



## MAP Suite Thresholds

2025-2026

To meet the criteria set forth by the Nebraska Department of Education, it is required that MAP Growth Reading and MAP Reading Fluency are paired. Students identified as being below threshold in MAP Reading Fluency or MAP Growth will qualify for NebraskaREADS 's Individualized Reading Improvement Plan (IRIP).

MAP Reading Fluency offers several threshold levels to inform educators which students would benefit from additional resources and intervention. The first and most reliable threshold is any student with a "Flagged" screener outcome status which indicates a student may be at risk for future reading difficulty. Any student with a "Flagged" status is considered Below Threshold. Students who are "Flagged" on screener outcome and demonstrate low performance in any foundational skill domain percentile or WCPM (Scaled) are considered Well Below Threshold. Well Below Threshold identifies the students with the greatest need and additional intensive intervention may be warranted.

Assessment Title	Grade Level	Threshold Level (Cut-point)		
		Fall Score	Winter Score	Spring Score
<b>MAP Reading Fluency:</b> Fall/Winter/Spring- Foundational Skills	K	Flagged Screener Outcome	Flagged Screener Outcome	Flagged Screener Outcome
<b>MAP Reading Fluency:</b> Fall/Winter: Foundational Skills Spring: Adaptive Oral Reading	1	Flagged Screener Outcome	Flagged Screener Outcome	<b>Foundational Skill path:</b> Flagged screener outcome <b>Oral Reading path:</b> Flagged screener outcome
<b>MAP Reading Fluency:</b> Fall: Adaptive Oral Reading** Winter/Spring: Adaptive Oral Reading-passages only	2	<b>Foundational Skill path:</b> Flagged screener outcome <b>Oral Reading path:</b> Flagged screener outcome	<b>Oral Reading path:</b> Flagged screener outcome	<b>Oral Reading path:</b> Flagged screener outcome

Disclaimer: Threshold levels are determined by the assessment provider. For more information about the assessment and/or threshold levels, please contact the assessment provider directly.

<b>MAP Growth K-2</b>	K	RIT Score 130	RIT Score 140	RIT Score 147
<b>MAP Growth K-2</b>	1	RIT Score 149	RIT Score 159	RIT Score 164
<b>MAP Growth K-2</b>	2	RIT Score 164	RIT Score 173	RIT Score 177
<b>MAP Growth 2-5</b>	3	RIT Score 178	RIT Score 185	RIT Score 189
<b>Spring NSCAS General – Connected</b>	3	N/A	N/A	RIT Score 189

Screener Outcome data are found on the Screener Outcome report in MAP Reading Fluency.

Additional MAP Suite guidance for NebraskaREADS

- Kinder and 1st grade through middle of the year can begin with Foundational Skills or Dyslexia Screener. At the end of year for 1st grade, students can be transitioned to Adaptive Oral Reading.
- For 1st grade students whose performance in sentence reading fluency indicates readiness for passage reading, those students can be assigned a passages-only test form as well to gather fluency data.
- If students are still flagged in MAP Reading Fluency as of Spring 1st grade, it may be most appropriate for those students to continue to be tested in MAP Reading Fluency during 2nd grade (at least fall).
- \*2nd grade beginning of year, students can begin with Adaptive Oral Reading. From the middle of 2nd grade forward, most students can be transitioned to Adaptive Oral Reading – Passages Only.
- Dyslexia screener test form can be used in place of the foundational skills benchmark should the district also want to have RAN data. There is no need to test a student in both during the same term.
- Especially for 2nd and 3rd grade students falling below the MAP Growth threshold, use MAP Reading Fluency to gather additional data to inform reading plans. MAP Reading Fluency's progress monitoring assessment forms can be used as part of a reading plan to track student progress in foundational skills and oral reading.
- In Grade 3, the Spring NSCAS Connected solution is available to districts in addition to MAP Growth 2-5 option and will provide the same RIT scores using the MAP RIT scale.

Disclaimer: Threshold levels are determined by the assessment provider. For more information about the assessment and/or threshold levels, please contact the assessment provider directly.