IDENTIFY AND CLOSE K–5 READING GAPS

map Reading Fluency
with Coach reports

nwea

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Double student reading growth

MAP® Reading Fluency™ with Coach empowers educators to take immediate, informed action in their classrooms. By delivering precise early reading fluency data and personalized reading tutoring, it helps identify and close reading gaps for every K–5 student.

Inside, you'll discover how intuitive, actionable reports provide a comprehensive view of reading fluency, including foundational skills and oral reading performance, dyslexia screener flags, and more. Most importantly, the reports provide essential insights educators need to tailor instruction, target interventions, and make strategic decisions that drive real reading growth.

Reporting for teachers

Quickly connect to what's next

Teachers trust MAP Reading Fluency with Coach reports because they've been designed to provide a comprehensive view of student fluency. The teacher reports compile multiple relevant data points into intuitive dashboards, saving time and providing clear insights so teachers can take immediate action.

Quickly see student performance across essential literacy skills with the Benchmark Matrix report

Find an at-a-glance summary of your class's assessment performance, including scores and grade-level expectations on foundational skills, sentence reading fluency, and oral reading.

This report helps educators answer:

- How are students performing in foundational skills and oral reading?
- Which students are excelling or struggling in specific areas?
- How do different classes or grades compare?

Performance-level reporting legend: All reports use the following color indicators and associated letters:

- ■ Blue: Exceeds grade-level expectations
- ■ Green: Meets grade-level expectations
- ■ Yellow: Approaches grade-level expectations
- ■ Red: Below grade-level expectations
- □ Gray: NS No score
- ■ Dark gray: NE No grade-level expectations

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PROCTOR DASHBOARD   ASSIGNMENTS   STUDENT PASSWORDS   REPORTS ▾

Viewing as: Instructor ▾

Term:	Current Grade:	Class:	Language:
Fall 2024-2025	All Grades	All Classes	English

Print

Benchmark Matrix   Filter Results ▾   All Classes | 100 Students ■□■■■■

Student ↑	Tested Grade	FOUNDATIONAL SKILLS				Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition				
Baker, Lois	3					M 15/17	E 109	M 97%	680L
Ball, Horace	2	M 100%	M 100%	B Phonemic Manipulation	B Decodable: CVC	B 12/15			
Barnes, Robert	3					M 25/27	M 88	M 96%	650L
		E 80%	M 73%	E Initial Sounds	M Letters & Sounds	E 3/8			
Belcher, Benjamin	3	M 80%	A 60%	B Phonemic Manipulation	B Decodable: One-syllable	M 15/16			
Bowman, Nicolas	1	A 73%	A 60%	M Blending & Segmenting	M Decodable: CVC	A 5/11			
Brooks, Tina	3	B 47%	B 47%	B Phonemic Manipulation	B Decodable: One-syllable	B 12/15			
Bryant, Carlos	2					M 18/20	M 82	M 96%	575L
Bryant, Julia	3					M 24/25	E 113	M 97%	650L
Butler, Joseph	K	B 20%	B 13%	A Rhymes & Syllables	A Letters & Sounds	NE 1/14			
▾ Carr, Geoffrey	K	M 67%	M 73%	M Rhymes & Syllables	E Letters in Words	E 6/8			
Carter, Ralph	1	M 87%	M 80%	M Blending & Segmenting	M Decodable: CVC	M 10/11			
Carter, Rebecca	1	M 80%	A 67%	M Blending & Segmenting	M Decodable: CVC	M 9/12			
Chandler, Jim	3					M 15/17	E 148	E 99%	700L

Dive into detailed student insights with the Student report

See individual student performance from any assessment taken, including foundational reading, oral reading, and the dyslexia screener.
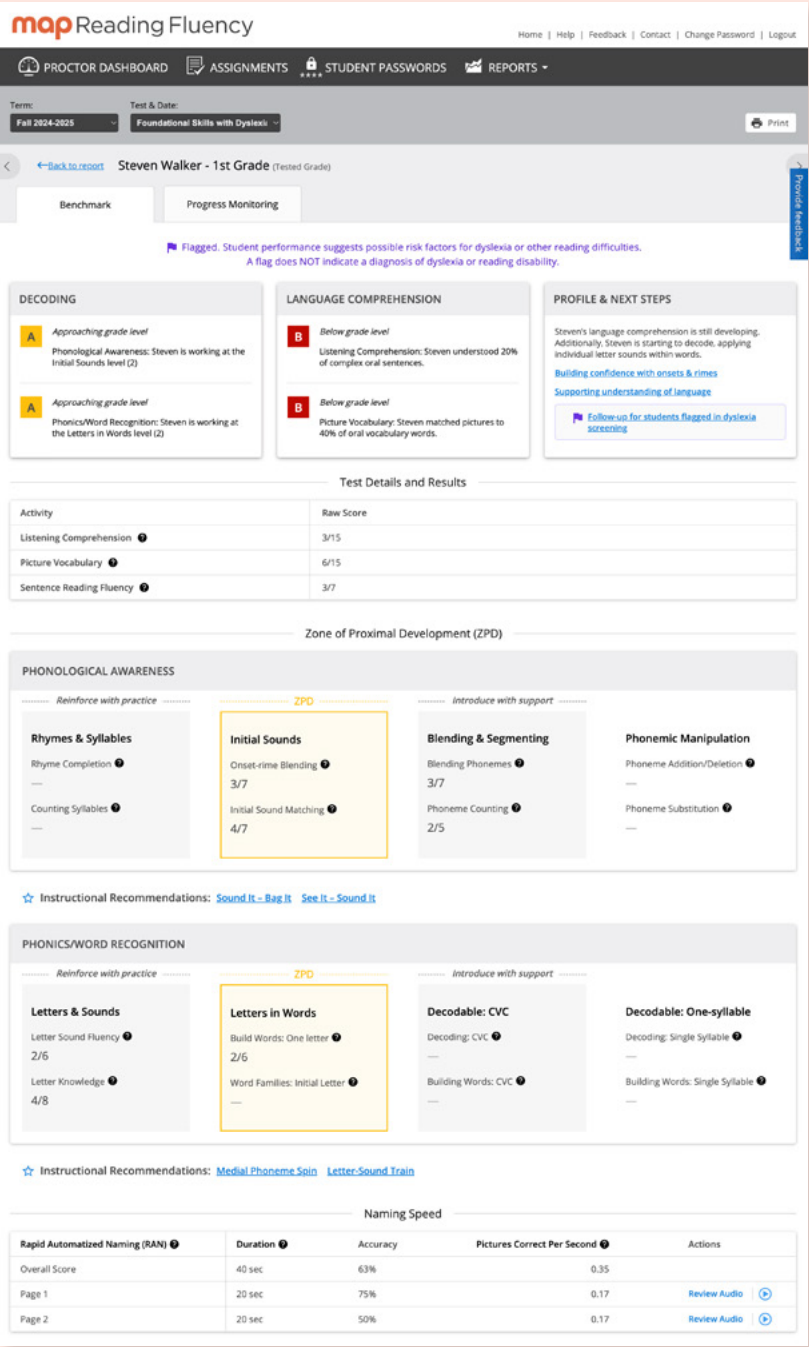
This report helps educators answer:

