

aimsWeb<sup>TM</sup>  
PLUS 

# What is aimswebPlus?

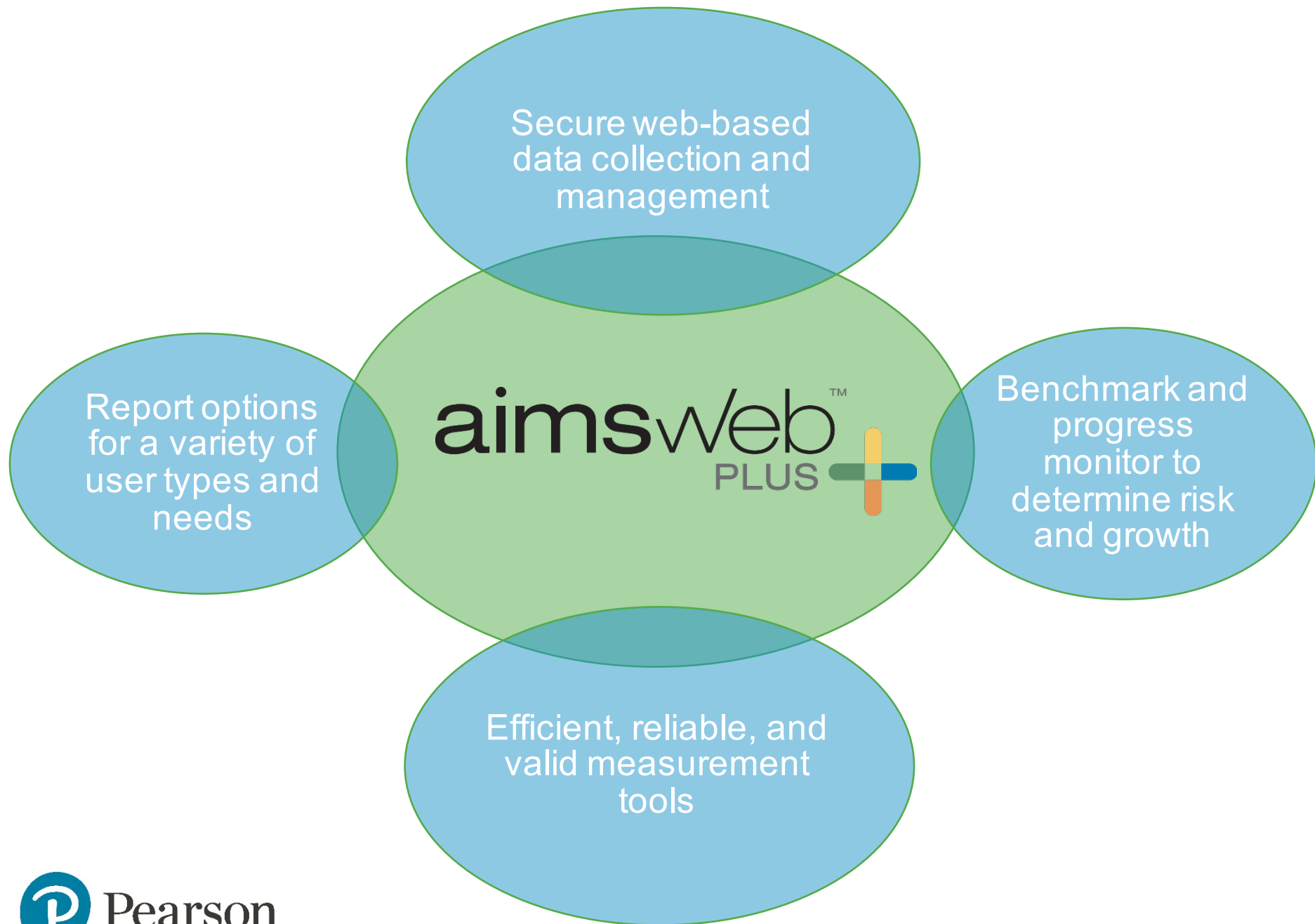


Has a new suite of assessments for early literacy, early numeracy, reading, and math.

Results link well to instructional planning.

Standards-based assessments.

Essential component of an RTI or MTSS model.



