# AIMSweb User Group

Fall 2016

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# Today's Focus

- From Big Picture to the Details
  - Key Reports and Data for Decision-Making
  - Connecting AIMS Measures and Interventions
  - Progress Monitoring on and off grade level
- Future of AIMSweb

# RTI and AIMS

# Types of Data

- Performance
  - Compared to National Norms
  - Compared to a Target
- Growth
  - Compared to other like students in the norms
  - Between different screening periods
  - Progress Monitoring

# Ways to View the Data

- Big Picture Level (district, grade level, classroom)
  - What is the overall performance of this group?
  - How is core instruction impacting performance and growth?
- Student Level
  - Where does this student succeed/struggle?
  - What is the impact of instruction/interventions?

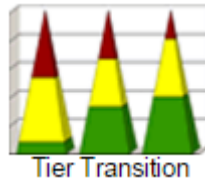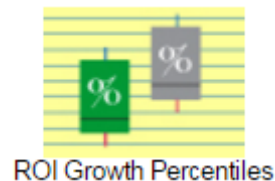# The Big Picture Reports

- Above/Below Target


Above/Below Target
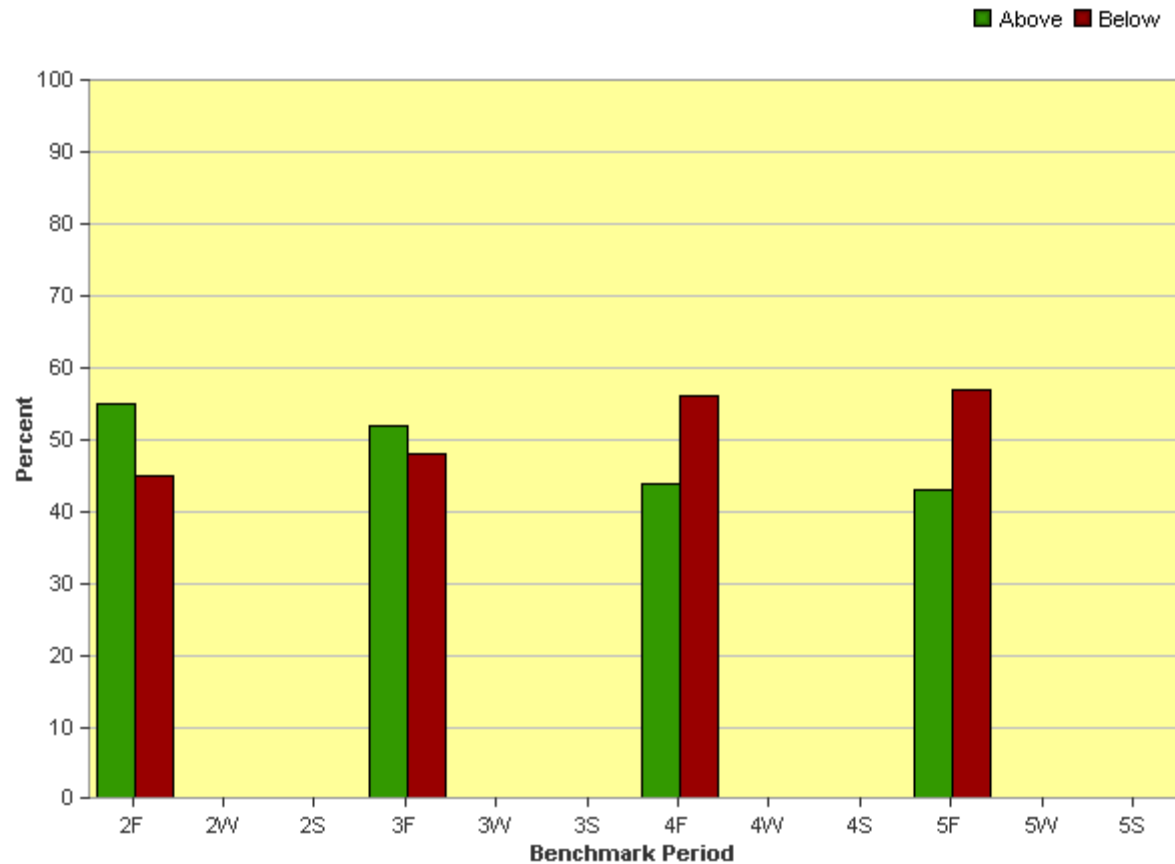
- Score Distribution
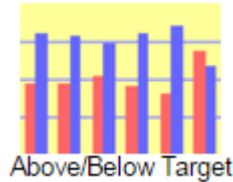