- What are the student's specific strengths and weaknesses in foundational literacy?

- How fluent is the student's oral reading relative to their grade level?

- How does the student's performance compare to grade-level expectations?

- What instructional strategies can help improve the student's skills?

- Does the student show potential risk factors for dyslexia or other reading difficulties?

Zone of proximal development: Identifies the student's ZPD in specific domains by highlighting their skill level in each of the learning progressions.

- Four skill stages are shown in each progression, with a total of six possible levels, 0–12. Levels 1–4 align to ZPD-like performance in each skill stage. For more information, visit here.

Review audio: Easily access the recordings of students reading out loud while following along with the text on screen.

Note: Depending on the assessment taken, the test details and results will change for foundational skills or oral reading.
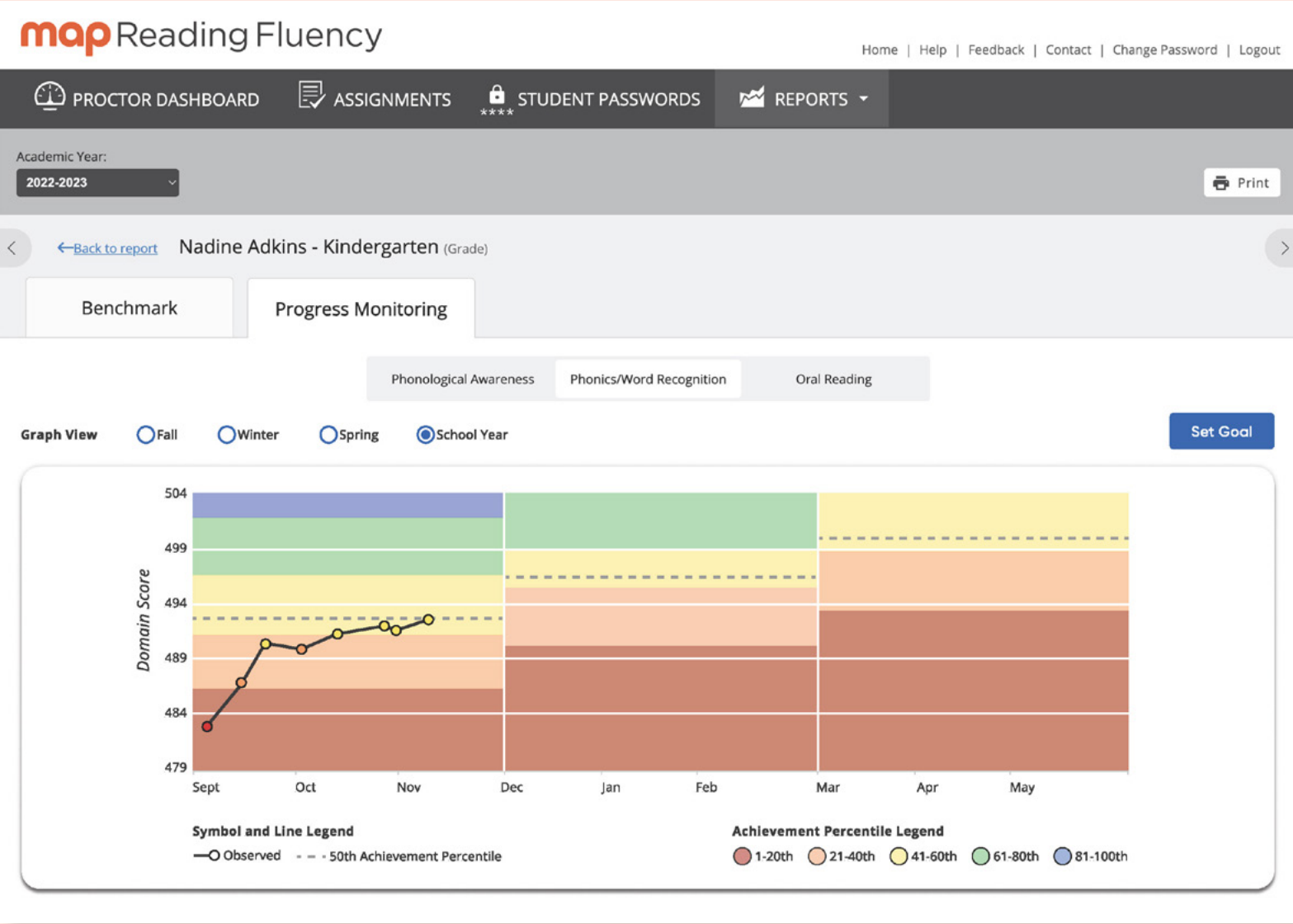
Monitor progress with the Student report

See a detailed view of a student's progress in foundational literacy skills over time, including changes to scaled scores and percentiles. Allows educators to set realistic student goals using achievement and growth norms in foundational skills.

