

# Overview of 2022 user norms for MAP Reading Fluency Foundational Skills domains

In 2018, NWEA® released MAP® Reading Fluency™. The purpose of MAP Reading Fluency assessments is to help districts, schools, and teachers better understand how students are performing in early reading development.

To provide additional context and better support interpretation of student scores, NWEA accumulated test data that helped develop user norms for the foundational skills domains within the MAP Reading Fluency assessment.

Although these are user norms and not national norms, they provide basic contextual information about student performance in the fall, winter, and spring, and growth between various term pairs including fall to winter, fall to spring, and winter to spring on the MAP Reading Fluency Foundational Skills assessments.

## Differences between user norms and national norms

The major difference is that user norms are drawn from a limited pool of test events. They are not nationally representative norms. Nationally representative norms can be calculated when:

- The number of test events is very large.
- The data set includes responses from all or most US states.
- The data set includes a distribution across urban, rural, and suburban districts and schools.
- The data set includes large and small districts and schools.
- The data set includes diverse demographic groups such as socioeconomic, ethnicity, and gender.

Such nationally representative norms permit comparisons of individual or group performance to students across the nation.

In the case of MAP Reading Fluency Foundational Skills domains, student performance is compared to other students in the same grade who took the assessments. The volumes and representation across the previously mentioned types of districts, schools, and test takers are not robust enough to support nationally representative norms.

The table below shows the highlights of the MAP Reading Fluency Foundational Skills domain user norms.

MAP Reading Fluency Foundational Skills domain user norms	
<b>Within-year growth norms</b>	Fall to winter Winter to spring Fall to spring
<b>Between-year growth norms</b>	N/A
<b>Achievement norms</b>	Fall, winter, and spring norms that are specific to a student's grade for K-3
<b>Instructional weeks</b>	Not adjusted for instructional weeks as configured by each partner
<b>School norms</b>	N/A

For the 2022–23 school year, only achievement status user norms will be included in the MAP Reading Fluency Screener Outcomes report and in the data export file.

Growth user norms data, in addition to the achievement status user norms, are available for partners to reference in the following tables.

# How to read the Achievement and Growth tables

## To find the achievement percentile for a student for a specific term:

1. Find the appropriate foundational skills domain and grade table.
2. Find the appropriate Term column in the table (Fall, Winter, or Spring).
3. Find the student's scaled domain score in that column.
4. Look at the leftmost column in that row, which shows the percentile.

## To find the growth projection for a given term pair for a student:

1. Find the appropriate foundational skills domain and grade table.
2. Find the student's beginning scaled domain score in the appropriate Term column.
3. Find the number in the column labeled Mean for the term pair selected. This is the mean growth for that term pair for students in the user base whose beginning score was the same as your student's. The beginning scaled domain score plus the value in the Mean column is the student's growth projection for that term pairing. It shows the average amount of growth attained for a student who had a particular beginning scaled domain score.
4. Note the standard deviation for the gain provided in the rightmost column of the term pair; it helps you understand the degree to which the gains of the user base were spread out around the mean. To compute growth that is one standard deviation above the growth projection (i.e., average), add the beginning scaled domain score, Mean gain score, and SD value. To compute growth that is one standard deviation below average, add the beginning scaled domain score to the Mean gain score, but subtract the SD value.

## EXAMPLE

If a fall score for your first-grade student is 489 (10th percentile), the fall-spring growth projection is 8.8, which would be added to the 489 for the projected score (therefore, 498). With a standard deviation of 5.5, the range of projected scores would be 492 to 504.

## Phonological Awareness Domain Achievement and Growth—Grade 1

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
1	482	485	487	11.1	5.5	8.2	5.0	5.8	4.6
2	484	487	489	10.4	5.5	7.6	5.0	5.3	4.6
3	485	489	490	10.1	5.5	7.4	5.0	4.9	4.6
4	486	490	491	9.8	5.5	7.1	5.0	4.7	4.6
5	487	490	492	9.5	5.5	6.9	5.0	4.7	4.6
6	487	491	493	9.5	5.5	6.9	5.0	4.4	4.6
7	488	492	493	9.1	5.5	6.6	5.0	4.2	4.6
8	488	492	494	9.1	5.5	6.6	5.0	4.2	4.6
9	489	493	494	8.8	5.5	6.3	5.0	4.0	4.6
10	489	493	495	8.8	5.5	6.3	5.0	4.0	4.6
11	490	493	495	8.5	5.5	6.1	5.0	4.0	4.6
12	490	494	496	8.5	5.5	6.1	5.0	3.8	4.6

**Fall score**      Mean growth from fall to spring for first-grade students who score 489 in the fall

See the complete achievement and growth tables on pages 3 to 38.





