

AIMSweb

Quick Tip Handbook

*A collection of tips and tools to guide
teachers in the AIMSweb benchmarking
and progress monitoring process.*

Created by the 2009-2010 AIMSweb Committee

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AIMSweb Quick Tip Handbook

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AIMSweb Teacher Responsibilities/Expectations

The following is a list of the responsibilities for classroom teachers in regards to AIMSweb benchmarking and progress monitoring.

Teachers will:

- Benchmark ALL students at their current grade level three times per year during the Fall, Winter, and Spring testing windows.
 - The majority of the benchmarking should be done by the classroom teacher so that you are aware of your students' performance level.
 - See AIMSweb Tip #1
- Print and analyze classroom and student reports to determine which students should be progress monitored.
 - All students performing well below average (red area) should be progress monitored.
 - Some students in the below average (yellow area) may need to be progress monitored.
 - See AIMSweb Tip #3
- Conduct Survey Level Assessments to determine the students' appropriate progress monitoring level.
 - See AIMSweb Tip #5
- Set and adjust goals for any students being progress monitored.
 - See AIMSweb Tips #6 and #7
- Select and implement research based Interventions for all students being progress monitored.
 - See Interventions for RTI Handbook or research based intervention website
 - Enter interventions
 - See AIMSweb Tips #13
- Print and review reports on student progress as needed.
 - See AIMSweb Tip #4

The AIMSweb contact in your building is _____

AIMSweb Tip #1 Benchmarking Using the Laptop

1. Log into AIMSweb. (Customer ID-8734)
2. Change to correct benchmarking period (Fall, Winter, Spring).
3. Click on the **My Classes** tab.
4. Select the measurement you want to evaluate.
5. Click on **Edit Scores**.
6. Under the **measurement** column click on **Assess Class**.
 - a. For Grades K and 1 look for **AIMSweb TEL**.
7. Select the **student's name** you want to benchmark.
8. Click on **instructions**.
9. Read the instructions to the student.
10. Click on **close**.
11. When the student is ready click on **start timer**.
12. Use the mouse and cursor to mark errors.
 - a. See Appendix B (Scoring Rules and Examples) for what counts as an error.
13. Click on **back to scoring** if needing to leave the test early (i.e. fire drill, wrong student selected, etc.).

-When the test(s) are completed the median score will be posted after the student's name.
-You may also add information about the student's reading behaviors, find suggestions for parents and make comments.

1. In the **My Classes** tab, click on the box in front of the student's name.
2. Click on the applicable boxes and add comments.
3. Click on **Save**.
4. A red check mark will appear in the box indicating information has been added.
5. This information can be edited.

-For Reading CBMs, a comment box will appear containing a qualitative features checklist, what the parents can do to help checklist, and a teacher comment box.

*To return to the previous screen, use the green AIMSweb **Back** button whenever available.

AIMSweb Tip #2

Benchmarking vs. Progress Monitoring

Here is some information to clarify the difference between benchmarking and progress monitoring:

Benchmarking is assessment done 3 times per year (Fall, Winter, and Spring) on ALL students at their *current grade level*.

Progress Monitoring is assessment done weekly or bi-weekly at their *instructional level* on students who are at-risk or significantly below grade level. This is done to determine if the interventions you are using are effective. If you are not seeing a change, you need to modify your intervention. (See Decision Rules, Tip #9)

**** Deciding who to progress monitor:**

--The majority of students will only need to be **benchmarked** 3 times per year.

--However, if you look at a student's report and they are significantly below grade level, you will want to progress monitor them.

--See Tip #3 for more information.

AIMSweb Tip #3

Viewing a Report of Your Whole Class Score & Percentile Table (Rainbow Graph)

- You can view a report of your whole class to see where they are achieving.
--To see this report, follow the steps below.
1. Go to AIMSweb and log in.
 2. Your homepage should have the **My Classes** tab showing.
 3. There will be a dropdown box allowing you to choose which benchmarking timeframe you would like to view (Fall, Winter, Spring).
 4. Choose the timeframe you wish to view the report on and click **Go**.
 5. In the **Classroom Reports** section, there will be tabs from which to choose.
 - Grades K-1:** Choose the **early literacy tab** and select the button for whichever early literacy measure you want to view.
 - Grades 2+:** Choose the **reading tab** and then select the **R-CBM** button underneath.
 6. To view the classroom report showing all of your students' scores on one page, click on the second report under **Classroom Reports**. It is blue, green, yellow, and red and says "Score and Percentile Table" when you put your mouse over it. (Some call this the "Rainbow Graph.")
 7. Before printing this table, click on report options (Expand). Check to see the Comparison selected is: AIMSweb National Norms, Report method selected is: Norm, Criteria is AIMSweb Defaults and the current year, Display Format table, include Errors & Accuracy, Above & Below, Do not show State Test Correlation, show Target, Show Lexile measure, Period (Fall, Winter or Spring), Click on Display.
 - If comparing to your own school or to the district, do not print until the Mandan Public School's testing window is closed.
 8. To print this table, click the red **PDF** tab on the top. This will bring up a screen from which you can print.
 - Based on this table, you can easily identify which students to progress monitor weekly and which students can just be benchmarked three times per year.
 - Students in Blue are Above Average.
 - Students in Green are Average.
 - Students in Yellow are Below Average.
 - (You may want to progress monitor these students.)
 - Students in Red are Well Below Average and are at risk.
 - (It is highly recommended that these students are progress monitored.)

