



User Group - February 2017

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Reports for Winter

- Growth
 - Student Profile
 - Individual Benchmark
 - Tier Transition
 - ROI Growth Norms
- Reports that Include Target Data
 - Student Profile
 - Tier Transition
 - Scores and Skills
 - Scores Snapshot
 - Skills Plan

Student Profile

Reading		Natl %ile			Growth (SGP)			Goal
Medium Risk		F	W	S	F→W	W→S	F→S	
Composite		28	35		65	N/A	N/A	
VOC		41	15		N/A	N/A	N/A	
SRF		23	68		95	N/A	N/A	100%
RC		44	34		N/A	N/A	N/A	
ORF		16	12		35	N/A	N/A	48%

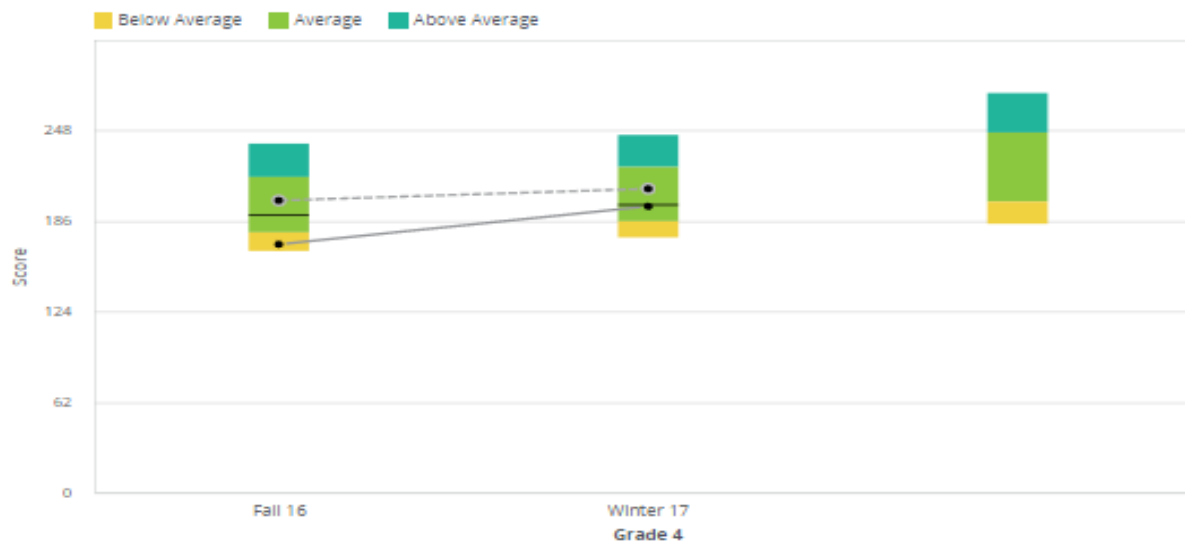
Math		Natl %ile			Growth (SGP)			Goal
Medium Risk		F	W	S	F→W	W→S	F→S	
Composite		14	37		75	N/A	N/A	
NSF		22	21		45	N/A	N/A	13%
NCF-T		36	29		N/A	N/A	N/A	
MCF		15	17		N/A	N/A	N/A	
CA		10	50		N/A	N/A	N/A	

F=Fall W=Winter S=Spring Required Optional Natl %ile

Monitoring & Intervention						
Measure	Grade	Date	Score	ROI	Goal ROI	
All	4					
NSF	4	1/4/2017	15	0.49	0.78	
NSF	4	12/16/2016	24	0.99	0.78	
NSF	4	11/29/2016	15	0.39	0.78	
ORF	4	1/5/2017	91	0.68	0.94	
ORF	4	12/9/2016	88	0.65	0.94	
SRF	4	1/12/2017	165	4.58	1.63	
SRF	4	12/16/2016	119	2.59	1.63	

Top 10 Tasks		view all
Task Type		Date Due

Individual Benchmark



*Insufficient scores for comparison. At least 30 scores are required.

