

MAP RIT Norms

Student achievement norms

The norms in the tables below have a very straightforward interpretation. For example, in the achievement norms for reading, grade 2 students in the fall had a mean score of 172.35 and a standard deviation of 15.19. To get a sense of how much variation there was, the SD of 15.19 can be subtracted from the mean and added to the mean to produce a range of about 157-188. Since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range.

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

* These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

Approximate Text Level Conversion and Comparison Table

Stages of Reading	Grade Level	Fountas & Pinnell	Reading A-Z	Lexile	RIT Score
Emergent Reader	K	A	aa	BR70L-10	141-147
	K	A	A	BR70L-10	
	K	B	B	BR40L-16	148-155
	K	C	C	BR40L-16	156-158
	K	D	D	160L-310L	159-161
Early Reader	1	E	E	160L-310L	162-163
	1	F	F	300L-450L	164-166
	1	G	G	300L-450L	167-172
	1	H	H	430L-530L	
	1	I	I	430L-530L	173-178
	1	J	J	430L-530L	
	1	J	K	510L-620L	
Transitional Reader	2	K	L	510L-620L	179-183
	2	L	M	530L-810L	184-187
	2	L	N	530L-810L	
	2	M	O	600L-850L	188-194
	2	M	P	600L-850L	
Early Fluent Reader	3	N	Q	660L-930L	195-197
	3	N	R	660L-930L	
	3	O	S	790L-940L	198-200
	3	P	T	790L-940L	
Fluent Reader	4	Q	U	820L-1030	201-203
	4	R	V	820L-1030	
	4	S	W	820L-1030	204-206
	4	S	X	890L-1080	204-206
	5	T	Y	890L-1080	
	5	U-V	Z	890L-1080	207-212
	6	W-X	W	920L-1120	213-216
	6	Y-Z	Y	920L-1120	217+

Resources: Reading A-Z English Level Correlation Chart, Lubbock ISD Response to Intervention Guide

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D / E
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations;
Needs Short-Term InterventionDoes Not Meet Expectations;
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Speech & Language Milestones

**HOW MANY WORDS SHOULD MY
CHILD USE?**

12 MONTHS: 1 - 5 WORDS

18 MONTHS: 10-50 WORDS

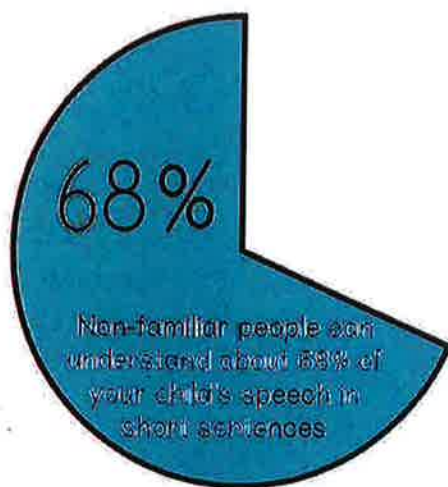
24 MONTHS: 50-300 WORDS
(2 word phrases)

36 MONTHS: 250-1,000 WORDS
(3 word phrases/sentences)

@brittanycslp



Between 3;0-3;5 years, your child can likely say these sounds correctly: p, b, m, d, n, h, t, k, g, w, f, ng, and y.



3

YEARS

Speech error patterns that should be DECREASING:

- Prevocalic voicing
- Word final devoicing
- Final consonant deletion
- Initial consonant deletion

Speech error patterns that are TYPICAL AT THIS AGE:

- Cluster reduction
- Weak syllable deletion
- Gliding
- Deaffrication
- Stopping of 'sh', 'ch', and 'j'
- Fricative simplification of 'th'

There can be a lot of change occurring between the age of 3-4 years.

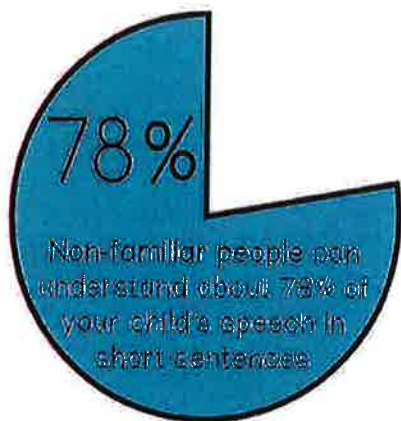
Phonological awareness skills that are EMERGING

- Children are more sensitive to and are able to detect syllables before they can detect individual sounds.
- Rhyme awareness is developing.



Between 3;6-3;11 years, your child can likely say these sounds correctly:
p, b, m, d, n, h, t, k, g, w, f, ng, and y.

Clusters they *may* begin to use:
tw, kw.