AIMSweb Tip #4

Comparing Student Reports/Data and Viewing Individual Student Reports

--You can compare your students' scores by school, district, state, or national averages (norms).

--To see these options, follow the steps below.

1. Log into AIMSweb.
2. Click on the **My Classes** tab.
3. Click on the **Reading** tab (for K-1 click **AIMSweb TEL** tab) about one-fourth of the way down the page so that your students' scores show up.
4. If you want whole class reports printed all at once, click on **Pathway**.
5. If you want an individual student report, click on **report** beside the student's name.
6. You will be taken to a webpage with the student's report on a graph.
7. Click on **Expand** beside Report Options.
8. There will be a drop down box beside the word **comparison**. From there, you can select Your School, Mandan, North Dakota, or AIMSweb National Norms.
9. After making your selection to whom you would like your student compared, click on **display**.
10. To print this report, click the red **PDF** tab.

--Below the graph will be information in a table form. The student's score, level of skills, and instructional recommendations will be listed.

--The level of skill may vary if you are comparing your student to Your School, Mandan, ND, or the AIMSweb National Norms. For instance, average for Your School might be above average for Mandan, or ND. Well Below Average when compared to Your School may only be Below Average when compared to AIMSweb National Norms. Or vice versa.

-- **This is the report to send home with parents during conferences.**

AIMSweb Tip #5

Conducting Survey Level Assessments (SLA) for Reading CBMs and MAZE probes

--After students are benchmarked, some will need to be progress monitored. This should happen at their *instructional level*, which is not always their grade level. Between the 25th and 75th percentile is considered the average range for any grade level. Students below the 10% will need Survey Level Assessments to find their instructional level.

--To find the student's progress monitoring level, you need to conduct a survey level assessment. This consists of giving benchmark probes by descending grade levels until the student is **at or above the 25th percentile (student should be able to read at least 20 to 25 WRC for R-CBM)**.

--To move to a new PM grade level during the year use 3 PM probes from the next grade level above, find the median. Student should read at or above the 25% percentile (read at least 20 to 25 WRC for R-CBM). If the ROI is greater than 2 or 3 WRC per week, set a goal that is lower than the 25%.

--Materials needed:

1. Benchmark probes for each grade below the student's current grade level. (Check with your building AIMSweb manager as to the location/accessibility of these probes.)
 - These need to be done paper/pencil mode.
 - You will need one student copy for ALL students you assess.
 - You will also need a teacher copy for EACH student you assess.
2. AIMSweb National Norms table for whichever area you plan to progress monitor: (Tip #12)
 - Reading-Curriculum Based Measurement
 - Letter Naming Fluency
 - Letter Sound Fluency
 - Phoneme Segmentation Fluency
 - Nonsense Word Fluency
 - MAZE Reading Comprehension
3. Timer.
4. Survey Level Assessment Recording Sheet. (Appendix D)

--Procedure:

1. Give the three benchmark probes for the next grade level below that of your student. (If your student is in 5th grade, give the 4th grade benchmarks, if in 4th grade, give 3rd grade, etc.)
2. Take median score and compare it to the National Norms Table.
 - If the score is **at or above the 25th percentile**, this is the student's beginning range for an average reader.
3. If the score is **below the 25th percentile**, repeat steps 1 and 2 until the median score is at or above the 25th percentile.