## Phonological Awareness Domain Achievement and Growth—Grade K

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	496	503	508	7.6	6.7	3.9	6.0	2.3	5.3
88	496	503	508	7.6	6.7	3.9	6.0	2.3	5.3
89	497	504	508	7.3	6.7	3.6	6.0	2.1	5.3
90	497	504	509	7.3	6.7	3.6	6.0	2.1	5.3
91	497	505	509	7.3	6.7	3.6	6.0	1.9	5.3
92	498	505	510	6.9	6.7	3.4	6.0	1.9	5.3
93	498	506	510	6.9	6.7	3.4	6.0	1.7	5.3
94	499	506	511	6.6	6.7	3.1	6.0	1.7	5.3
95	500	507	512	6.3	6.7	2.9	6.0	1.5	5.3
96	500	508	513	6.3	6.7	2.9	6.0	1.3	5.3
97	501	509	514	6.0	6.7	2.6	6.0	1.1	5.3
98	502	510	515	5.7	6.7	2.3	6.0	1.0	5.3
99	504	512	517	5.0	6.7	1.8	6.0	1.0	5.3





## Phonological Awareness Domain Achievement and Growth—Grade 1

	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Percentile	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean
87	507	511	513	3.0	5.5	1.6	5.0	1.0	4.6
88	507	511	513	3.0	5.5	1.6	5.0	1.0	4.6
89	508	512	513	2.7	5.5	1.3	5.0	1.0	4.6
90	508	512	514	2.7	5.5	1.3	5.0	1.0	4.6
91	509	512	514	2.4	5.5	1.1	5.0	1.0	4.6
92	509	513	515	2.4	5.5	1.1	5.0	1.0	4.6
93	510	513	515	2.0	5.5	1.0	5.0	1.0	4.6
94	510	514	516	2.0	5.5	1.0	5.0	1.0	4.6
95	511	515	517	2.0	5.5	1.0	5.0	1.0	4.6
96	512	515	517	2.0	5.5	1.0	5.0	1.0	4.6
97	513	516	518	2.0	5.5	1.0	5.0	1.0	4.6
98	514	518	520	2.0	5.5	1.0	5.0	1.0	4.6
99	516	520	522	2.0	5.5	1.0	5.0	1.0	4.6





## Phonological Awareness Domain Achievement and Growth—Grade 2

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	510	513	514	2.0	5.5	1.0	4.8	1.0	4.8
88	510	513	515	2.0	5.5	1.0	4.8	1.0	4.8
89	511	513	515	2.0	5.5	1.0	4.8	1.0	4.8
90	511	514	515	2.0	5.5	1.0	4.8	1.0	4.8
91	511	514	516	2.0	5.5	1.0	4.8	1.0	4.8
92	512	515	516	2.0	5.5	1.0	4.8	1.0	4.8
93	512	515	517	2.0	5.5	1.0	4.8	1.0	4.8
94	513	516	518	2.0	5.5	1.0	4.8	1.0	4.8
95	513	516	518	2.0	5.5	1.0	4.8	1.0	4.8
96	514	517	519	2.0	5.5	1.0	4.8	1.0	4.8
97	515	518	520	2.0	5.5	1.0	4.8	1.0	4.8
98	516	519	521	2.0	5.5	1.0	4.8	1.0	4.8
99	518	521	523	2.0	5.5	1.0	4.8	1.0	4.8





## Phonological Awareness Domain Achievement and Growth—Grade 3

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	511	514	515	2.0	5.6	1.0	4.6	1.0	4.6
88	511	514	515	2.0	5.6	1.0	4.6	1.0	4.6
89	512	514	516	2.0	5.6	1.0	4.6	1.0	4.6
90	512	515	516	2.0	5.6	1.0	4.6	1.0	4.6
91	513	515	516	2.0	5.6	1.0	4.6	1.0	4.6
92	513	516	517	2.0	5.6	1.0	4.6	1.0	4.6
93	514	516	518	2.0	5.6	1.0	4.6	1.0	4.6
94	514	517	518	2.0	5.6	1.0	4.6	1.0	4.6
95	515	517	519	2.0	5.6	1.0	4.6	1.0	4.6
96	515	518	520	2.0	5.6	1.0	4.6	1.0	4.6
97	516	519	521	2.0	5.6	1.0	4.6	1.0	4.6
98	518	520	522	2.0	5.6	1.0	4.6	1.0	4.6
99	519	522	524	2.0	5.6	1.0	4.6	1.0	4.6





