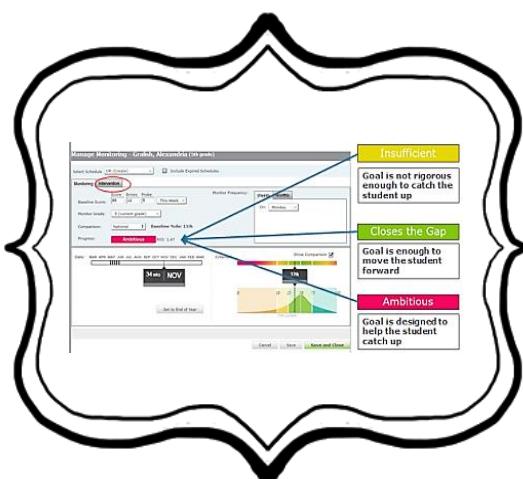
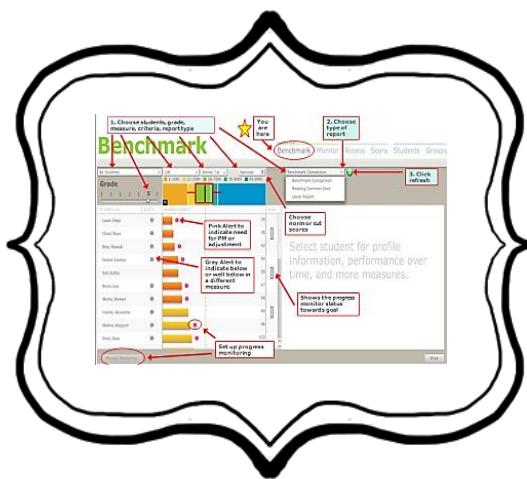
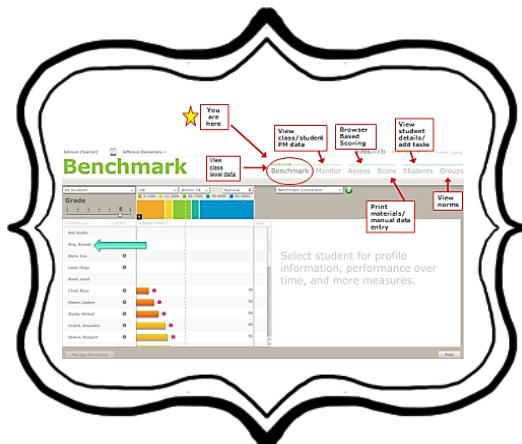


aimsweb 2.0

“Teacher User Guide”

Part One



aimsweb 101 “How To...”

Below is a list of tips on how to accurately benchmark students and use the aimsweb 2.0 software. This tip guide will be a useful tool for classroom teachers in the areas of benchmarking and progress monitoring throughout the year.

Teachers will know:

#1: How to Log-in

pg. 3

Teachers will use their aimsweb 2.0 log-in username and password to review student data. (Password change every 60 days)

#2: How to Benchmark

pg. 4

Teachers will benchmark three times a year (beginning of year, middle of year, and end of year).

#3: How to Enter Data for Benchmarking

pg. 5

Teachers will use the software to enter data for benchmarking and progress monitoring.

#4: How to Identify the Most Basic Skill Deficit

pg. 6-9

Teachers will use the survey level assessments to identify the skill deficit to teach during intervention.

#5: How to Conduct a Survey Level Assessment

pg. 10

Teachers will give a survey level assessment to know what progress monitoring test to administer.

#6: How to Set up a Progress Monitoring Schedule

pg. 11

Teachers can create and adjust goals for students who are being progress monitored.

#7: How to Progress Monitor and Enter Progress Monitoring Data

pg. 12

Students in Tier III should be progress monitored weekly.

Students in Tier II should be progress monitored bi-weekly or weekly.

#8: How to View Progress Monitoring Graph

pg. 13

Teachers can view and print this graph to place in data folder.

#9: How to View a Class Benchmark Distribution (aka Rainbow Report)

pg. 14

Teachers can view a color report that helps when grouping students into tier and skill groups.

#10: How to View Individual Student Report (aka Bulb Report)

pg. 15

Teachers can use this graph to compare individual student data to district or school-wide data according to their peers.

#11: How to Change Interventions

Teachers may change interventions within a tier using progress monitoring.

pg. 16

#12: How to use Lexile Measures to find Good Fit Books

Teachers can use Lexile levels to find books at students' reading levels.

pg. 17

▲ = appendix

* = footer notes

aimsweb Tip #1

How to Log- in

Follow these steps to log into aimsweb 2.0 software:

Enter the web address below for log in access:

<http://www.aimsweb.com/us-logins>

1. Click the login button on the second icon that looks like the one below. This will give you access to the 2.0 version.



2. After clicking login, this screen will appear.

Pearson Login

aimsweb

Customer ID

Username

Password

Clicking the Login button acknowledges you have read and agree to the aimsweb License Agreement.

[Forgot username/password](#) [Login Help](#)

[License Agreement](#) [Privacy Policy](#)

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3. Enter the customer ID, user name and password provided by the district and click the Login tab.
4. Aimsweb will prompt you to change your password after you log in the first time. Be sure to keep your password in your RTI notebook. You will need to change your password every 6 weeks.
5. If you are locked out of aimsweb, see your Lead Educator.

aimsweb Tip #2

How to Benchmark

AIMSweb Screeners per Grade Level		
AIMSweb Assessment	Grade	
Reading	TEL: Test of Early Literacy	K-1
	R-MAZE	2-5
	OR: Oral Reading (R-CBM Curriculum-Based Measurement)	1-5 <small>*see Assessment Matrix</small>
Math	TEN: Test of Early Numeracy	K-1
	M-COMP: Math Computation	2-5 <small>*see Assessment Matrix</small>
	M-CAP: Math Concepts & Applications	2-5

2014-2015

Benchmark ALL students at their *current grade level* **3** times per year (**Fall, Winter, and Spring**).

School-based Testing Decisions:

- A testing team will provide the most accurate results. The testing team should test the same children for all benchmarks. **ALL** students
- Next accurate is to have the grade level test each other's children.
- Least accurate is the classroom teacher testing their own children.