AIMSweb Tip #6

Setting Up a Progress Monitoring Schedule

--Entering the schedule online:

1. Log into AIMSweb.
2. Select the **Progress Monitoring** tab.
3. Select **Manage Students** on the Progress Monitor tab.
4. Search for the students whom you wish to monitor.
(They are listed in alphabetical order on the right side of the screen and grouped by grade, so you may have to scroll way down to find your student.)
5. **Check the box** next to the student's name in the Student List on the right side of the screen.
6. Click the **Add PM** button.
7. Select **Yes** when it asks you if you'd like to use the Scheduling Wizard. This can be used for one student or for multiple students with the same measures, duration, and frequency.
--The delete and transfer buttons are for use by AIMSweb managers only.
8. **Check the measure(s)** you are going to progress monitor.
 - Early Lit-LNF, LSF, PSF, or NWF
 - Reading-Curriculum Based Measurement (R-CBM)
 - MAZE (Reading Comprehension)-optional
9. Click **Next**.
10. Goal start date is today's date; Goal ending date is two to three weeks before the end of the school year to allow time to gather and review data.
11. Check "**skip summer months.**"
12. Click **Weekly** under Assessment Schedule and Frequency.
 - You may choose to progress monitor every two weeks instead of every week. If the student is in the red area (Well Below Average), it is recommended that you progress monitor every week. If in the yellow area, every two weeks is sufficient.
 - Under weekly, **check Friday** to give yourself plenty of time during the week to do your probes. Be sure to **uncheck Monday**.
13. On the Period and End of Schedule Reviews, leave **none** selected. (This is the default option.)

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AIMSweb Tip #6 (continued)
Setting Up a Progress Monitoring Schedule

14. Click **Save**.
15. Click on the word **Enter** under Goal.
16. Under Initial Performance scores
 - Choose the student's instructional level that you found from doing the Survey Level Assessments or the intended monitoring level.
 - Enter how many words the student read correctly.
 - Enter how many errors they made.
 - Initial probe-just pick the first one-this doesn't matter.
 - Initial program label and description-leave blank.
 - Goal corrects-see Tip #7 to set this.
 - Goal Errors-you want at least 95% accuracy, so calculate the most possible errors a student can get and still be at 95% of their goal corrects. (Also Tip #7)

AIMSweb Tip #7

Setting a Progress Monitoring Goal

--After you find the student's instructional level, a goal will need to be set for the student. Growth toward this goal is measured by your weekly progress monitoring.

--Setting the Goal:

1. First decide if an ambitious or realistic goal is appropriate for your student.
 - Using your teacher discretion, a rule of thumb would be to ask, "Can the student handle and see success using an ambitious goal without being frustrated?"
2. Be sure you are using the goal rate for the student's **current grade level**.

Grade Level Passages	Realistic Goal Rate	Ambitious Goal Rate
5	.5 WRC per week	.8 WRC per week
4	.85 WRC per week	1.1 WRC per week
3	1.0 WRC per week	1.5 WRC per week
2	1.5 WRC per week	2.0 WRC per week
1	2.0 WRC per week	3.0 WRC per week

*WRC-words read correctly

3. Multiply the Goal Rate times the number of instructional weeks that the student will be progress monitored.
 - This will be the number of monitoring weeks you have left of the school year.
4. Add this number to the median score obtained in the student's instructional level.
5. Compare this to the **Spring 50th** percentile (end of year goal) of the student's **instructional level**.
6. Set the goal based on the number you got, compared to the Spring 50th percentile of the instructional level.
 - If the goal seems low for what you think the student can achieve, set it a few words higher.
 - If the goal seems high, set the goal a few words lower.

Formula:

(goal rate of current grade) x (weeks left) + (SLA median score) = goal for the year

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AIMSweb Tip #7 (continued)

Setting a Progress Monitoring Goal

7. To determine minimum errors, calculate the most words a student could miss and still achieve 95% accuracy. This is the recommended independent level. For the elementary level, this is usually no more than 2 or 3 errors.

$$\text{-Error Rate} = (\text{Goal Level}) \times (.05\%)$$

8. Example for a 4th grader:

$$(\text{goal rate of current grade}) \times (\text{weeks left}) + (\text{SLA median score}) = \text{goal for the year}$$
$$.85 \times 20 \text{ weeks} = 17 + 89 (\text{SLA score}) = 106 (\text{end of year goal})$$

-- When Progress Monitoring, use the progress monitoring probes. After your goal is set, that level will appear when you assess the student. You will still need to provide a copy for the student to read from when assessing.

--Important points to remember:

-It is never a good idea to set a goal too high. Goals can always be raised throughout the year, but the research and data behind AIMSweb says that goals should never be lowered. Thus it is recommended to err on the side of lower goals, rather than too high.

-HOWEVER

Students are expected to catch up, so instructional programs must produce learning at a “faster than average rate value system.” You may wish to use Ambitious goals (rate of improvement) for many students with the goal of catching them up over a period of time. However, you will want to consider each student on an individual basis and balance “ambitious” with “realistic.” Students with severe discrepancies are not expected to catch up to their age level peers, but their yearly gains should decrease their discrepancy.