Score Distribution
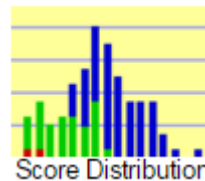
- Tier Transition


Tier Transition

- Rate of Improvement


ROI Growth Percentiles

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# Above/Below Target

# Tier Transition- Grade and Classroom
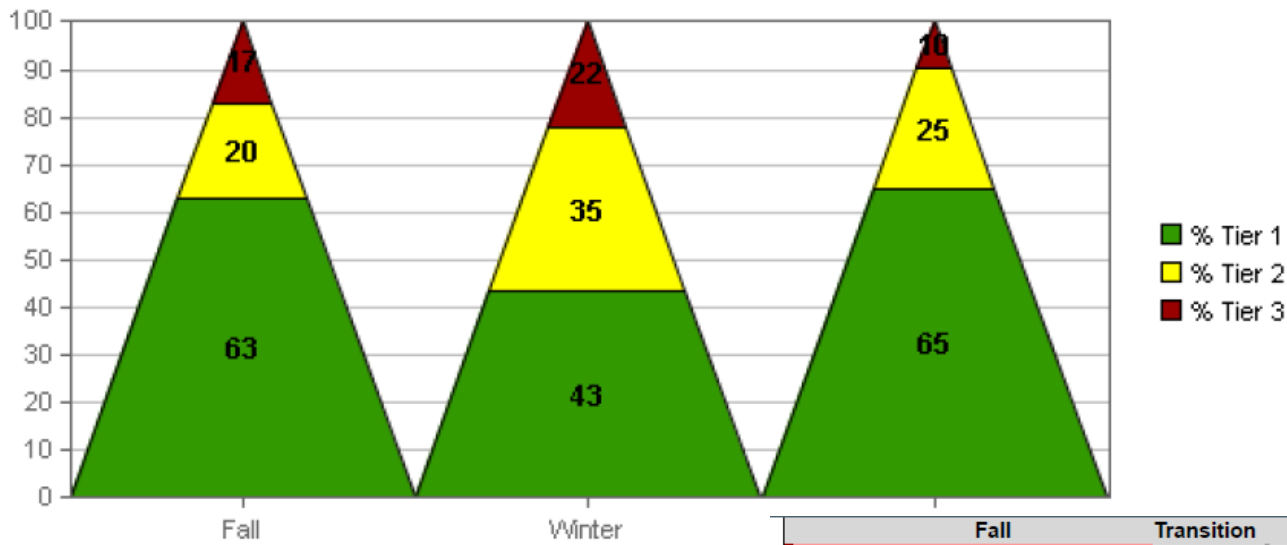


| | Fall | Transition | Winter | Transition | Spring |
|---|---|---|---|---|---|
| **Tier 3** | 8 (17%) | | 11 (22%) | | 5 (10%) |
| | | 3 | | 4 | |
| | | 2 | | 4 | |
| | | 3 | | 3 | |
| **Tier 2** | 9 (20%) | | 17 (35%) | | 12 (25%) |
| | | 5 | | 1 | |
| | | 2 | | 7 | |
| | | 2 | | 9 | |
| **Tier 1** | 29 (63%) | | 21 (43%) | | 31 (65%) |
| | | 1 | | 0 | |
| | | 13 | | 1 | |
| | | 14 | | 19 | |
| **New Student** | | 4 | | 0 | |
| **Unscored** | | 1 | | 1 | |
| **Total Students** | 46 | | 49 | | 48 |