Performance

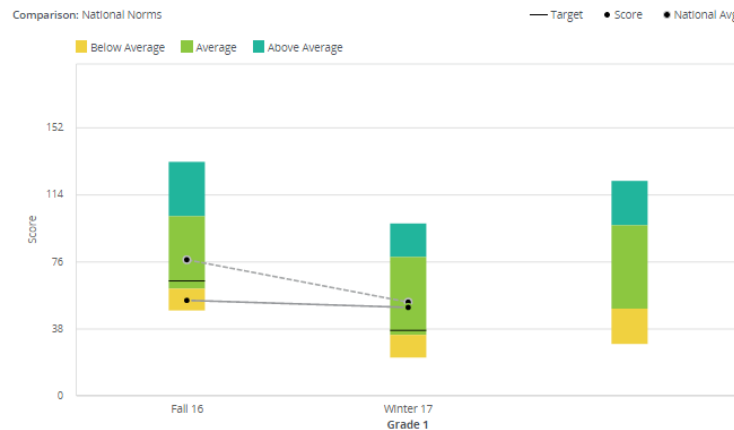
	Fall 2016	Winter 2017	Spring 2017
Student Score	170	196	
National Percentile	14	37	
Performance Level	Below Average	Average	
Risk Status	High	Moderate	

Rate of Improvement

	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	1.73		
National ROI	0.99	0.91	0.85
Student Growth %ile	75		

Composite Drops

- Due to measure schedule, some composite scores/norms will drop (ex. Grade 1 ELB)
- Although accurate, it can be confusing
- Webinar on topic:
<https://www.brainshark.com/pearsonassessments/vu?pi=zGgzAov2hzMU1Cz0>