This report helps educators answer:

- Is the student making consistent progress in foundational skills or oral reading?

- What areas need further support or adjustment in instruction?

- How does the student's performance compare across different assessment periods?

Progress-monitoring chart: Quickly see scaled domain scores for each progress-monitoring test in that foundational skills domain area. Hovering on the dot will display the related test event information.

Lexile® text measure: A measure of text complexity of a passage read for understanding.

Identify support opportunities with the Screener Outcomes report

See a summary of literacy screening assessment results, highlighting students who may be at risk for reading difficulties, including dyslexia risk. Find domain and scaled scores for foundational reading skills and words correct per minute for oral reading.

This report helps educators answer:

- Which students are flagged as at risk for reading difficulties?

- Which domains show a student's relative strength or area of opportunity, allowing comparison of normed percentile data?

- What next steps are needed for students flagged in the screener?

Universal screener and dyslexia screener outcomes: If a student's performance on a benchmark assessment suggests possible reading difficulties, an orange flag will display. If a student's performance on a dyslexia screener suggests possible risk factors for dyslexia, a purple flag will display. N/A will appear if the associated assessment was not taken by the student.

Domain score: Scaled domain score refers to scores placed onto a common unit of measurement, constructed so that scores within a given domain may be compared across test forms, school terms, school years or grades, and students.

Percentile: Displays the achievement status user norm percentile for the student's scaled domain score.

Status norms are presented as a percentile that communicates how students compare in relation to their peers in the same construct, grade, and term.

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PROCTOR DASHBOARD   ASSIGNMENTS   STUDENT PASSWORDS   REPORTS ▾

Viewing as: Instructor ▾

Term:	Current Grade:	Class:
Fall 2024-2025	2nd Grade	All Classes

Print

Screener Outcomes | 2nd Grade   Filter Results ⇌

All Classes | 27 Students

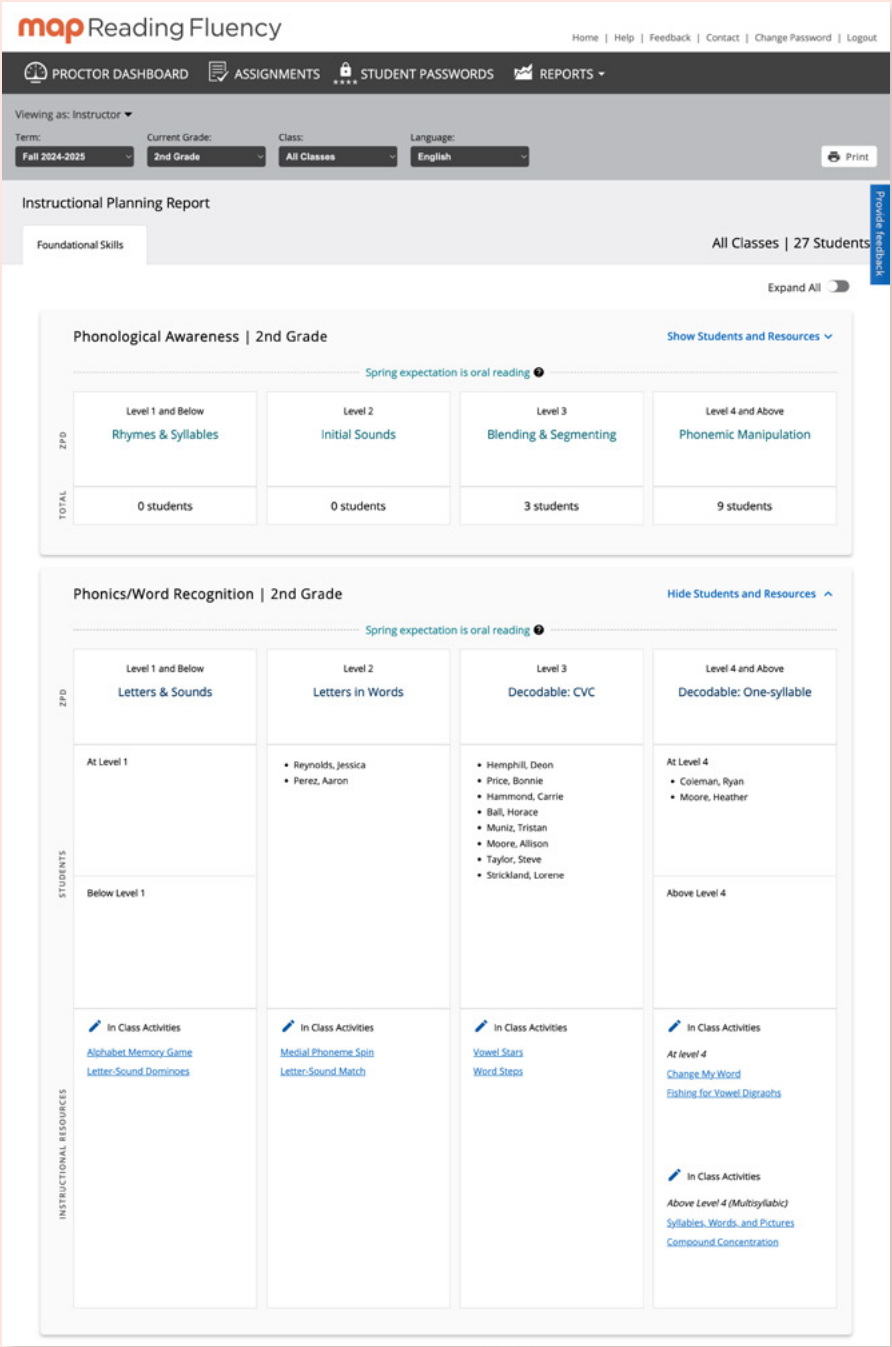| Student ↑	Universal Screener Outcome	Dyslexia Screener Outcome	FOUNDATIONAL SKILLS						ORAL READING ❓
			Phonological Awareness		Phonics/Word Recognition		Language Comprehension		Oral Reading Rate (scaled)
	What does flagged mean? ❓		Domain Score	Percentile	Domain Score	Percentile	Domain Score	Percentile	
Ball, Horace	🚩 Flagged	N/A ❓	500	34th	493	7th	500	45th	-
Bryant, Carlos	Not Flagged	N/A ❓	-	-	-	-	-	-	82 WCPM
Coleman, Ryan	Not Flagged	N/A ❓	501	44th	503	43rd	500	45th	-
Davis, Samuel	Not Flagged	N/A ❓	-	-	-	-	-	-	36 WCPM
Edwards, Jason	Not Flagged	N/A ❓	-	-	-	-	-	-	79 WCPM
Faulk, Jennefer	Not Flagged	N/A ❓	-	-	-	-	-	-	82 WCPM
Garcia, Lawrence	Not Flagged	N/A ❓	-	-	-	-	-	-	90 WCPM
Hammond, Carrie	🚩 Flagged	N/A ❓	500	35th	499	22nd	497	30th	-
Hemphill, Deon	🚩 Flagged	N/A ❓	500	34th	499	22nd	497	30th	-
Hodges, Cody	🚩 Flagged	N/A ❓	-	-	-	-	-	-	35 WCPM
King, Clarence	Not Flagged	N/A ❓	-	-	-	-	-	-	87 WCPM
Lopez, Inez	Not Flagged	N/A ❓	-	-	-	-	-	-	79 WCPM
Moore, Allison	🚩 Flagged	N/A ❓	501	39th	499	22nd	497	30th	-

