



MAP Reading Fluency Parent Meeting

Thursday, March 18, 2021

7:00 p.m.

What is MAP Reading Fluency?

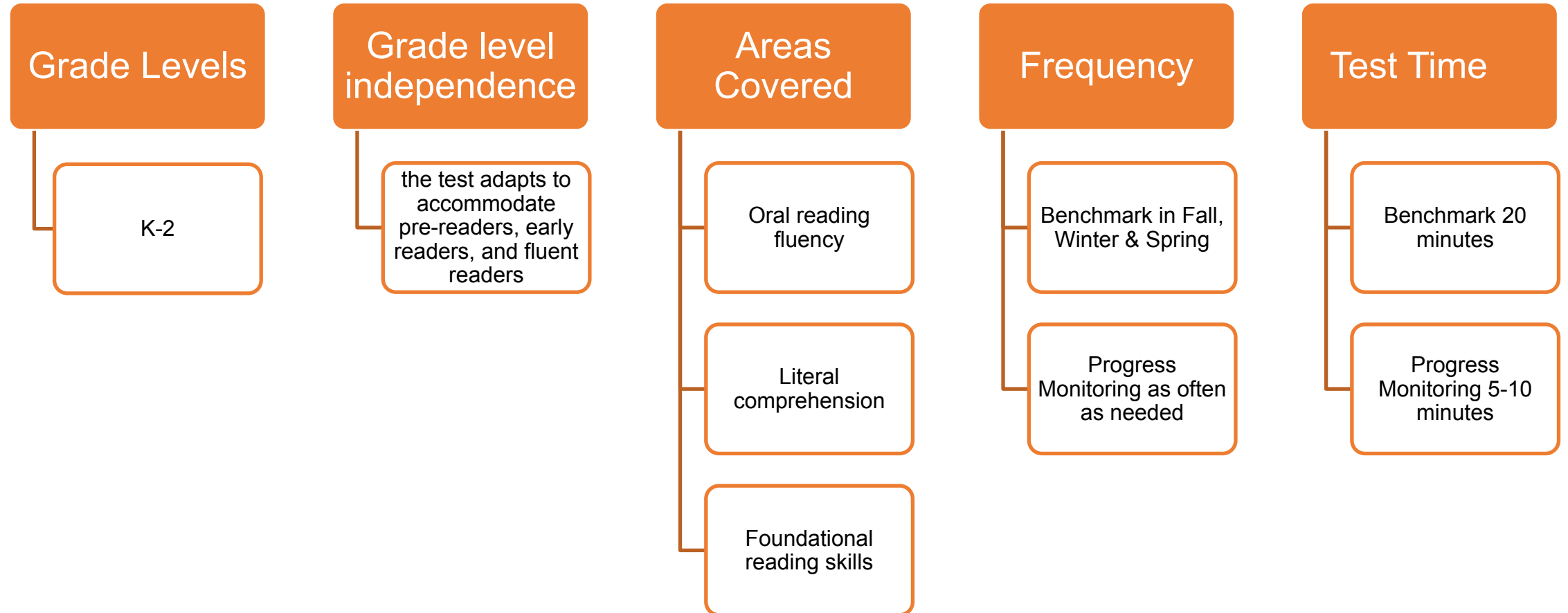
It is an adaptive universal screening and progress monitoring assessment.

It provides educators with comprehensive reports and actionable data to improve instructional decisions.

