AIMSweb Plus User Group

November 2016

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Today's Objectives

- Reflect on your experiences with AIMSweb Plus
- Consider screening practices
- Build assessment and data literacy
- Review progress monitoring practices
- Share and learn from regional colleagues
- Identify future support needs

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Screening Reflection

- How did you administer the CBM one-on-one measures ? Which measures did you do/not do and why?
- How did you administer the online measures ? Which measures did you do/not do and why?
- What was the reaction of staff involved/not involved in those processes?
- How did you prep the students?
- How did you standardize the screening process?
- What are you hoping to change or improve for winter screening?

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Data and Assessment Literacy

- CBMs and Online
- Targets and Percentiles
- Inferences about Core and Targeted Instruction

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Data and Assessment Literacy

- Educators need to know:
  - The purpose of the assessment
  - The type of data that is produced
  - The kinds of questions that data may answer

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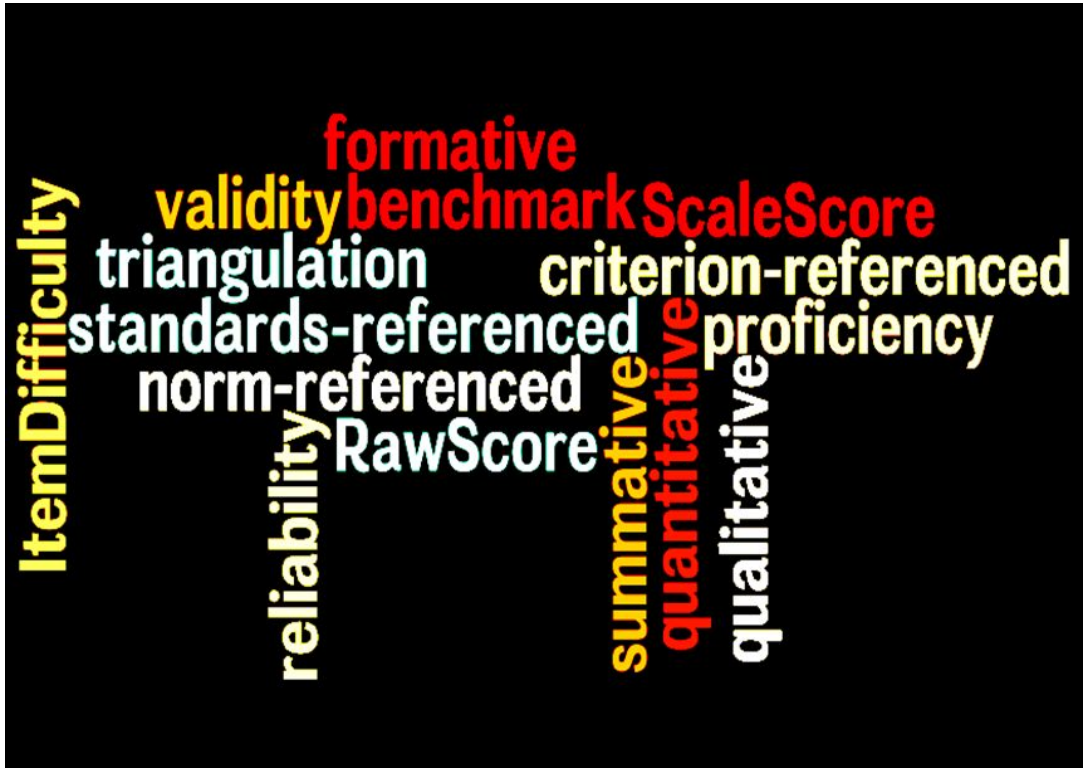
The Importance of Data Literacy



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Some Key Concepts

- Norm-referenced: Percentile comparison to a larger group
- Criterion-referenced: Pre-established proficiency cut score
- Standards-referenced: Levels of success on specific content/standards
- Formative: Instant feedback
- Summative: End result
- Benchmark: Track to proficiency

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Type of Measure

- Curriculum Based Measures (CBM)
  - Quick to administer (1 on 1)
  - Highly predictive and sensitive to change
  - Fluency and General Outcome
- Online Measures
  - Individual administration (untimed)
  - Measures broad skill range
  - More diagnostic

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Types of Data

- Raw/Scale Scores
- Normed Percentiles (performance and growth)
- Targets and Risk Indicators
- Performance by Skill
- Lexile/Quantile

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Types of Inferences

- Tier I - Core Instruction
  - Distribution, risk-status, growth
- Tiers I-III - Interventions
  - Individual skills, performance, growth

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Battery and Individual Measures