Data-informed instruction with the Instructional Planning report

Find actionable insights and resources for classroom instruction, tailored to students' performance in foundational literacy skills. Students are grouped based on their user norm percentile.

This report helps educators answer:

- How should instruction be differentiated to meet the needs of students with varying skill levels?

- What resources are available to support students at different stages of literacy development?

- How can instruction be adjusted to support students' progress in specific areas?

Instructional resources: Links connect to individualized support, including in-class and at-home activities and teacher guides. The resources are specific to the identified ZPD or percentile grouping.

Drive 1:1 reading tutoring usage with the Tracking report

See at-a-glance management of tutoring time and configure the tutoring language to support language learners.

This report helps educators answer:

- How much practice time has each student logged?

- What language are my students building reading skills in?

Tutoring time this week: Shows the number of minutes each student has spent on practice this week. The color thresholds are:

🟥 Red: 1–9 minutes

🟨 Yellow: 10–29 minutes

🟩 Green: 30 or more minutes

Language settings: Set students' language mode. Coach can tutor students in English, Spanish, or both.

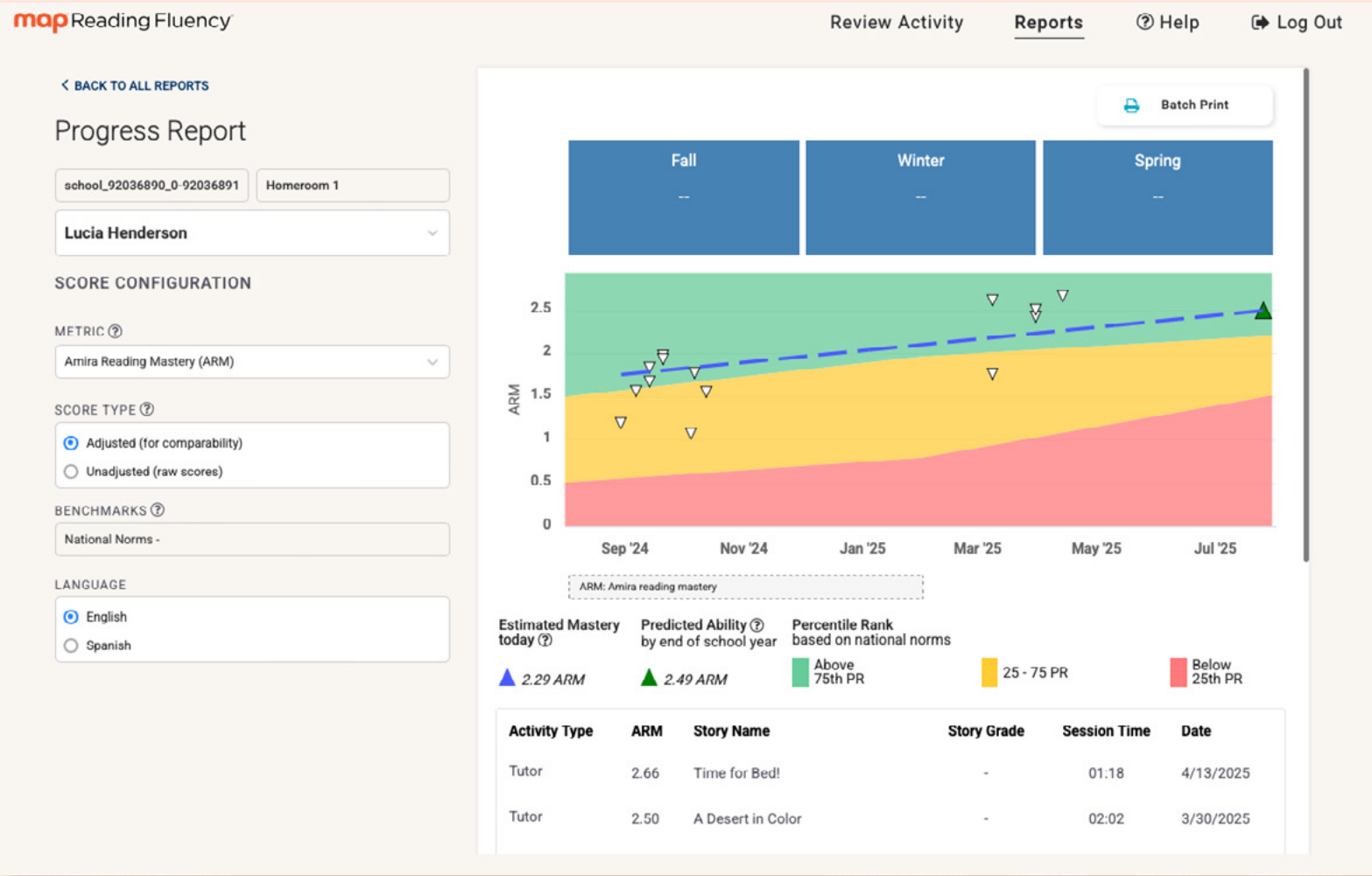# Monitor student growth with the Progress report