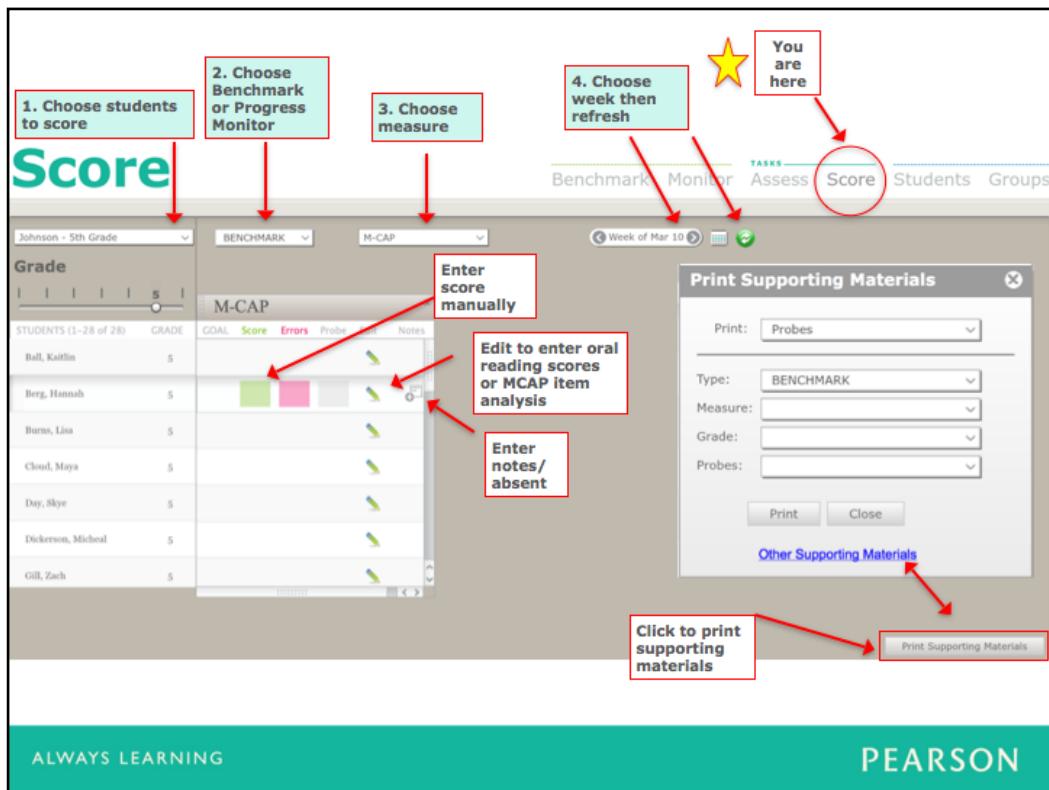
REMEMBER:

- **READ THE DIRECTIONS EXACTLY:** Because Maze is a standardized test, we must give the test the same way every time.
- Copy all needed materials. Have a timer available.
- R-MAZE, M-CAP, & M-COMP can be given in a whole group setting.
- No accommodations for R-MAZE. M-CAP accommodations. Accommodations are NOT typically provided on universal screener assessments. If you have questions about a particular student's IEP or a504, see the case manager for the student.
- After directions are given, monitor students by walking around and observing.
- For students scoring 50% or below on R-MAZE administer the Oral Reading Fluency.
- For students scoring 50% or below on M-CAP administer M-COMP.

*If a student moves in after Benchmark window, give the student the Benchmark tests, but **DO NOT** enter data into aimsweb 2.0.

aimsweb Tip #3

How to Enter Data for Benchmarking



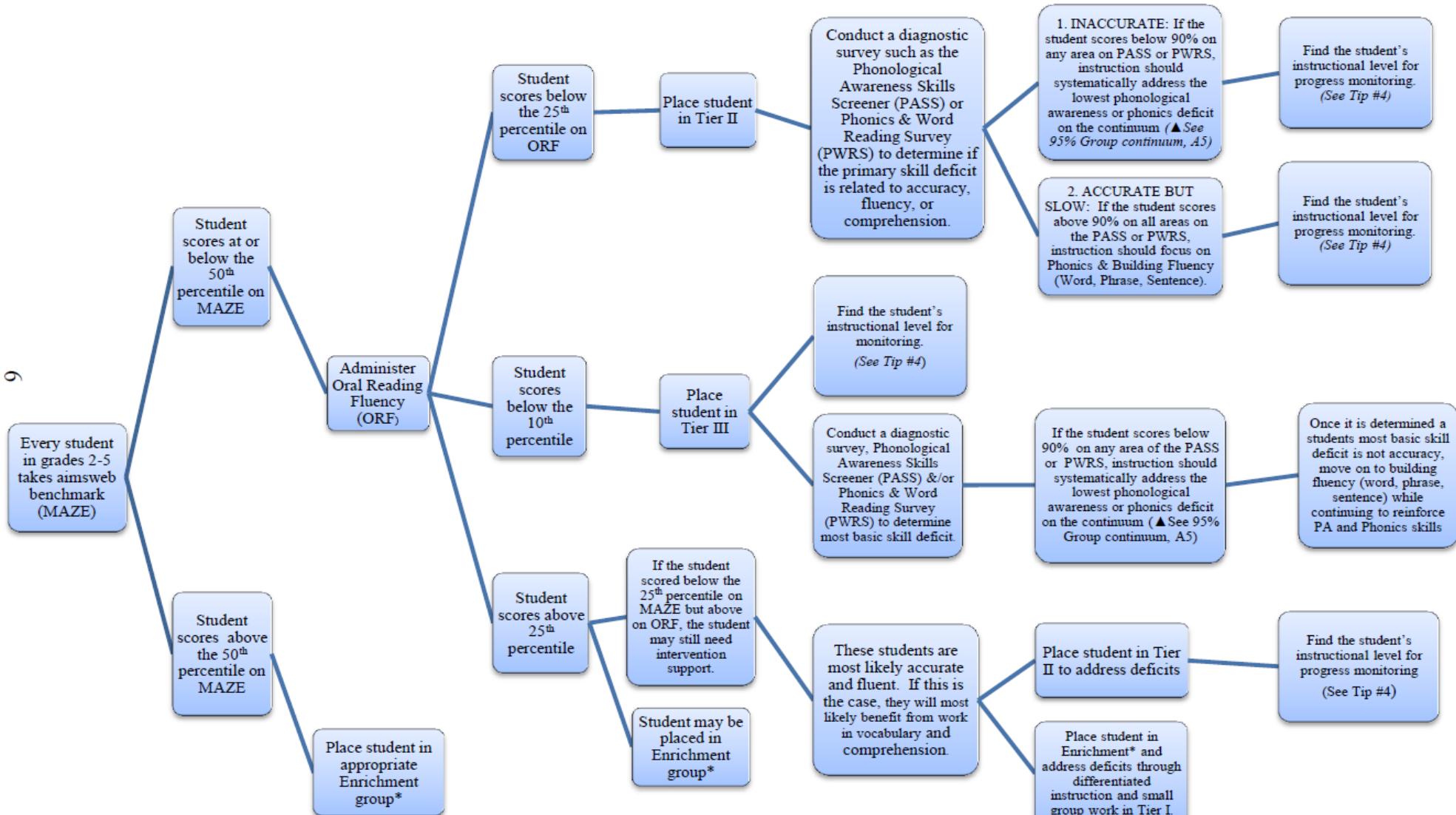
Follow these steps to enter scores in aimsweb 2.0 software.