3^{1/2} YEARS

Speech error patterns that should be DECREASING:

- Prevocalic voicing
- Word final devoicing
- Final consonant deletion
- Initial consonant deletion
- Fronting (3;6 -4;0 years)
- Stopping of fricatives 'f', 's', and 'v' (by around 3;6 years)

Speech error patterns that are TYPICAL AT THIS AGE:

- Cluster reduction
- Weak syllable deletion
- Gliding
- Deaffrication
- Stopping of 'sh', 'ch', and 'j'
- Fricative simplification of 'th'

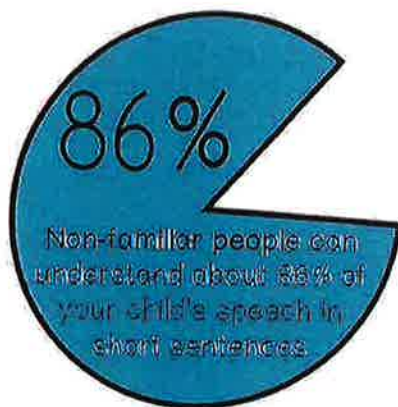
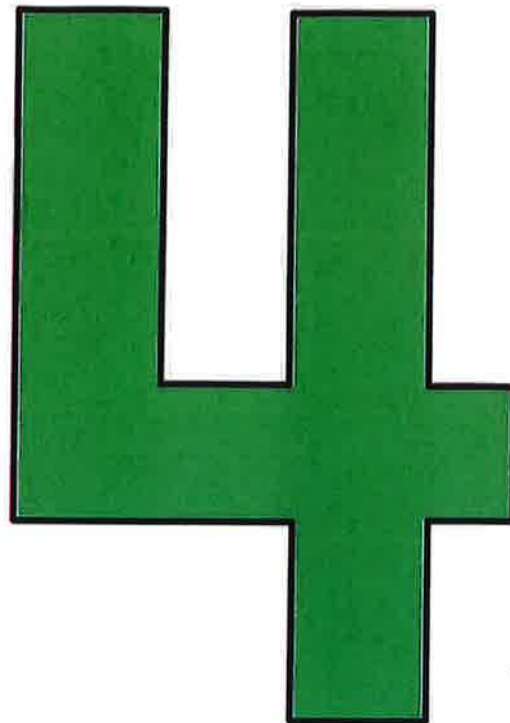
Phonological awareness skills that are EMERGING

- Rhyme awareness develops and they may be able to predict rhyming words in stories and produce rhymes on their own.
- Children can start to clap out and break words into syllables.
- Know the first sound in their name.



Between 4;0-4;5 years, your child can likely say these sounds correctly:
p, b, m, d, n, h, t, k, g, w, f, ng, y, l, j, ch, sh, s, z, and v.

Clusters they *may* begin to use:
tw, kw, pl, bl, kl, gl, fl, sp, st, sk.



YEARS

Speech error patterns that should be DECREASING:

- Cluster reduction (may vary for different 's', 'l', 'r' clusters)
- Weak syllable deletion

Speech error patterns that are TYPICAL AT THIS AGE:

- Deaffrication
- Stopping of affricates
- Gliding of 'r'
- Fricative simplification of 'th'

Atypical speech sound errors include deleting initial consonants, backing of alveolars, glottal substitutions, fricatives replacing stops, and lateral distortions can be indicative of weak phonological awareness skills.

Phonological awareness skills that are EMERGING

- Breaking words into syllables, judging and producing rhyme, and matching initial sounds in words.

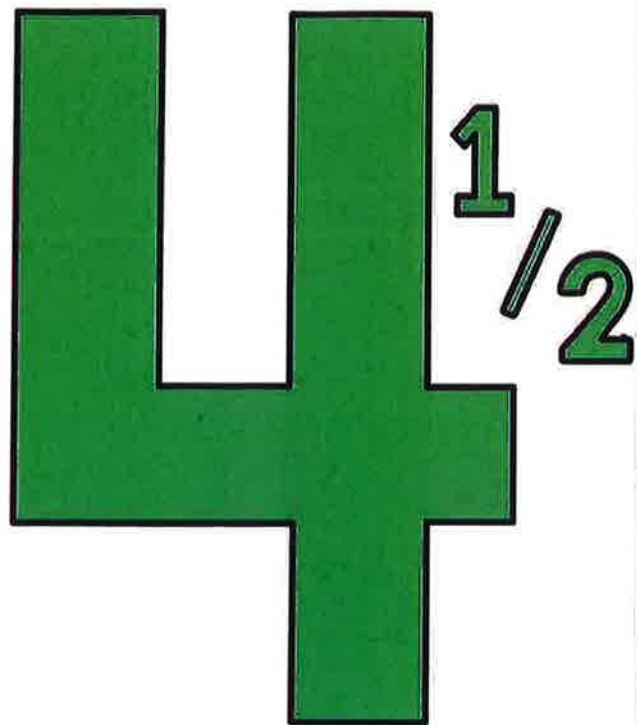
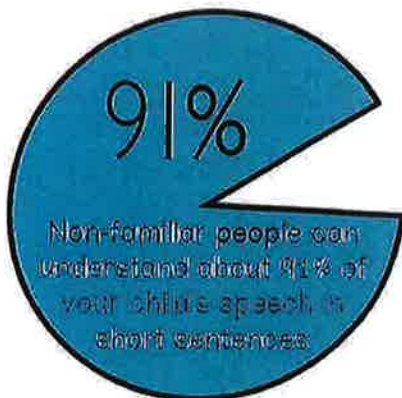


Between 4;6-4;11 years, your child can likely say these sounds correctly:

p, b, m, d, n, h, t, k, g, w, f, ng, y, l, j, ch, sh, s, z, and v.