## Phonics & Word Recognition Domain Achievement and Growth—Grade K

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	495	503	508	9.9	6.1	5.5	5.2	3.9	4.3
88	495	503	508	9.9	6.1	5.5	5.2	3.9	4.3
89	495	503	509	9.9	6.1	5.5	5.2	3.9	4.3
90	496	504	509	9.6	6.1	5.3	5.2	3.8	4.3
91	496	504	510	9.6	6.1	5.3	5.2	3.8	4.3
92	497	505	510	9.4	6.1	5.2	5.2	3.7	4.3
93	497	505	511	9.4	6.1	5.2	5.2	3.7	4.3
94	498	506	511	9.2	6.1	5.0	5.2	3.6	4.3
95	498	507	512	9.2	6.1	5.0	5.2	3.4	4.3
96	499	507	513	8.9	6.1	4.8	5.2	3.4	4.3
97	500	508	514	8.7	6.1	4.6	5.2	3.3	4.3
98	501	510	515	8.5	6.1	4.5	5.2	3.1	4.3
99	503	512	518	8.0	6.1	4.1	5.2	2.9	4.3





## Phonics & Word Recognition Domain Achievement and Growth—Grade 1

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	508	512	515	4.9	4.8	2.8	4.0	1.7	3.6
88	508	512	515	4.9	4.8	2.8	4.0	1.7	3.6
89	508	513	515	4.9	4.8	2.8	4.0	1.6	3.6
90	509	513	516	4.7	4.8	2.6	4.0	1.6	3.6
91	509	513	516	4.7	4.8	2.6	4.0	1.6	3.6
92	510	514	517	4.5	4.8	2.5	4.0	1.5	3.6
93	510	514	517	4.5	4.8	2.5	4.0	1.5	3.6
94	511	515	518	4.3	4.8	2.3	4.0	1.4	3.6
95	512	516	519	4.1	4.8	2.2	4.0	1.3	3.6
96	512	517	519	4.1	4.8	2.2	4.0	1.2	3.6
97	513	518	520	3.9	4.8	2.0	4.0	1.1	3.6
98	515	519	522	3.5	4.8	1.7	4.0	1.0	3.6
99	517	521	524	3.1	4.8	1.4	4.0	1.0	3.6





## Phonics & Word Recognition Domain Achievement and Growth—Grade 2

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	512	515	517	3.1	4.2	1.8	3.5	1.0	3.6
88	513	515	517	2.9	4.2	1.7	3.5	1.0	3.6
89	513	516	517	2.9	4.2	1.7	3.5	1.0	3.6
90	513	516	518	2.9	4.2	1.7	3.5	1.0	3.6
91	514	517	518	2.8	4.2	1.6	3.5	1.0	3.6
92	514	517	519	2.8	4.2	1.6	3.5	1.0	3.6
93	515	518	519	2.7	4.2	1.5	3.5	1.0	3.6
94	515	518	520	2.7	4.2	1.5	3.5	1.0	3.6
95	516	519	521	2.5	4.2	1.4	3.5	1.0	3.6
96	517	520	521	2.4	4.2	1.4	3.5	1.0	3.6
97	518	521	522	2.3	4.2	1.3	3.5	1.0	3.6
98	519	522	524	2.1	4.2	1.2	3.5	1.0	3.6
99	521	524	526	2.0	4.2	1.0	3.5	1.0	3.6





## Phonics & Word Recognition Domain Achievement and Growth—Grade 3

Percentile	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean	SD
87	514	516	517	2.0	4.1	1.3	3.4	1.0	3.6
88	514	517	518	2.0	4.1	1.3	3.4	1.0	3.6
89	515	517	518	2.0	4.1	1.2	3.4	1.0	3.6
90	515	517	519	2.0	4.1	1.2	3.4	1.0	3.6
91	516	518	519	2.0	4.1	1.1	3.4	1.0	3.6
92	516	518	520	2.0	4.1	1.1	3.4	1.0	3.6
93	517	519	520	2.0	4.1	1.0	3.4	1.0	3.6
94	517	519	521	2.0	4.1	1.0	3.4	1.0	3.6
95	518	520	521	2.0	4.1	1.0	3.4	1.0	3.6
96	519	521	522	2.0	4.1	1.0	3.4	1.0	3.6
97	520	522	523	2.0	4.1	1.0	3.4	1.0	3.6
98	521	523	525	2.0	4.1	1.0	3.4	1.0	3.6
99	523	525	527	2.0	4.1	1.0	3.4	1.0	3.6