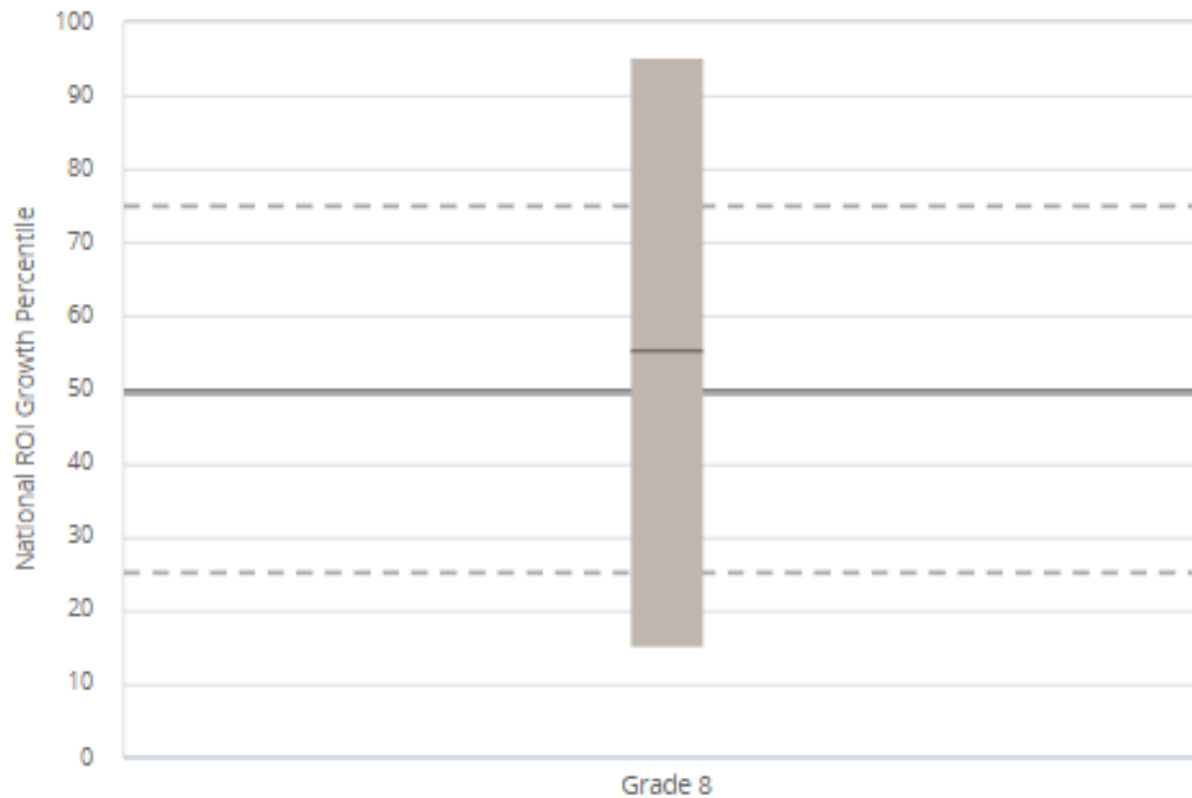


Benchmark Distribution



Comparison: Nat'l	2016-2017
90-99th %ile	11 (16.4%)
75-89th %ile	19 (28.4%)
26-74th %ile	32 (47.8%)
11-25th %ile	3 (4.5%)
1-10th %ile	2 (3.0%)
Total Students	67

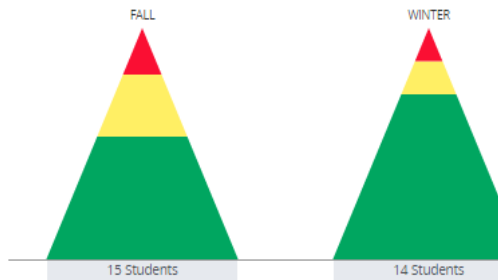
ROI Growth Norms



Tier Transition

Legend: Tier 1 80%+ probability 2 50-79% probability 3 <50% probability

Tier Transition Summary

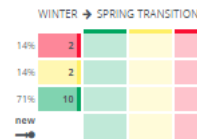
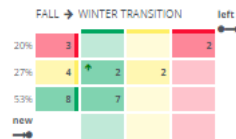


SPRING

Well Above Average Above Average Average Below Average Well Below Average

	FALL					WINTER					SPRING						
	%ile	%ile	SGP	F → W	ROI	%ile	%ile	SGP	F → W	ROI	%ile	SGP	W → S	ROI	SGP	F → S	ROI
	11	5	10	→	0.03	N/A				N/A					N/A		
	8	5	15	→	0.73	N/A				N/A					N/A		
	14	4	5	→	-0.67	N/A				N/A					N/A		
	23	22	40	→	1.33	N/A				N/A					N/A		
	26	18	25	→	0.53	N/A				N/A					N/A		
	20	25	55	→	2.13	N/A				N/A					N/A		
	56	61	67	→	2.18	N/A				N/A					N/A		
	87	92	75	→	1.93	N/A				N/A					N/A		
	97	86	25	→	-1.33	N/A				N/A					N/A		
	52	52	55	→	1.67	N/A				N/A					N/A		
	25	32	55	↑	2.40	N/A				N/A					N/A		
	21	32	75	↑	3.00	N/A				N/A					N/A		
	82	92	75	→	2.47	N/A				N/A					N/A		
		45	N/A			N/A				N/A					N/A		
	41	51	85	→	2.93	N/A				N/A					N/A		
	35	56	95	→	4.33	N/A				N/A					N/A		
	64	70	65	→	2.20	N/A				N/A					N/A		