# Digital Record Forms

Student views printed stimuli materials

Examiner records responses using a DRF

- Built in directions and timer
- Easy to mark errors
- Auto scoring

Instructions

**OPTIONAL:** Preview form to verify. [Preview](#)

Read the student instructions (in **bold**) aloud:

Say: **Put your finger under the first letter. Ready? Begin.**

a	y	<b>m</b>	j	s	R	l	w	W	h	(1)
U	<b>M</b>	w	X	T	E	j	n	S	o	(2)
<b>g</b>	Z	K	<b>L</b>	a	x	k	S	r	e	(3)
B	I	O	k	I	o	G	N	C	h	(4)
s	I	x	C	Z	n	z	J	L	m	(5)
e	v	Q	h	K	U	r	A	R	B	(6)
H	Y	o	B	R	N	I	a	V	T	(7)
k	c	B	q	W	D	b	S	Q	n	(8)

[Begin](#)



# Online Assessments

For Grades 2-12

Administer to groups of students

Automatically scored

Reports are available immediately



# Benchmark Screening

Given three  
times per year

Administer on  
grade level

Administer to all  
students

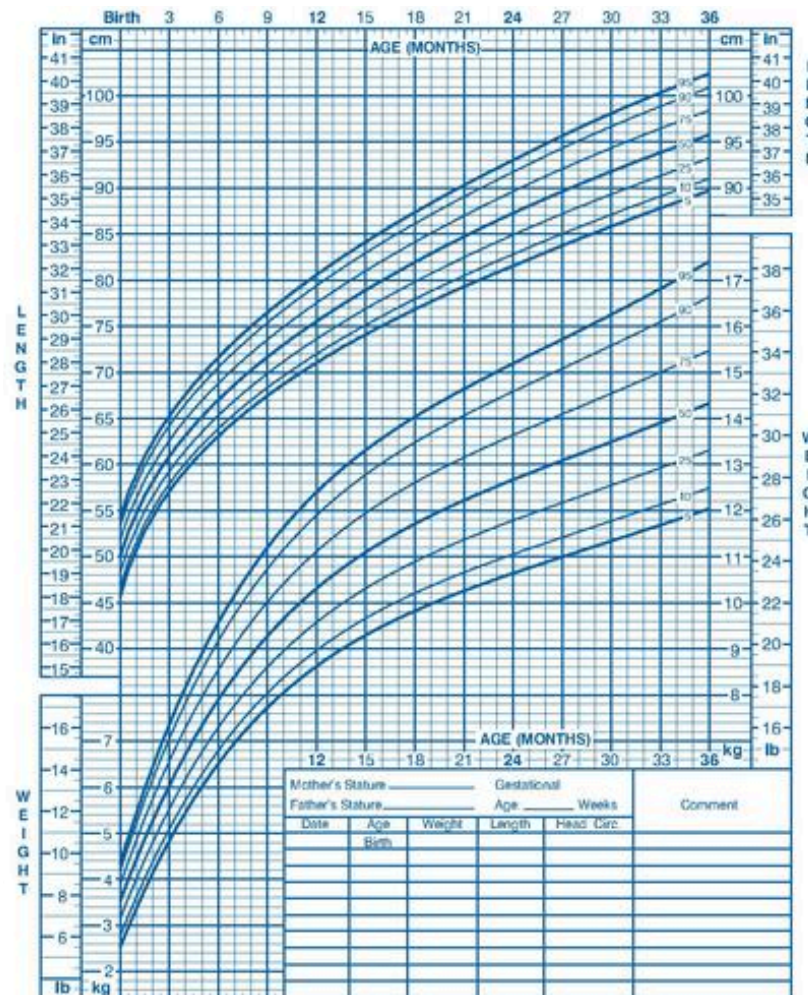
Identify students  
with needs

Compare results  
to targets





A young boy with short, light brown hair is smiling at the camera. He is wearing a bright red t-shirt and dark green pants. He is standing against a white wall where a height chart is posted. The chart has a vertical yellow ruler with black markings and numbers. An adult's arm is visible from the right, holding a wooden pencil against the chart to mark the boy's height. The background shows a wooden floor, a green and pink toy structure, and a white chair.