View performance of a student over time to monitor their growth and review specific tutoring sessions. Find projected mastery and completed sessions.

This report helps educators answer:

• Is the student making expected progress?

• What trends are emerging in their reading fluency?

ARM score: For students able to read connected text, this score is an adjusted WCPM; for early readers who are unable to read connected text, the score is for foundational skills mastery. This metric is similar to a grade-level equivalent (GLE) score. An ARM score is helpful for:

• Comparing reading ability across students within a grade

• Measuring an individual student's growth

• Placing every child in a class into instructional groups

• Benchmarking against national, state, or local norms

Dive into granular skills data with the Skills Status report

See a class-wide overview of reading skills organized by Scarborough's Reading Rope. Individual breakdown of student achievement is available in the skills diagnostic report.
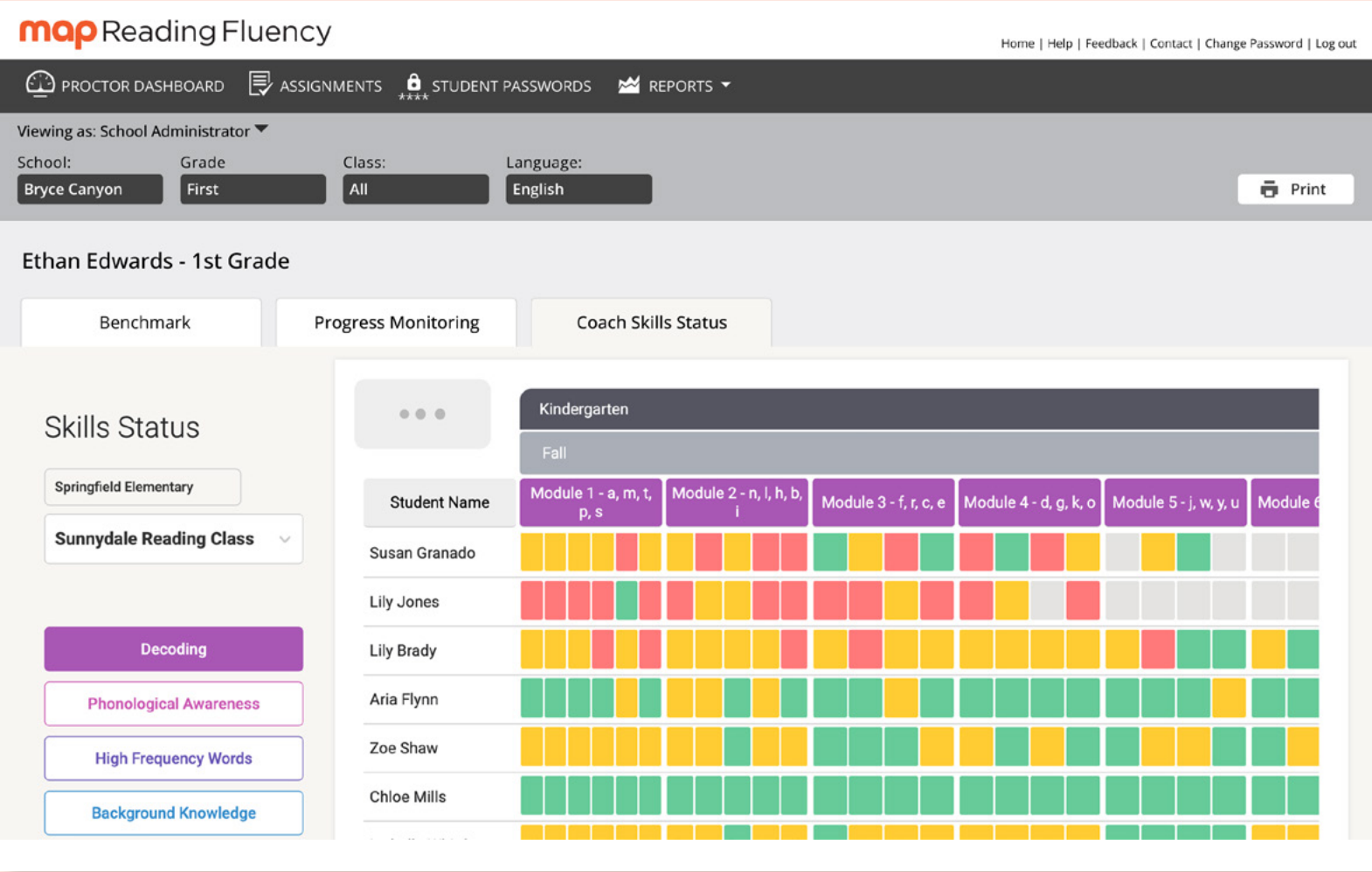
This report helps educators answer:

- Which skills are students mastering or struggling with?

- How can I group students for targeted instruction?

Color-coding details: The red/yellow/green color-coding system demonstrates a student's familiarity and proficiency with specific skills, taking into consideration two main factors:

1. **Number of exposures to the skill:** This refers to how many times a student has encountered or practiced a particular skill.

2. **Error rate percentage:** This is determined by the observations made by Maya.

Recommended resources: Click into each box to find recommended resources to support students in that granular skill development.

For the individual student view, navigate to the Skills Diagnostic report.

Reporting for school and district leaders

Clear reports help leaders solve three of the most challenging early literacy problems: seeing a comprehensive view of early readers' abilities, targeting instruction tailored to each student's needs, and driving reading growth with 1:1 personalized practice.

Get an at-a-glance view with the Term Summary report

Summarizes student performance for the entire term, with detailed breakdowns by foundational skills and oral reading fluency.
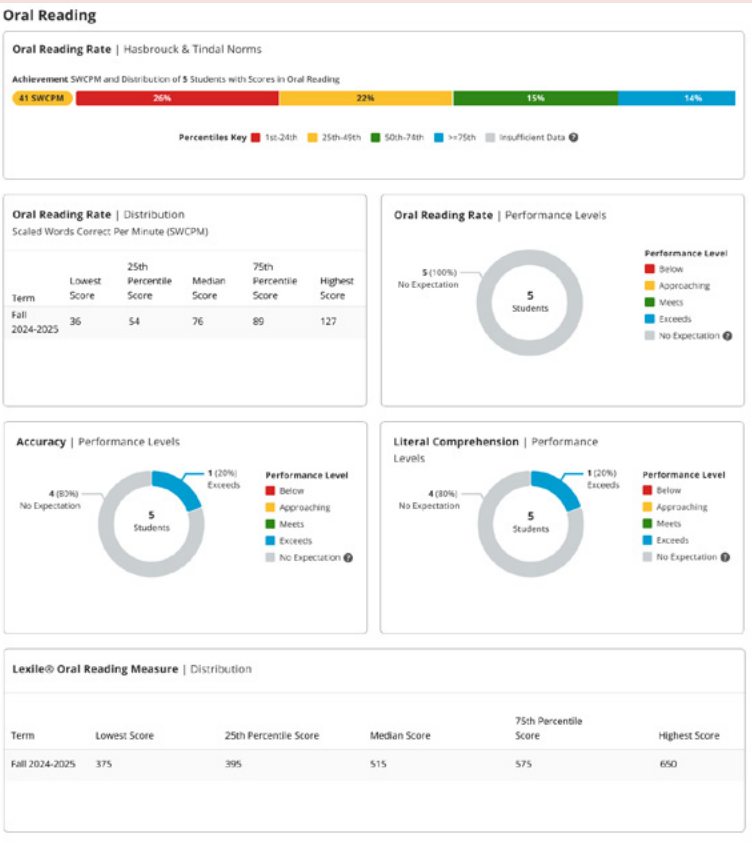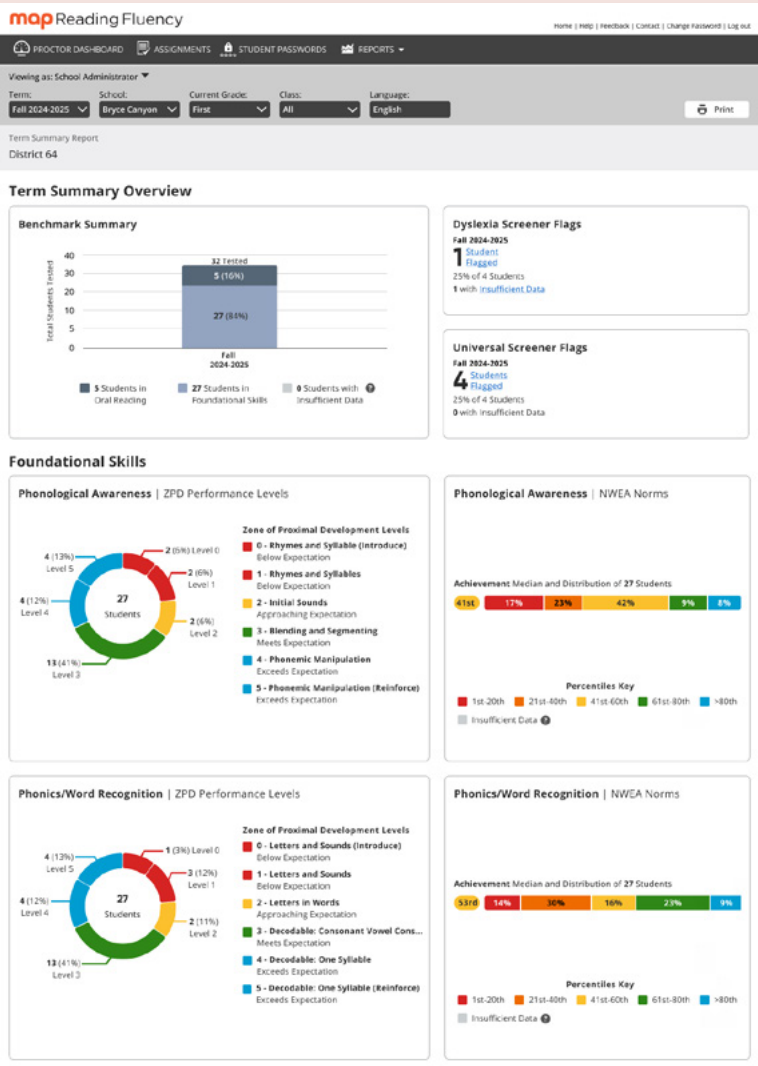
This report helps educators answer:

- What was the overall performance of students during the term?

- Which areas showed significant progress or need improvement?

- How do different groups or classes compare?

Term testing summary: Summary pie charts show the total students tested and a high-level breakdown of those students who were tested using the benchmark and dyslexia screener test forms.

Foundational Skills performance breakdown: The pie graphs show the percentage of students in each performance-level category in each domain. The colors correspond to the expected performance levels of students in the grade and term selected for the report.

Oral reading performance breakdown: The pie graphs and lines show scaled words correct per minute, percentiles, and performance levels for oral reading fluency and oral reading level.

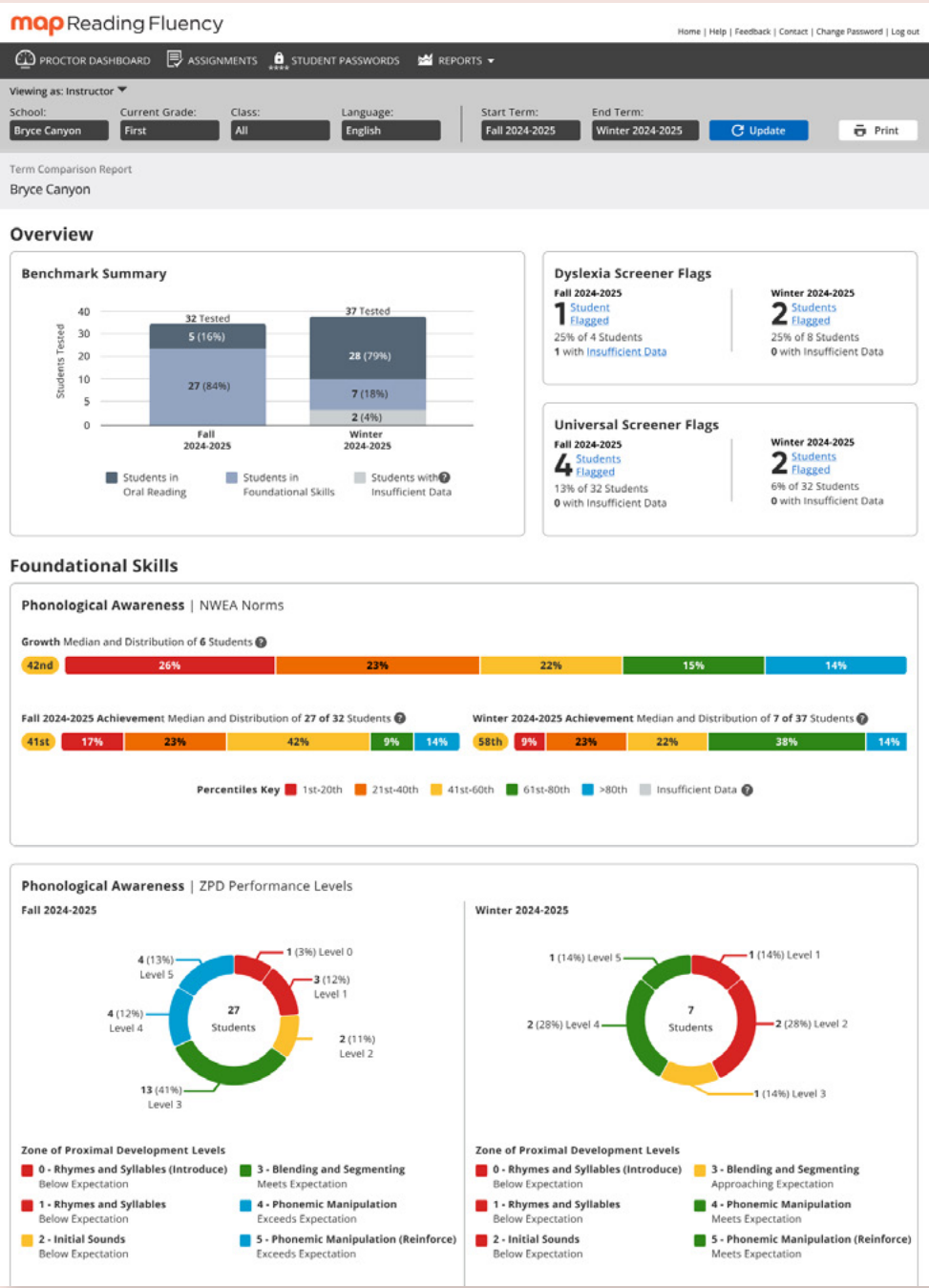# Compare performance data through the Term Comparison report