-You are the teacher. You know better than anyone whether or not the student can make the expected progress. Use your best judgment on setting your students’ goals.

AIMSweb Tip #8

How to Progress Monitor (Using the Laptop)

1. Log into AIMSweb.
2. Click **Progress Monitor** tab.
3. Under Next Score, click on **Assess Now** for the student you are going to progress monitor.
4. The probe will come up along with the probe number.
 - a. This will be the probe you need to give the student.
 - b. If they have already had that probe, you can change the number.
5. Give the student a copy of the probe to read from (student copy-no numbers on side).
6. Click in the top middle button to read the instructions.
7. Click **close**.
8. Click **start timer** on top right hand side when student reads the first word.
9. As the student reads, follow with your mouse and click on any word that the student misreads or omits.
 - a. See Appendix B (Scoring Rules and Examples) for what counts as an error.
 - b. If they skip a whole line, click on the box on the left hand side.
 - c. If the student self-corrects, click the word again.
10. When the timer beeps, click on their very last word and a yellow bracket will appear.
11. Your score is immediately entered and you can move on to the next student by following the on screen directions.

--**IF YOU MISS A WEEK** of progress monitoring, you need to click on the date under next score, then check the box of the missed date. It is not suggested that you miss, but if you do, **do not give this probe, or your data will be skewed.**

AIMSweb Tip #9

Entering an Intervention

--Learning Disability qualification will now be tied to the AIMSweb and/or intervention data collected through the RTI process. Therefore, it is necessary to keep thorough records.

--After you select the student's intervention, enter a description of the intervention that includes the following: WHO will deliver the instruction, WHAT program or strategies will be used, WHY the program was selected, WHERE intervention will occur, HOW LONG will be instructional period be, HOW OFTEN will intervention occur, WHEN during the day will intervention occur, OTHER factors that may impact the effectiveness of intervention.

--This is also where you would add notes or comments on factors that would impact the student's progress or the intervention delivery. This can be done at any time.

--Inputting the intervention online:

1. Log into Aimsweb.
2. Click on the **Progress Monitoring** tab to view your schedules.
3. Under the **Next Score** column, click on the date.
4. In the first dropdown box, select **all weeks**.
5. Click **Go**.
6. Select the "G" icon closest to today's date on the calendar. This will bring up a page to enter the intervention.
 - Choose the "I" icon on today's date to add intervention.
7. Enter the chart label and description (Intervention 1).
8. In the **New Chart Label** section, enter the name of the intervention, description of the intervention, who will deliver the intervention, where the intervention will occur, why the intervention was selected, how often will the intervention occur, how long will the instructional period be, when during the day, and other factors that may impact the intervention.
9. Click **Add**.

Example:

- Tier 2 Intervention
1. **WHY:** Student rate of fluency is below expected grade level
 2. **WHO:** General education teacher, reading specialist, parent
 3. **WHAT:** Fluent Phrasing (Florida Center for Reading Research)
 4. **WHERE:** General education classroom
 5. **WHEN:** Afternoon during independent work time (not core reading time)
 6. **HOW OFTEN:** Daily
 7. **HOW LONG:** 15 minutes
 8. **OTHER PERTINENT DATA:** i.e.
 - 10/12/11: Got glasses
 - 11/30/11: Started new medicine for attention

AIMSweb Tip #10

Decision Rules for Changing Goals and Interventions

--As a student progresses, it may be necessary to change their goals or levels.

--When to change a goal/level:

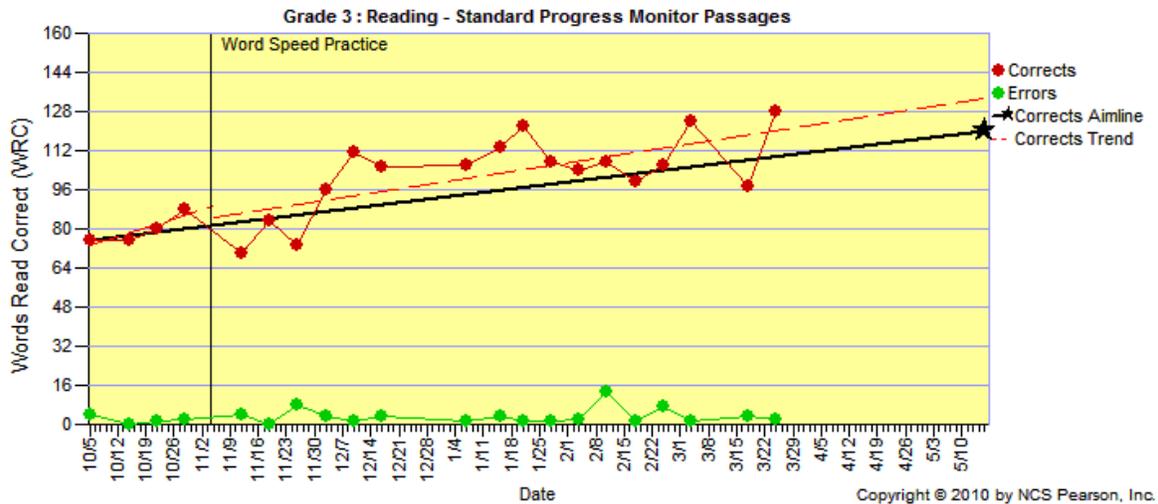
--Best practice is to have a **minimum of 6 data points** before making changes.