# Get a Complete Picture of Student Growth

## Fall Benchmark

Window:  
August 1-  
November 30

September

Progress  
Monitor

Progress  
Monitor

## Winter Benchmark

Window:  
December 1-  
March 15

January

Progress  
Monitor

Progress  
Monitor

## Spring Benchmark

Window:  
March 16-  
July 31

May

Progress  
Monitor

# Assessment Model

Curriculum Based  
Measurement

Use to monitor  
progress

Composite

Use to  
evaluate risk

Standards Based  
Assessments

Use to  
differentiate  
instruction

# Standards Based Assessments

CCSS Domain	Grade																							
	2			3			4			5			6			7			8					
	F	W	S	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	--	--	--	--	--	--	--	--	--	--
The 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	--	--	--
Total item count per form	30	30	30	30	29	30	29	30	30	31	30	30	30	29	30	31	30	30	30	30	29	--	--	--

- Reading Comprehension
- Vocabulary
- Concepts and Applications

CCSS Cluster	Grade																							
	2			3			4			5			6			7			8					
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Key Ideas and Details	19	17	20	23	24	23	20	22	21	22	23	22	17	16	19	15	17	18	17	14	16	--	--	--
Craft and Structure	5	7	4	7	6	7	8	6	7	5	5	6	11	11	8	12	10	9	10	15	13	--	--	--
Integration of Knowledge and Ideas	0	0	0	0	0	0	2	2	2	3	2	2	2	3	3	3	3	3	3	1	1	--	--	--
Total item count per form	24	24	24	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	--	--	--

Developmental vertical scale scoring across grade levels. Follow progress across years.

# Early Literacy

Measure	Purpose	Kindergarten			Grade 1			Time to Test
	Screening and/or Progress Monitoring	Fall	Winter	Spring	Fall	Winter	Spring	
Print Concepts	Screening	✓						Untimed
Initial Sounds	Both	✓	✓					Untimed
Letter Naming Fluency	Both	✓*	✓*	✓*				1 min
Phoneme Segmentation	Both		✓*	✓*	✓			Untimed
Word Reading Fluency	Both			✓	✓	✓	✓	1 min
Letter Word Sounds Fluency	Both		✓*	✓*	✓*			1 min
Auditory Vocabulary	Screening	✓	✓	✓	✓	✓	✓	Untimed
Oral Reading Fluency	Both				✓*	✓*	✓*	2 probes, 1 min each

\*Required for composite



# Reading

Measure	Purpose	Grades 2-3	Grades 4-8	Time to Test
Oral Reading Fluency	Both	✓*	✓	1 minute each
Vocabulary	Screening	✓*	✓*	Untimed (4-6 minutes)
Reading Comprehension	Screening	✓*	✓*	Untimed (15-25minutes)
Silent Reading Fluency	Both		✓*	Untimed (~5 minutes)

\*Required for composite

Grades 4-8: ORF used for composite if SRF is invalid



# Print Concepts (PC)



**What the student does:**

Shows their understanding of the purpose, use, and contents (letters, pictures) of a book.

**Level:**

Kindergarten - Fall

# Initial Sounds (IS)



**What the student does:**

Looks at four pictures and either points to the one that begins with a given letter sound or verbally makes the sound that begins the word.

**Level:**

Kindergarten - Fall and Winter

# Letter Naming Fluency (LNF)

u	D	P	S	R	A	X	y	I	n
C	V	g	W	A	G	J	z	c	E
r	W	Z	F	M	c	L	t	u	f
g	c	T	Y	U	b	d	p	S	o
c	G	S	U	J	d	a	T	K	m
R	T	G	I	k	S	q	n	u	A
R	k	L	K	s	j	f	E	h	q
K	h	b	U	T	I	D	s	I	a
N	K	k	v	L	z	a	u	A	F
k	X	O	T	e	h	g	M	B	W

**What the student does:**

Says the names of visually presented letters for one minute.

**Level:**

Kindergarten – all benchmark periods

# Auditory Vocabulary (AV)

**What the student does:**

Points to the one of four pictures that matches an orally presented word.