Transition Details



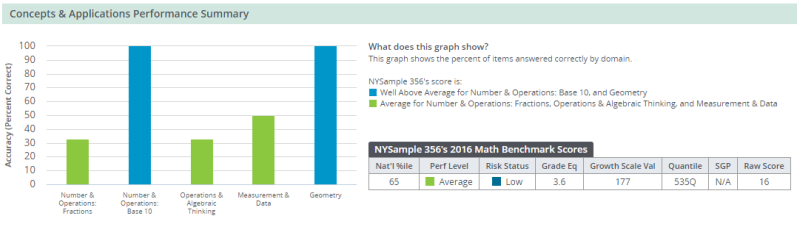
Scores Snapshot



Skills Plan

Skills Plan | NYSample 356 Student 356, Grade 3, Math, Fall '16

Battery Math
 Period Fall '16
 Target Jefferson Elementary
 View / Refresh



Concepts & Applications Item Analysis and Pearson Summary

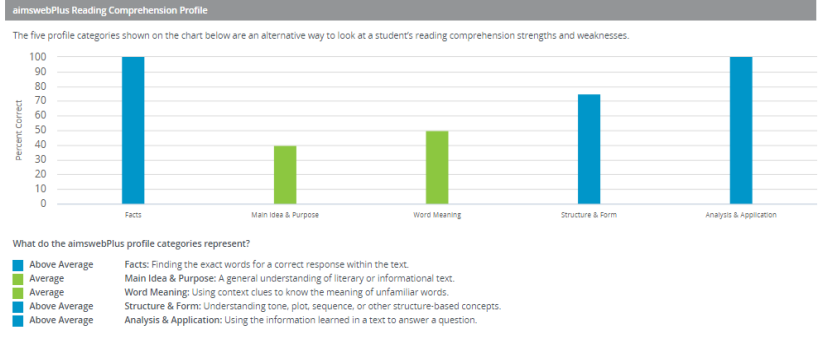
Skill Area & Skill Assessed	Score
Number & Operations: Fractions	1 of 3
Identifies fractions represented by a picture.	1
Compares the magnitude of fractions.	0
Number & Operations: Base 10	6 of 6
Compares numbers by rounding to the nearest 10.	1
Solves addition problems within 1,000.	1
Solves subtraction problems within 1,000.	1
Compares numbers by rounding to the nearest 100.	1
Determines how many groups of 10 are in a number.	1
Identifies numbers written in base-ten form.	1

Skills Plan | NYSample 356 Student 356, Grade 3, Reading, Fall '16

Battery Reading
 Period Fall '16
 Target Jefferson Elementary
 View / Refresh

Reading Scores Summary

Total Reading Nat'l %	Reading Comp GE	Reading Comp GE Raw Score	Vocabulary GE	Vocabulary GE Raw Score	Lexile	Performance Level	Risk Status
69	4.5	18	3.6	14	595L	Average	Low



The student's Reading Comprehension score is **Above Average**.
 Comparing other aimswebPlus scores to Total Reading may help plan instruction. Above Average scores suggest student strengths to leverage. Below Average scores suggest skills or areas that may require more attention.

1. Vocabulary knowledge
 A student's ability to understand the meaning of isolated words may differ from word meaning derived from contextual clues. In either instance, knowing the meaning of individual words is important to both reading comprehension and overall reading ability.

Scores and Skills Plan

Scores and Skills Plan : Jefferson Elementary SchoolNY, Grade K, Early Literacy, Fall '2016

Roster Jefferson Elementary Sc x

Grade K

Battery Early Literacy

School Year '16-17

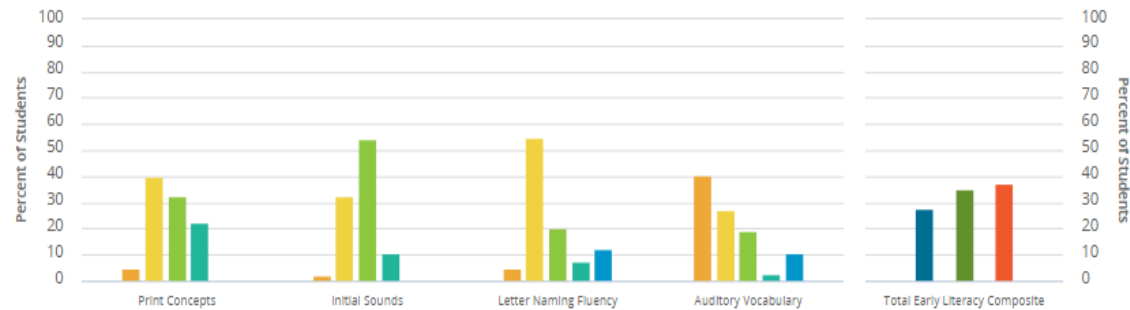
Period Fall

Target School (30 %ile)

View / Refresh

Early Literacy Summary

Spring Performance Goal: School (30 %ile)th national percentile



Level	Print Concepts		Initial Sounds		Letter Naming Fluency		Auditory Vocabulary	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	2	5%	1	2.2%	2	5%	15	40.5%
Below Average	16	40%	15	32.6%	22	55%	10	27%
Average	13	32.5%	25	54.3%	0	0%	7	10.9%
Above Average	9	22.5%	5	10.9%	3	7.5%	1	2.7%
Well Above Average	0	0%	0	0%	5	12.5%	4	10.0%
School Median Percentile	41		30		23		16	

Total Early Literacy Composite		
# of Students	% of Students	Risk
11	27.5%	Low
14	35%	Moderate
15	37.5%	High
23		School Median %ile

Key Progress Monitoring Questions

- Which students should be monitored?
- How do I set up a schedule?
- How are goals determined?
- How do I manage schedules that have ended?

