



OKLAHOMA STATE DEPARTMENT OF EDUCATION

MAP GROWTH EARLY LEARNING

Technical Support

Universal Screening for Risk of Reading Difficulties, including Characteristics of
Dyslexia

This guidance is based on information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Strong Readers Act and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

June 2026



General Information

Contact Information

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MAP Reading Fluency

Administration Information

Setting	This assessment is administered online; individually, whole class, or small group
Average Time	30 minutes
Publisher Guidance	A grade-leveled early literacy benchmark assessment that identifies students at risk of reading difficulties, including characteristics of dyslexia, and provides instructional guidance and progress monitoring. For detailed administration guidance, please refer to the MAP Reading Fluency Guide provided by the publisher.

MAP Growth

Administration Information

Setting	This assessment is administered online; individually, whole class, or small group
Average Time	45 minutes
Publisher Guidance	A standard-aligned, vertically scaled reading achievement test, appropriate for use as a universal screener and interim growth measure. For detailed administration guidance, please refer to the MAP Assessment Coordination Guide provided by the publisher.



Test Selection

Screening Pathway

	Beginning of Year	Middle of Year	End of Year
All Kindergarten Students	MAP Reading Fluency	MAP Reading Fluency	MAP Reading Fluency
Kindergarten RIT Threshold	136 or above	143 or above	149 or above
All First Grade Students	MAP Reading Fluency	MAP Reading Fluency	MAP Reading Fluency
First Grade RIT Threshold	152 or above	159 or above	164 or above
All Second Grade Students	MAP Growth 2-5 Reading	MAP Growth 2-5 Reading	MAP Growth 2-5 Reading
Students scoring below 40 th percentile RIT Threshold	MAP Reading Fluency	MAP Reading Fluency	MAP Reading Fluency
Second Grade RIT Threshold	166 or above	172 or above	177 or above
All Third Grade Students	MAP Growth 2-5 Reading	MAP Growth 2-5 Reading	MAP Growth 2-5 Reading
Students scoring below 40 th percentile RIT Threshold	MAP Reading Fluency	MAP Reading Fluency	MAP Reading Fluency
Third Grade RIT Threshold	180 or above	185 or above	189 or above

Dyslexia Screening

	Recommended MAP Reading Fluency Test	Custom Test Blueprints
K	Foundational Skills	*New for 2026 Contact your Account Manager for early access to Custom Test Configuration
1	Adaptive Oral Reading	
2	Adaptive Oral Reading	
3	Adaptive Oral Reading	

Optional: Two measures, Rapid Automatized Naming (RAN) and Nonsense Word Fluency (NWF) are independent and can be added on to any benchmark test form.

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. Accommodations may be embedded (provided digitally within the program) or non-embedded (provided non-digitally at the local level). When approved accommodations are used, the scores can be reported and interpreted as official MAP Reading Fluency scores (see Table below). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Consideration has been given to provide features and accommodations to allow the most students to be able to complete the assessment and demonstrate their reading competency. Given the interactive nature and the audio support that is an integral part of MAP Reading Fluency, features and accommodations are limited to maintain the integrity of the assessment.

Non-Embedded Accommodations	Description
Scribe	The student dictates her/his responses to an experienced educator, who records verbatim what the student dictates.

English Learners

The Spanish-language version of MAP Reading Fluency is parallel in structure to the English-language version, with 100 percent unique Spanish content. Foundational skill progressions are analogous to the English test version, with differences in task description to account for the syllable-centric structure of Spanish, which differs from onset-rime-centric English. The use of unique content allows the English and Spanish tests to be used side-by-side to measure foundational literacy skills, including oral reading. This helps teachers understand whether a student's performance is due to their reading skills or English-language acquisition skills.

The test is appropriate for students who speak Spanish as a first language and/or are receiving instruction in Spanish. The Spanish-language assessment is included with the purchase of MAP Reading Fluency and is available for use with any student.

All Spanish content is original, unique content, not shared with the English test version. The underlying skill progressions are parallel between English and Spanish, with adjustment at the level of sub-skill and item presentation, to account for the variance between English and Spanish. The Early Literacy RIT score and dyslexia screening flags are only available for the English assessment.



Cut Scores

Grade Level Targets

The following chart lists the indicators for risk level based on NWEA default instructional weeks. These indicators reflect the grade-level targets.