Begin by clicking Score from the top menu.

1. Choose students to score.
2. Choose Benchmark or Monitor.
3. Choose measure (s).
4. Choose week assessment was measured.
5. Choose grade level by sliding the scale.
6. Click refresh.
7. If entering MCAP item analysis, click on the green pencil beside data entry tabs BEFORE entering any scores. This option is only available BEFORE benchmark scores are entered.
8. Enter score manually.
9. Click 'edit' if entering all 3 ORF probes.
10. Enter notes if needed. Hover over the area to the right of the data entry tab until the notes tab appears. In the notes section, teachers can make notes about the students benchmarking assessment, trends, or mark absent if the student was absent.
11. Click "print supporting materials" on bottom of screen if needed.

aimswebTip #4

Identifying the Most Basic Skill Deficit for Reading Grades 2-5

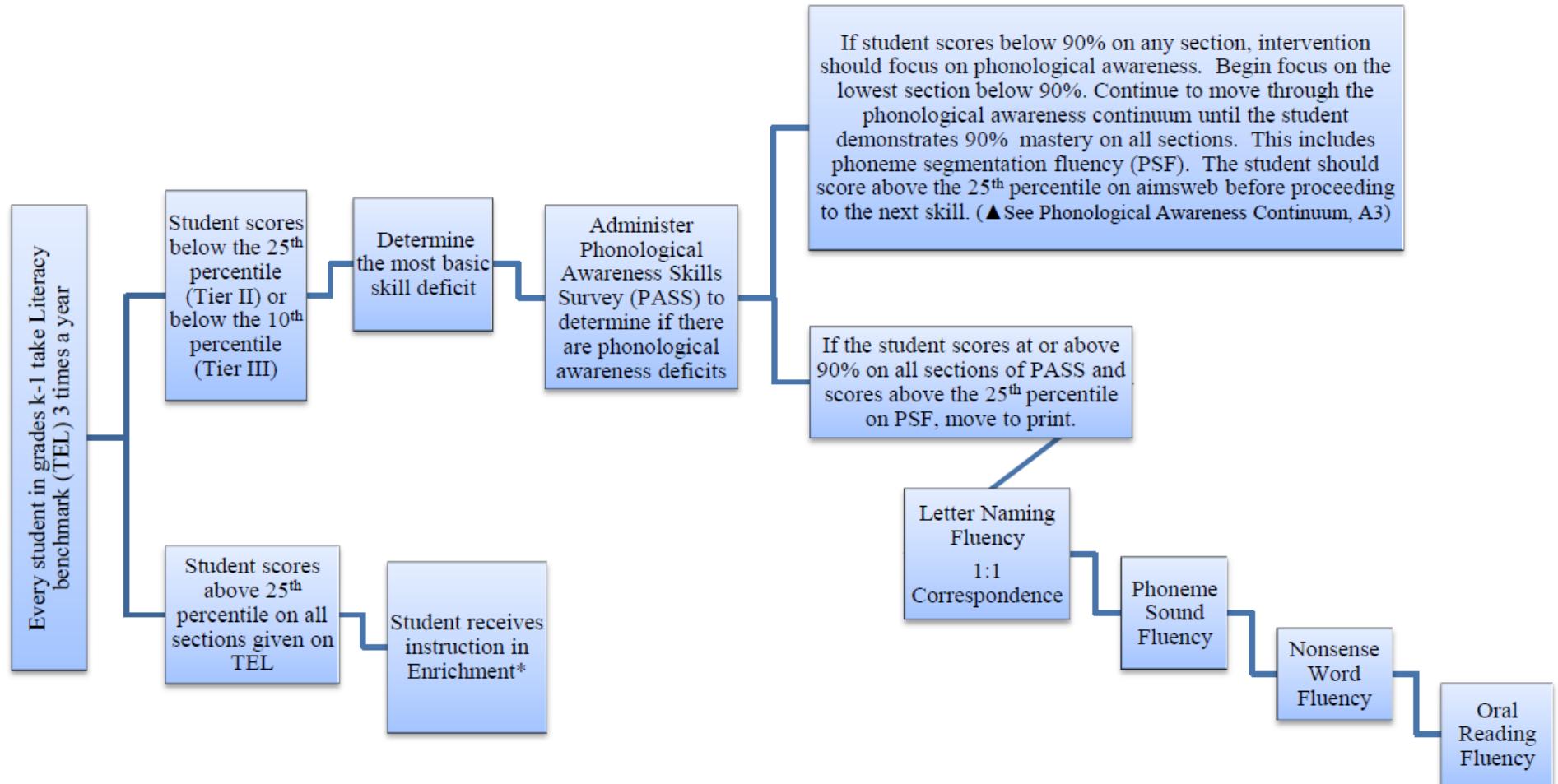


*“Enrichment” can include but is not limited to TNCore units, Genius Hour, close reading activities, research, literature circles, guided reading, chapter book studies, or any other standards or skills focus either on, above or slightly below grade level depending on what the students need. Consider using your quarterly common assessments to make determinations about what standards need to be retaught from previous quarters.