--When looking at a student's graph, if you have 4 consecutive data points above the Corrects Aimline (black solid line) you need to consider changing your goal.

--If you have 4 consecutive points below the Corrects Aimline, you need to change your intervention.

--Compare the trend line (red dashed line) to the goal line (black solid line).

--If trend line is steeper than goal line, increase goal. See example below.

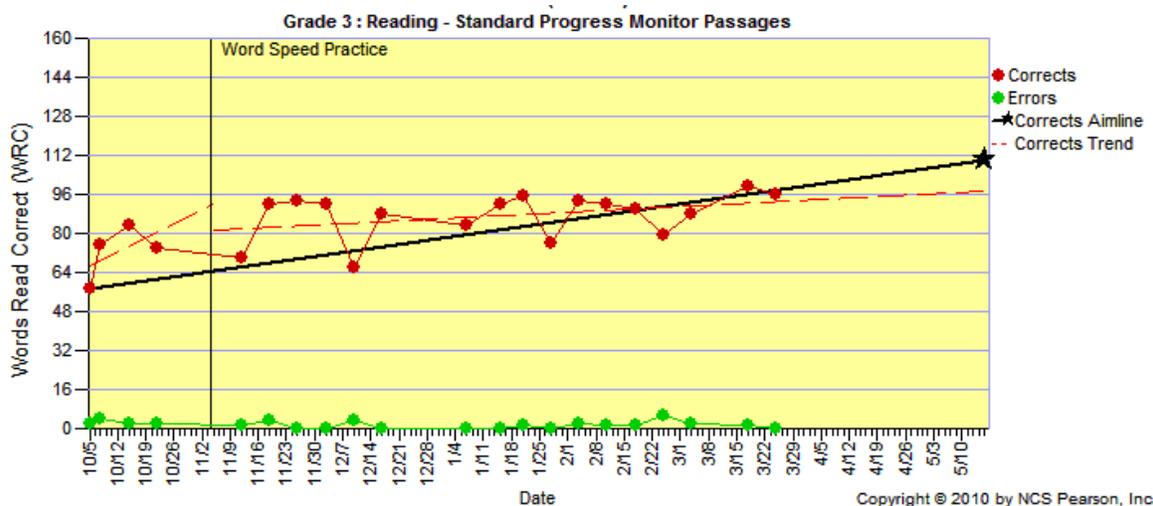


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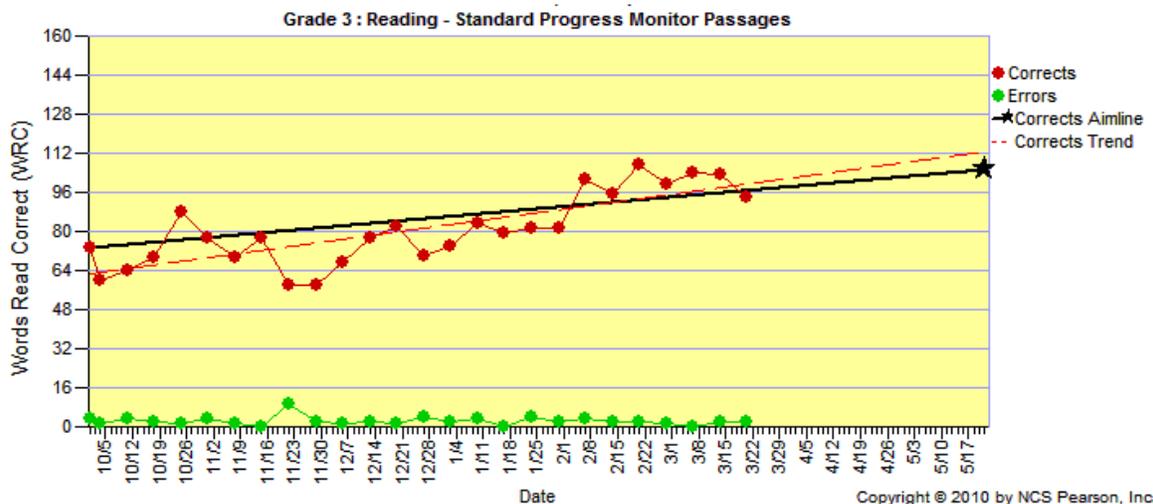
AIMSweb Tip #10 (continued)