# ROIs- Grade and Classroom



Growth of the Local Group

National Norms form Growth
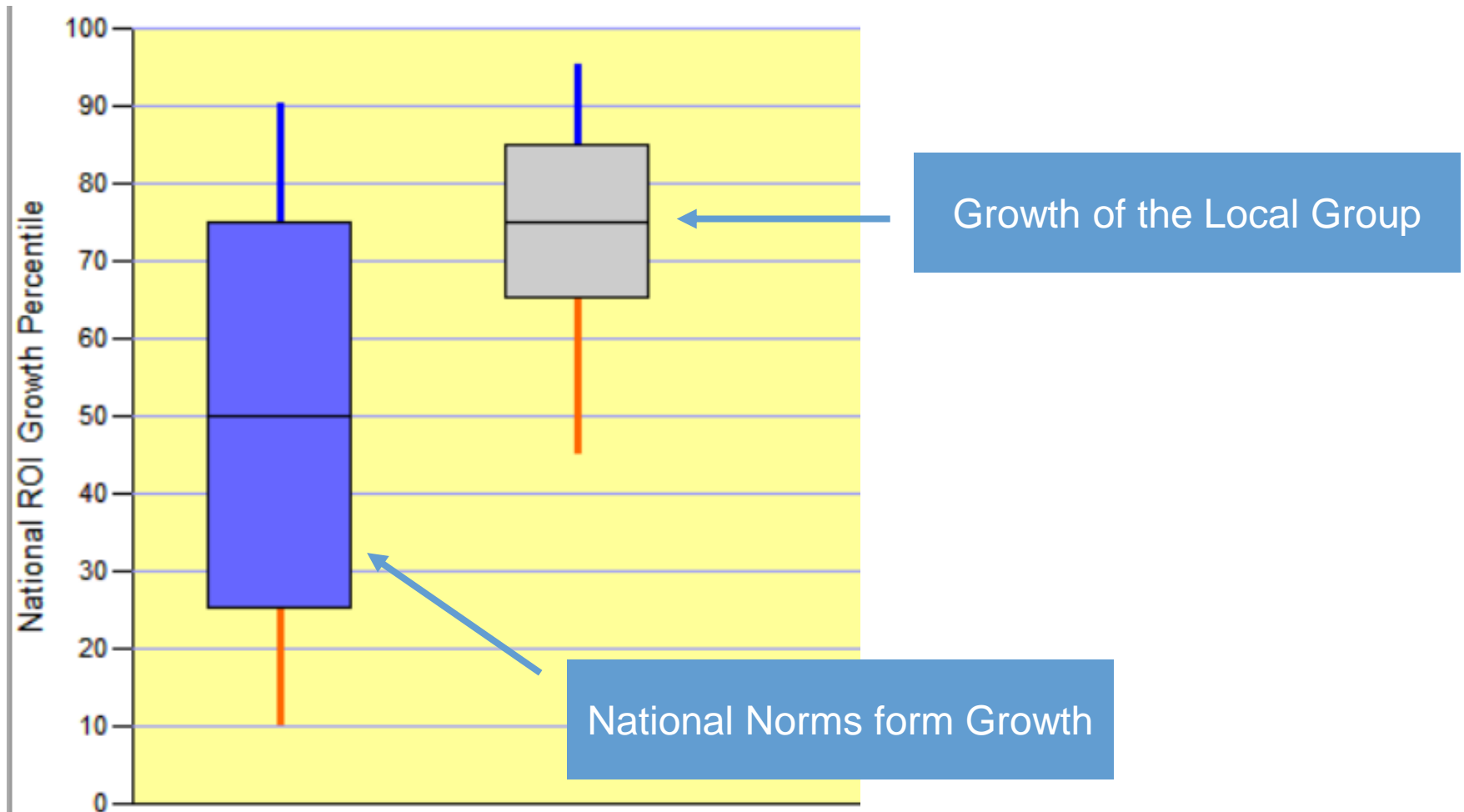
# Impact of Core Instruction

- What is the breakdown of our grade/class performance against national norms?

- What is the overall growth and movement of our grade level/classroom on the measure(s)?

- What trends exist over multiple years?

# The Student Detail Reports

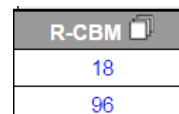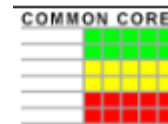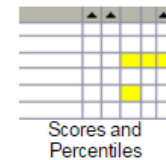- Scores and Percentiles (rainbow report)

- Instructional Recommendations

- Scores and Percentiles (target)