**Levels:**

Kindergarten and Grade 1 -  
all benchmark periods

# Letter Word Sounds Fluency (LWSF)

m	t	z	m	d
s	b	f	v	p
p	h	n	k	w

d	c	b	w	t
og	ap	us	ig	en
dog	cap	bus	wig	ten

**What the student does:**

Says the sounds of visually presented letters, syllables, and words for one minute.

**Levels:**

Kindergarten - Winter and Spring

Grade 1 - Fall

# Phoneme Segmentation (PS)

cap	/k/ /a/ /p/
log	/l/ /o/ /g/
shock	/sh/ /o/ /k/
mess	/m/ /e/ /s/
hug	/h/ /u/ /g/

**What the student does:**

Says the phonemes in orally presented words.

**Levels:**

Kindergarten - Winter and Spring

Grade 1- Fall

# Word Reading Fluency (WRF)

are	at	like
you	were	way
his	an	because
the	out	most
it	made	which
and	no	see
on	after	down
a	through	even
with	into	any
but	him	great
she	other	world
would	very	still
we	did	help
from	where	found
up	may	good
I	people	around

**What the student does:**

Reads a word list aloud for one minute.

**Levels:**

Kindergarten - Spring

Grade 1 - all benchmark periods

# Oral Reading Fluency (ORF)

Bob is a big dog. He is a big lab mix. He plays tag with the cat. In the hot sun, he digs pits to sit in the mud. If I rub his hip, his leg jumps up and down.

The dog had bones. He hid his bones in the yard. He hid them in the pits he dug in the mud.

The dog was always happy. He was never without a bone. The dog's teeth were very sharp and white, but he never bit anyone. He only chewed on bones.

One day the dog was sleeping. A rat came into his yard. "I will take this dog's bones," said the rat. "He is sleeping. He will never know that I have taken them."

**What the student does:**

Student reads two stories aloud, each for one minute.

**Levels:**

Grades 1-8 all benchmark periods



# Oral Reading Fluency (ORF)

Leo went to the forest every day to gather firewood. He would collect the wood, tie it into small bundles, and carry the bundles home each day. He would pack his lunch and stay in the forest until sunset. At noon he would have his lunch, and at noon a bird would visit him. It was white with ash-colored wings and was larger than a dove but smaller than an eagle. Leo always shared a morsel of his food with the bird. Leo called it Jayto and would talk to it from time to time.

One very hot summer day, Leo began to eat his lunch and Jayto arrived right on time. Leo gave him some of his lunch, and the bird eagerly pecked at it. It was so hot, Leo decided to take a nap. As he lay down, the bird began to peck and caw at him. The bird was able to convince Leo to follow him. Jayto kept flying small distances waiting for Leo to catch up. Finally they came upon a broken stone wall.

Leo had once heard that a rich businessman used to live here long ago. One day he left for a foreign country and never returned. His wife lived alone for a long time, and it was said that she buried her jewelry box and that a strange bird stood guard over it attacking anyone that got near.

Was it possible that Jayto was this bird? Suddenly the bird flew from the wall to the ground and started pecking. Leo helped the bird, and sure enough, they uncovered a jewelry box. It was filled with gold, diamonds, rubies, and other precious stones.

Leo decided not to go back to town for fear that his treasure would be taken from him. With Jayto on his shoulder, he traveled to a large city far away. He became a rich man and built a beautiful mansion. The mansion had a large garden filled with ponds and flowers. Jayto had all the mangoes that he could eat, and Leo lived a long and happy life.

What the student does:

Student reads two stories aloud, each for one minute.

Levels:

Grades 1-8 all benchmark periods

# Vocabulary (VOC)

Someone who has courage is

- ☐ brave
- ☐ cheerful
- ☐ handsome
- ☐ honest

**What the student does:**

Identifies the meanings of target words by selecting from multiple-choice options.

**Levels:**

Grades 2-8

# Reading Comprehension (RC)

What the student does:

Reads six passages of text and answers multiple-choice questions about each passage.

Levels:

Grades 2-8

## Story 2

What kind of man was Paul Revere? That was the topic of the essay I'd been working on all afternoon, and Mom said I wasn't allowed to stop until I was finished. I was feeling frustrated, and my eyelids were starting to grow heavy.

