

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.



NEW FOR BTS 2026: EARLY LITERACY RIT

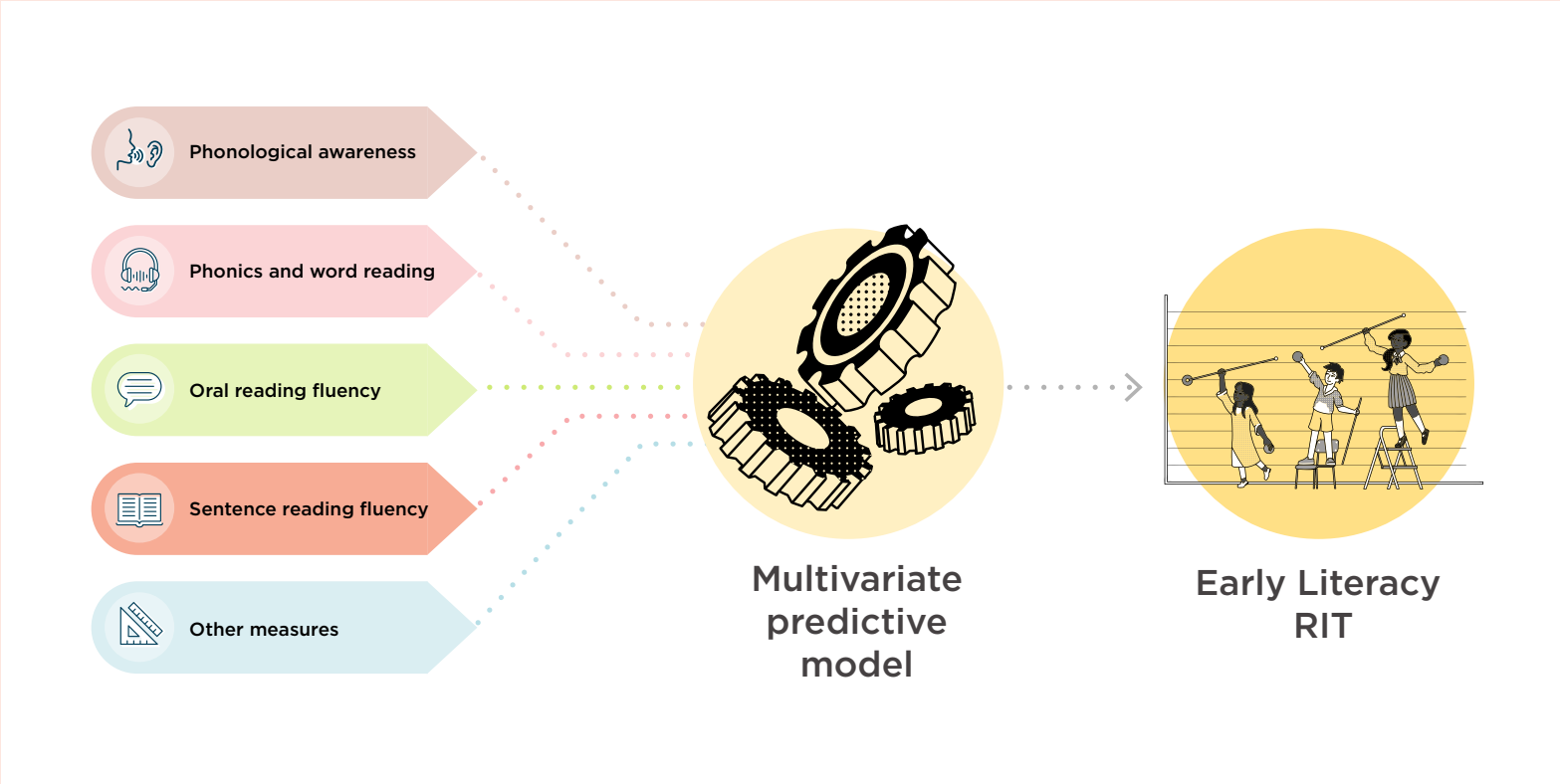
Understand overall reading achievement with the Early Literacy RIT

The new Early Literacy RIT provides a single, vertically scaled score that summarizes a student’s overall early literacy development. By combining results from multiple literacy domains into one easy-to-interpret RIT score, educators can more easily monitor achievement and growth over time while continuing to use the detailed diagnostic information available in MAP Reading Fluency.

This scaled score helps educators answer:

- How is a student performing overall in early literacy?
- How does a student’s performance compare with grade-level achievement norms?
- Is a student making expected growth across benchmark windows?
- How do overall reading outcomes connect to strengths and opportunities across foundational literacy domains?

Early Literacy RIT: Reported on the MAP Reading RIT scale, the Early Literacy RIT combines results from multiple early literacy measures—including phonological awareness, phonics and word recognition, oral reading fluency, and other grade-appropriate assessments—to provide a single, easy-to-interpret measure of reading achievement. This composite score supports screening, benchmarking, and growth monitoring while creating a bridge between MAP Reading Fluency and MAP Growth™ Reading.



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?
- Who needs intervention resources?
- How can I best group my students for effective learning and support?

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

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Viewing as: Instructor

Term: Fall 2024-2025

Current Grade: All Grades

Class: All Classes

Language: English

Print

Benchmark Matrix

Filter Results

All Classes | 100 Students

Provide feedback

Student↑	Tested Grade	FOUNDATIONAL SKILLS						Sentence Reading Fluency	ORA			Oral F
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition				Oral Reading Rate	Accuracy		
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

The Student report brings together a student’s assessment results in one place, including the new Early Literacy RIT, foundational literacy skills, oral reading performance, and dyslexia screener results. Educators can quickly understand overall reading achievement, explore individual strengths and areas for growth, and access targeted instructional next steps to support every learner.

This report helps educators answer:

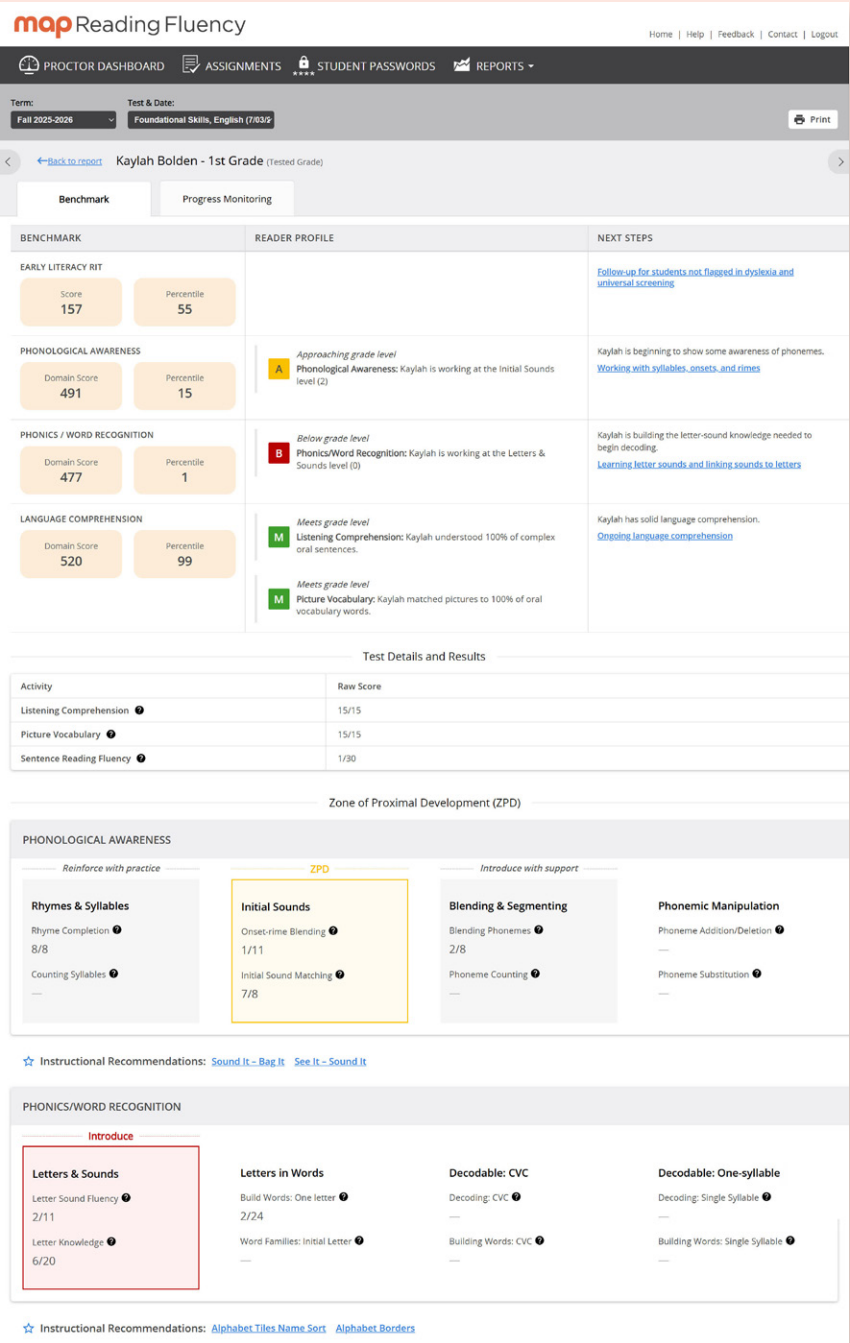
- What are the student’s specific strengths and weaknesses in foundational literacy?
- How does the student’s performance compare to grade-level expectations?
- What instructional strategies can help improve the student’s skills?
- Does the student show potential risk factors for dyslexia or other reading difficulties?