- Common Core Reports

- Individual Growth Reports

# Instructional Recomendation

| Student | LNF Score | Percentile Rank / Comparison | LSF Score | Percentile Rank / Comparison | Instructional Recommendations |
|---|---|---|---|---|---|
| 17, Primary | 28.0 | 70.0/ 66.0 | 20.0 | 93.0/ 85.0 | Above Average - Consider Need for Individualized Instruction |
| 18, Primary | 19.0 | 50.0/ 47.0 | 20.0 | 93.0/ 85.0 | Above Average - Consider Need for Individualized Instruction |
| 14, Primary | 17.0 | 40.0/ 43.0 | 19.0 | 83.0/ 83.0 | Above Average - Consider Need for Individualized Instruction |
| 12, Primary | 35.0 | 90.0/ 79.0 | 18.0 | 77.0/ 81.0 | Above Average - Consider Need for Individualized Instruction |
| 1, Primary | 49.0 | 97.0/ 94.0 | 16.0 | 70.0/ 78.0 | Well Above Average - Consider Need for Individualized Instruction |
| 13, Primary | 21.0 | 57.0/ 51.0 | 15.0 | 63.0/ 76.0 | Above Average - Consider Need for Individualized Instruction |
| 11, Primary | 23.0 | 63.0/ 55.0 | 13.0 | 57.0/ 72.0 | Average - Continue Current Program |
| 16, Primary | 17.0 | 40.0/ 43.0 | 12.0 | 47.0/ 70.0 | Average - Continue Current Program |
| 9, Primary | 5.0 | 30.0/ 20.0 | 12.0 | 47.0/ 70.0 | Below Average - Further Assess and Consider Individualizing Program |
| 10, Primary | 32.0 | 83.0/ 73.0 | 11.0 | 37.0/ 67.0 | Average - Continue Current Program |
| 8, Primary | 3.0 | 20.0/ 15.0 | 8.0 | 30.0/ 60.0 | Below Average - Further Assess and Consider Individualizing Program |
| 15, Primary | 29.0 | 77.0/ 68.0 | 3.0 | 23.0/ 42.0 | Average - Continue Current Program |
| 6, Primary | 3.0 | 20.0/ 15.0 | 2.0 | 17.0/ 37.0 | Below Average - Further Assess and Consider Individualizing Program |
| 5, Primary | 2.0 | 10.0/ 12.0 | 1.0 | 10.0/ 31.0 | Below Average - Further Assess and Consider Individualizing Program |
| 7, Primary | 0.0 | 3.0/ 4.0 | 0.0 | 3.0/ 14.0 | Well Below Average - Begin Immediate Problem Solving |
| 20, Primary | -- | -- | -- | -- | Unable to determine a recommendation |

| 19 Grade Mean | | 11 Grade Mean | |
|---|---|---|---|
| | Well Below Average | | Well Below Average |
| | Below Average | | Below Average |
| | Average | | Average |
| | Above Average | | Above Average |
| | Well Above Average | | Well Above Average |

# Scores and Percentiles

| ID | Name | Corrects | Errors | Accuracy | Performance Summary | Potential Instructional Action | Lexile® Measure |
|---|---|---|---|---|---|---|---|
| 101010117 | 17, Student | 145.0 | 1.0 | 99.3% | Above Average | Consider Need for Individualized Instruction | 725L |
| **Above Average >= 75th %ile** | | | | | | | |
| 101010116 | 16, Student | 113.0 | 5.0 | 95.8% | Average | Continue Current Program | 565L |
| 101010115 | 15, Student | 105.0 | 2.0 | 98.1% | Average | Continue Current Program | 525L |
| **——— Target = 105.0 ———** | | | | | | | |
| 101010113 | 13, Student | 98.0 | 6.0 | 94.2% | Average | Continue Current Program | 490L |
| 101010114 | 14, Student | 98.0 | 6.0 | 94.2% | Average | Continue Current Program | 490L |
| 101010112 | 12, Student | 94.0 | 10.0 | 90.4% | Average | Continue Current Program | 470L |
| 101010111 | 11, Student | 93.0 | 10.0 | 90.3% | Average | Continue Current Program | 465L |
| 101010110 | 10, Student | 87.0 | 6.0 | 93.5% | Average | Continue Current Program | 435L |
| **Average >= 25th %ile** | | | | | | | |
| 222222222 | 2, Student | 64.0 | 4.0 | 94.1% | Below Average | Further Assess and Consider Individualizing Program | 320L |
| **Below Average >= 10th %ile** | | | | | | | |
| 111111111 | 1, Student | 59.0 | 1.0 | 98.3% | Well Below Average | Begin Immediate Problem Solving | 295L |
| **Well Below Average >= 0.0** | | | | | | | |

# Target Comparisons

**Grade 3 : 2014-2015**
**Reading - Curriculum Based Measurement**

| Student | Fall | | | | Winter | | | |
|---|---|---|---|---|---|---|---|---|
| | Corrects | Errors | Accuracy | Service Code | Corrects | Errors | Accuracy | Service Code |
| **Targets** | 77 | | | | 105 | | | |
| 1, Student | 61 | 1 | 98.4% | G | 98 | | | G |
| 10, Student | 70 | | | G | 115 | | | G |
| 11, Student | 85 | | | G | 125 | | | G |
| 12, Student | 66 | | | G | 85 | | | G |
| 13, Student | 90 | | | G | 79 | 10 | 88.8% | G |
| 14, Student | 45 | | | G | 68 | | | G |
| 15, Student | 102 | | | G | 120 | 22 | 84.5% | G |
| 16, Student | 68 | | | G | 94 | | | G |
| 17, Student | 85 | | | G | 100 | | | G |
| **Mean** | 75.0 | | | | 98.0 | | | |
| **Median** | 70.0 | | | | 98.0 | | | |
| **Number of Students Assessed** | 9 | | | | 9 | | | |