December 2014

aimswebTip #4

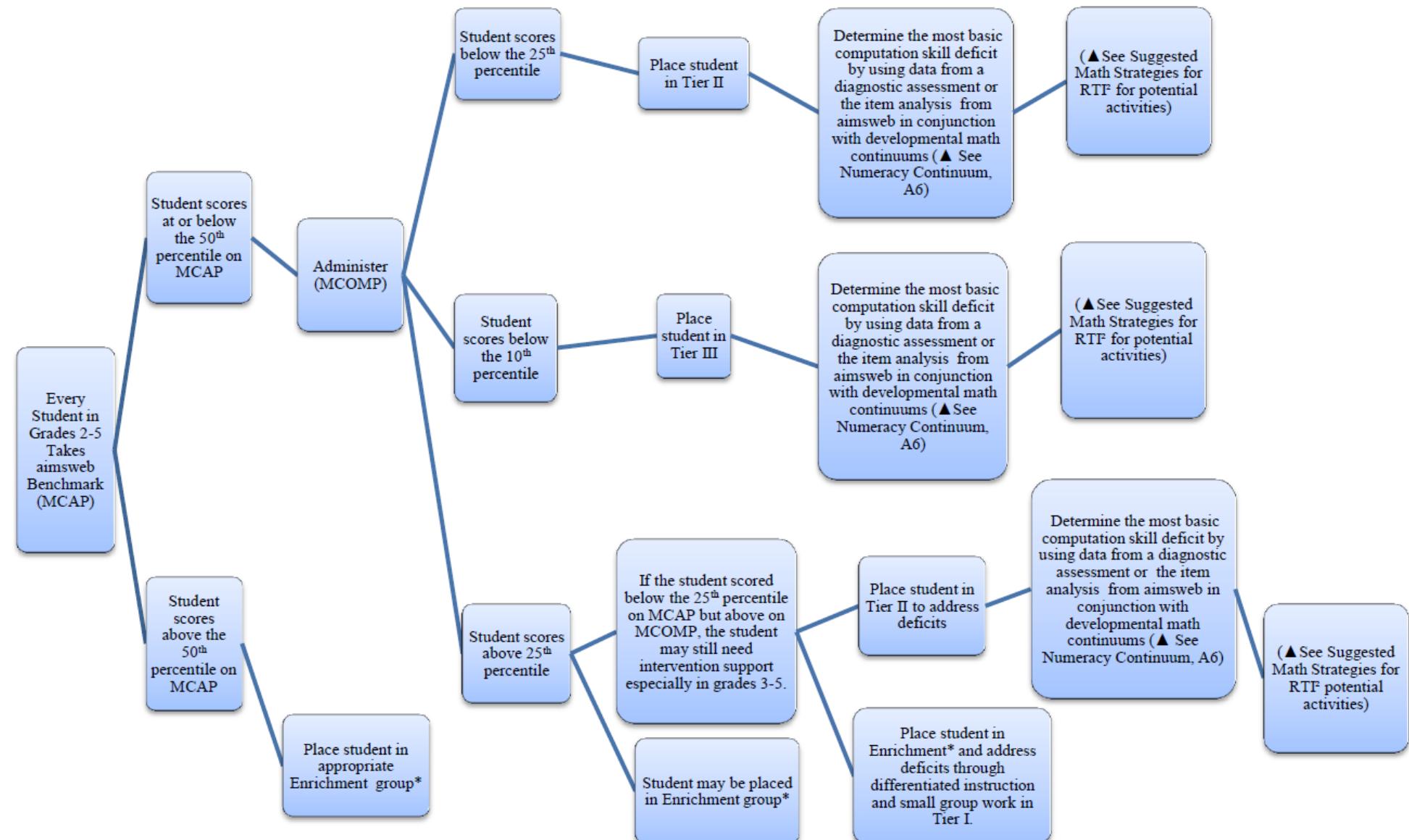
Identifying Most Basic Skill Deficit for Reading Grades K-1



*“Enrichment” can include but is not limited to TNCore units, Genius Hour, close reading activities, research, literature circles, guided reading, chapter book studies, or any other standards or skills focus either on, above or slightly below grade level depending on what the students need. Consider using your quarterly common assessments to make determinations about what standards need to be retaught from previous quarters.

