

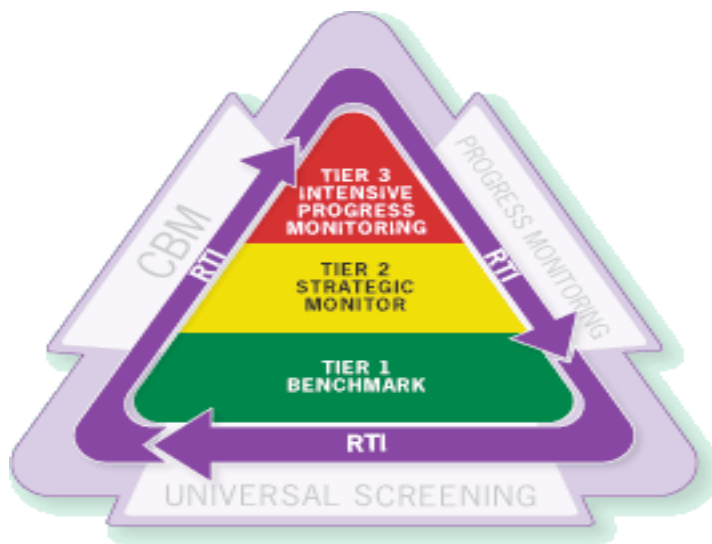
## **What is AIMSweb?**

AIMSweb is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention (extracted from [www.aimsweb.com](http://www.aimsweb.com)).

## **How Does AIMSweb Work?**

The AIMSweb system components provide one comprehensive progress monitoring and RTI Solution.

1. Benchmark – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.
2. Strategic Monitor – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.
3. Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.(extracted from [www.aimsweb.com](http://www.aimsweb.com)).



## **Differences from the Universal Screening?**

The ESU #1 Universal Screener is extremely similar to AIMSweb. As ESU's universal screener assessed four main areas (reading fluency, reading comprehension, math, and writing), AIMSweb also has this available. Conversely, AIMSweb assesses Kindergarten and 1<sup>st</sup> grade more extensively in early literacy and early numeracy. A matrix is available of recommended measures for each benchmark on the ESU #1 website (RTI link, benchmark/progress monitoring).

Additionally, ESU #1's reading fluency measures only administered one passage while AIMSweb's reading fluency (R-CBM) requires taking the median of three reading passages. The same three reading passages are administered for each benchmark (Fall, Winter, Spring).

## **Recommended screening dates?**

Fall	September 1 – October 15
Winter	January 1 – January 31
Spring	May 1 - May 30

## **Here are some helpful hints:**

1. The way information is entered varies from the Universal Screening PPM. You will not calculate the number correct/the number attempted. Each measure is figured differently:
  - i. Early Literacy: Number correct
  - ii. Early Numeracy: Number correct/Errors  
(Example: 15 correct/2 Errors)
  - iii. Reading-CBM: Number correct/Errors  
(Example: 45 wpm/3 errors)
  - iv. Maze: Number correct/Errors
  - v. Math: Digits correct
  - vi. Writing: Number of CWS/ Total Words Written
2. It is best to enter all data under the District Manager account from each school. When logged under the psychologists account, the program slows and locks up.
3. If using the booklets, it may be helpful to write all scores on the student booklet so all information is in one location. For example, it might help to draw additional lines from the Maze box and write the math scores there.
4. When entering scores, it will not tab onto the last student's box. Instead it tabs to the date on the next row. Be cautious when entering your last student's information.
5. Math considerations:
  - a. In math, you use the 1<sup>st</sup> three benchmarks. They have several available but the remainder are for tests which are spoiled.

- b. On the QDM (early numeracy), students are NOT permitted to point to the correct number. They must state the correct number.
- c. Students are expected to ROUND and reduce in 7<sup>th</sup> and 8<sup>th</sup> grade. Math computation has a paragraph of additional directions on the student copy that students are expected to read on their own. . However, if they do not round or reduce, it is counted as errors. There has been conflicting feedback from AIMSweb addressing this issue. Although some have stated that the assessment team should read the additional directions, others have said that students should not be told to read this paragraph. Apparently AIMSweb is in the process of creating directions for 7<sup>th</sup> and 8<sup>th</sup> grade. In the meantime, we encourage districts to read the additional directions to 7<sup>th</sup> and 8<sup>th</sup> grade students.
- d. If a decimal is misplaced or a comma is misplaced, give all numbers correct, however minus one from the total correct for the misplaced decimal or comma.
- e. If a student writes 1,708 but the answer is actually 708, the student still receives all 3/3 points and the extra number is disregarded.

6. Reading and Writing Considerations:

- a. The same three reading passages are administered for each benchmark (Fall, Winter, Spring).
- b. On reading fluency, the median score is taken. If two scores are the same, then you take the average of all three scores and round to the nearest number.
- c. If there are capital letters anywhere in a word (i.e., “tHere”) it is wrong on both sides.