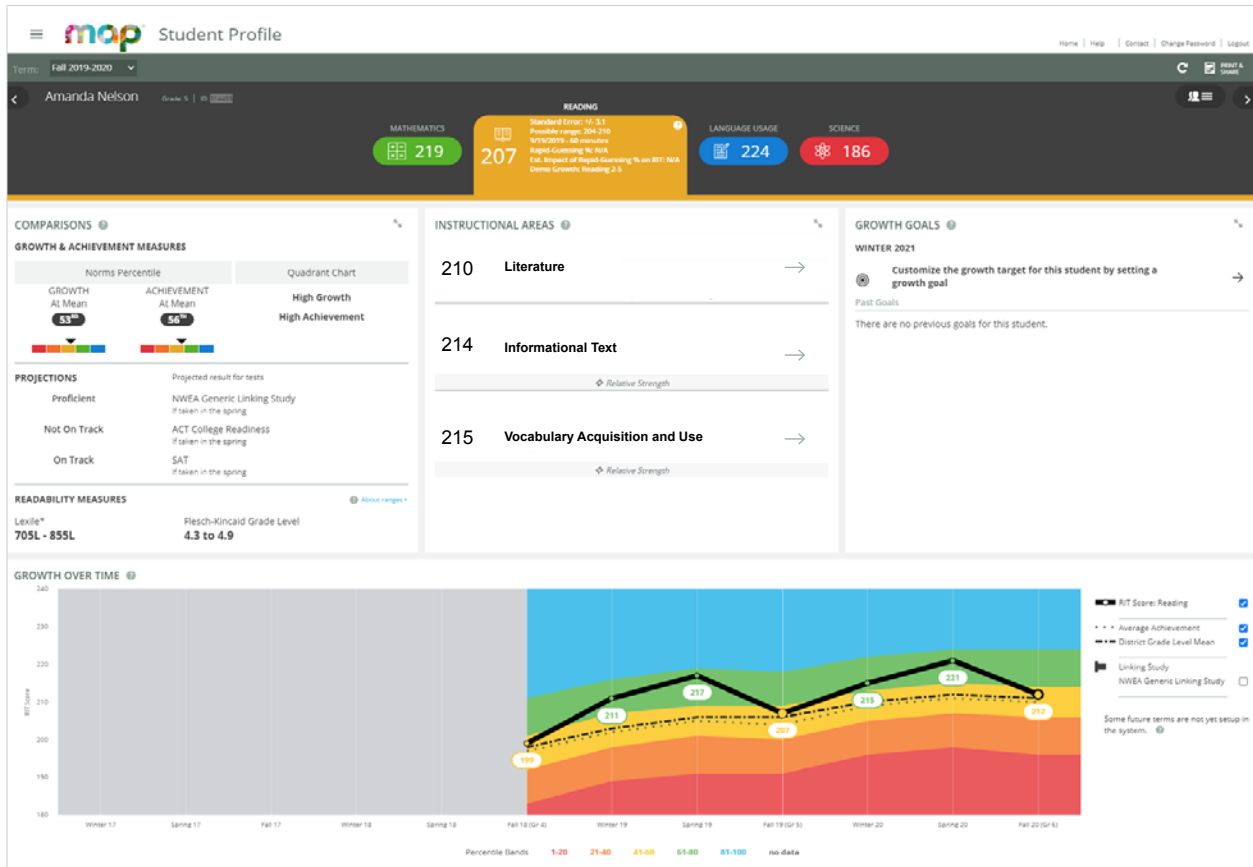
**4 The standard error for this test is below acceptable limits. **5 The standard error for this test is above acceptable limits. **6 The test has been identified as invalid. **7 High level of rapid guessing has invalidated test.

Due to statistical availability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.


The Student Profile Report

This report provides students, classroom teachers, and instructional coaches with individual student growth and achievement trends over time, both season to season and year over year.



The Class Report

This report provides teachers a high-level view of strengths and areas where students in the class may require additional support within a subject. Having a clear view of areas where the class may need additional instructional time helps teachers plan with confidence.



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2019)
Small Group Display: No

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students with Valid Growth Scores	27
Mean RIT	213.8
Median RIT	217
Standard Deviation	19.1
District Grade-Level Mean RIT	206.1
Students At or Above District Grade-Level Mean RIT	18
Grade-Level Mean RIT	204.5
Students At or Above Grade-Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017	2	7%	5	19%	3	11%	8	30%	9	33%	210-214-218	217	19.1
Instructional Area RIT Range													
Vocabulary Acquisition and Use	2	7%	5	19%	3	11%	6	22%	11	41%	211-215-219	215	19.7
Literature	3	11%	3	11%	5	19%	3	11%	13	48%	211-215-219	218	19.3
Informational Text	2	7%	4	15%	5	19%	6	22%	10	37%	210-214-218	214	19.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Validation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

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Supporting success with the MAP Suite for Early Learning

Implementation

We pride ourselves on a comprehensive, personal implementation process. As our partner, you'll get a system of support designed to help your school or district use MAP Reading Fluency and MAP Growth with ease, either remotely or onsite.