aimswebTip #4

Identifying Most Basic Skill Deficit for Math Grades 2-5

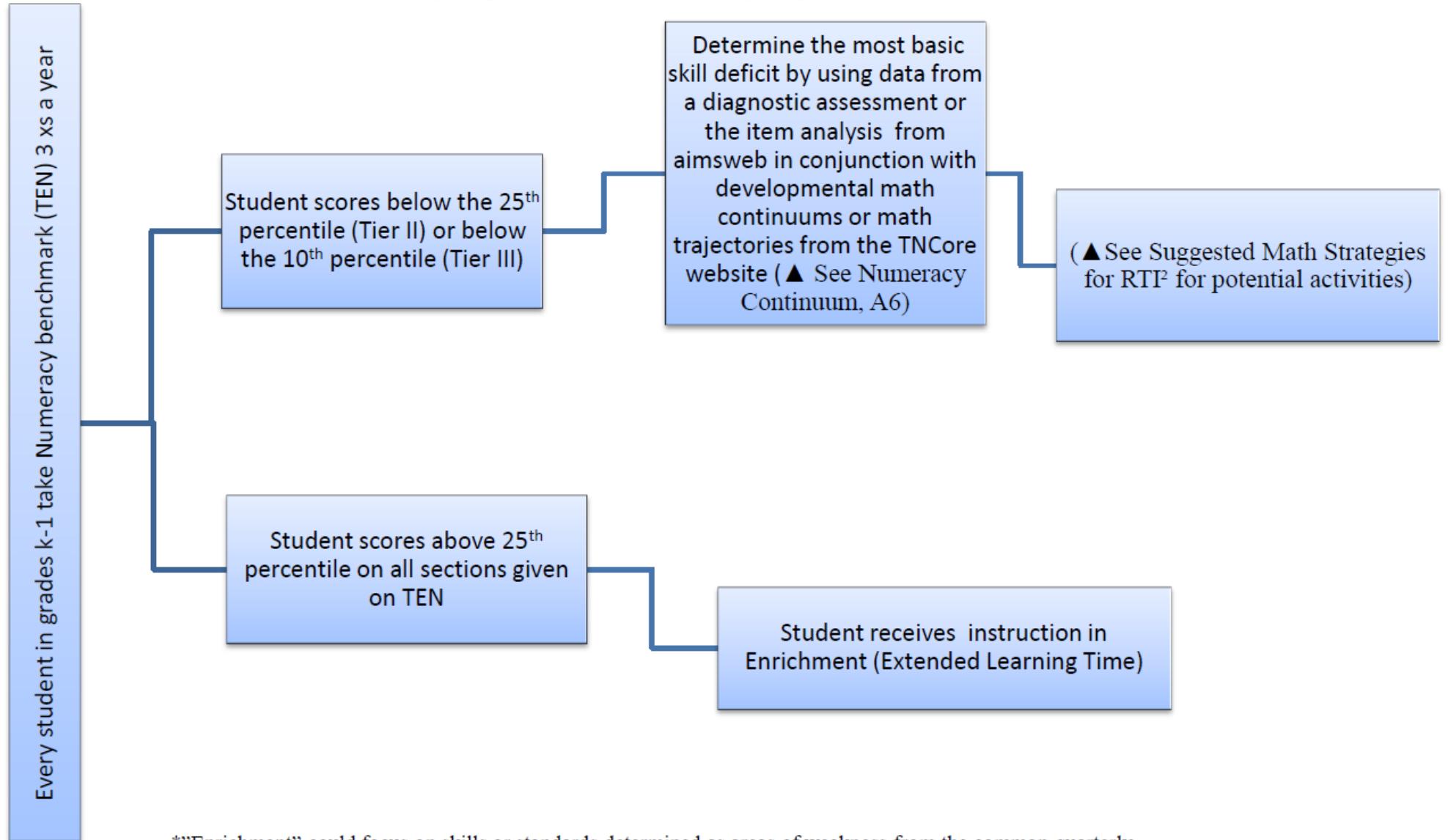


*“Enrichment” could focus on skills or standards determined as areas of weakness from the common quarterly assessments and/or other formative assessments.

Consider the use of TNCore tasks as well as other higher order thinking problem solving activities that emphasize conceptual understanding. Instruction should focus on combinations of on, above or slightly below grade level instruction to meet individual needs. Study Island and Khan Academy are examples of online resources that could be used to target specific skills for students.

aimswebTip #4

Identifying Most Basic Skill Deficit for Math Grades K-1



**"Enrichment" could focus on skills or standards determined as areas of weakness from the common quarterly assessments and/or other formative assessments. Consider the use of TNCore tasks as well as other higher level thinking problem solving activities that emphasize conceptual understanding. Study Island and Khan Academy are examples of online resources that could be used to target specific skills for students.

aimsweb Tip #5

Conducting Survey Level Assessments (SLA)

aimsweb 2.0 is a universal screener. It casts a wide net to determine how students perform as compared to their peers with the goal of identifying at-risk students. Once students are benchmarked, additional assessments will most likely be required to determine instructional level and most basic skill deficits.

Diagnostic Surveys

Finding the Most Basic Skill Deficits (Diagnostic Survey)

The emphasis of instruction within intervention will differ depending upon the most basic skill deficit. This may not be fully evident based on data from **aimsweb** alone.

Administering a diagnostic survey will dive deeper and provide more specific information upon which to focus intervention instruction. This process will lead to more focused and intentional instruction which in turn will lead to greater effectiveness and increased student outcomes.

Phonological Awareness Skills Screener (PASS)

The PASS may be administered to ANY student suspected of having difficulties developing phonological awareness skills. This screener may also be given as a tool to determine where any student in grades K-2 falls on the phonological awareness continuum in order to plan Tier I instruction.

Phonics and Word Reading Survey (PWRS)

The PWRS can be used with any student beginning the last half of kindergarten. Students will complete tasks with increasing difficulty based upon a progression of phonic elements and syllable types. This survey is recommended for students that have mastered all of the phonological awareness skills that precede the phonics level of reading.

After Administration of PASS or PWRS

Once the survey is administered, determine the lowest skill in which the student scores less than 90%. This is the most basic skill deficit and should be where intervention instruction should begin its focus. Once the student demonstrates at least 90% mastery on a consistent basis, the instructional emphasis can move to the next level.

Progress Monitoring Levels

Finding Instructional Level for Progress Monitoring:

Students falling between the 25th and 75th percentile are considered to be performing within the average range for their grade level. Students falling below the 25th percentile will need to be progress monitored at their instructional level, which may differ from their grade level. To determine instructional level, students must take additional benchmark probes by descending grade level until they score at or above the 25th percentile. Students should be able to read at least 20-25 WRC on ORF.

Moving to a New Progress Monitoring Level During the Year:

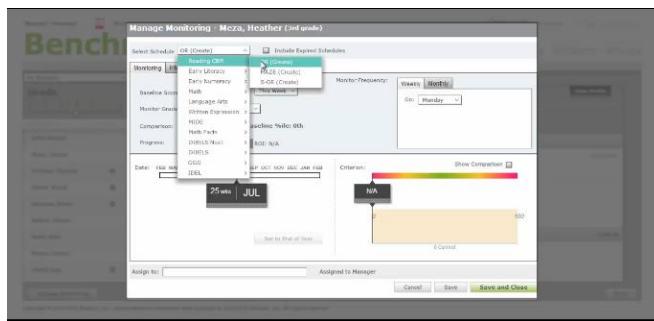
Administer three progress monitoring probes from the next grade level. If the student's median score is at or above the 25th percentile (reads at least 20 to 25 WRC), the PM level may be moved to that grade level.

aimsweb Tip #6

How to Set Up a Progress Monitoring Schedule

You can set a schedule from the Benchmark or Monitor tabs at the top of the screen. It will work the same from either.