Early Literacy RIT: The Early Literacy RIT is a predicted RIT score rather than a direct MAP Growth Reading test score. Use it to understand overall early reading achievement and growth patterns across terms, not as a precise point-to-point substitute for a MAP Growth Reading test result.

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 Progress Monitoring Student report

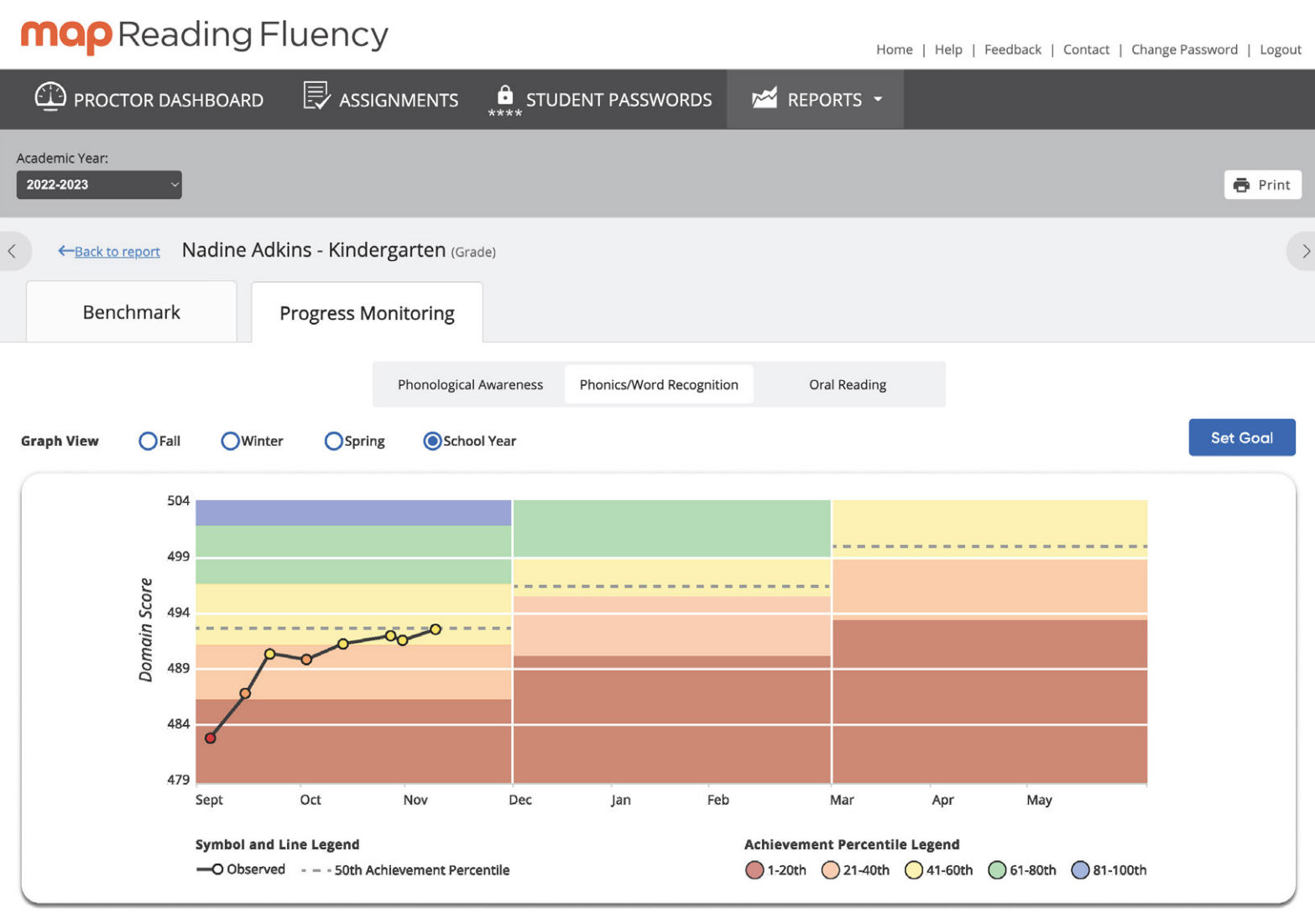
See a detailed view of a student's progress in foundational literacy skills over time, including changes to scaled scores and percentiles. Allows educators to set realistic student goals using achievement and growth norms in foundational skills.

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?
- Have students met their goals?

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

View literacy screening results alongside the new Early Literacy RIT to quickly identify students who may need additional instruction or intervention. Educators can see overall early literacy achievement, review foundational skills and oral reading performance, and identify students who may be at risk for reading difficulties, including dyslexia.

This report helps educators answer:

- Which students may need additional reading support or intervention?
- How does a student’s overall Early Literacy RIT compare with their domain-level performance?
- What are the appropriate next steps for students identified through screening?

Early Literacy RIT: Reported on the MAP Reading RIT scale, the Early Literacy RIT combines results from multiple early literacy measures to provide a single, easy-to-interpret measure of reading achievement.

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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Viewing as: Instructor

Term: Fall 2025-2026

Current Grade: 2nd Grade

Class: All Classes

Language: English

Print

Screener Outcomes | 2nd Grade

Filter Results

All Classes | 99 Students

Student ↑	Tested Grade	Universal Screener Outcome	Dyslexia Screener Outcome	Early Literacy RIT		Phonological Awareness		Phonics/Word Recognition		Language Comprehension		Oral Reading Rate (scaled)
				Score	Percentile	Domain Score	Percentile	Domain Score	Percentile	Domain Score	Percentile	
Aguinaldo, Dalisay	2	Not Flagged	Not Flagged	199	95th	519	99th	535	99th	513	96th	-
Ahokas, Aini	2	Insufficient data	Insufficient data	-	-	-	-	-	-	-	-	No Score
Barker, Jeanne	2	Not Flagged	Not Flagged	207	98th	531	99th	527	99th	531	99th	-
Bauer, Leonard	2	Not Flagged	Not Flagged	176	64th	502	48th	501	33rd	506	77th	-
Beard, Marcella	2	Insufficient data	Insufficient data	-	-	-	-	-	-	-	-	No Score
Bethea, Lois	2	Flagged	Flagged	146	8th	480	1st	484	1st	477	1st	-
Boykin, Florence	2	Not Flagged	Not Flagged	184	79th	514	96th	525	99th	505	73rd	-
Brantley, Jaeden	2	Flagged	Not Flagged	148	10th	485	1st	500	28th	478	1st	-
Breuer, Gregor	2	Not Flagged	Not Flagged	183	77th	510	87th	520	99th	511	92nd	-
Vance, Carlos	2	Flagged	Not Flagged	162	32nd	502	48th	510	79th	488	4th	-
Watkins, Donna	2	Not Flagged	Not Flagged	205	98th	-	-	-	-	-	-	130 WCPM
Wolf, Teppo	2	Insufficient data	Insufficient data	-	-	-	-	-	-	-	-	No Score
Young, Josiah	2	Not Flagged	Not Flagged	188	85th	-	-	-	-	-	-	97 WCPM
Yuuto, Takahashi	2	Insufficient data	Insufficient data	-	-	-	-	-	-	-	-	No Score
Ahola, Aune	-	-	-	-	-	-	-	-	-	-	-	-
Ami, Kobayashi	-	-	-	-	-	-	-	-	-	-	-	-