NWEA Benchmarks

		Beginning of Year	Middle of Year	End of Year
Kindergarten	Well Below Benchmark (Tier 3)	126 or below	132 or below	136 or below
	Below Benchmark (Tier 2)	127–132	133–139	137–143
	Approaching Benchmark (Tier 1 (with Enhanced Support))	133–135	140–142	144–148
	At Benchmark (Tier 1)	136 or above	143 or above	149 or above
Grade 1	Well Below Benchmark (Tier 3)	139 or below	145 or below	148 or below
	Below Benchmark (Tier 2)	140–147	146–153	149–157
	Approaching Benchmark (Tier 1 (with Enhanced Support))	148–151	154–158	158–163
	At Benchmark (Tier 1)	152 or above	159 or above	164 or above
Grade 2	Well Below Benchmark (Tier 3)	148 or below	155 or below	159 or below
	Below Benchmark (Tier 2)	149–159	156–165	160–170
	Approaching Benchmark (Tier 1 (with Enhanced Support))	160–165	166–171	171–176
	At Benchmark (Tier 1)	166 or above	172 or above	177 or above

Grade 3	Well Below Benchmark (Tier 3)	161 or below	167 or below	171 or below
	Below Benchmark (Tier 2)	162–172	168–178	172–182
	Approaching Benchmark (Tier 1 (with Enhanced Support))	173–179	179–184	183–188
	At Benchmark (Tier 1)	180 or above	185 or above	189 or above
Grade 4	Well Below Benchmark (Tier 3)	173 or below	177 or below	179 or below
	Below Benchmark (Tier 2)	174–184	178–187	180–190
	Approaching Benchmark (Tier 1 (with Enhanced Support))	185–190	188–194	191–197
	At Benchmark (Tier 1)	191 or above	195 or above	198 or above
Grade 5	Well Below Benchmark (Tier 3)	181 or below	184 or below	186 or below
	Below Benchmark (Tier 2)	182–192	185–195	187–197
	Approaching Benchmark (Tier 1 (with Enhanced Support))	193–198	196–201	198–203
	At Benchmark (Tier 1)	199 or above	202 or above	204 or above

Parental Notification

As required by the Oklahoma State Department of Education (OSDE), cut scores have been established based on the 2025 MAP Growth Norms, using NWEA's default instructional weeks (4, 20, and 32 for fall, winter, and spring, respectively). These ranges correspond to percentile bands defined in the OSDE Implementation Guide: 10th and below (Tier 3), 11th–25th (Tier 2), 26th–39th (Tier 1 (with Enhanced Support)), 40th and above (Tier 1). Because instructional weeks often vary by district, the cut scores in this report may differ slightly from the MAP Growth score reports that reflect instructional weeks set by partners. These RIT thresholds may not align with risk flags or domain performance levels reported by MAP Reading Fluency.



Characteristics of Dyslexia

Determining Risk for Characteristics of Dyslexia

The following descriptors are provided by NWEA to assist in interpreting student scores. For more in-depth explanation, please refer to the [MAP Reading Fluency Guide](#) provided by the publisher.

Dyslexia Screener outcome flag



Students who have been flagged by the Dyslexia Screener will have a purple flag at the beginning of their Individual Student reports and on the Screener Outcomes Report.

How is a Dyslexia Screener outcome determined?

Students are flagged for risk factors for dyslexia or other reading difficulties using a psychometrically backed predictive model. A flag does not indicate a diagnosis of dyslexia or reading disability.

The multivariate predictive model used for flagging students considers multiple measures, including phonological awareness, phonics and word recognition, and oral reading fluency domains. The model also considers a student's grade and the time of year that the student is being assessed. By weighing those measures and factors, the predictive model can flag possible risk factors. Dyslexia screening is available for grades K-3 and universal screening for grades K-5.

Screener Outcomes Report

map

ReadingFluency

Logged in as Mr Harris

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PROCTOR DASHBOARD

ASSIGNMENTS

STUDENT PASSWORDS

REPORTS

Viewing as: District Administrator

Term: Spring 2025-2026

School: Mt. Hood School

Current Grade: All Grades

Class: All Classes

Language: English

Print

Screener Outcomes | All Grades

Filter Results

All Classes | 12 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	
Bao, Vu	1	-	Not Flagged	-	-	482	1st	515	88th	485	1st	-
Benally, Bodaway	3	-	N/A	204	71st	-	-	-	-	-	-	161 WCPM (band scored)
Barker, Jeanne	2	-	Flagged	-	-	495	33rd	495	30th	490	16th	-
Bishop, Kian	2	-	N/A	194	76th	-	-	-	-	-	-	110 WCPM
Artis, Maxine	3	-	Not Flagged	-	-	504	42nd	515	83rd	515	94th	-
Chang, Lam	1	-	N/A	157	24th	490	3rd	512	79th	493	11th	-
Dawkins, Elsie	2	-	N/A	195	78th	-	-	-	-	-	-	147 WCPM (band scored)
Bright, Aviva	5	-	-	200	31st	-	-	-	-	-	-	145 WCPM (band scored)
Atherton, Ruby	K	-	N/A	157	65th	517	99th	519	99th	501	69th	-

Provide feedback

Students who have been flagged by the Dyslexia Screener will have a purple flag at the beginning of their Individual Student reports and on the Screener Outcomes Report.