See a comparison of student performance across multiple terms, highlighting growth and areas needing improvement. Updated for BTS 2025! Find growth norms for foundational skills, phonics and word recognition, and phonological awareness and filter by class for deeper analysis.
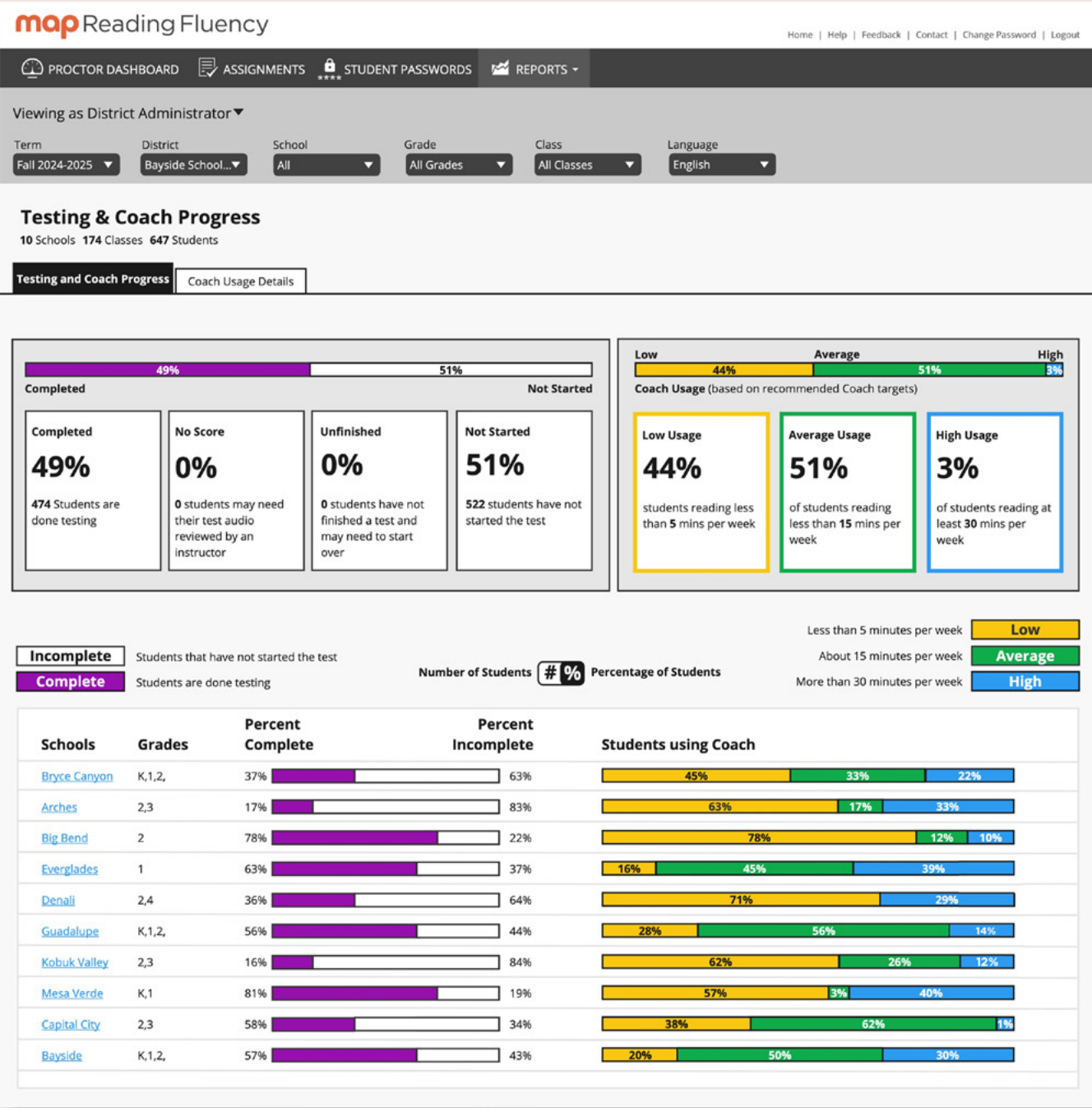
This report helps educators answer:

- How has student performance changed over time?

- What trends are evident across multiple assessment periods?

- Which areas are improving or declining?

Term testing summary: Summary pie charts show the total students and a high-level breakdown of those students who were tested using the benchmark and dyslexia screener test forms for two different testing terms.

Distribution of students by scoring categories: A bar chart shows the breakdown of students with oral reading results and foundational skills results.

Analyze usage goals with the Utilization report

New for October 2025! Find growth norms for foundational skills, phonics and word recognition, and phonological awareness and filter by class for deeper analysis.

This report helps educators answer:

- How has student performance changed over time?
- What trends are evident across multiple assessment periods?
- Which areas are improving or declining?

Coach usage: Percentage of students who are meeting Coach utilization goals. Students who read with Coach for 30 minutes per week see double student reading growth.

🟨 Low: Less than 5 minutes per week

🟩 Medium: About 15 minutes per week

🟦 High: More than 30 minutes per week

Number toggle: This toggle allows admins to view the number of students in each Coach usage category across their schools.

NWEA Professional Learning

Increase assessment literacy through NWEA Professional Learning

NWEA is dedicated to not only providing exceptional assessment solutions like MAP Growth™ and MAP Reading Fluency but also empowering educators with the expertise to truly unlock the potential of every student. Our professional learning services are crafted to advance the assessment literacy of every educator—no matter where they are starting from—to better help students grow. Our recommended professional learning pathways, dynamic workshops, engaging webinars, and flexible training sessions are designed to boost educator confidence and expertise, turning insights into informed actions and outcomes.

Ready to learn more about MAP Reading Fluency with Coach? Talk to your account executive or visit NWEA.org/MAP-Reading-Fluency.

"

NWEA acts as the 'glue' that holds all of our improvement efforts together."

Rebecca Blink
Former Director of Curriculum and Instruction, Chilton Public School District, WI

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