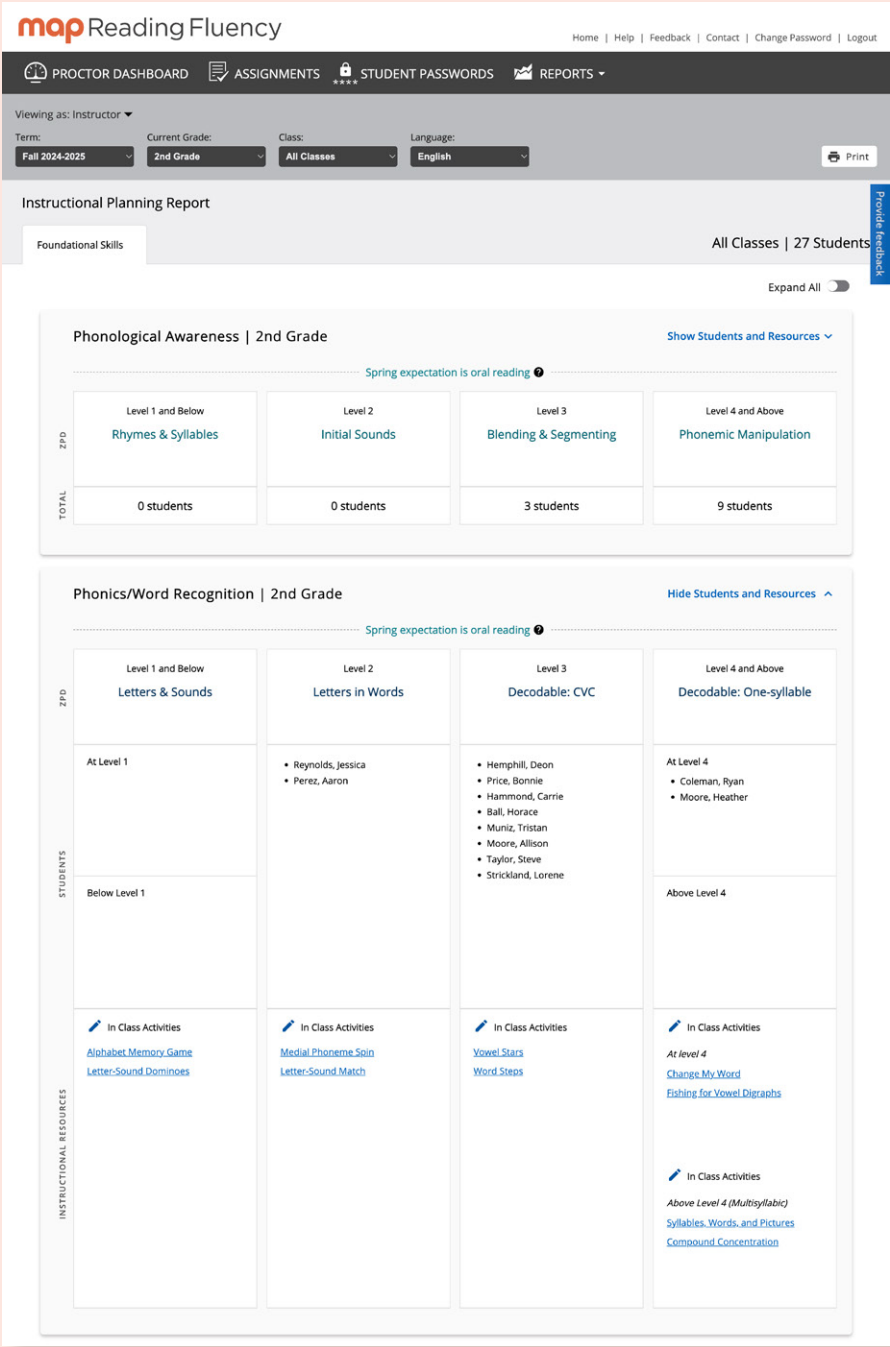
Prioritize data-informed instruction with the Instructional Planning report

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?
- How can I best allocate my time and resources to support students at different ZPD levels?

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.



Monitor assessment and practice fidelity with the Benchmark Testing and Coach Reading Practice Activity report

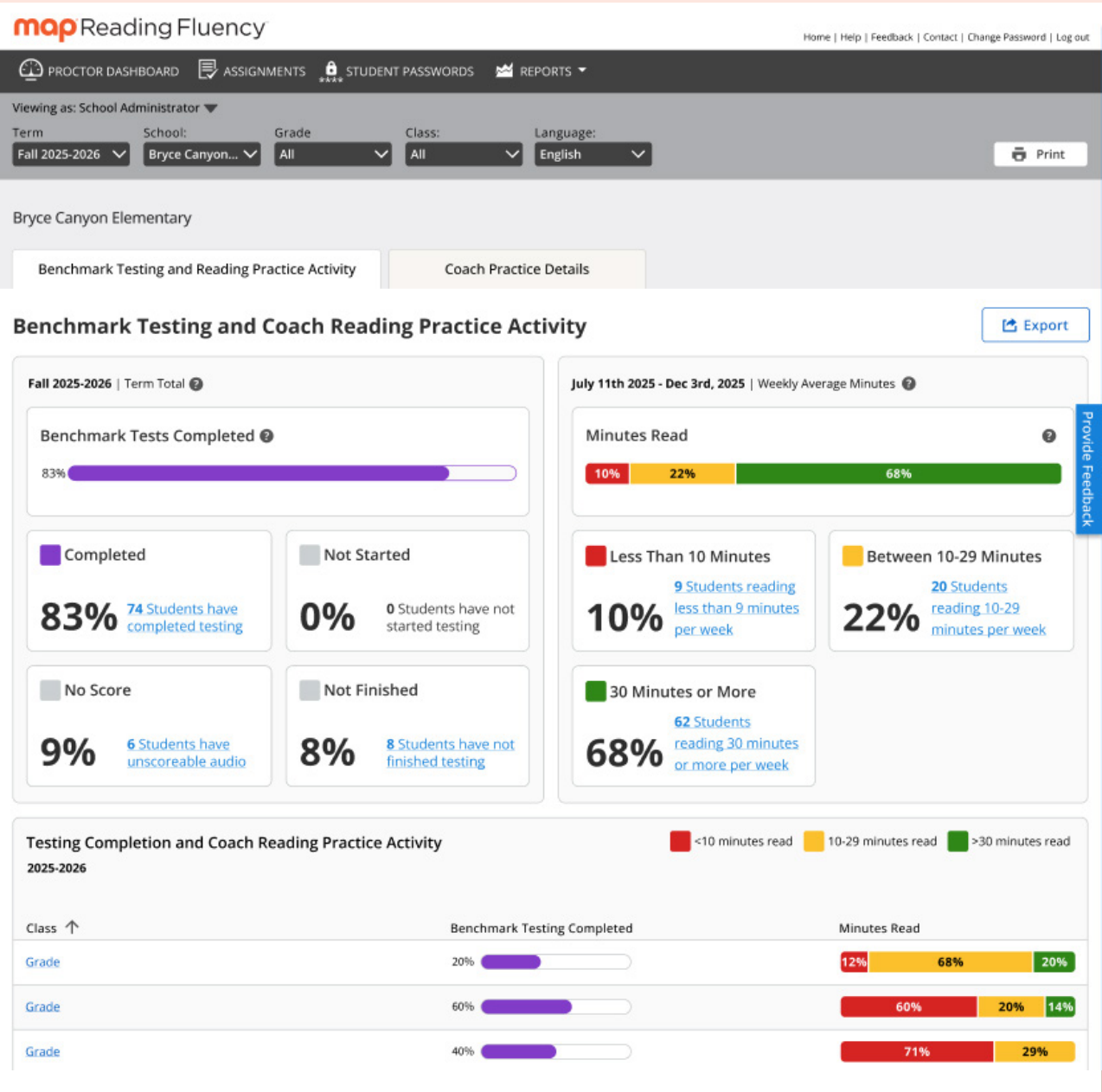
Bring together MAP Reading Fluency benchmark completion and Coach reading practice in one clear view. By connecting assessment progress and ongoing practice, educators can more confidently monitor foundational literacy fidelity and ensure students are getting the support they need.