Yellow = Did Not Meet Benchmark Targets

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# Common Core Report

| | Common Core Reading Material Level |
|---|---|
| (blue) | **Above Grade Level:** This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material *above* grade level. |
| (green) | **On Grade Level:** This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material *at* grade level. |
| (yellow) | **Below Grade Level:** This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material *below* grade level. |

| Name | Score | Percentile Rank | | Lexile Measure | *Common Core Reading Material Level* |
|---|---|---|---|---|---|
| | | Local Norms | National Norms | | |
| 20, Student | 210 | 97 | 99 | 1050L | Above Grade Level |
| 18, Student | 200 | 90 | 99 | 1000L | |
| 19, Student | 199 | 83 | 99 | 995L | |
| 22, Student | 187 | 77 | 97 | 935L | On Grade Level |
| 21, Student | 175 | 70 | 95 | 875L | |
| 17, Student | 145 | 63 | 83 | 725L | Below Grade Level |
| 16, Student | 113 | 57 | 56 | 565L | |
| 15, Student | 105 | 50 | 47 | 525L | |
| 14, Student | 98 | 40 | 38 | 490L | |
| 13, Student | 98 | 40 | 38 | 490L | |
| 12, Student | 94 | 30 | 34 | 470L | |
| 11, Student | 93 | 23 | 33 | 465L | |

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# Growth Reports
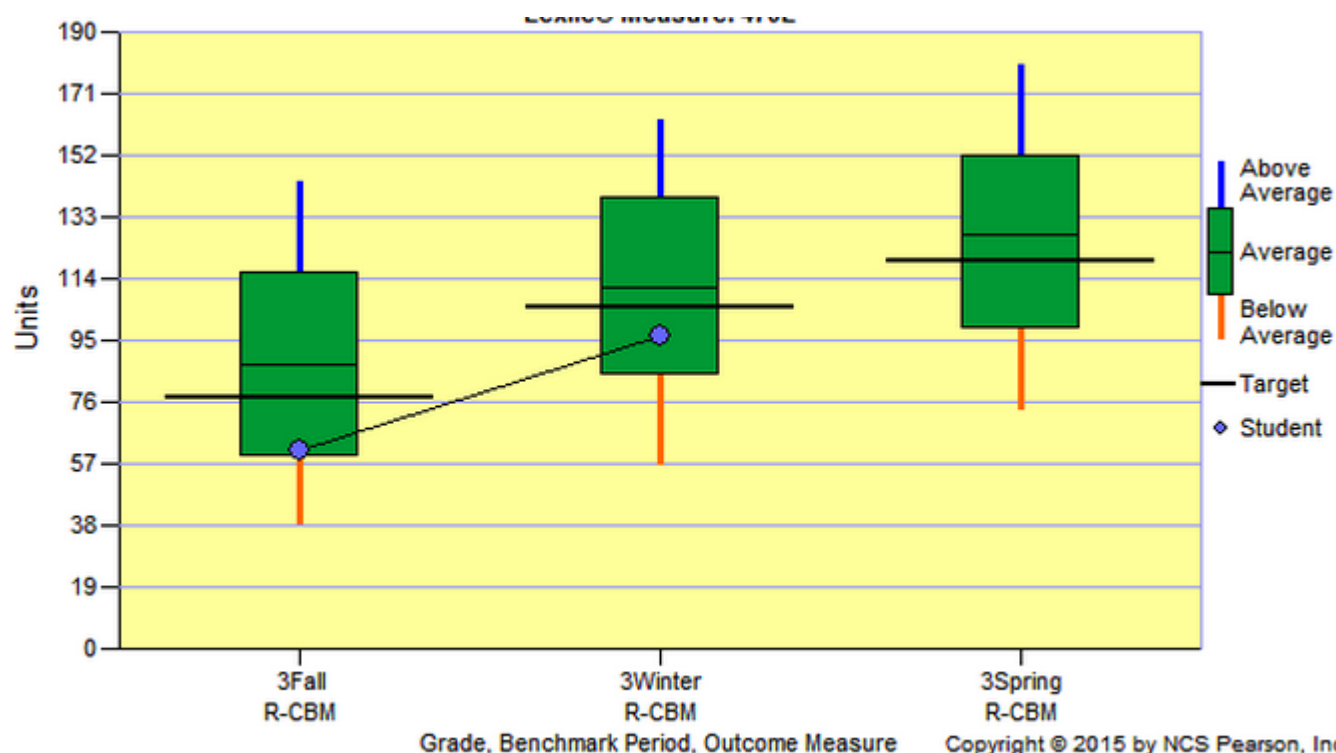