1. Choose the exclamation point next to the student's score, then click on **adjust plan**. Or, click the student's name and then **manage monitoring** at the bottom left of the screen.
2. From the **manage monitoring screen**, at the top, find **Select Schedule**. Drop down to select the measure you will be using to progress monitor. Example, for **Oral Reading Fluency**, choose **Reading CBM**, then **OR**.



3. Enter baseline benchmark data including score, errors, and probe number (this should be automatically populated). Choose “this week” or “last week” beside the data.
4. Choose **Monitor Grade**. This can be on current grade level, above, or below depending on student need and the grade level probe you will be using to progress monitor.
5. Beside **Comparison**, choose **National**.
6. **Monitor Frequency**: Example, choose weekly and the day of the week you prefer.
7. **Date**: Select the number of weeks you want schedule to run using the slider bar. Slide over to include the number of weeks or you may set it to the end of the school year.
8. **Criterion**: Mark the **Show Comparison** box. Slide the goal setting tool to the desired goal. Notice the progress bar will change color indicating whether the goal is insufficient, closes gap, or too ambitious. Based on research, it is best to choose a goal which closes the gap.
9. Choose **Save and Close**.

To see a video to help with **Setting a Progress Monitoring Schedule**, choose **Help** from the top right of your **aimsweb** login screen. Find **Monitoring Videos**. Click on **Goal Setting**.

*If a student moves in after Benchmark window, give the student the Benchmark tests, but **DO NOT** enter data into aimsweb 2.0.

aimsweb Tip #7

How to Progress Monitor and Enter Progress Monitoring Data

Progress monitoring is a central component of a response to instruction & intervention (RTI2) system; it is the frequent and ongoing collection of information about student performance to be able to evaluate the effectiveness of instruction. Specifically, a student's rate of improvement is compared to an expectation of growth to determine if adequate progress is being made toward a long-term goal or if changes to instruction are needed to improve growth. Progress monitoring is integral to identifying at-risk students whom are not responding well to their instructional programs.

Progress monitoring is assessment done weekly or bi-weekly at the *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 interventions.**

Deciding who to progress monitor:

- If you look at a student's report and they are significantly below grade level (yellow or orange bar), you will want to progress monitor them.
- If a student is in the **orange area (Well Below Average)**, it is recommended that you progress monitor **every week!**



- Occurs as often as weekly
- On or off grade level
- Can monitor **any skill** at **any grade level**
- Has the ability to show interventions and goal changes
- Allows educators to track students response to instruction/intervention

How to Enter Progress Monitoring Data

The screenshot shows the aimsweb 2.0 software interface. A red arrow points from the top-left corner to the 'Score' menu item. Another red arrow points from the 'Score' menu item to the 'Enter score manually' button in a floating dialog box. A third red arrow points from the 'Enter score manually' button to the 'Edit to enter oral reading scores or raw item analysis' link. A fourth red arrow points from the 'Edit to enter oral reading scores or raw item analysis' link to the 'Enter notes/absent' button. A fifth red arrow points from the 'Enter notes/absent' button to the 'Click to print supporting materials' link at the bottom of the dialog box. A sixth red arrow points from the 'Click to print supporting materials' link to the 'Print Supporting Materials' button. A yellow star icon is located in the top-right corner of the main interface.

Follow these steps to enter scores in aimsweb 2.0 software.

Begin by clicking Score from the top menu.

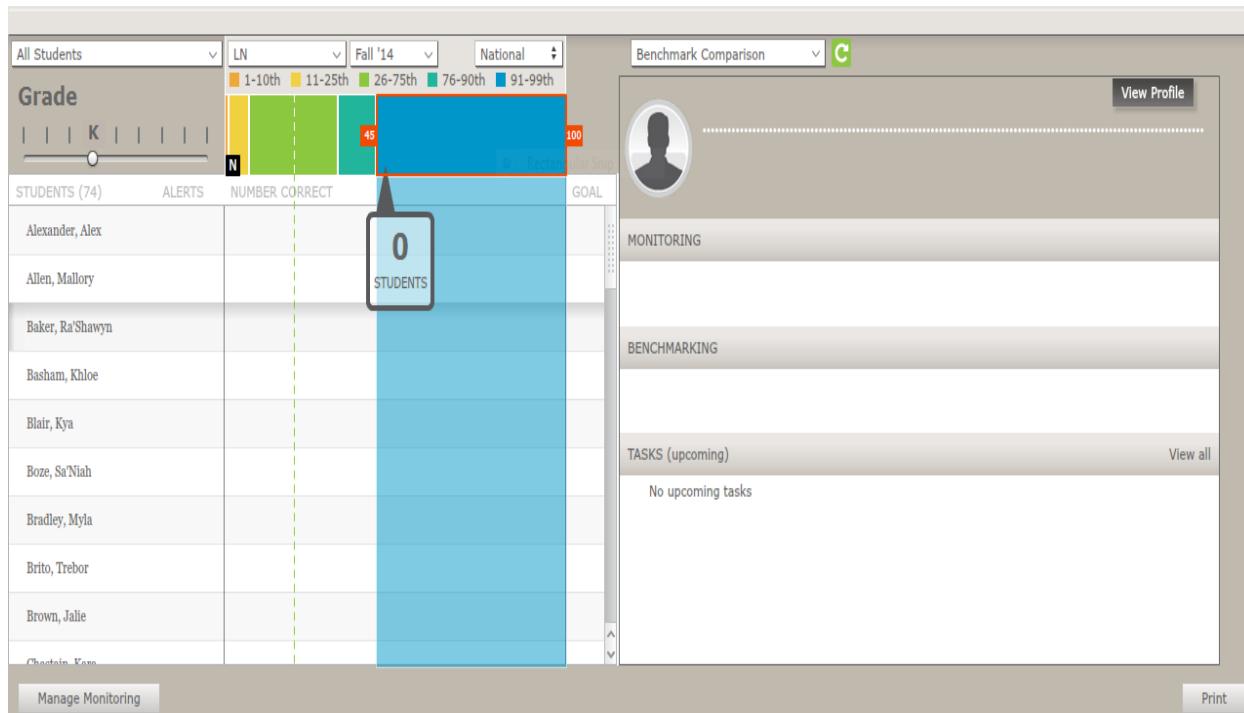
1. Choose students to score.
2. Choose Benchmark or Monitor.
3. Choose measure (s).
4. Choose week assessment was measured.
5. Choose grade level by sliding the scale.
6. Click refresh.
7. Enter score manually.
8. Enter notes if needed.
9. Click "print supporting materials" on bottom of screen if needed.

aimsweb Tip #8

How to View a Progress Monitoring Graph

1. Log into aimsweb 2.0
2. Choose the **grade level** on the **slider bar** (Benchmark Screen) and click the refresh button.
3. **Click directly on the student's name**
4. To the right a box will appear. In the box look under the word monitor and click **view report**.
5. The graph should populate. If you would like to print it, click **print** at the bottom right of the screen.