This report helps educators answer:

- Who has completed required benchmark assessments?
- Are students meeting weekly reading practice expectations?
- How do assessment completion and practice work together?
- Which students or groups may need follow-up or support?

Minutes read 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

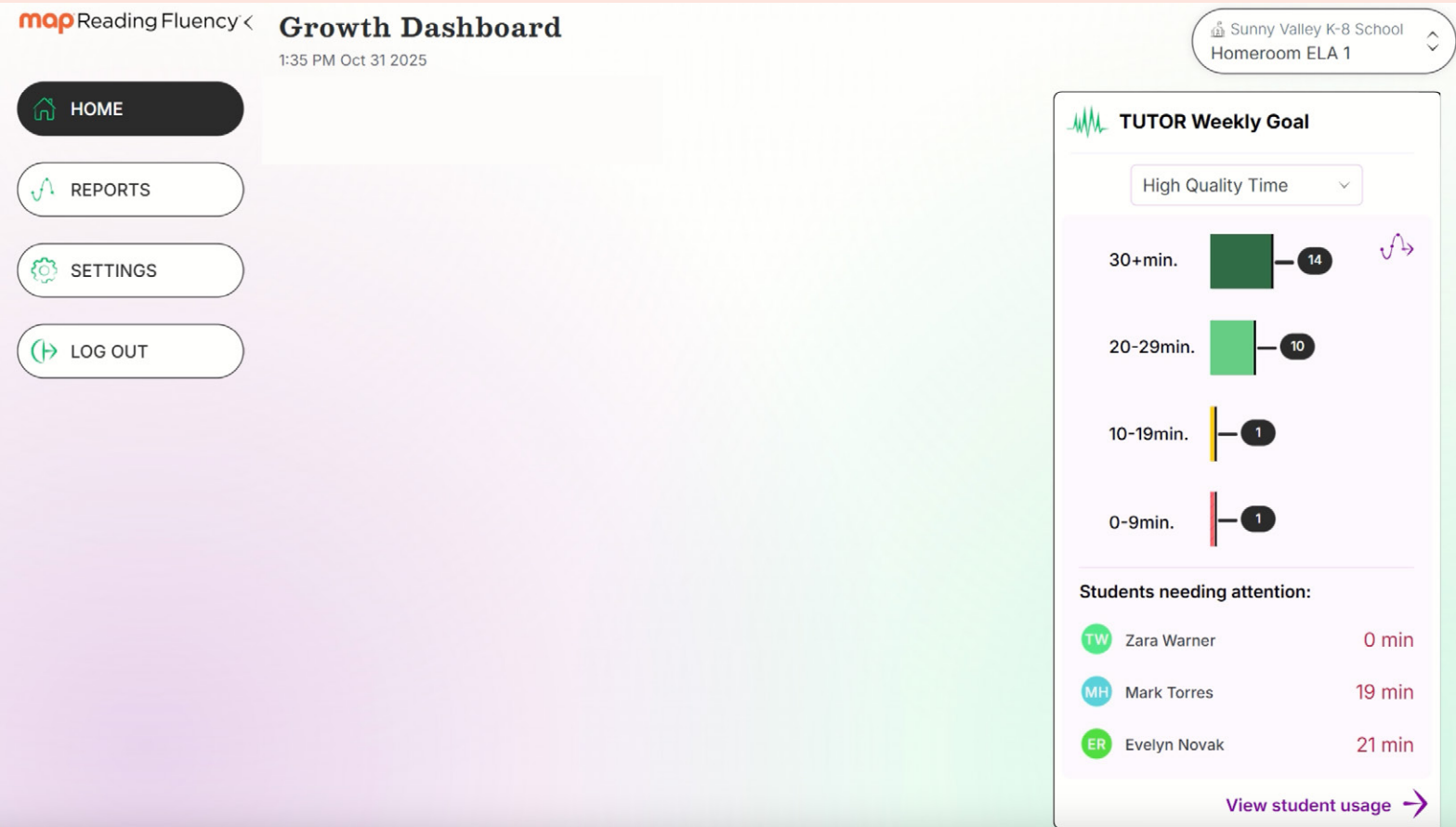


Track usage with the Growth dashboard

The Teacher Growth dashboard gives educators an at-a-glance view of weekly tutoring usage and streamlines navigation, making it easy to switch between classes and track tutoring time in one place.

This report helps educators answer:

- Which students still need attention or follow-up?
- What percentage of the class is on track to meet weekly tutoring goals?
- How is tutoring time progressing across the week?



Configure practice with the Coach Settings page

The new Teacher Settings page gives educators more control over tutoring assignments and student configurations. With language settings and early reader practice mode, teachers can personalize support to meet the needs of every learner, ensuring students receive tutoring that matches both their skill level and language background.

This report helps educators:

- Configure tutoring language based on a student's spoken and reading language
- Enable the Early Reader skills scaffold for students who need additional foundational support
- Manage settings for individual students or the entire class in one place