Monitor Screen

aimswebplus.pearson.com

Mary Barrows Account Manager, Kansas USD 395

Students Groups Manage Export

Monitor George Washington Elementary, Grade K-1, All Measures

Roster: George Washington Ele...
 Grade: K to 2
 Measure: All Measures
 View / Refresh

Status: Indeterminate, Projected to Meet/Exceed, Projected to Not Meet, Goal Met, Goal Change, Intervention Change

Student	Grade	Measure	Assess	Performance				Goal				Intervention	
				Date	%ile	Score	ROI	Status	%ile	Score	ROI	Name	Frequency
Reid, John	1	WRF	📄	3/11/2015	3	3		9	10	2.5	Reading Rockets	Weekly	
Hancock, Brady	1	WRF	📄	3/11/2015	11	14	2.3	15	18	2.5	Reading Rockets	Weekly	
Mcgee, Kendall	1	WRF	📄	3/12/2015	11	13	2.1	17	22	3.2			
Jefferson, Carissa	1	WRF	📄	3/13/2015	16	17	3.5	24	25	4.0			
Hood, Brody	1	WRF	📄	3/16/2015	11	13	1.5	15	20	1.7	Reading Rockets	Weekly	
Bergner, Diamond	1	WRF	📄	3/16/2015	46	32	3.2	72	50	3.1	Reading Rockets	Weekly	
Tovar, Marco	1	WRF	📄	3/17/2015	71	48	5.4	74	60	5.0	Reading Rockets	Weekly	
Espinoza, Leah	1	WRF	📄	3/17/2015	25	27	3.5	38	35	4.1			
Beck, Mitchell	1	WRF	📄	3/18/2015	48	45	1.2	72	50	1.5			
Hickman, Rosa	1	WRF	📄	3/19/2015	72	50	2.6	74	60	3.1			
Luna, Kayleigh	1	WRF	📄	3/20/2015	98	107	3.5	98	115	4.5	Reading Rockets	Weekly	
Powers, Johannah	1	WRF	📄	3/23/2015	90	102		99	120	5.6	Reading Rockets	Weekly	
Vance, Gabriela	1	WRF	📄	3/25/2015	90	103	1.3	98	112	1.5			
Cabelas, Olivia	1	ORF	📄	3/30/2015	7	34	1.6	22	45	1.8	My Sidewalks	Weekly	
Jensen, Hector	2	SRF	📄	4/2/2015	69	44	2.3	73	50	2.7			
Jolly, George	2	SRF	📄	4/2/2015	87	63	3.2	95	85	4.2			

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How can we help?