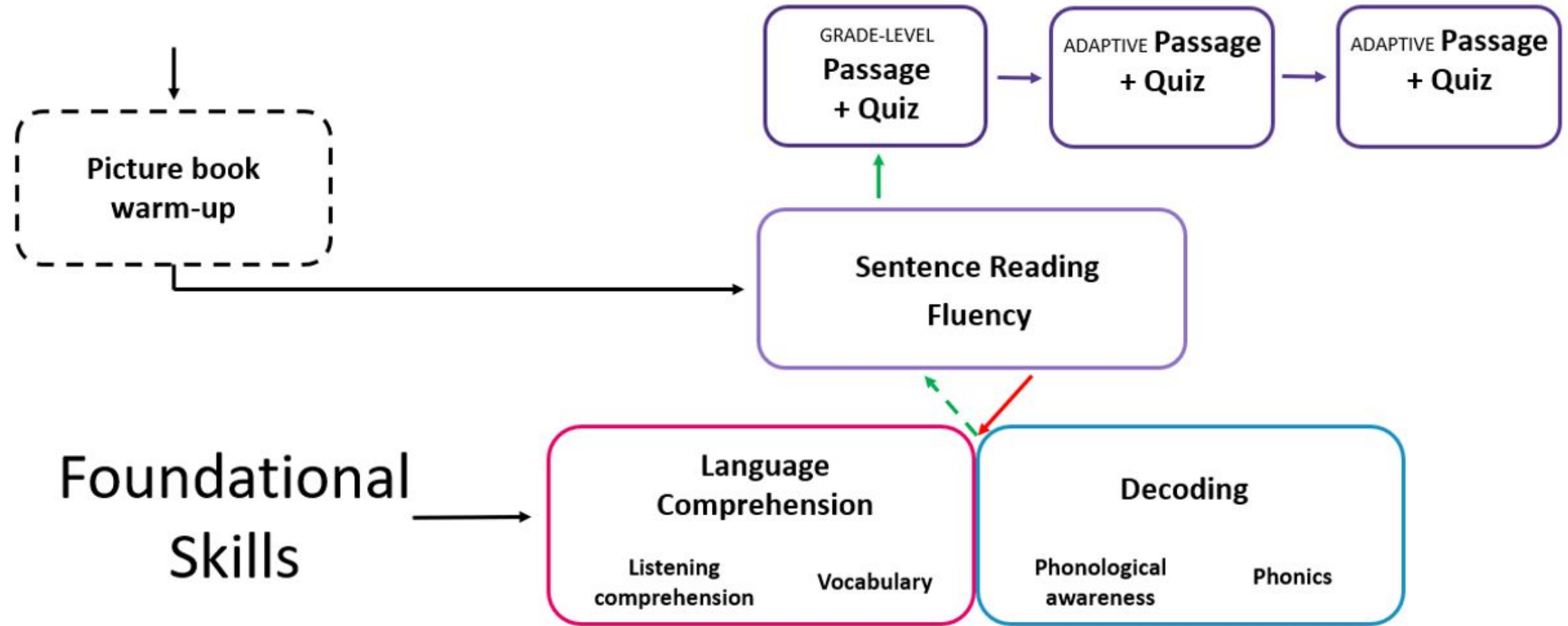


**How do you measure
oral reading fluency today?**

MAP Reading Fluency - *Oral Reading Fluency Assessment*

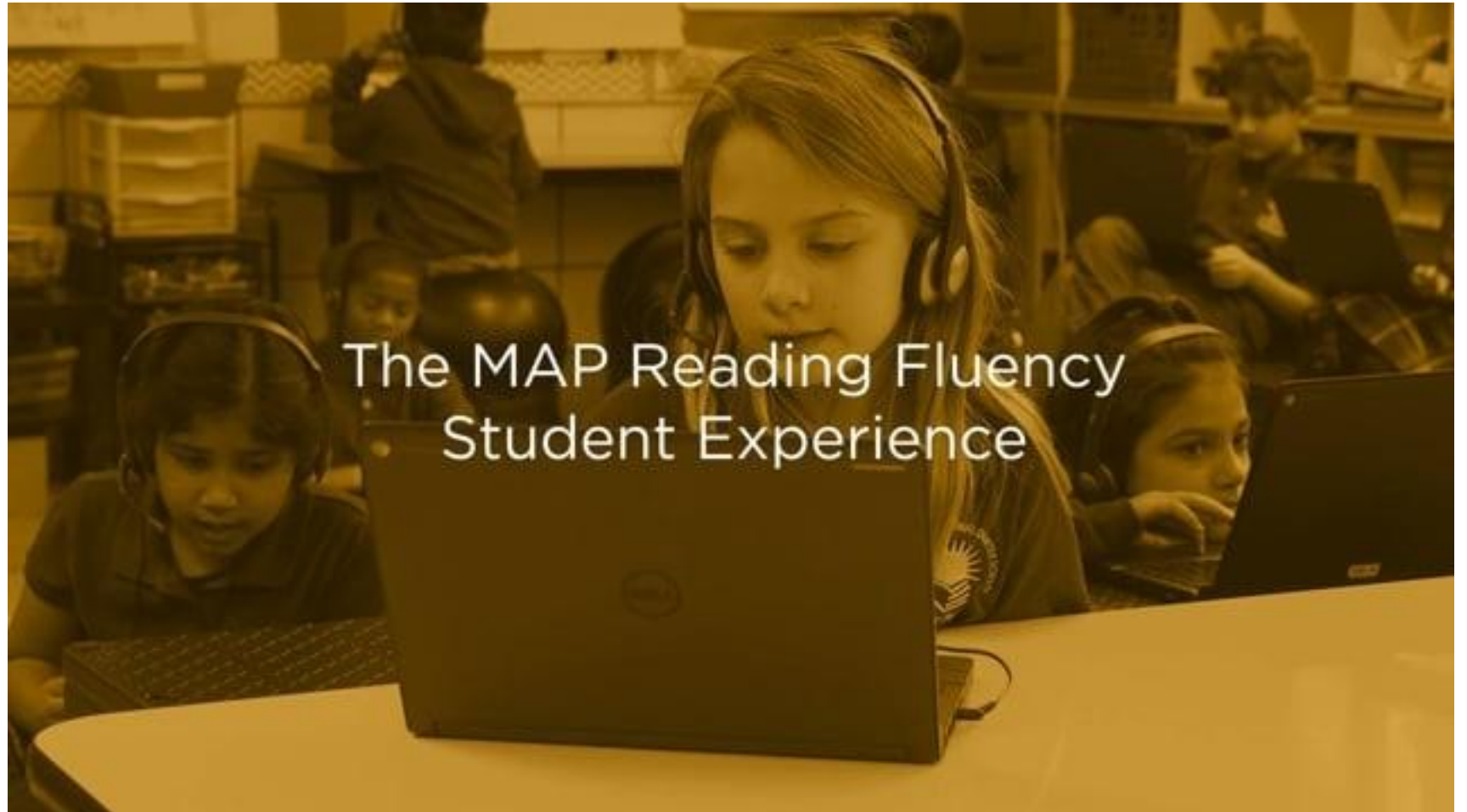


Adaptive Oral Reading

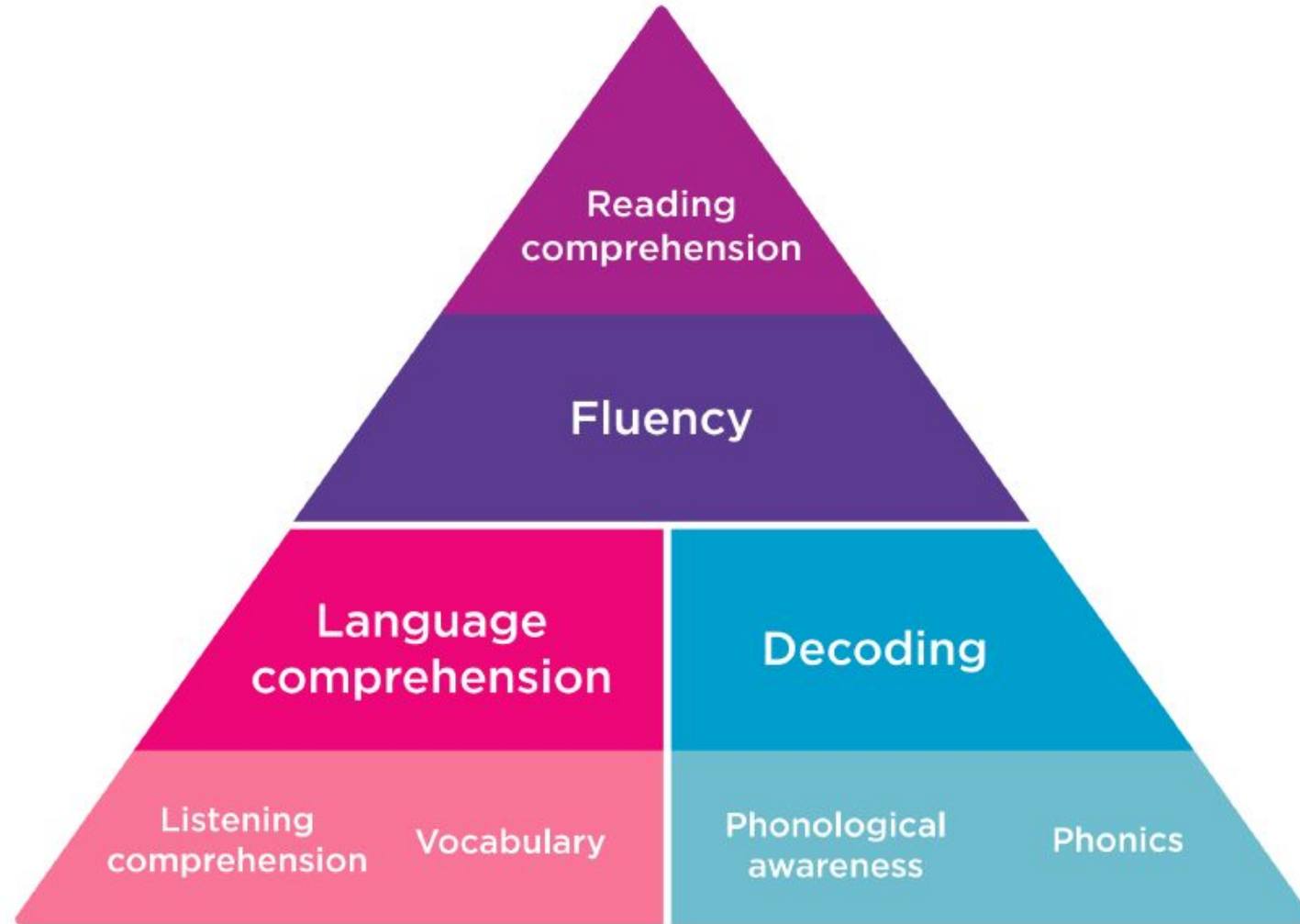


What
Students
See

The MAP Reading Fluency
Student Experience



Reading Framework



Performance Levels

- Performance levels explain progress toward grade-level expectations



Performance Level Key

E	Exceeds
M	Meets
A	Approaching
B	Below
NS	No Score
NE	No Expectation



Term:

Fall 2019-2020

Grades:

All grades

Classes:

All Classes

Language:

English

Print

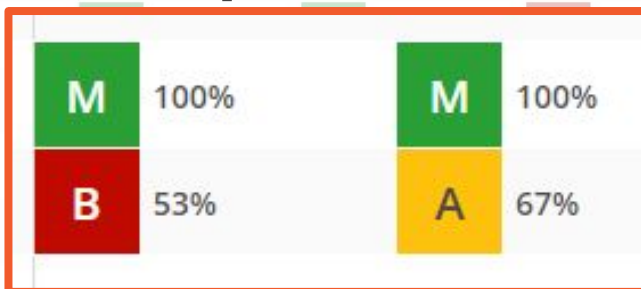
Export

Benchmark Report ☒ Only show students with results

All Classes | 30 Students