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< back to dashboard

Manage Coach Settings

Sunny Valley K-8 School
Homeroom ELA 1

HOME

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SETTINGS

LOG OUT

Tutor Settings

Classroom Management

Configure Tutoring

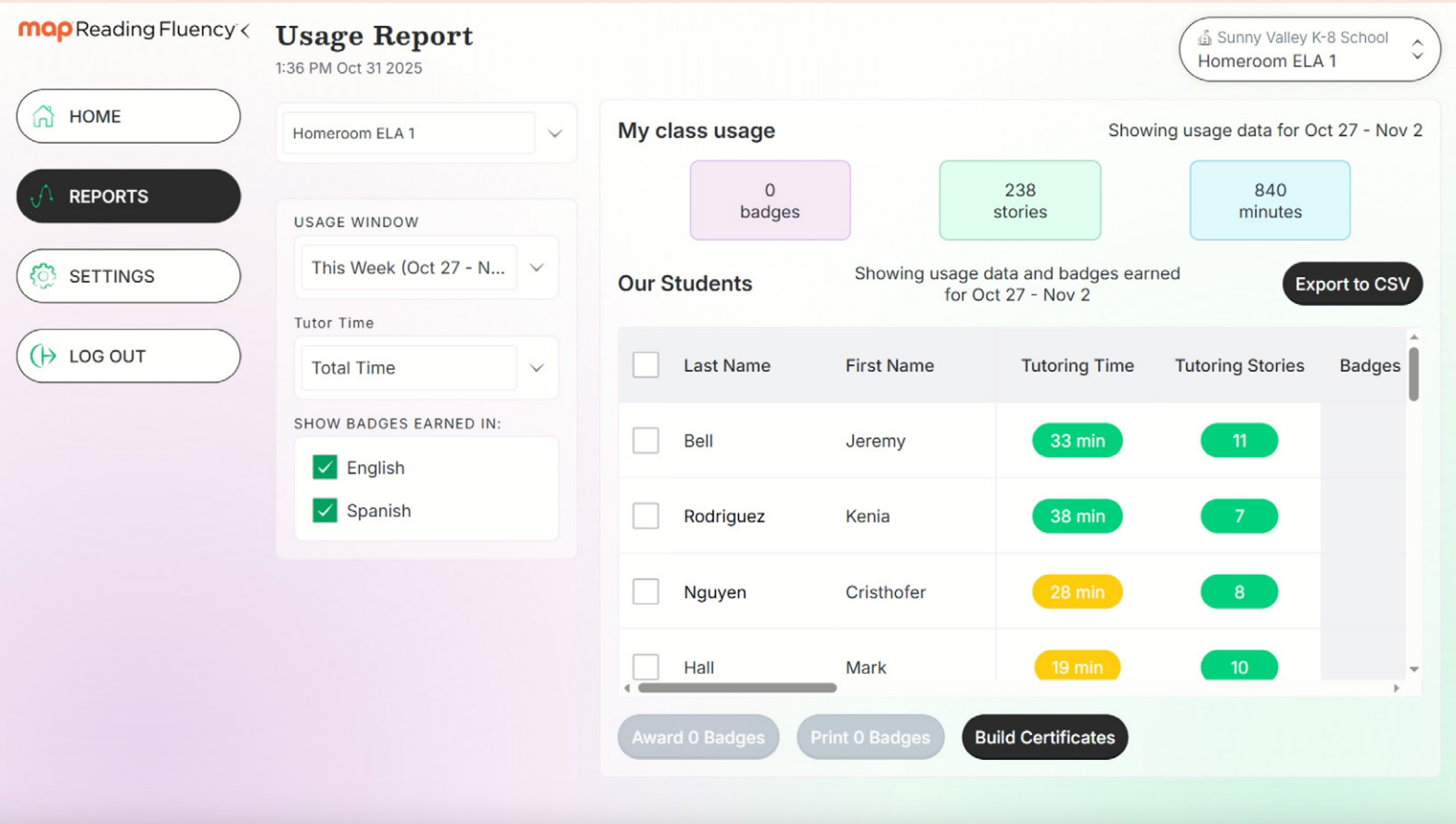
Student Name	Student Language	Practice Reading In	English Tutor Practice Mode	English Tutor Coach Speaks In	Spanish Tutor Practice Mode
Jeremy Bell	English	English	Early R... Standard	English	N/A
Aaliyah Khan	English	English	E: Early Reader	English	N/A
Mateo Alvarez	English	English	Early R...	English	N/A
Mark Hall	English	English	Early R...	English	N/A
Jinwoo Park	English	English	Early R...	English	N/A
Zara Abebe	English	English	Early R...	English	N/A

Monitor tutoring engagement with the Usage report

Give teachers a clear view of how students are engaging with Coach tutoring each week. Educators can see total tutoring minutes, the number of stories read, and badges earned—making it easy to monitor practice, encourage participation, and celebrate student progress. Certificates and badges can be printed or shared to support classroom motivation, reading challenges, and goal setting.

This report helps educators answer:

- How much tutoring time has each student logged this week?
- How many stories has each student completed?
- Which badges have students earned and who is ready to be recognized?
- How can I showcase and reward growth in real time?



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

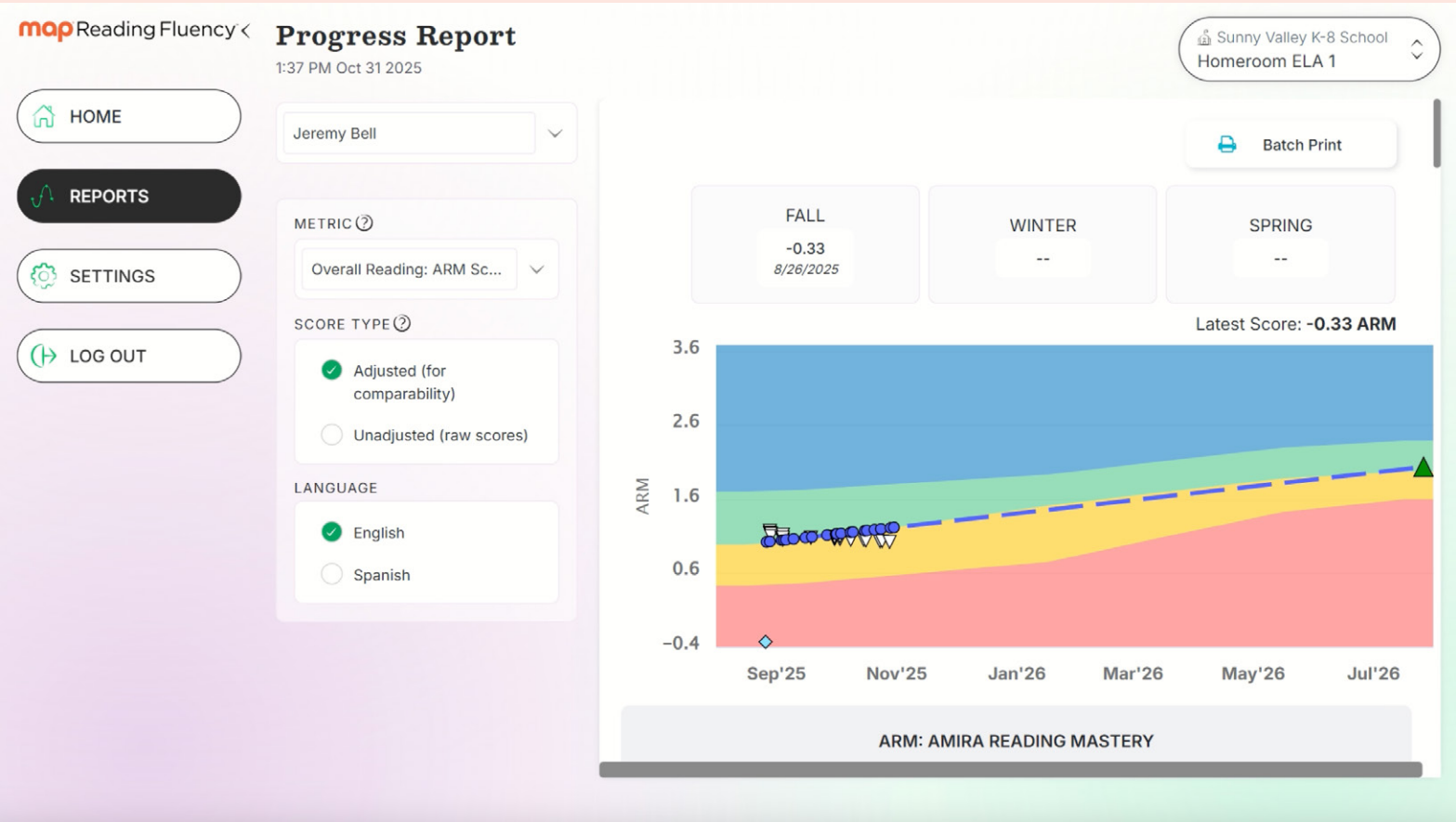
- Red: 1-9 minutes
- Yellow: 10-29 minutes
- Green: 30 or more minutes

Monitor student growth with the Progress report

Clearly view how a student’s reading skills are developing over time. Teachers can review completed tutoring sessions, see projected mastery, and access a full history of the activities a student has worked through with Coach. Each story includes a transcript, scoring details, and an audio recording that can be replayed—or rescored if needed.

This report helps educators answer:

- Is the student making expected progress?
- What trends are emerging in their reading fluency?
- Which students may need intervention, reteaching, or additional tutoring support?