Suddenly, I was alone on a street in a strange town. The street was paved with stones and all around me were old-fashioned buildings. A simple wooden sign hung above the door in front of me. It read, "Paul Revere, Silversmith."

The narrator of this story is a

- ☐ colonist
- ☐ soldier
- ☐ student
- ☐ reporter

Question 1 of 5

NEXT >

# Silent Reading Fluency (SRF)

Usually Malcolm did not mind being home sick for a day. He didn't have to go to school or do his daily chores. Instead, he got to read comic books and watch movies. He also got to eat his favorite foods.

Malcolm usually does not mind being

- ☐ late for school
- ☐ sick at home
- ☐ hungry

**What the student does:**

Reads three stories, each divided into four brief sections, and answers multiple-choice questions about each story.

**Levels:**

Grades 4-8



# Assess Students with DRFs



# Digital Record Forms (DRF)

## Used for:

- All Kindergarten and Grade 1 measures
- Oral Reading Fluency for Grades 1 and up

n	p	z	b	t
w	d	k	n	s
f	m	h	v	p

t	f	p	b	d
z	s	w	m	n
w	v	k	h	f

d	p
w	n
m	b

r	m	n	z	b
ed	op	ut	ap	ig
red	mop	nut	zap	big

Instructions

OPTIONAL: Preview form to verify. [Preview](#)

Read the student instructions (in **bold**) aloud:

Place the LWSF practice page in front of the student.

Point to the **t** in the first box and say:  
**Tell me what sound this makes.**

Incorrect, say: **This makes the sound /t/.**

Repeat with the letters *t* and *m*.

< ● ○ ○ ○ ○ >

[Cancel](#) [Skip Measure](#) [Begin](#)

# Begin a Benchmark DRF Measure

The screenshot displays the AIMSweb interface for a Benchmark Comparison. The interface includes a sidebar with filters for Roster, Grade, Battery, Period, Comparison, and Display. The main area shows a list of students with columns for Alert, Assess, Early Literacy Score, and Score. A progress bar at the top indicates the current status of the assessment.

Student (20)	Alert	Assess	Early Literacy Score	Score	WRF	AV	ORF
Student 24, Sample 24							
Student 25, Sample 25							
Student 32, Sample 32	!			18	11		21
Student 20, Sample 20	!			20	20		22
Student 37, Sample 37	!			26	19	+	20
Student 21, Sample 21	!			27	22	+	23
				44	26	+	22
				44	34	+	22

Instructions: OPTIONAL: Preview form to verify. Read student instructions: When I say "Begin", start reading aloud at the top of the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions? (Pause) Begin.

1. Click Students
2. Select Benchmark Comparison, and filter to the group, battery, and period
3. Click onto the icon under the Assess column





**Assess Students with  
Online Assessments**



# Begin Online Assessments with TestNav

A screenshot of the TestNav web application interface. The browser window title is "TestNav". The page header shows "TestNav" on the left and "Not Signed In" with a user icon on the right. Below the header is a "SIGN IN" section. The main content area is titled "APS" and contains a "Sign In" form. The form has two input fields: "Username" and "Password", each with a corresponding icon (a person for username and a key for password). Below the fields is a blue "Sign In" button. To the right of the button is a "Test Audio" link with a speaker icon. The footer of the page shows the version number "8.4.142".