Language Comprehension



Decoding



Reading Comprehension

Sentence Reading Fluency		Oral Reading Rate		Accuracy		Literal Comprehension		Instructional Reading Level	
A	15/20	E	90	B	77%	B		B	< 210L
A	12/15								
B	5/8								
M	23/24	E	90	M	96%	M		M	450L
M	15/16	M	56	B	85%	B		B	< 210L
M	20/22	M	70	A	93%	B		A	210L
M	17/17	M	73	E	100%	M		E	500L
M	18/19	M	55	M	96%	M		M	450L
M	25/25	M	74	A	90%	M		M	400L
M	29/29	E	140+	E	99%	E		E	> 500L
M	22/23	E	86	E	98%	M		E	500L
A	21/25	M	76	A	94%	E		E	500L
M	25/27	M	82	M	97%	M		E	500L

MAP Reading Fluency Data Review Goal:

Get the data you need to efficiently drive student grouping and differentiated instruction by exploring the data to ask:

- **What additional data will I use along with MAP Reading Fluency to help me make instructional adjustments?**

At each grade level (K-2) teachers reviewed their data using these questions.

How is my class doing?

How are groups of students doing?

How are individual students doing?

Performance Level Key

E Exceeds **M** Meets **A** Approaching **B** Below **NS** No Score **NE** No Expectation

Kindergarten

TERM

Fall 2020-2021

LANGUAGE

English

TEST

Adaptive Oral Reading (09/29/2020)

Performance Results

DECODING

E

Exceeds grade level

Phonological Awareness: [redacted] is working at the Blending & Segmenting level (3)

E

Exceeds grade level

Phonics/Word Recognition: [redacted] is working at the Letters in Words level (2)

LANGUAGE COMPREHENSION

M

Meets grade level

Listening Comprehension: [redacted] understood 67% of complex oral sentences.