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

View class-wide data of student performance across the strands of Scarborough’s Reading Rope. Educators can explore one thread at a time to see which foundational and language comprehension skills students are developing, where they may need additional support, and how instruction can be targeted. The report is automatically generated each time a student reads with Coach—whether during practice or an assessment—and now reflects state-specific standards.

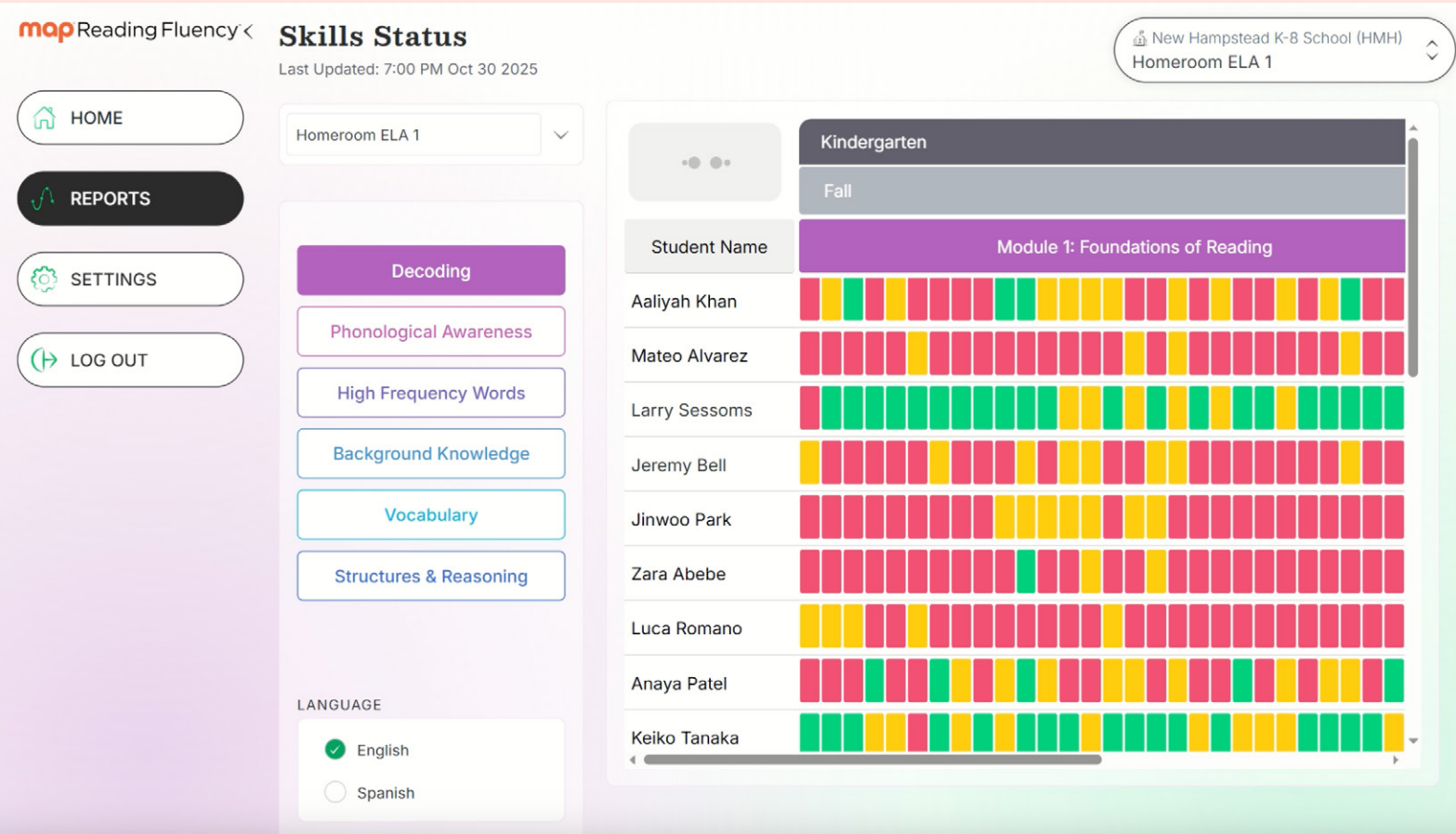
This report helps educators answer:

- Which skills are students mastering or struggling with?
- How can I group students for targeted instruction?
- What skills are students ready to learn next?
- What aligned resources can I use for small group support?

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 Coach 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.



View a full student reading profile with the Skills Diagnostic report

Dig into a detailed, student-level view of reading skill mastery across Scarborough’s Reading Rope. Teachers can see every observed skill, track accuracy and error patterns, and review how often each skill has been practiced. Hovering over a skill reveals a definition, number of observations, and error count—making it easy to interpret where support is needed.

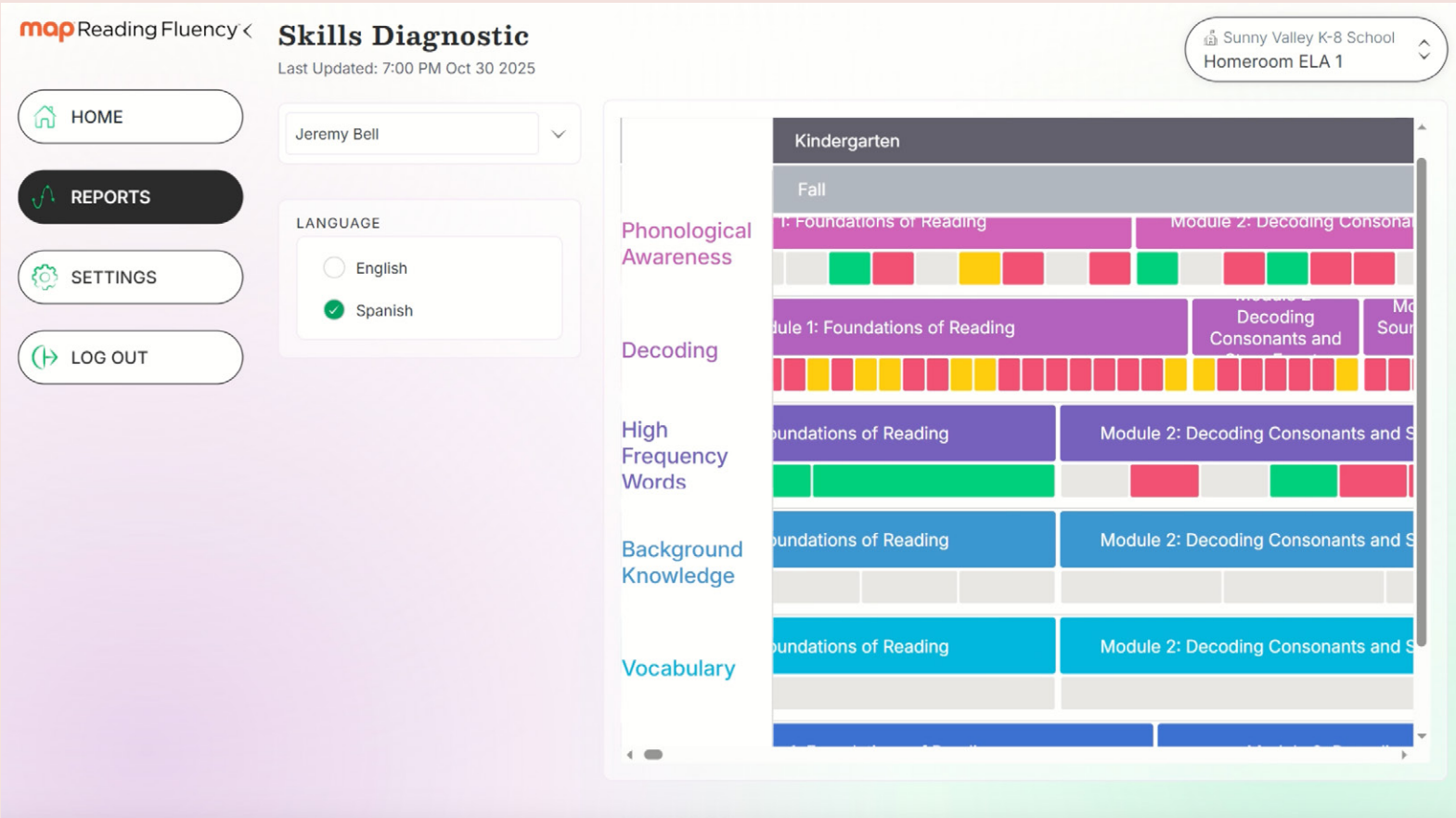
This report helps educators answer:

- What are their student’s strongest and weakest reading skills?
- What errors are occurring, and how often has each skill been observed?
- How can this data support small group instruction, intervention, or parent conversations?