# aimswebPlus Norms

90-99 Well Above Average

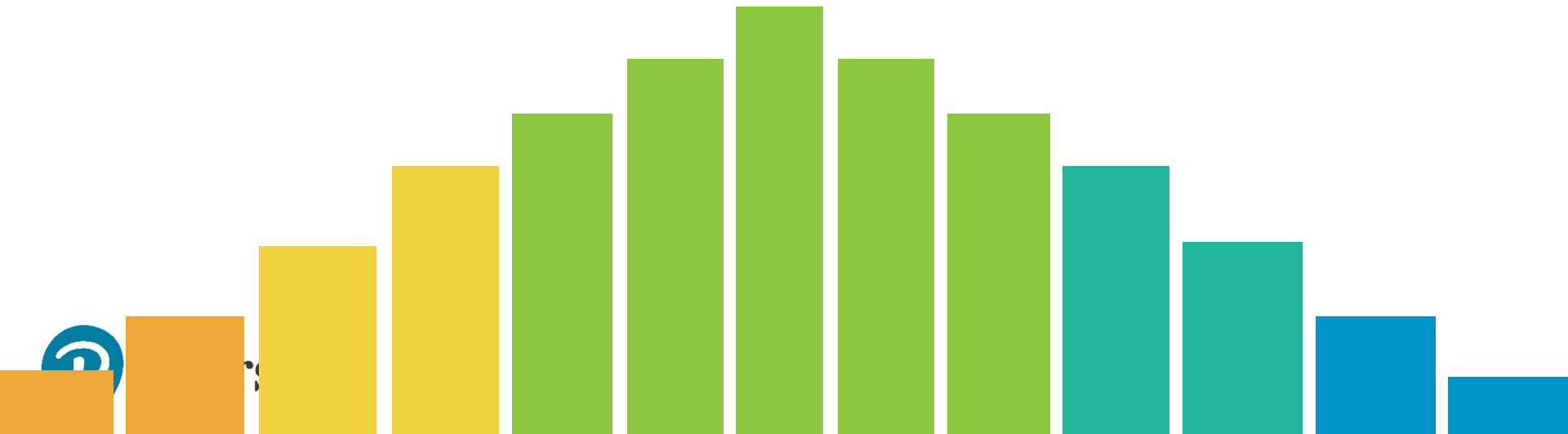
75-89 Above Average

26-74 Average

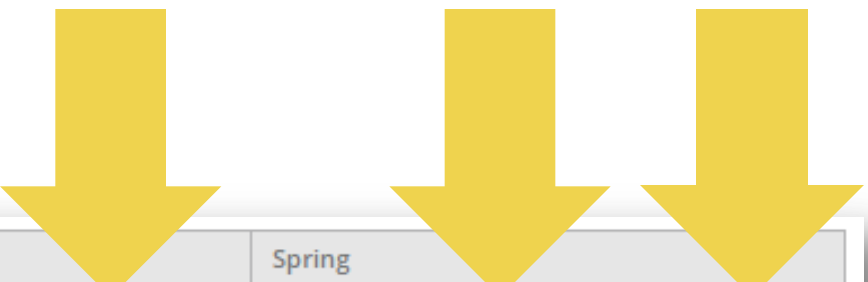
11-25 Below Average

1-10 Well Below Average

Compare your  
benchmark results  
to National, District,  
or School norms.