Words Read Correct (WRC) at the Winter Benchmark. The rate of improvement (ROI) from the Fall Benchmark is 1.9 WRC per week, which is greater than the ROIs of 75 percent of students in a national sample who started at a similar level. Currently, ▮▮▮▮▮▮▮ score is **Average** compared to AIMSweb National Norms Winter Percentiles. This was a score **at the 36** percentile compared to other students in the AIMSweb National Norms Winter Percentiles.

# Multiple Years



Compared To: AIMSweb National Norms
Reading - Curriculum Based Measurement
Lexile® Measure: 600L
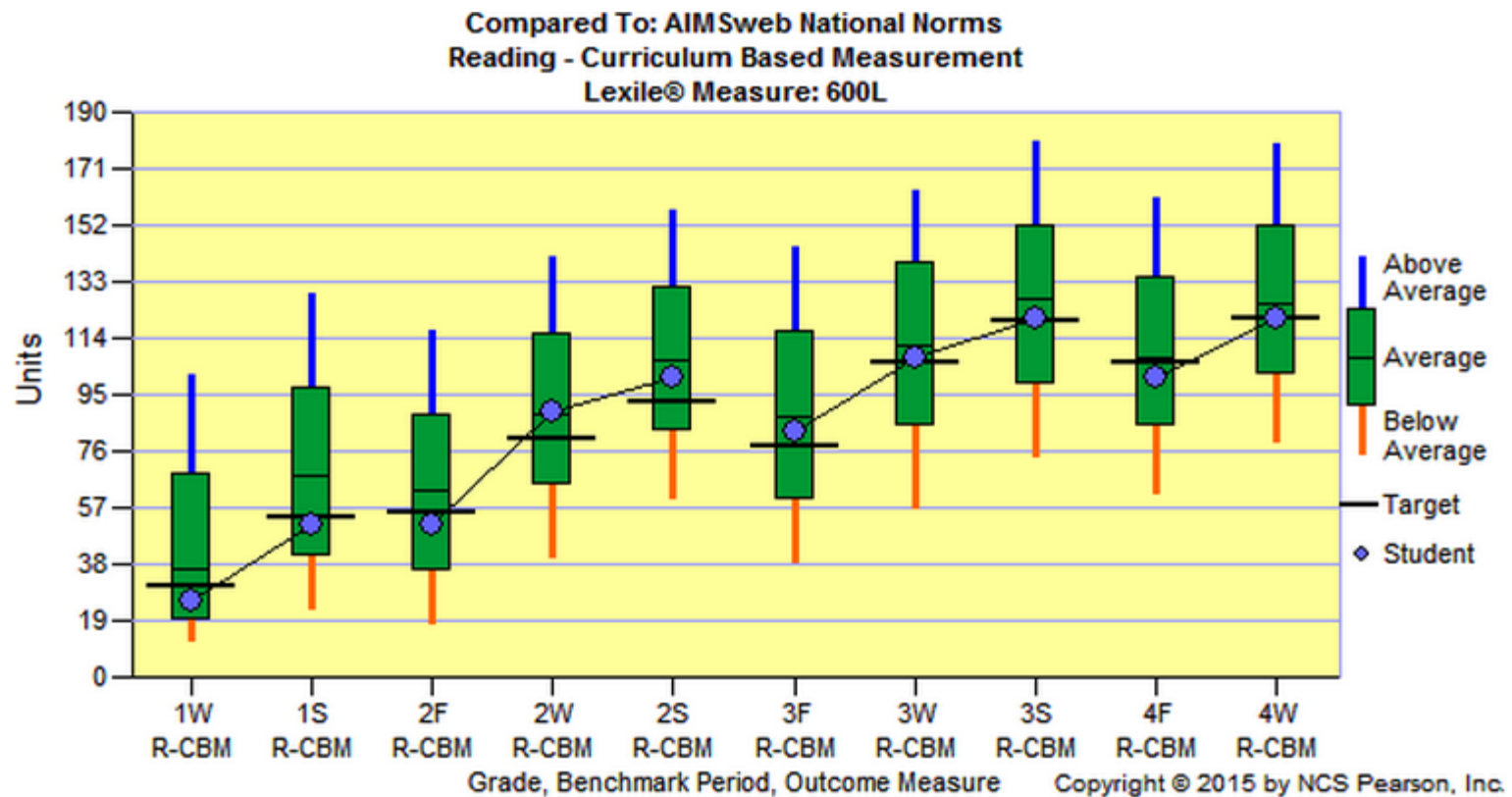
# Impact of Core and Interventions

- Which students may be in most need of interventions?