## Language Comprehension Domain Achievement and Growth—Grade K

	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Percentile	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean
87	498	502	506	4.8	5.2	1.5	5.2	1.5	4.5
88	499	503	506	4.5	5.2	1.3	5.2	1.3	4.5
89	499	503	506	4.5	5.2	1.3	5.2	1.3	4.5
90	499	503	507	4.5	5.2	1.3	5.2	1.3	4.5
91	500	504	507	4.3	5.2	1.1	5.2	1.1	4.5
92	500	504	508	4.3	5.2	1.1	5.2	1.1	4.5
93	501	505	508	4.1	5.2	1.0	5.2	1.0	4.5
94	501	505	509	4.1	5.2	1.0	5.2	1.0	4.5
95	502	506	509	3.9	5.2	1.0	5.2	1.0	4.5
96	503	507	510	3.7	5.2	1.0	5.2	1.0	4.5
97	503	508	511	3.7	5.2	1.0	5.2	1.0	4.5
98	505	509	512	3.2	5.2	1.0	5.2	1.0	4.5
99	506	511	514	3.0	5.2	1.0	5.2	1.0	4.5





## Language Comprehension Domain Achievement and Growth—Grade 1

	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Percentile	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean
87	506	508	510	2.2	4.9	1.0	4.7	1.0	3.9
88	506	509	510	2.2	4.9	1.0	4.7	1.0	3.9
89	506	509	511	2.2	4.9	1.0	4.7	1.0	3.9
90	507	509	511	2.0	4.9	1.0	4.7	1.0	3.9
91	507	510	512	2.0	4.9	1.0	4.7	1.0	3.9
92	508	510	512	2.0	4.9	1.0	4.7	1.0	3.9
93	508	511	513	2.0	4.9	1.0	4.7	1.0	3.9
94	509	511	513	2.0	4.9	1.0	4.7	1.0	3.9
95	509	512	514	2.0	4.9	1.0	4.7	1.0	3.9
96	510	513	515	2.0	4.9	1.0	4.7	1.0	3.9
97	511	514	516	2.0	4.9	1.0	4.7	1.0	3.9
98	512	515	517	2.0	4.9	1.0	4.7	1.0	3.9
99	515	517	519	2.0	4.9	1.0	4.7	1.0	3.9





## Language Comprehension Domain Achievement and Growth—Grade 2

	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Percentile	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean
87	509	511	512	2.0	4.7	1.0	4.6	1.0	3.9
88	509	511	512	2.0	4.7	1.0	4.6	1.0	3.9
89	509	511	513	2.0	4.7	1.0	4.6	1.0	3.9
90	510	512	513	2.0	4.7	1.0	4.6	1.0	3.9
91	510	512	514	2.0	4.7	1.0	4.6	1.0	3.9
92	511	513	514	2.0	4.7	1.0	4.6	1.0	3.9
93	511	513	515	2.0	4.7	1.0	4.6	1.0	3.9
94	512	514	515	2.0	4.7	1.0	4.6	1.0	3.9
95	512	514	516	2.0	4.7	1.0	4.6	1.0	3.9
96	513	515	517	2.0	4.7	1.0	4.6	1.0	3.9
97	514	516	518	2.0	4.7	1.0	4.6	1.0	3.9
98	515	518	519	2.0	4.7	1.0	4.6	1.0	3.9
99	517	520	521	2.0	4.7	1.0	4.6	1.0	3.9





## Language Comprehension Domain Achievement and Growth—Grade 3

	TERM			FALL-SPRING COND. GROWTH		FALL-WINTER COND. GROWTH		WINTER-SPRING COND. GROWTH	
	Percentile	Fall	Winter	Spring	Mean	SD	Mean	SD	Mean
87	511	512	513	2.0	5.1	1.0	4.0	1.0	4.7
88	511	512	513	2.0	5.1	1.0	4.0	1.0	4.7
89	511	512	514	2.0	5.1	1.0	4.0	1.0	4.7
90	512	513	514	2.0	5.1	1.0	4.0	1.0	4.7
91	512	513	515	2.0	5.1	1.0	4.0	1.0	4.7
92	513	514	515	2.0	5.1	1.0	4.0	1.0	4.7
93	513	514	516	2.0	5.1	1.0	4.0	1.0	4.7
94	514	515	516	2.0	5.1	1.0	4.0	1.0	4.7
95	515	516	517	2.0	5.1	1.0	4.0	1.0	4.7
96	515	516	518	2.0	5.1	1.0	4.0	1.0	4.7
97	516	517	519	2.0	5.1	1.0	4.0	1.0	4.7
98	518	519	521	2.0	5.1	1.0	4.0	1.0	4.7
99	520	521	523	2.0	5.1	1.0	4.0	1.0	4.7



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