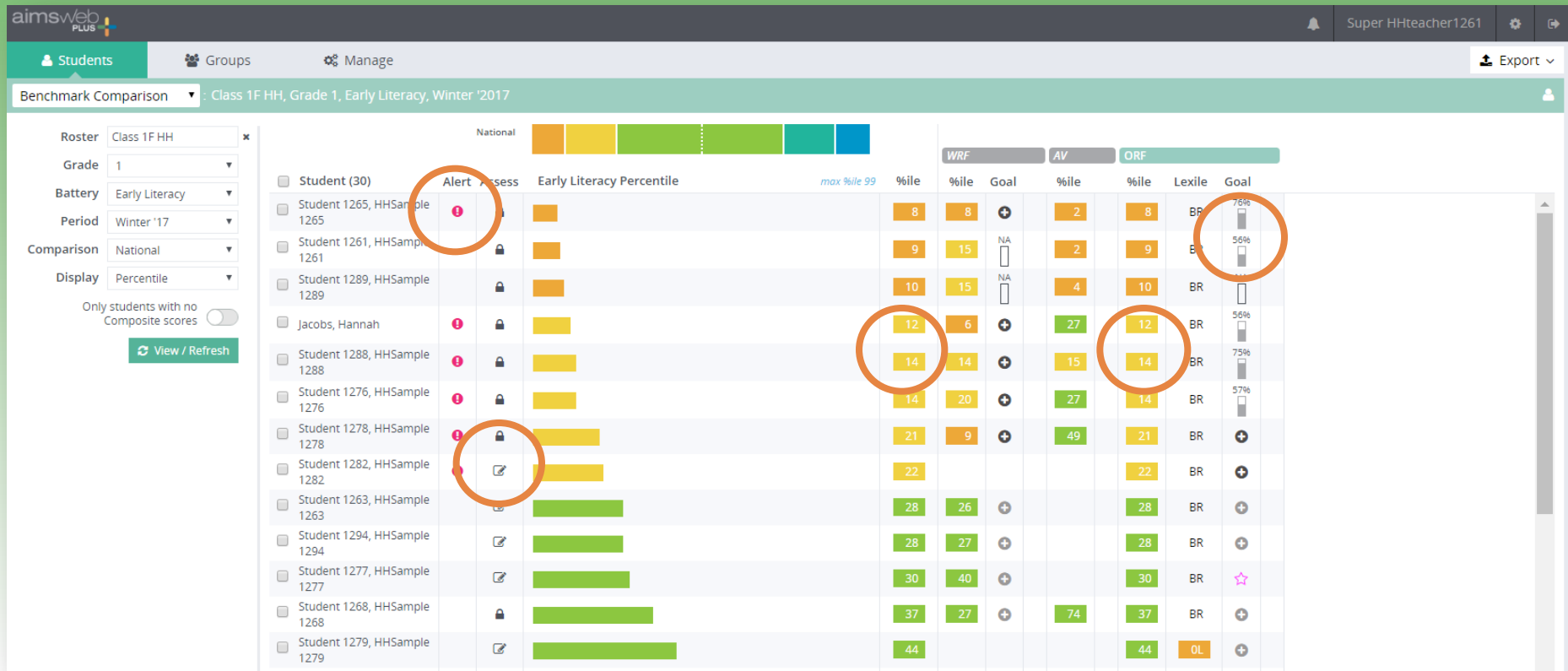


# Rate of Improvement

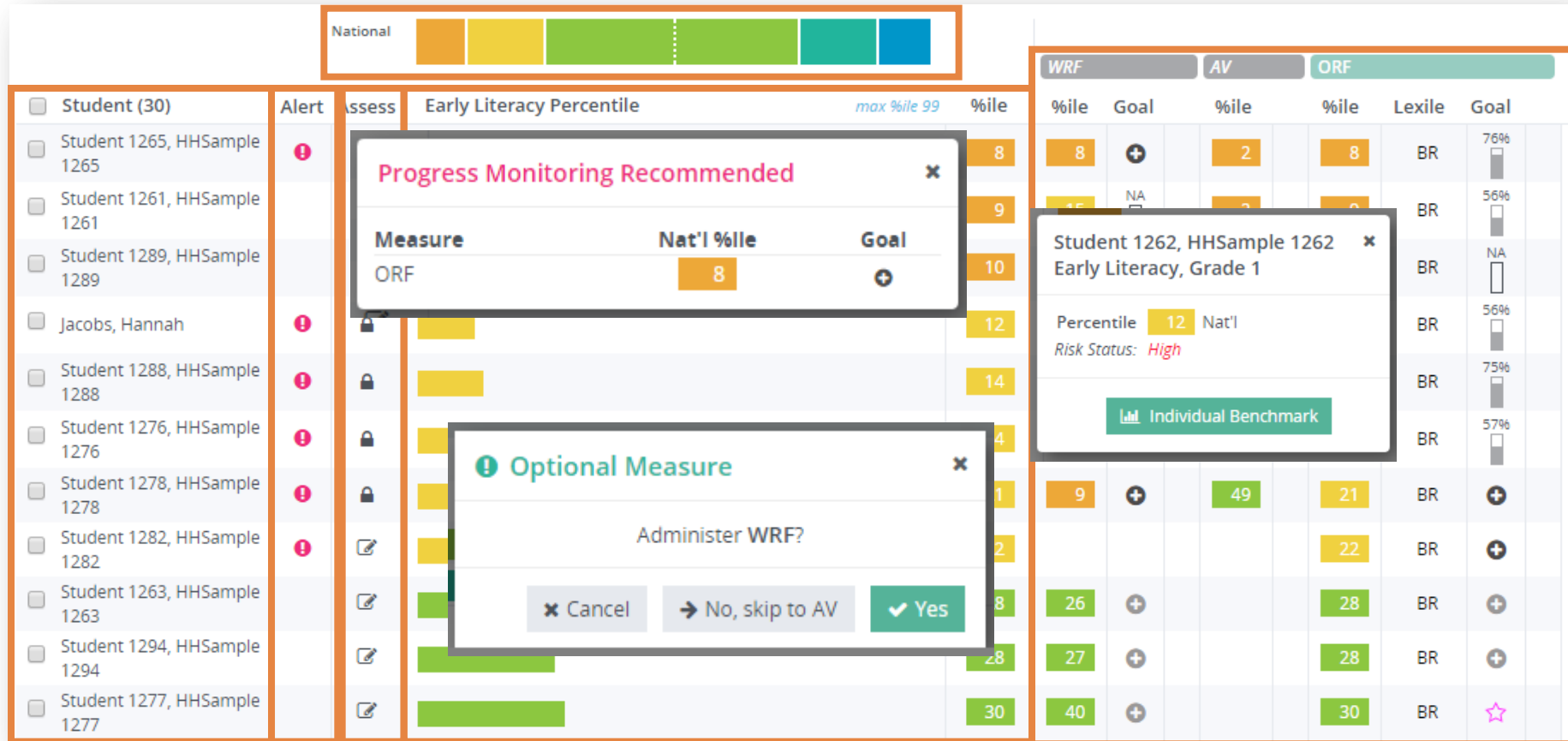


Grade	%ile	Fall	Winter	F → W ROI	Spring	W → S ROI	F → S ROI
		Score	Score		Score		
4	90-99 Well Above Average	157-400	172-400	0.31	181-400	0.47	0.52
	75-89 Above Average	134-156	151-171	0.67	159-180	0.37	0.67
	26-74 Average	92-133	104-150	1.02	114-158	0.53	0.73
	11-25 Below Average	72-91	87-103	0.74	90-113	0.88	0.7
	1-10 Well Below Average	0-71	0-86	1	0-89	0.48	0.73
	Mean	112.6	127.2	-	136.1	-	-
	SD	36.46	36.66	-	39.55	-	-
	N	2634	2868	-	2960	-	-

# Benchmark Comparison Screen



# Benchmark Comparison Screen Components



Interpret SRF  
with caution



Pearson

**Legend** Percentile Bands: 1-10th (orange), 11-25th (yellow), 26-74th (green), 75-89th (teal), 90-99th (blue)  
Lexile Common Core Stretch Bands: Below Grade Level (orange), On Grade Level (green), Above Grade Level (blue) [Learn more about Lexiles](#)  
★ Goal Met | Required Measure (green) | Optional Measure (grey) | (VS) Vertical Score