- What can we tell about student needs from the measures?

- Do rosters tied to interventions or individual growth reports show progress?

- What does past data show?

# Steps to Effective Monitoring

1. Identify students who may be at-risk
2. Identify the skill deficit and specific need of student
3. Define an appropriate intervention to meet those needs
4. Select an appropriate progress monitoring measure
5. Set growth goals
6. Consistently use data to assess impact of intervention

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# Purpose of Progress Monitoring

# Off Grade Level

## Find Grade/Goal Level Material if . . .

In Grades 3 or above and perform below the 10th percentile
- "red" zone, on rainbow report
- blue dot, below the orange whisker!

In Grade 2 and cannot read more than 10 words on a grade level passage.

## GENERALLY Stay on Grade Level if . . .

If perform above the 10th percentile at grade level
- "yellow" or "green" zone, on rainbow report
- blue dot, on orange whisker or above (in green box or on blue whisker)

If below the 10th at grade level but in the average range on the grade level below.

In Kinder or 1st grade

# *The Basic Idea*

Above the 10th percentile? → This is the goal level

Below the 10th percentile? → Drop back by successive grade levels until above the 10th percentile

# Survey Level Assessment

Grade 5 Student – 25 correct on RCBM benchmark

- Administer grade 4 -  RCBM
  - 32 corrects, 8 errors on fall grade 4 RCBM
- Administer grade 3 RCBM
  - 43 corrects, 6 errors
- Administer grade 2 RCBM
  - 52 corrects, 6 errors

Product Overview

2016-17

# What is the same?

- CBMs: Still makes use of many quick, one-to-one standardized and normed assessments
  - Tests of Early Literacy/Numeracy
  - Oral Reading Fluency (ORF)
- Computer-assisted scoring
- Access to national/local norms, growth percentiles, and criterion-based data for groups and individuals
- Progress monitoring and off-grade level progress monitoring

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# What are the main differences?

- Updated website – key information more easily accessible

- Much more flexibility and ease of use in computer-assisted scoring and progress monitoring

- Redesigned and newly developed measures aligned to Common Core

- More data, and more useful information by student and skill

- Online assessments

# Early Literacy Measures

| Measure | What students do | Score | Admin time |
|---|---|---|---|
| Print Concepts (PC) | Show understanding of purpose, use, and contents (letters, pictures) of a book. | Number of questions answered correctly | ~2–3 minutes |
| Letter Naming Fluency (LNF) | Say the names of visually presented letters. | Number of letters named correctly | 1 minute |
| Initial Sounds (IS) | Look at four pictures and either point to the one that begins with a given letter sound or make the sound that begins the word. | Number of correct letter sounds and picture names | ~2–3 minutes |
| Auditory Vocabulary (AV) | Point to the one of four pictures that matches an orally presented word. | Number of pictures chosen correctly | ~2–4 minutes |
| Letter Word Sounds Fluency (LWSF) | Say the sounds of visually presented letters, syllables, and words. | Number of sounds or words said correctly | 1 minute |
| Phoneme Segmentation (PS) | Say the phonemes in orally presented words. | Number of phonemes said correctly | ~2–3 minutes |
| Word Reading Fluency (WRF) | Read a word list aloud. | Number of words read correctly | 1 minute |
| Oral Reading Fluency* (ORF) | Read two stories aloud, each for 1 minute. | Average number of words read correctly | 2 minutes |

# Early Literacy Schedule

| Kindergarten | | | Grade 1 | | |
|---|---|---|---|---|---|
| Fall | Winter | Spring | Fall | Winter | Spring |
| Print Concepts | | | | | |
| Letter Naming Fluency* | Letter Naming Fluency* | Letter Naming Fluency* | | | |
| Initial Sounds* | Initial Sounds* | | | | |
| Auditory Vocabulary | Auditory Vocabulary | Auditory Vocabulary | Auditory Vocabulary | Auditory Vocabulary | Auditory Vocabulary |
| | Letter Word Sounds Fluency* | Letter Word Sounds Fluency* | Letter Word Sounds Fluency | | |
| | Phoneme Segmentation* | Phoneme Segmentation* | Phoneme Segmentation | | |
| | | Word Reading Fluency | Word Reading Fluency* | Word Reading Fluency* | Word Reading Fluency* |
| | | | Oral Reading Fluency* | Oral Reading Fluency* | Oral Reading Fluency* |