ROI Growth Goals



Insufficient 0-50 SGP



Closes the Gap 51-85 SGP

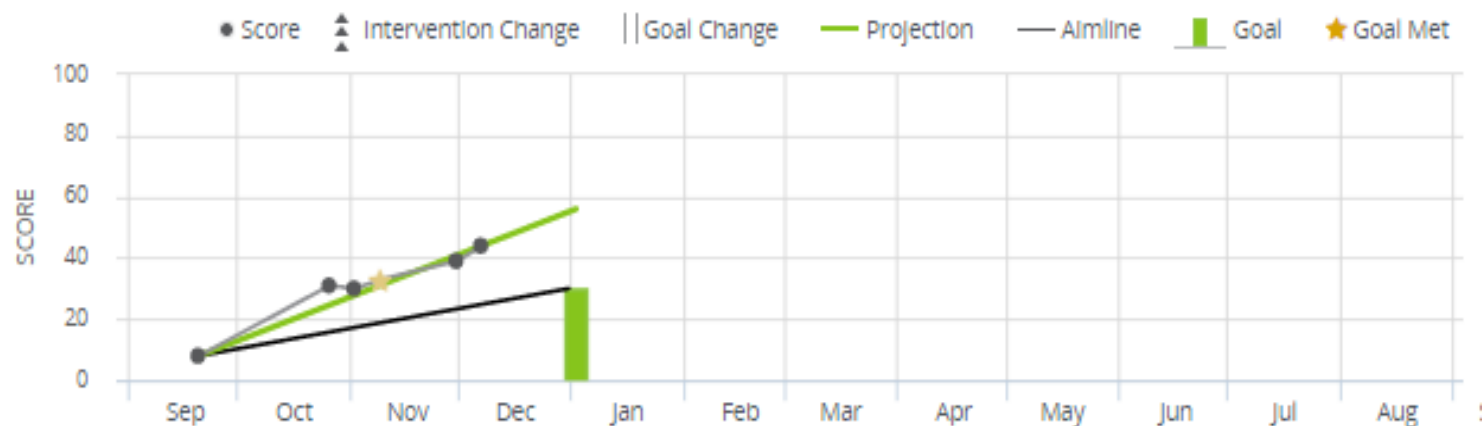


Ambitious 86-96 SGP



Extremely Ambitious >97 SGP

Individual Monitoring Report



	Baseline	9/19	9/26	10/3	10/10	10/17	10/24	10/31	11/7	11/14	11/21	11/28	12/5	12/12	12/19	12/26
Score	8	8					31	30	33			39	44			
Errors	4	4					2	0	1			0	0			
Goal ROI	1.47	1.47					1.47	1.47	1.47			1.47	1.47			
Trend ROI							4.47	3.87	3.61			3.09	3.03			

Managing Monitoring Schedules

- Expiring a Schedule
 - Allows you to start a new schedule for same measure
 - Still can access past schedule
 - Similar to “Filing” in AIMS 1.0
- Extending a Schedule
 - Allows you to see all data points for year
 - Requires you to evaluate your end goal

Goals of the System

- Highly reliable and valid measurement of critical basic skills and short term growth using CBMs
- Incorporation of content and depth of current grade-level expectations and standards
- Data that allows for instructional planning
- Predictive capability
 - Composite scores represent broadest and best predictor of success
- More than 16,000 students tested for screening
- More than 15,000 students tested for progress monitoring

Early Literacy Skills

Skill	Measure	Kindergarten			Grade I		
		F	W	S	F	W	S
Print Concepts	<i>Print Concepts</i> (features of books and text)	x					
	Letter Naming Fluency	x	x	x			
Phonological Awareness	<i>Initial Sounds</i> (easier precursor to phoneme segmentation)	x	x				
	Phoneme Segmentation		x	x	x		
Phonics	<i>Letter Word Sounds Fluency</i> (sounds of letters and letter combinations)		x	x	x		
Word Reading	<i>Word Reading Fluency</i> (reading highly-decodable and high-frequency words)			x	x	x	x
Text Fluency	<i>Oral Reading Fluency</i> (oral reading of highly-decodable and standard text)				x	x	x
Vocabulary	<i>Auditory Vocabulary</i> (picture vocabulary)	x	x	x	x	x	x

Note. Measure names in *italics* are new (brief summary of content focus in parentheses).

Word Reading Fluency

- Intermediate step between phonetic decoding and reading connected text (LWSF and ORF)
- Research that naming sight words is as good at predicting reading competence
- Zeno Word List
 - 70% shared with Dolch
 - 90% shared with Fry
 - 10 from 20 most frequent, 10 from next 30, next 20 from next 50

Reading Comprehension

	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
R.L or I Stds 1–3: Key Ideas & Details	9	12	12	17	15	17	16	20	17	15	20	16	15	15	14	12	13	14	14	12	13
R.L or I Stds 4–6: Craft & Structure	6	5	2	4	5	5	6	4	5	5	2	5	7	6	7	9	8	7	6	11	8
R.L or I Stds 7–9: Integration of Knowledge & Ideas	0	0	0	0	0	0	1	0	1	3	1	1	2	3	3	3	3	3	3	0	1
R.L or I Std 10: Range of Reading	9	7	10	3	4	2	1	0	1	1	1	2	0	0	0	0	0	0	1	1	2
Item total	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