Subject	Grade	Season	Composite
Early Literacy	K	W, S	LNF + LWSF + PS
Early Literacy	1	F	LWSF + ORF
Reading	2–3	F, W, S	(1/2*ORF) + VO + RC
Reading	4–8	F, W, S	(1/2*SRF) + VO + RC
Early Numeracy	K	F	(1/3*NNF) + QTF + CA
Early Numeracy	K	W, S	(1/3*NNF) + QTF + CA + QDF
Early Numeracy	1	F	NCF–P + MFF–1D + CA
Early Numeracy	1	W, S	NCF–P + MFF–1D + CA + MFF–T
Math	2–8	F, W, S	(NCF–T + MCF) + CA

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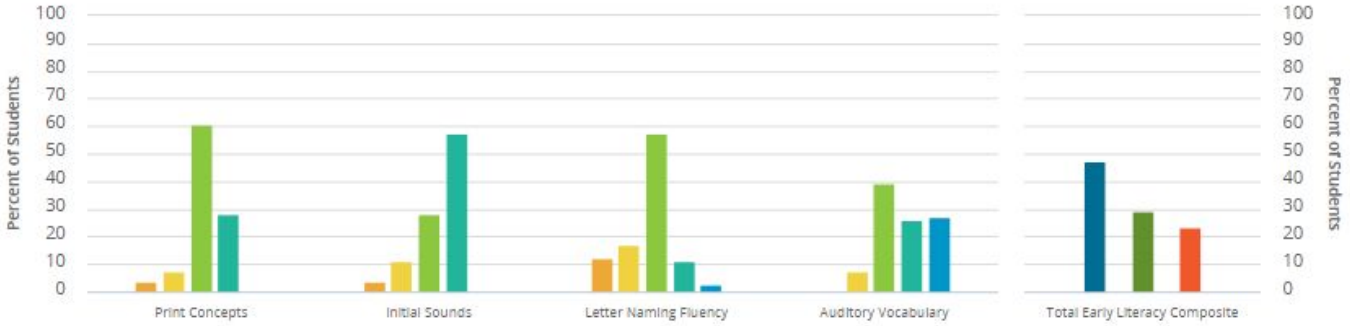
Scores and Skills Plan

Early Literacy Summary — **Spring Performance Goal: District (30 %ile)th national percentile**



	Print Concepts		Initial Sounds		Letter Naming Fluency		Auditory Vocabulary	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	3	3.7%	3	3.7%	10	12.2%	0	0%
Below Average	6	7.4%	9	11%	14	17.1%	6	7.4%
Average	49	60.5%	23	28%	47	57.3%	32	39.5%
Above Average	23	28.4%	47	57.3%	9	11%	21	25.9%
Well Above Average	0	0%	0	0%	2	2.4%	22	27.2%
District Median Percentile	64		81		41		78	

Total Early Literacy Composite		
# of Students	% of Students	Risk
39	47.6%	Low
24	29.3%	Moderate
19	23.2%	High
41		District Median %ile

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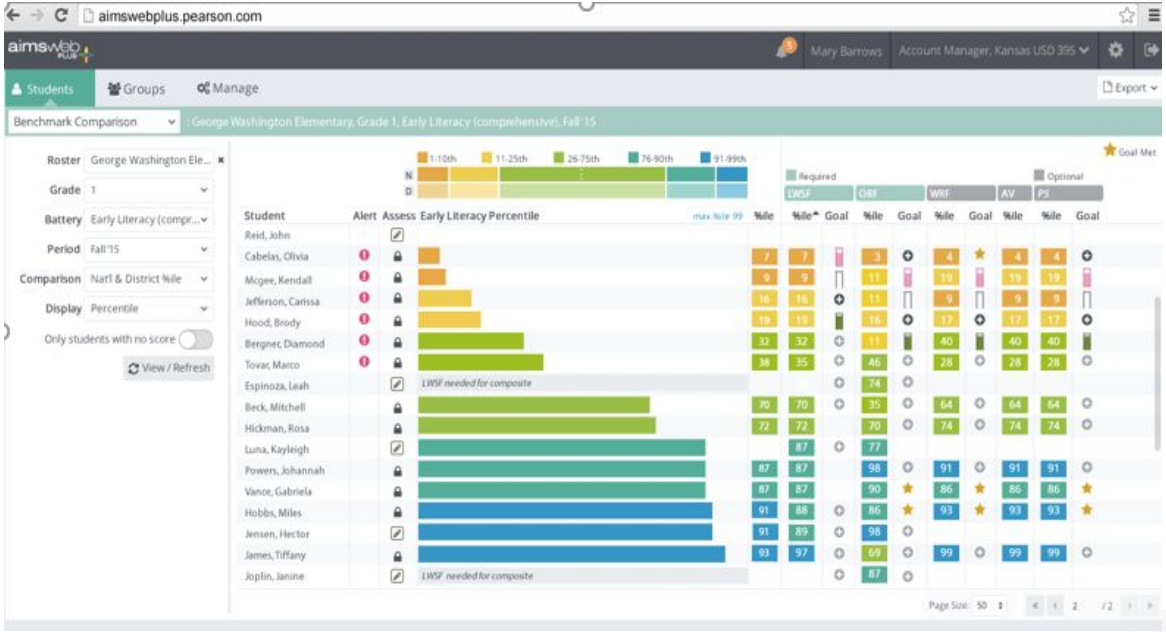
Benchmark Comparison



