| MAP Fluency Data Dive #1	MAP Reports Site: teach.mapnwea.org
Use the questions below and linked resources to analyze your students' Fluency data from the first assessment win dow.	● MAP Fluency Technical Report ● Benchmark One-Page ● MAP Fluency Levels Explained ● Literacy Flow Chart

Step 1. Analyze Reports

On the Benchmark Matrix you'll see a color-coded scoring measure of how each student in a class performed on the major components of reading development. Use the Benchmark One-Page (above) to support analysis.

Only the most recently completed test will be shown on this report. Oral reading fluency performance is reported relative to grade-level expectations. Quartiles are reported and are color-coded.

The names of subscores appear across the top of the report. Only the most recent test taken in the term will be reported.
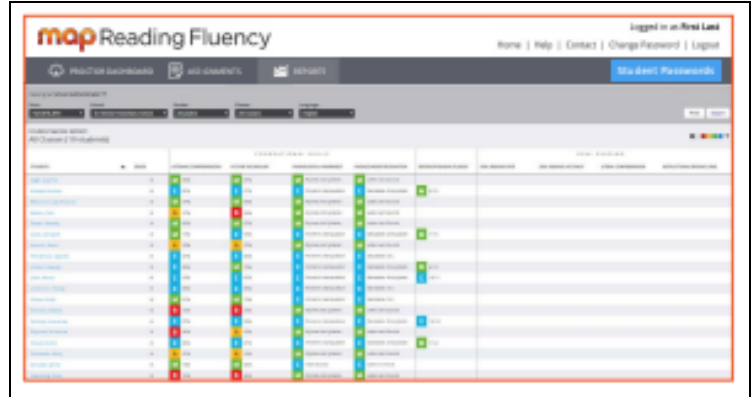
	Students Exceeding Grade level (# or %)	Students at Grade Level (# or %)	Students Approaching Grade Level (# or %)	Students Below Grade Level (# or %)
Listening Comprehension	**n/a**			
Picture Vocabulary	**n/a**			
Phonological Awareness				
Phonics				
Sentence Reading Fluency				
Oral Readers				

Student Name	Oral Reading Rate	Accuracy	Literal Comprehension	Recommended Lexile level

Which students were flagged, either in the Dyslexia or Benchmark Matrix Reports?

Whole Class Strengths	Whole Class Needs

Step 2: Consider Small Group Needs
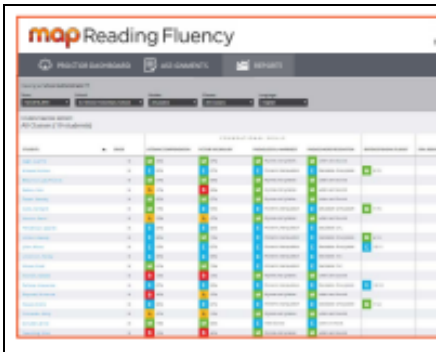
Students may need instruction in small, flexible groups in order to get their skills needs addressed.

Use the **Phonics Column** to group children in Foundational Skills by **phonics skill** as a way to organize for data action planning. Plan for additional assessment as needed, or move straight to instructional planning. Click on the "phonics" header to sort the data.

Tools for continued assessment	Tools for instructional planning
● Observational Literacy Assessment ● IDI ● Heggerty	● Small Group Instruction Cycle Planning ● Lesson Planning templates

MAP Phonics Level: **Decodable One-Syllable (levels 4 & 5)** Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable). *If administering IDI begin at_____*

MAP Phonics Level: **CVC words (level 3)**			
Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable) *If administering ID start at _____*

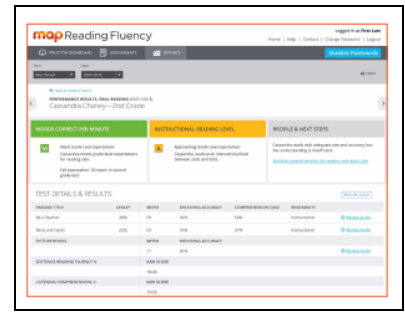| MAP Phonics Level: **Letters in Words (level 2)**			
Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable) *If administering CORE Phonics Survey, begin at Part A to determine letter id/sound proficiency.*

MAP Phonics Level: **Letters and Sounds (level 0 & 1)**			
Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable) *If administering CORE Phonics Survey, begin at Part A to determine letter id/sound proficiency.*

For Oral Readers, use the **Accuracy column** to group children according to accuracy, a way to organize for data action planning. Analyze the strengths and needs of the children within each of those categories to determine next steps for instruction and for further assessment.

- Did the child have low accuracy and low comprehension?
- Did the child have strong comprehension, but low accuracy?
- How was the child's WPM reading?

Accuracy Level: **95%-100% Accuracy** Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable)

Accuracy Level: **90-94% Accuracy** Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable)

Accuracy Level: **Below 90% Accuracy** Skill(s) to Target:			
Student Names	Needs	Strengths	Formative Assessment Next Step (when applicable)

Step 3: Determine Individual Student Needs

Use the Individual Student Report for further exploration of individual student strengths and needs.

Results for Foundational Skills: Click on any row in the Matrix Report to open the Individual Student Report for that student.
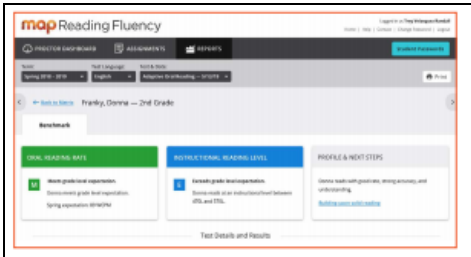
The Individual Student Report includes WCPM and decoding accuracy for picture book reading, as well as the student's scores on listening comprehension, picture vocabulary, phonological awareness, phonics/word recognition, and sentence reading fluency.

Click the link under Profile & Next Steps to see suggestions for individual student activities. Sentence Reading Fluency may appear as a subtest if the student did well in phonics.

Add student noticings above next to the names of children in each table (see "strengths" and "needs")

For students who completed an Adaptive Oral Reading assessment, results appear with high-level results at the top and details below.

In the middle box, the Lexile® oral reading measure incorporates several factors, including reading rate, accuracy, and oral readability of text. Use this score for evaluating overall reading fluency and for tracking student growth. You may click on the blue hyperlinks to listen and review student audio.

Step 4: Plan to Communicate to Students and Families

In preparing to talk with families about their child's reading progress, what three points will you share? Think about your priorities: to communicate how their child is doing, what you're doing in the classroom, and how they can support the child at home.

In preparing to talk with students about their reading progress, what three points would you share? Would these be the same points you share with families? How might you involve students in talking about their reading data?