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 Coach Maya.

Recommended resources: Click into each box to find recommended resources to support the individual student’s needs.



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

The Term Summary report provides district and school leaders with a comprehensive view of student achievement across the assessment window. New for BTS 2026, the report includes the Early Literacy RIT, giving leaders a single, vertically scaled measure of early literacy achievement alongside foundational skills, oral reading performance, and screening outcomes. With one report, leaders can monitor achievement, identify trends, and prioritize instructional support across schools and grades.

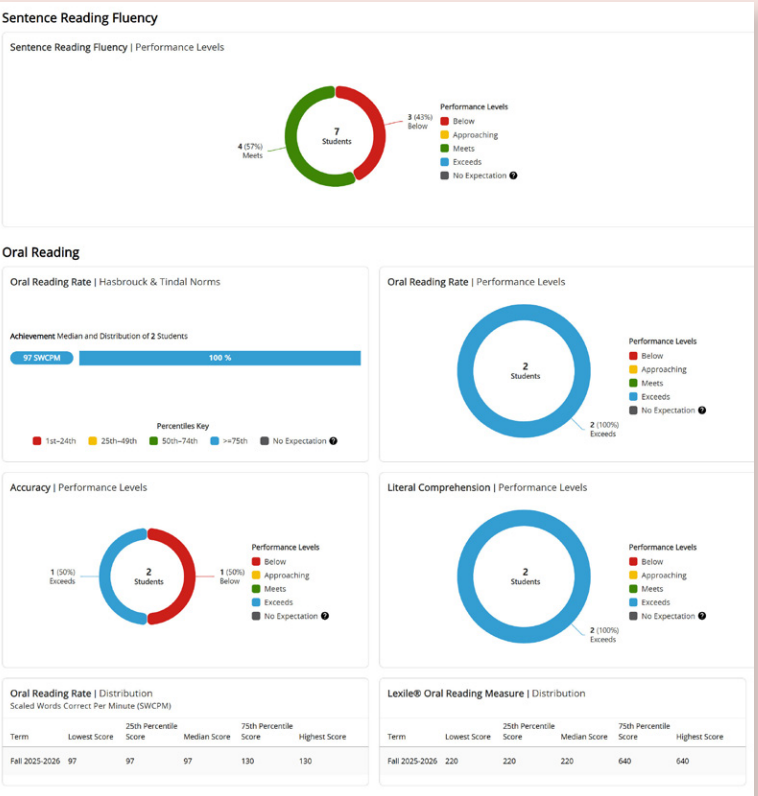
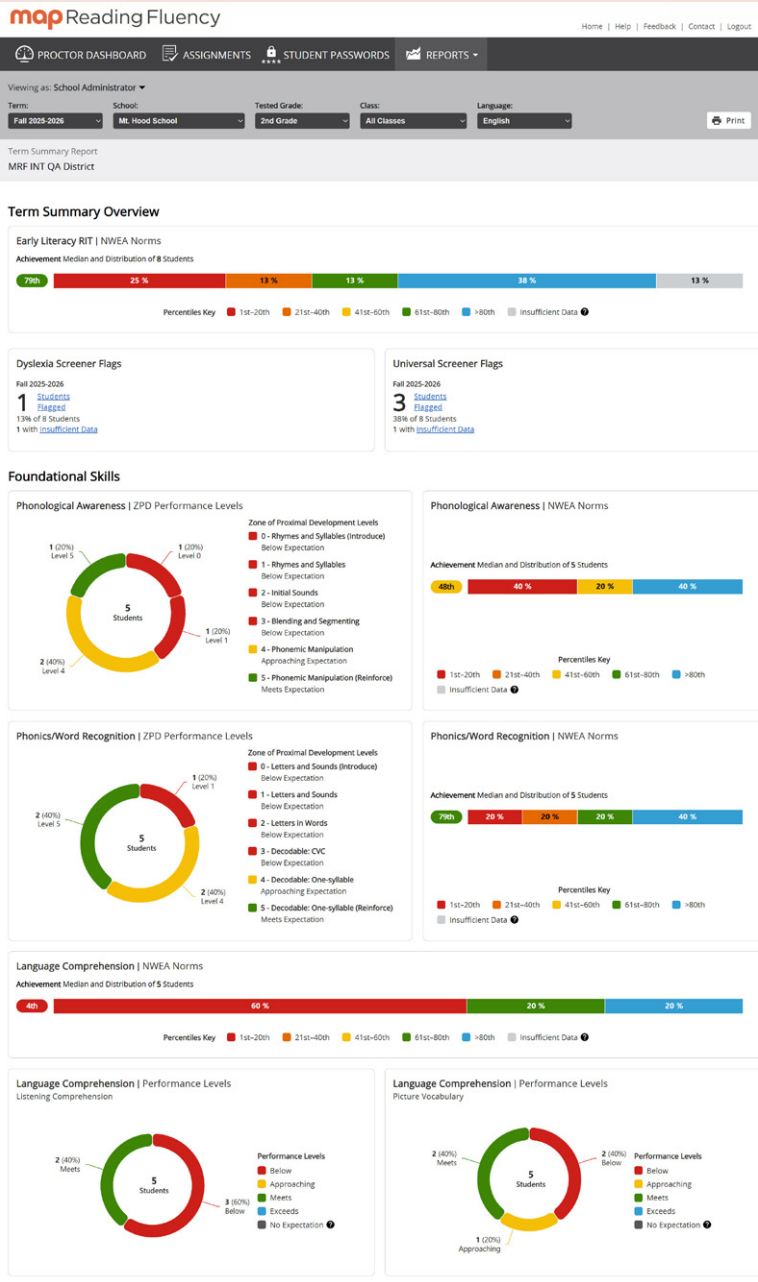
This report helps educators answer:

- What was the overall performance of students during the term?
- How does Early Literacy RIT achievement vary across schools, grades, or student groups?
- Which literacy domains show the greatest strengths or opportunities for growth?

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 charts 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 charts 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