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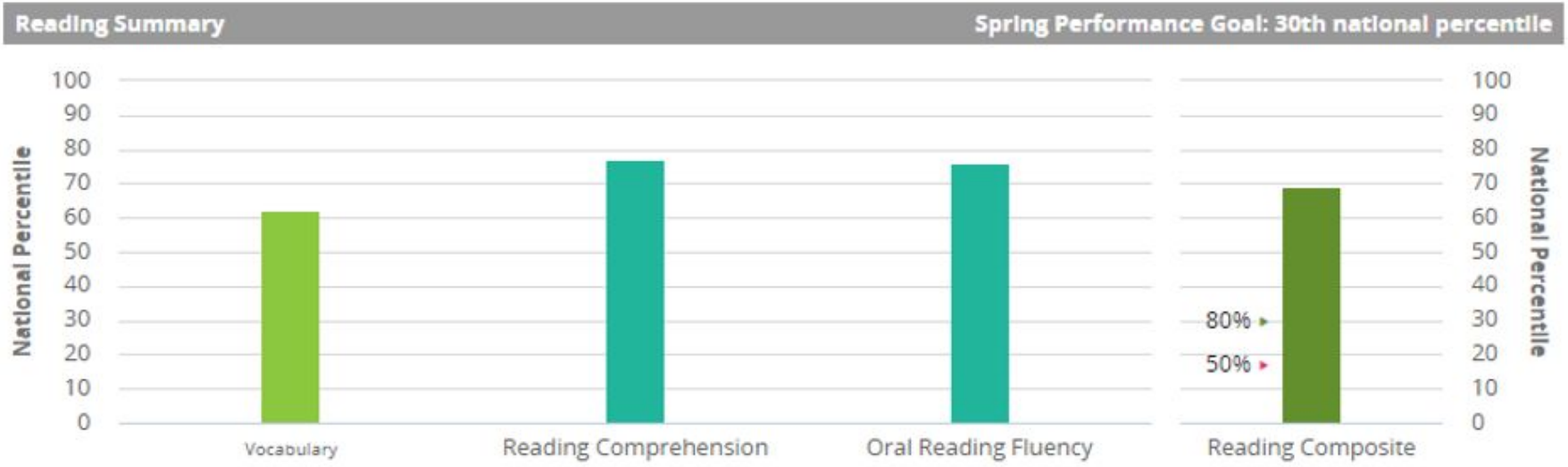
Scores Snapshot



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Skills Plan

aimswebPlus Reading Comprehension Profile

The five profile categories shown on the chart below are an alternative way to look at a student's reading comprehension strengths and weaknesses.

What do the aimswebPlus profile categories represent?

Above Average	**Facts:** Finding the exact words for a correct response within the text.
Average	**Main Idea & Purpose:** A general understanding of literary or informational text.
Average	**Word Meaning:** Using context clues to know the meaning of unfamiliar words.
Above Average	**Structure & Form:** Understanding tone, plot, sequence, or other structure-based concepts.
Above Average	**Analysis & Application:** Using the information learned in a text to answer a question.

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Building Literacy in Your Building

- CBMs and Online
- Targets and Percentiles
- Inferences about Core and Targeted Instruction

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Keys to Progress Monitoring

- Make sense of the data
- Identify groups/individuals who are at risk
- Identify the skill deficit and needed intervention
- Consider the measures

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Administration of PM

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 Date	%ile	Score	ROI	Goal Status	Goal %ile	Goal Score	Goal ROI	Intervention 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 x		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		
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	26	27	3.5		39	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	CRF		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		

Page Size: 50 | 1 | 2 / 2

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How can we help?

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Setting Growth Goals

Insufficient 0-50 SGP

Closes the Gap 51-85 SGP

Ambitious 86-96 SGP

Extremely Ambitious >97 SGP

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Other Monitoring Considerations

- Obtaining a new baseline
- Creating a Student Group

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Revisiting the 3-2-1

Positive Themes:

- Better diagnostic information
  - Common Core aligned
  - Actual comprehension questions
  - Addresses number sense/Early Literacy
- User friendly
  - For students, teachers, reports, setting goals, etc

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Revisiting the 3-2-1

Discussion topics:

- How are you communicating diagnostic information?
- How are results impacting interventions?
- More discussion around the screening process
- More dialogue around Progress Monitoring

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Next Steps

- Winter
  - Probes
  - Passwords
  - Data
- What updates/features are coming down the road?
  - 9-12 student access
  - Interventions

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