E

Exceeds grade level

Picture Vocabulary: [redacted] matched pictures to 100% of oral vocabulary words.

Recommended Next Steps

Students with this profile benefit from **bringing awareness of phonemes to their word decoding**.

To develop **phonics** skills, make opportunities for both decoding and encoding. Let students build a simple word by filling in a missing letter—or make a new word by changing one letter. Encourage phonetic or “invented” spelling, or writing. Tap into a strength in **awareness of phonemes** with tools like Elkonin boxes, where students place a marker for each phoneme. Exchange markers for letters sometimes, to support word decoding. Activities that support these aims are linked below.

Looking ahead: Moving letter tiles for each phoneme in a word will help students get to **decoding and encoding CVC** words.


Students need strong language comprehension skills to develop strong reading comprehension. To develop better language comprehension, students need language-rich environments, broad experiences, and playful support from adults.

Language-rich environments promote interactive dialogue. They include read alouds and discussion of words and books. Show and tell and other sharing opportunities get children talking. Include chances to ask and answer questions, to extend vocabulary and sentence complexity.

Broad experiences move beyond school walls and traditional skill development. Field trips, art and science units, and themed play centers give children reasons to learn and use new words and ask new kinds of questions.


MAP Reading Fluency Individual Student Report


Student Report—Foundational Skills


 Reading Fluency

Logged in as Trey Velasquez Randall

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 PROCTOR DASHBOARD

 ASSIGNMENTS

 REPORTS

Student Passwords

Term: Fall 2020-2021

Test & Date: Adaptive Oral Reading, English (8/07/20)

A

Print

[←Back to Matrix](#) Deon Hemphill - 2nd Grade (Grade when tested)

Benchmark

Progress Monitoring

DECODING B

B Below grade level

Phonological Awareness: Deon is working at the Blending & Segmenting level (3)

A Approaching grade level

Phonics/Word Recognition: Deon is working at the Decodable: One-syllable level (4)

LANGUAGE COMPREHENSION C

M Meets grade level

Listening Comprehension: Deon understood 100% of complex oral sentences.

M Meets grade level

Picture Vocabulary: Deon matched pictures to 100% of oral vocabulary words.

PROFILE & NEXT STEPS D

Deon has solid language comprehension and can decode many one syllable words. He/she shows some awareness of phonemes.


[Mapping phonics patterns to phonemes](#)

[Additional focus for students at risk](#)

E

Test Details and Results

Student Report—Adaptive Oral Reading

map Reading Fluency

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PROCTOR DASHBOARD | ASSIGNMENTS | REPORTS

Student Passwords

Term: Fall 2020-2021 | Test & Date: Adaptive Oral Reading, English (8/07/20) | A | Print

[← Back to Matrix](#) Carlos Bryant - 2nd Grade (Grade when tested)

Benchmark

Progress Monitoring

ORAL READING RATE B

M Meets grade level
Carlos meets grade level expectation.
Fall expectation: 50 wcpm in 2nd grade text

ORAL READING LEVEL C

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 D

Carlos reads with good rate, but his/her decoding accuracy and understanding are both insufficient.
[Building comprehension for readers with good rate](#)
[Building decoding accuracy for readers with good rate](#)

E

Test Details and Results

Passage Title	F Lexile® Text Measure	G WCPM (Scaled)	H Accuracy	I Comprehension	J Actions
Losing Teeth	400L	68	93%	2/6 (33%)	Review Audio

Oral Reading Level

- Indicates a student's ability to read text aloud with good rate and accuracy.
- It is reported as a Lexile[®] oral reading measure, based on the Lexile oral readability (difficulty) of passages read and the students oral reading performance.

Grade	Typical Lexile oral readability
Pre-K	Not applicable
K	110L – 430L
1	190L – 460L
2	380L – 580L
3	510L – 700L
4	560L – 770L
5	610L – 850L
6 and above	Not applicable

Recommended Next Steps

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Language-rich environments promote interactive dialogue. They include read alouds and discussion of words and books. Show and tell and other sharing opportunities get children talking. Include chances to ask and answer questions, to extend vocabulary and sentence complexity.

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Questions ?

What general questions do you have about the information we shared?

What else do you want to know about MAP scores?