Clusters they *may* begin to use:

tw, kw, pl, bl, kl, gl, fl, sp, st, sk, sm, sn, sl, sw, kr.



YEARS

Speech error patterns that should be DECREASING:

- Cluster reduction of 2 elements
- Deaffrication
- Stopping of affricates
- Gliding of 'l'

Speech error patterns that are TYPICAL AT THIS AGE:

- Cluster reduction of 3 element clusters
- Gliding of 'r'
- Fricative simplification of 'th'

Atypical speech sound errors include deleting initial consonants, backing of alveolars, glottal substitutions, fricatives replacing stops, and lateral distortions can be indicative of weak phonological awareness skills.

Phonological awareness skills that are EMERGING

- Letter knowledge increases as your child approaches 5 years of age.
- Able to identify the first and last sounds in words
- Produce words with the same beginning sound



Between 5;0-5;11 years, your child can likely say these sounds correctly:

p, b, m, d, n, h, t, k, g, w, f, ng, y, l, j, ch, sh, s, z, v, r, zh, and th.

Clusters they *may* begin to use:

Most 2 cluster 'l' blends, 's' blends, and 'r' blends (except thr).



YEARS

Speech error patterns that should be DECREASING:

- Gliding of 'r'

Speech error patterns that are TYPICAL AT THIS AGE:

- Fricative simplification of 'th'

Children who continue to experience speech sound delays by the time they are ready to start school are most at risk of having literacy difficulties.

Phonological awareness skills that are CONSOLIDATING

- Between the age of 5;0-5;6 years, children can break words into syllables, judge and produce rhyme, identify the first and last sounds in words, and have letter knowledge.
- Between the age of 5;6-5;11 years, children can break words into their individual sounds.
- Children strengthen their ability to recognize and match letters to sounds.



Between 6;0-6;11 years, your child can likely say these sounds correctly:

p, b, m, d, n, h, t, k, g, w, f, ng, y, l, j, ch, sh, s, z, v, r, zh, and th.

Clusters they *may* begin to use:

2 element clusters containing 'l', 's', and 'r' blends. 3 element clusters spl, str, skw, skr might be emerging, as might thr.



YEARS

Speech and literacy skills that indicate your child may need more support:

- Continued difficulties with saying sounds such as 's,' 'r,' and 'sh'.
- Difficulties completing phonemic awareness tasks such as initial and final sound identification, blending and segmenting sounds.
- Difficulties matching speech sounds to letters.
- Difficulties reading familiar words.

Speech and literacy skills that are EXPECTED at this age:

- Six-year-olds can say the 'th' sound, though it may still be in error.
- Children complete a range of phonemic awareness tasks. They can identify initial and final sounds, blend, segment & delete sounds in words.
- Children know their letters, will start to recognize familiar words, sound out new words. They will begin to write known words and use Invented spelling for unknown words.

Why is R So Hard to Say?

When we work on articulation (speech sound) disorders in speech-language therapy, we focus on placement, or how to make the sound correctly. This involves getting our tongue, lips, and teeth all in the right place to make the target sound.

For many sounds, this is straightforward. With the /r/ sound, for example, we can check in a mirror to make sure that the tongue tip is going up and staying behind the top teeth when the sound is being produced.



It is easy to see/hear when the student remembers to get his/her tongue in the right spot for the sound.

How is R Different?

The /r/ sound is more complex than most of our other sounds in English. For one, it is produced further back in the mouth, making it difficult to see or imitate. Also, the placement for the /r/ sound will change slightly depending on the sounds around the /r/ in the word/sentence. Think of the /r/ sound like a chameleon - it changes colors (or placement) slightly depending on the setting.

Try saying these words aloud, paying attention to where your tongue is in your mouth: *core, air, rose, fire*. You can feel that the placement for each of the /r/ sounds is slightly different.

Typically in therapy, we will work on one type of /r/ at a time, usually the one that is closest to being a correct /r/ production. We work on the sound in syllables, then words, phrases, sentences, and eventually conversation. Often, working on the /r/ in just one context can help strengthen some of the other /r/ sounds.

What are the different types of /r/?

Vocalic R

AR	AIR	EAR
ER	OR	IRE

Each can be found in the initial, medial, and final positions of words.

Pre-Vocalic R

(usually the first sound in a word)

R-Blends

(such as in truck)