Decision Rules for Changing Goals and Interventions

--If trend line is flatter than or moving in opposite direction to the goal line, revise instructional program. See example below.



--If trend line will intersect and go above goal line, make no change at that time. See example below.



--When to change progress monitoring level:

--If a student has reached the Spring 50th percentile for the current monitoring level, begin monitoring at the next level. Also consider their error rate (goal of 95% accuracy).

AIMSweb Tip #11

Changing Goals, Levels, or Interventions on Your Graph

--How to change the goal or intervention on your graph:

1. Log into Aimsweb.
2. Click on the **Progress Monitoring** tab to view your schedules.
3. Under the **Next Score** column, click on the date.
4. In the first dropdown box, select **all weeks**.
5. Click **Go**.
6. Select the “G” icon closest to today’s date on the calendar. This will bring up a page to change the goal.
 - Choose the “I” icon on today’s date to add an intervention.
7. Enter the chart label and description.
 - The Goal icon is also used to change the monitoring level.
8. You can also enter that you are changing the goal or intervention in the **New Chart Label** section.
9. Click **Add** when changing the intervention.
10. Click **Save** when changing the goal.

Changing SLA Progress Monitoring Grade Levels

--When a student is being progress monitored at a grade level or more below their grade (Survey Level Assessment level) and their progress monitoring data is consistently in the 25% at that SLA grade level, move the student up to the next grade level (never higher than their current classroom grade level).

When moving a student up to higher grade level first:

1. File the current progress monitor schedule for that student.
2. Assess the student using 3 progress monitoring probes from the next higher grade level (*Do not use bench marking probes 1,2, or 3*).
 - a. Use the median score from the 3 progress monitoring probes for The **Initial Performance** score.
3. Set up a new progress monitoring schedule using Tips # 6 & # 7.
4. **In addition:**
 - a. In the **Initial Performance Label** section of your new schedule:
 - i. Type in the following: **SLA Progress Monitored**.
 - b. Inside the **Initial Program Description**:
 - i. Type in the following: **Progress Monitored at ___grade level until _____ . Data filed under Filed_____.**

(month made a change)
(School year of change i.e.: 2012-2013)
 - c. Copy the interventions from the previous progress monitoring schedule and paste into the Initial Program Description.

AIMSweb Tip #12

Finding and Printing the National Norms Tables

1. Log into AIMSweb.
2. Click on the **reports** tab.
3. Click on the gray **AIMSweb** tab on left of the screen.
4. Choose the norms you would like to view (Early Literacy, Reading CBM).
5. Choose **National Norms Table**.
6. Click **Expand** and select all grades who take the test.
7. Click **Display**.
8. Click on red **PDF** tab to print this table.

AIMSweb Tip #13

Discontinuing Progress Monitoring

You would discontinue progress monitoring for only three reasons:

- 1) If the student has met their reading goals prior to the end of the school year and after 4 to 6 subsequent probes shows continued progress.
- 2) If the student moves out of the school district.
- 3) All students who were progressed monitored during the school year should be discontinued at the end of that year or the beginning of the following school year.

To discontinue progress monitoring, complete the following steps:

1. Log into AIMSweb.
2. Click on **Progress Monitoring** tab.
3. Find the student(s) you want to discontinue.
4. Click on box to left of the student's name.
5. Click on the blue **file** button at bottom or top of the page.

DO NOT CLICK DELETE!

If you need to unfile a discontinued student, see your building AIMSweb manager.

AIMSweb Tip #14

Locating Assessment Results / Errors

--You can view students' miscues to analyze their errors. This will help to know what types of mistakes the student is making and inform your instruction.

Viewing Results After Benchmarking

1. Click on the **My Classes** tab.
2. Choose the Assessment Completed (LNF, LSF, PSF, NWF, R-CBM).
3. Click on **Edit Scores**.
4. Click on **View Results** under the student's score.