# Early Numeracy Measures

| Measure | What students do | Score | Admin time |
|---|---|---|---|
| Number Naming Fluency (NNF) | Verbally name numbers up to 20. | Number of items correctly answered | 1 minute |
| Quantity Total Fluency (QTF) | Boxes containing blue dots are presented. Students state the total number of dots within each box or each pair of boxes. | Number of items correctly answered | 1 minute |
| Quantity Difference Fluency (QDF) | Pairs of boxes containing dots (one with blue dots, one with red dots) are presented. Students state how many more blue dots are needed to match the number of red dots. | Number of items correctly answered | 1 minute |
| Concepts & Applications (CA) | Mentally solve various types of math problems and state the correct answers. | Number of items correctly answered | ~7–12 minutes |
| Number Comparison Fluency–Pairs (NCF–P) | Pairs of numbers are presented. Students identify which of two numbers is larger for each pair. | Number of items correctly answered | 1 minute |

| Measure | What students do | Score | Admin time |
|---|---|---|---|
| Math Facts Fluency–1 Digit (MFF–1D) | Mentally solve simple addition and subtraction problems involving numbers 0 through 10 and state the correct answers. | Number of items correctly answered | 1 minute |
| Math Facts Fluency–Tens (MFF–T) | Mentally add or subtract 10 to/from given numbers and state the correct answers. | Number of items correctly answered | 1 minute |

# Early Numeracy Schedule

| Measure | Grade | Fall | Winter | Spring | PM |
|---|---|---|---|---|---|
| Number Naming Fluency (NNF) | K | x | x | x | x |
| Quantity Total Fluency (QTF) | K | x | x | x | x |
| Quantity Difference Fluency (QDF) | K | | x | x | x |
| Concepts & Applications (CA) | K, 1 | x | x | x | |
| Number Comparison Fluency–Pairs (NCF–P) | 1 | x | x | x | x |
| Math Facts Fluency–1 Digit (MFF–1D) | 1 | x | x | x | x |
| Math Facts Fluency–Tens (MFF–T) | 1 | | x | x | x |

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# Reading Measures and Schedule

| Measure | What students do | Score | Admin time |
|---|---|---|---|
| Vocabulary (VO) | Identify the meanings of target words by selecting from multiple-choice options. | Number of items correctly answered | ~4–7 minutes |
| Reading Comprehension (RC) | Read six passages of text and answer multiple-choice questions about each passage. | Number of items correctly answered | ~15–25 minutes |
| Silent Reading Fluency (SRF) | Read three stories divided into brief sections and answer multiple-choice questions about each story. | Median reading rate of three stories | ~4–6 minutes |
| Oral Reading Fluency* (ORF) | Read two stories aloud, each for 1 minute | Average number of words read correctly | 2 minutes |

| Measure | Grade | Fall | Winter | Spring | PM |
|---|---|---|---|---|---|
| Vocabulary (VO) | 2–8 | x | x | x | |
| Reading Comprehension (RC) | 2–8 | x | x | x | |
| Silent Reading Fluency (SRF) | 4–8 | x | x | x | x |
| Oral Reading Fluency (ORF) | 2–8 | x | x | x | x |

# Math Measures and Schedule

| Measure | What students do | Score | Admin time |
|---|---|---|---|
| Number Comparison Fluency–Triads (NCF–T) | Compare three numbers within and across number systems to determine the relative distance between each number. | Number of items correctly answered, corrected for guessing* | 3 minutes |
| Mental Computation Fluency (MCF) | Solve multiple-choice math computation problems. | Number of items correctly answered, corrected for guessing* | 4 minutes |
| Concepts & Applications (CA) | Solve multiple-choice math word problems. | Number of items correctly answered | ~15–25 minutes |

| Measure | Grade | Fall | Winter | Spring | PM |
|---|---|---|---|---|---|
| Number Comparison Fluency–Triads (NCF–T)* | 2–8 | x | x | x | x |
| Mental Computation Fluency (MCF)* | 2–8 | x | x | x | x |
| Concepts & Applications (CA) | 2–8 | x | x | x | |