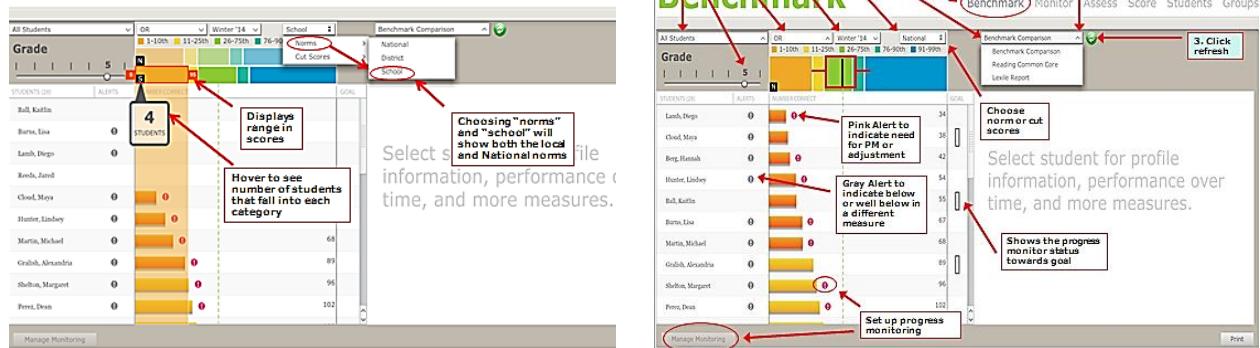
Don't forget, if a page isn't populating you may need to click the **refresh** button.



aimsweb Tip #9

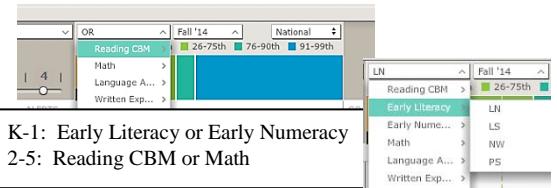
How to View a Class Benchmark Distribution Report (aka Rainbow Report)

Benchmark



This report allows you to look at student data and will help when grouping students in Tier and skill groups. The report is color coded based on percentiles.

1. After logging in to **aimsweb** click on the word **Benchmark** in the upper right hand portion of the screen (*located in the white area*).
2. Next, look in the gray area to the far left. Where you see **All Students**, drop down and select **My Classroom** from the drop down menu. Below that, select the **Grade Level** using the slider.
3. To the right of the Class tab, select the benchmark assessment (Maze, LN, etc.) and benchmarking period for which you wish to see data.
4. Finally, go to the small green circle to refresh the page and your report will populate.
5. **IMPORTANT NOTE:** Once you change any of the options, make sure to click the green refresh button or circle in the gray area to populate the report.
6. Students with the blue bar are above the 75th percentile; students with the green bar are above the 25th percentile; students with the **yellow bar** (Tier 2) are above the 10th percentile; and students with the **orange bar** (Tier 3) are below the 10th percentile.
7. If you wish to print the report, click **Print** in the bottom right corner.
8. The pink exclamation mark beside the color coded bar identifies students who fall below the bar and are at significant risk for failure. The gray exclamation mark beside the student's name serves to alert you that the student is struggling in other measures. If you click on the exclamation mark, the measure(s) with which the student is struggling will be displayed.



*Click on individual student name to access report.

aimsweb Tip #10

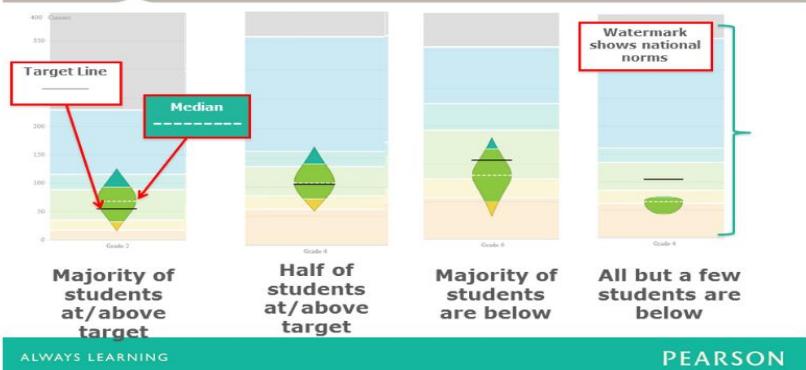
How to View Individual Student Report (aka Bulb Report)