Number Comparison Fluency – Triads Skills

	Grade						
	2	3	4	5	6	7	8
2-digit comparisons	17	5	--	--	--	--	
3-digit comparisons	23	23	10	--	--	--	--
4-digit comparisons	--	12	20	15	--	--	--
5-digit comparisons	--	--	--	5	--	--	--
Fractions	--	--	10	15	24	16	14
Fractions & decimals	--	--	--	--	8	8	4
Decimals	--	--	--	5	8	8	4
Negatives	--	--	--	--	--	8	7
Scientific notation	--	--	--	--	--	--	7
Squared numbers	--	--	--	--	--	--	4
Item total	40	40	40	40	40	40	40

Mental Computation - Skills

	Grade						
	2	3	4	5	6	7	8
Add and subtract multiples of 10 and 100	36	--	--	--	--	--	--
Add and subtract 2- and 3-digit numbers	6	--	--	--	--	--	--
Add and subtract 3- and 4-digit numbers	--	26	--	--	--	--	--
Multiply 1-digit with 2- or 3-digit multiples of 10	--	16	--	--	--	--	--
Multiply 1-digit with 2- or 3-digit multiples of 10 or 100	--	--	9	--	--	--	--
Divide 3-digit multiples of 10 by 1-digit numbers	--	--	6	--	--	--	--
Add and subtract 4- and 5-digit numbers	--	--	27	16	--	--	--
Multiply and divide multiples of 10	--	--	--	8	9	--	--
Add and subtract fractions with like denominators	--	--	--	6	3	--	--
Order of operations	--	--	--	6	12	12	--
Add and subtract fractions with unlike denominators	--	--	--	6	10	10	10
Multiply decimals (tenths) by whole numbers or decimals (tenths)	--	--	--	--	8	5	4
Divide whole numbers by fractions	--	--	--	--	--	4	6
Solve for y in 1- or 2-step equations	--	--	--	--	--	11	16
Add and subtract negative numbers	--	--	--	--	--	--	6
Item total	42	42	42	42	42	42	42

Concepts and Applications – K-1

	Kindergarten			Grade 1		
	F	W	S	F	W	S
Counting & Cardinality	7	7	7	--	--	--
Operations & Algebraic Thinking	9	9	8	12	12	12
Number & Operations: Base 10	1	1	1	5	5	5
Measurement & Data	4	4	4	5	5	5
Geometry	4	4	5	3	3	3
Item total	25	25	25	25	25	25

Concepts and Applications – 2-8

	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Operations & Algebraic Thinking	6	7	4	12	10	8	10	6	6	6	4	4	3	--	1	--	--	--	--	--	--
Expressions & Equations	--	--	--	--	--	--	--	--	--	--	--	--	6	8	7	10	8	6	17	15	13
Functions	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	3	3
Number & Operations: Base 10	9	11	10	6	4	4	4	4	4	1	12	10	3	2	1	--	--	--	--	--	--
Number & Operations: Fractions	--	--	--	3	5	4	5	11	9	11	6	7	3	1	--	--	--	--	--	--	--
Number System	--	--	--	--	--	--	--	--	--	--	--	--	8	9	10	7	5	5	3	2	2
Ratios & Proportional Relationships	--	--	--	--	--	--	--	--	--	--	--	--	3	3	3	8	6	6	1	--	--
Measurement & Data	11	9	13	8	8	10	6	5	7	7	2	3	--	--	--	--	--	--	--	--	--
Statistics & Probability	--	--	--	--	--	--	--	--	--	--	--	--	--	3	3	1	5	6	2	6	6
Geometry	4	3	3	1	2	4	4	4	4	6	6	6	4	3	5	5	6	7	6	4	5
Item total	30	30	30	30	29	30	29	30	30	31	30	30	30	29	30	31	30	30	30	30	29

Accommodations

- Should we use Test Read on assessments like the Reading Comprehension? **(NO)**
- Vendor has said that this accommodation should not be added as it is not the intent of measure, nor was it normed this way.
- State memo indicates it may not be appropriate



SUBJECT: Changes in Allowable Testing Accommodations on the Grades 3-8 New York State English Language Arts Assessments

¹ For local assessments, screenings, or individual evaluations designed to measure specific reading skills for the purposes of determining eligibility for services or informing reading instruction, reading such assessments to students may not yield valid results and may affect the student's identification for appropriate services.

Future Changes

- Fix for inflated composite due to high SRF score
- Upgrades to export functions
- Looking at Username/Password options for 2017-18
- Ability to load Pre-K and 9-12 students in 2017-18