From device checks and technical troubleshooting to professional learning and resources for families, our process will ensure your team is prepared to gather, access, and analyze data with confidence.

Technology

Our online assessments are compatible with most popular operating systems and devices, including iPads® and Chromebooks®. You can easily access videos, quick-start guides, and best practices, including support for remote testing based on nearly a decade of successful remote delivery.

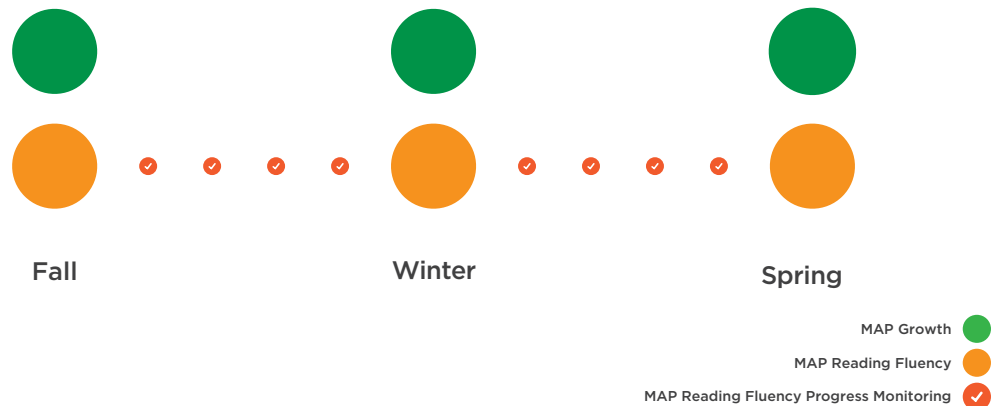
Professional learning

NWEA offers a robust slate of professional learning experiences and services—designed by experienced educators to bring curriculum, instruction, and assessment into alignment—then measures their efficacy to ensure the short- and long-term goals of the school or district are met. Design, align, and measure—it's the best way to help educators receive the relevant, comprehensive training they need to improve outcomes for kids.

Using MAP Growth and MAP Reading Fluency together

- Both assessments are accessed through the NWEA assessment platform with a single educator entry point and common rostering.
- It is recommended each assessment is administered at consistent times throughout the year to get comparable data points.
- MAP Growth and MAP Reading Fluency should be administered in separate test sessions within two weeks of each other to get a multidimensional view of the student at the same point in time.
- MAP Reading Fluency results can be used as an indicator for MAP Growth 2–5 readiness, where reading comprehension is assessed without the aid of audio supports.
- Each assessment focuses on different sets of standards. MAP Reading Fluency assesses standards focused on constrained, foundational skills. MAP Growth Reading focuses on the unconstrained anchor standards related to reading comprehension.

MAP Suite for Early Learning



Working together to support emerging readers

We compiled common questions early learning decision-makers hope to answer through assessment. Here's how MAP Growth Reading and MAP Reading Fluency can help.

	MAP Growth Reading	MAP Reading Fluency	Context
Are students growing? Is there data available to help me intervene early should reading difficulties arise?	✓	✓	Both assessments show whether students are growing in their reading skills. However, the specific skills and level of granularity in insights may differ.
Are students projected to meet proficiency benchmarks on state assessments?	✓		MAP Growth provides projected proficiency scores on state tests.
Do teachers have the trustworthy data they need to provide proper scaffolds to help students access grade-level text?	✓	✓	Insights from MAP Reading Fluency and MAP Growth help teachers decide between decoding or fluency-focused intervention strategies and strategies that focus on reading comprehension.
What foundational skills or concepts are students having trouble with?		✓	MAP Reading Fluency provides coverage for meaning-making, decoding, and language comprehension skills.
Can students read with sufficient rate and accuracy to support comprehension?		✓	MAP Reading Fluency measures the constrained skills required to achieve this capstone fluency standard.
How are English/Spanish emerging bilingual students doing in reading?	✓	✓	Both MAP Growth Reading and MAP Reading Fluency include Spanish benchmark assessments.
Do any students have possible risk factors for dyslexia or other reading difficulties?		✓	The dyslexia screener and universal screener/benchmark included with MAP Reading Fluency flag student performance that may indicate a possible reading difficulty.
Are students able to read and understand increasingly difficult informational and literary text?	✓		MAP Growth assesses anchor standards connected to reading comprehension.



See what's possible for your early learners

When elementary educators are empowered with trustworthy data, and when emerging readers can demonstrate what they know and what they're ready to learn next, schools and districts can improve student outcomes and foster a culture of growth.

MAP Growth Reading and MAP Reading Fluency work together as part of MAP Suite for Early Learning to make it possible.

Ready to get started? Visit [NWEA.org](https://www.nwea.org).

nwea

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