1. Log into aimsweb 2.0.



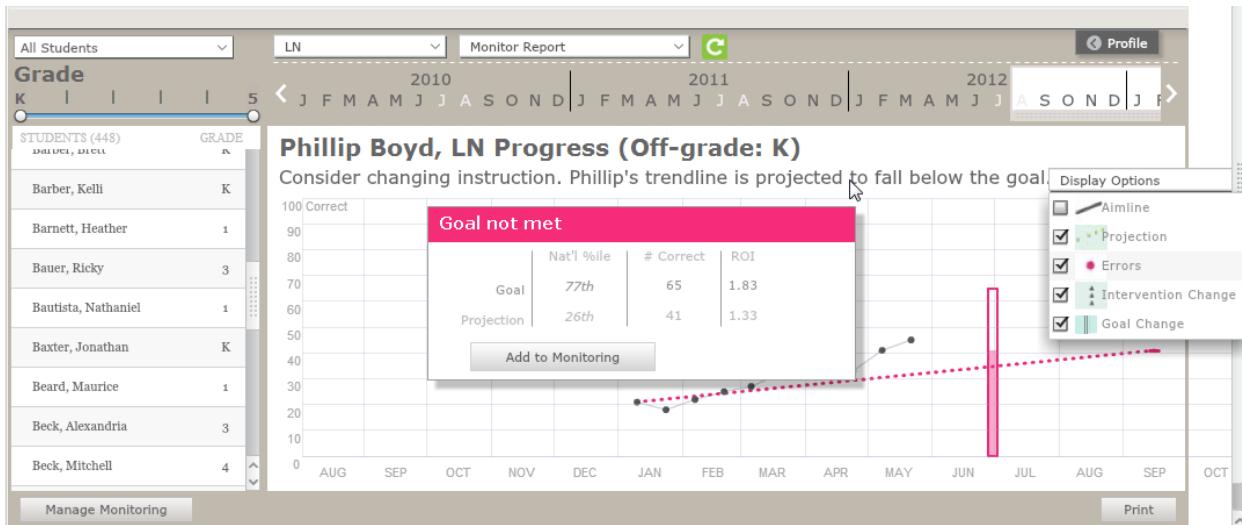
2. Click on **Benchmark**.
3. Use the slider bar to select grade level.
4. Choose **My Classroom** from the drop down menu on the left.
5. Select the screener to view.
6. Select the Benchmark period (ex. Fall '14).
7. Select **Norms** (National, District, School)
8. Click the **green refresh** button.
9. Select individual student name.
10. Click view report on the right side of the screen under the screener name (ex. LN)
11. Click Print on the right hand corner. (Optional)

Components of the Bulb Report



aimsweb Tip #11

How to Change Interventions



It may be necessary to adjust the intervention if a student IS NOT MAKING PROGRESS.

When to change:

- If a student has 4 consecutive points below the aimline, you might need to change the intervention.
- Compare the projection line (green dashed line) to the aimline (solid line).
- If the trend line is flatter than or moving in opposite direction to the goal, revise instructional program.

Interventions can be changed from the Manage Monitoring screen.

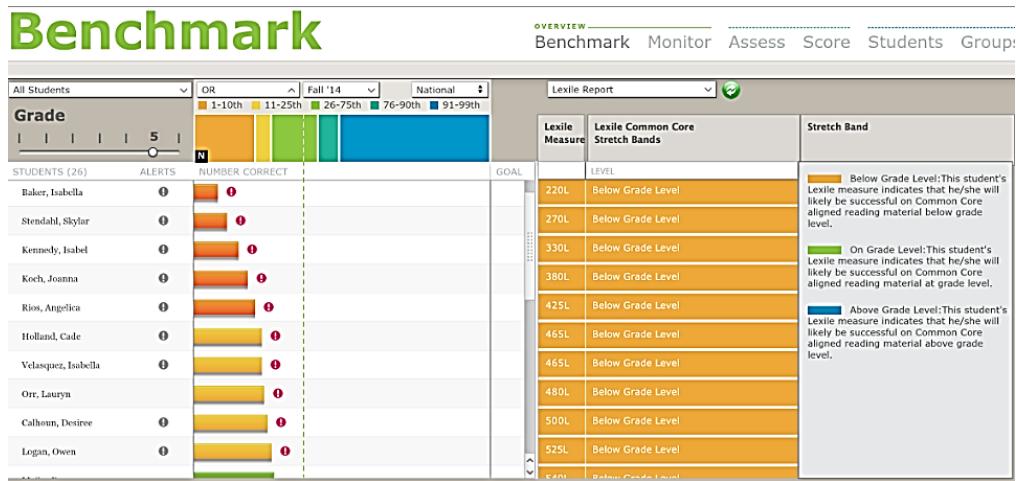
- From the Benchmark or Monitor Tab, click on the student's name. Click **Manage Monitoring** at the bottom of the screen.
- Simply choose from the prepopulated list, or enter the new intervention
- Set up intervention duration and frequency.
- Click save and close when complete.

The screenshot shows the Manage Monitoring screen for Gralish, Alexandria (5th grade). It includes a list of interventions (Reading Rockets, focusMath, Mathematics Navigator, FOCUS, Literacy Navigator), a date range selector (2013-2014 school year), and a frequency selection section (Daily, Weekly, Monthly, Every [1] day(s), Every weekday). A red arrow points to the intervention list, and another red arrow points to the frequency selection area.

- Interventions can be pre-loaded or added into the software
- Set up intervention duration and frequency

aimsweb Tip #12

How to Use Lexile® Measures to Find Good Fit Books



To view the Lexile report

1. Go to Benchmark view.
2. Select a grade.
3. Select **OR** or **Maze**.
4. Select the benchmarking period.
5. Select **National**.
6. Select **Lexile**.
7. Click the green Refresh button.

for aimsweb

These enhanced aimsweb benchmark reports provide the option to report a Lexile measure for each student's R-CBM or Maze score, allowing a teacher to

- effectively target instruction and monitor reading growth
- find instructional resources that match each student's unique reading ability
- directly link to the free "Find a Book" search tool to select fiction and nonfiction titles that match each student's reading ability and interests

Lexile Measures

Lexile measures are the most widely used reading metrics. Developed by MetaMetrics®, Lexile measures are unique in that they evaluate both reading ability and text complexity on the same developmental scale. They are powerful tools for linking assessment with instruction by taking the guesswork out of selecting materials that can help improve student reading ability, and monitoring their progress toward state and national standards. Lexile measures are represented as a number with an "L" after it – for example, 880L – and range from below 200L to above 1700L. Linking aimsweb assessment results with Lexile measures provides a mechanism for targeting each student's reading ability with text on a common scale. Lexile measures serve as an anchor to which texts and assessments can be connected, allowing parents, teachers, and administrators to speak the same language.

Each student's Lexile measure is reported as a hyperlink that takes a teacher directly to MetaMetric's free "Find a Book" search tool to select books that match the student's reading ability and interests.

*For more information about Lexile Levels correlation, see ELA SOW GUIDELINES FOR INSTRUCTION (page 45): "Sumner County Reading Level Correlation Chart." SCS Elementary LiveBinder

Appendix