Viewing Results After Progress Monitoring

1. Click on the **Progress Monitor** tab.
2. Under Next Score, select the date.
3. Select **All Weeks** on the dropdown menu at the top.
4. Click **Go**.
5. Click on the blue **View Results** in a date box.

Use the Qualitative Features Checklist (Appendix E) to record the results of the student assessment.

-- Qualitative Features Checklist is also located on AIMSweb.

1. Click on the **Downloads** tab.
2. Under Reading Measures choose **Administration and Scoring of Reading Curriculum-Based Measurement (R-CBM) for Use in General Outcome Measurement**.
3. Under Appendix A – Forms locate the **Qualitative Features Checklist** on page 19.
4. Print Current Page.

AIMSweb Tip #15

Using Lexile Measures to Find Reading Books for Students

--You can use students' lexile measures to find books at their interest and reading level.

1. Log into AIMSweb.
2. Select **My Classes**.
3. Choose **R-CBM** measure.
4. Click on **Pathway** (located at the end of the R-CBM line).
5. At the bottom of the student's Box and Whisker chart, look under the **Lexile Measure** column.
6. Click on the blue lexile number (120L).
 - a. This is a direct link to the webpage that finds the correct books corresponding to the student's lexile.
7. Follow the directions on this page.

--Appendix F is a handout for parents on how to find books that are appropriate for their child's reading ability.

Appendix A

AIMSweb Terms and Acronyms

Terms

Benchmark-Assessment done 3 times per year on ALL students in the Fall, Winter, and Spring at their *current grade level*.

Curriculum Based Measurement-A method of monitoring student progress through direct assessment of academic skills. Also referred to as General Outcome Measures (GOM).

Goal Line-Black solid line between student's beginning score and ending goal score.

Instructional Level-Level at which students are between the 25th and 50th percentile.

Insufficient Scores (on progress monitoring reports)-There are not enough data points to generate an accurate progress report.

Lexile Measures-A lexile measure is defined as "the numeric representation of an individual's reading ability or a text's readability (or difficulty), followed by an "L" (Lexile)."

National Norms- The average score of all students (all 50 states) who took the benchmark assessments.

Progress Monitoring-Assessment done weekly or bi-weekly at their *instructional level* on students who are at-risk or significantly below grade level. Done to monitor student progress and to determine if the interventions used are effective.

Trend Line-Red dashed line indicating the trend of the student's performance.

Acronyms

LNF-Letter Naming Fluency

LSF-Letter Sound Fluency

NWF-Nonsense Word Fluency

PSF-Phoneme Segmentation Fluency

R-CBM-Reading, Curriculum Based Measurement

ROI-Rate of Improvement

RTI-Response to Intervention

SLA-Survey Level Assessment

WRC-Words Read Correctly

R-CBM Scoring Rules and Examples

Correctly Read Words are Pronounced Correctly. *A word must be pronounced correctly given the context of the sentence.*

Example 1 – The word “r-e-a-d” must be pronounced “reed” when presented in the context of:

“He will read the book.” WRC = 5

not as:

“He will red the book.” WRC = 4

Self-Corrected Words Are Counted As Correct. *Words misread initially but corrected within 3 seconds are counted as correctly read.*

Example 1

“The river was cold.” WRC = 4

read as:

“The river was could... (2 sec)...cold.” WRC = 4

Repeated Words Are Counted As Correct. *Words said over again correctly are ignored.*

Example 1

“Ted ran swiftly.” WRC = 3

read as:

“Ted ran... Ted ran swiftly.” WRC = 3

Dialect. *Variations in pronunciation that are explainable by local language norms are not errors.*

Example 1:

They washed the car. WRC = 4

read as:

“They warshed the car.” WRC = 4

Inserted Words Are Ignored Quantitatively. *When a student adds extra words, they are not counted as correct words or as reading errors.*

Example 1

Sue was happy WRC = 3

read as:

“Sue was very happy.” WRC = 3

Mispronounced or Substituted Words. *Any mispronunciations or substitutions are counted as incorrect.*

Example 1

The dog ate a bone. WRC = 5

read as:

“The dig ate a bone.” WRC = 4

Example 2

Lynne has many hats. WRC = 4

read as:

“Lynne has many hat.” WRC = 3

Omitted Words. *Omitted words, including entire lines skipped, are counted as errors.*

Example 1

Mario climbed the oak tree. WRC = 5

read as:

“Mario climbed the tree.” WRC = 4

Example 2

Sewing is my favorite hobby.

I enjoy sewing dresses and suits.

What is your favorite hobby? WRC = 16

read as:

“Sewing is my favorite hobby.