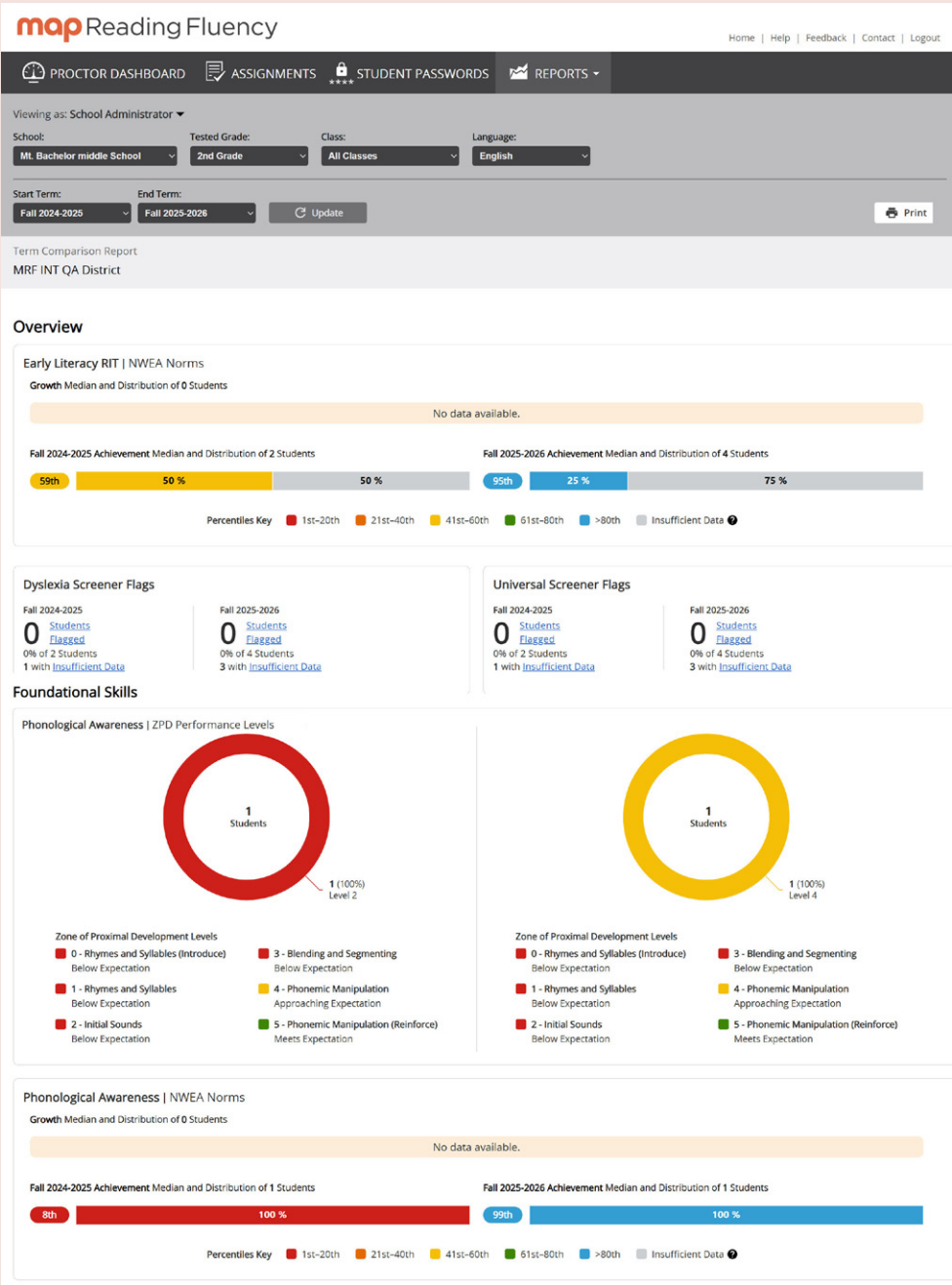
Compare student performance across multiple benchmark windows to measure growth and identify trends. New for BTS 2026, the report includes the Early Literacy RIT, allowing school and district leaders to monitor changes in overall early literacy achievement while exploring foundational skills, oral reading performance, and screening outcomes over time.

This report helps educators answer:

- How is overall early literacy achievement changing across benchmark windows?
- Are students making expected growth over time?
- Which schools, grades, or student groups are showing the greatest progress?
- Which literacy domains are improving, and where is additional support needed?

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 graph shows the breakdown of students with oral reading results and foundational skills results.



Access Coach reports at the district level

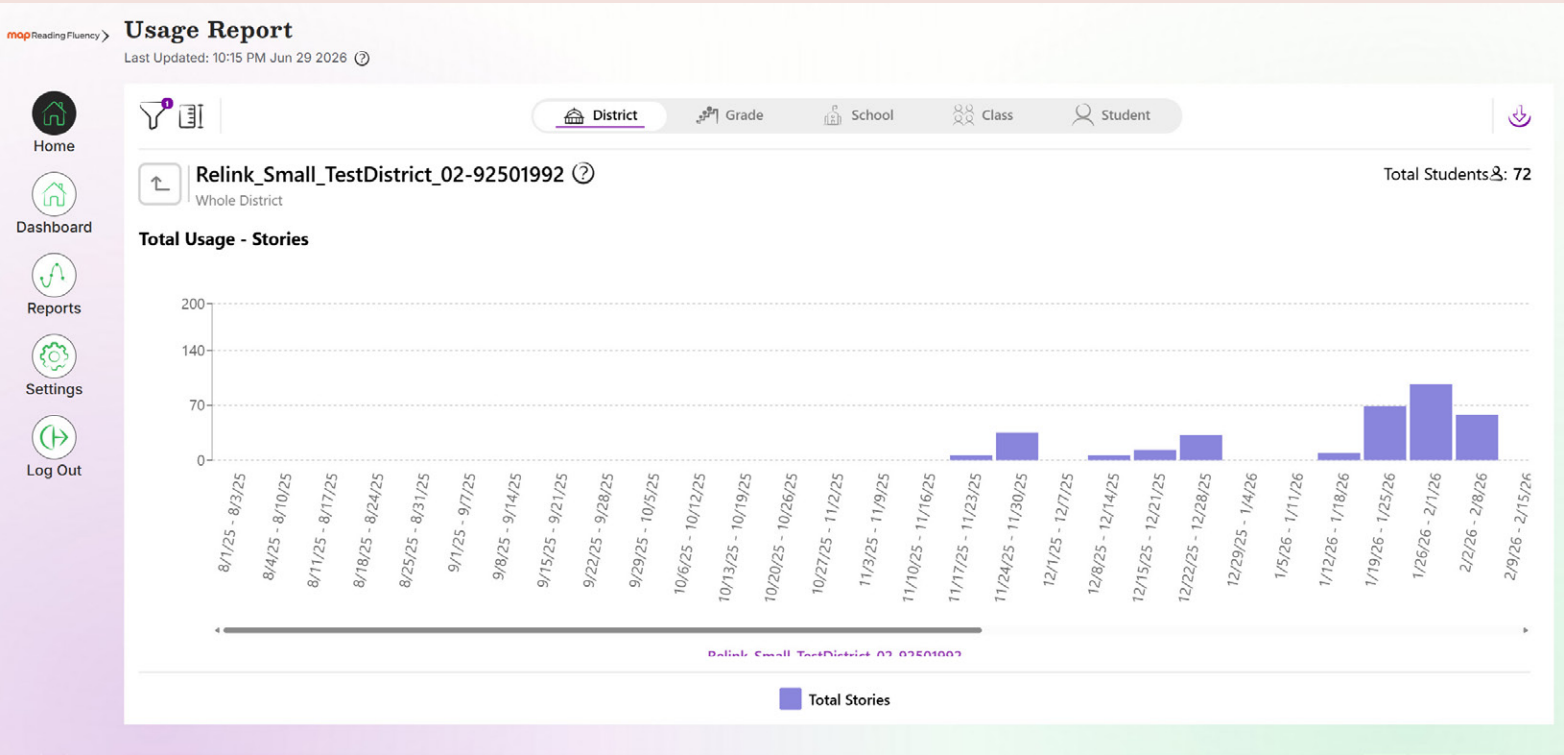
New for BTS 2026, school and district leaders can access the same detailed Coach reports previously available only to teachers. With district, school, grade, class, and student-level views, leaders can monitor implementation, evaluate reading practice, and identify opportunities to support educators and students—all from a single reporting experience.

This report helps educators answer:

- How are students engaging with Coach across the district?
- Which schools, grades, or classrooms may need additional support?
- How is reading practice and tutoring progressing over time?
- What student- and classroom-level data can inform coaching and instructional decisions?

Additional reports: Administrators also have access to the following Coach teacher reports:

- **Progress report:** Monitor student reading growth and mastery over time
- **Skills Status and Skills Diagnostic reports:** Analyze classwide and individual student skill development
- **Usage report:** Monitor tutoring time, stories completed, and student engagement across schools and classrooms
- **Growth dashboard:** Track tutoring usage and weekly participation at a glance



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.

“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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with Coach? Talk to your account executive
or visit [NWEA.org/MAP-Reading-Fluency](https://nwea.org/MAP-Reading-Fluency).



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