What is your favorite hobby?” WRC = 10

Hesitations. *When a student hesitates or fails to correctly pronounce a word within 3 seconds, the student is told the word and an error is scored.*

Example 1

Mark saw an elephant. WRC = 4

read as:

“Mark saw an ... (3 seconds)” WRC = 3

or read as:

“Mark saw an ehhh-eee...(3 seconds)” WRC = 3

Reversals. *When a student transposes two or more words, those words not read in the correct order are errors.*

Example 1

Charlie ran quickly. WRC = 3

read as:

“Charlie quickly ran.” WRC = 1

Numbers Witten as Numerals. *Numbers are counted as words and must be read correctly within the context of the passage.*

Example 1

May 5, 1989 WRC = 3

should be read as:

“May fifth, nineteen eight-nine.”

not as:

May five, one nine eight nine.” WRC = 1

Example 2

He was in grade 3. WRC = 5

should be read as:

“He was in grade three.” WRC = 5

not as:

“He was in grade third.” WRC = 4

Hyphenated Words. *Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone.*

Example 1

Fifty-seven WRC = 2

Daughter-in-law WRC = 3

If one or more of the morphemes separated by a hyphen(s) cannot stand alone, the entire sequence is counted as one word.

Example 2

re-evaluate WRC = 1

Spic-n-span WRC = 1

Bar-b-que WRC = 1

Abbreviations. *Abbreviations are counted as words, and must be read correctly within the context of the sentence.*

Example 1

Dr. Adams received a promotion. WRC = 5

should be read as:

“Doctor Adams received a promotion.” WRC = 5

not as:

“D-R Adams received a promotion.” WRC = 4

Example 2

Jan lives on Fifth Ave. WRC = 5

should be read as:

“Jan lives on Fifth Avenue.” WRC = 5

not as:

“Jan lives on Fifth a-v-e.” WRC = 4

Appendix C

AIMSweb Assessment Recommendations by Grade

Grade K	Grade 1
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FALL	WINTER	SPRING	FALL	WINTER	SPRING
LNF Early Literacy	LNF Early Literacy	LNF Early Literacy	LNF Early Literacy		
	LSF Early Literacy	LSF Early Literacy	LSF Early Literacy		
	PSF Early Literacy	PSF Early Literacy	PSF Early Literacy	PSF Early Literacy	
	NWF Early Literacy	NWF Early Literacy	NWF Early Literacy	NWF Early Literacy	NWF Early Literacy
				R-CBM* Reading	R-CBM* Reading

Grade 2	Grades 3 - 8
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FALL	WINTER	SPRING	FALL	WINTER	SPRING
R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading

*Three R-CBM Benchmark assessments are administered each Benchmark period. The median score of corrects and the median score of errors are then used as the Benchmark score. All other measures are administered once per Benchmark period.

Survey Level Assessment Recording Form

Teacher: _____ **Year:** _____

Student Name	Date	Grade Level	Passage 1 (WRC/E)	Passage 2 (WRC/E)	Passage 3 (WRC/E)	Median	50%ile Fall/Winter/Spring	Comments
		4						
		3						
		2						
		1						
		4						
		3						
		2						
		1						
		4						
		3						
		2						
		1						
		4						
		3						
		2						
		1						
		4						
		3						
		2						
		1						
		4						
		3						
		2						
		1						

Appendix E

Qualitative Features Checklist

Student Name: _____

Rater: _____

Date: _____

Testing Material: _____

After listening to the student read connected text, judge the degree to which you observe these important features of successful reading. Note that some features may not be observed.

_____ Reads fluently or efficiently.

_____ Reads very accurately (> 95%).

_____ Has an effective strategy for unknown words.

_____ Reading errors preserve rather than distort meaning.

_____ Reads with expression (attention to prosodic features).

_____ Self-corrects errors (comprehension self-monitoring).

_____ Adjusts pace when complexity or “considerateness” of text changes.

Additional Comments:

Appendix F: Parent Handout
Find Reading Books for Your Child Using Their Lexile Measures

Your child's Lexile Measure: _____L Lexile range is: _____L to _____L

Finding Reading Books for Your Child:

1. Go to : <http://www.lexile.com/findabook/>
2. Follow the directions on this page.

What are Lexiles text measures and ranges?

Lexile text measure

- Lexile measure tells how difficult the text is to read.
- Lower numbers have less complex sentences and higher word frequency.
- Your child's Lexile was established through an assessment at school.

Lexile range

- If your child reads a text above their Lexile range, the text may challenge the student and his or her ability to understand the text. Likewise material below a reader's Lexile range will provide him or her with less comprehension challenge.