**Legend** Tier Bands: Tier 3 (<50% probability) (red), Tier 2 (50-79% probability) (yellow), Tier 1 (80%+ probability) (green)  
Lexile Common Core Stretch Bands: Below Grade Level (orange), On Grade Level (green), Above Grade Level (blue) [Learn more about Lexiles](#)  
★ Goal Met | Required Measure (green) | Optional Measure (grey) | (VS) Vertical Score

# Benchmark Comparison Screen (Tier Comparison)

		Tier						WRF		AV	ORF	
		Alert	Assess	Early Literacy Score	max score 350	Score	Score	Goal	Score	Score	Lexile	Goal
<input type="checkbox"/>	Student (30)											
<input type="checkbox"/>	Student 1265, HHSample 1265	!	🔒	<div><div></div></div>		20	12	+	17	20	BR	76%
<input type="checkbox"/>	Student 1261, HHSample 1261		🔒	<div><div></div></div>		21	17	NA	16	21	BR	56%
<input type="checkbox"/>	Student 1289, HHSample 1289		🔒	<div><div></div></div>		22	17	NA	18	22	BR	NA
<input type="checkbox"/>	Student 1262, HHSample 1262	!	🔒	<div><div></div></div>		23	10	+	22	23	BR	56%
<input type="checkbox"/>	Student 1288, HHSample 1288	!	🔒	<div><div></div></div>		24	16	+	21	24	BR	75%
<input type="checkbox"/>	Student 1276, HHSample 1276	!	🔒	<div><div></div></div>		25	20	+	22	25	BR	57%
<input type="checkbox"/>	Student 1278, HHSample 1278	!	🔒	<div><div></div></div>		31	13	+	23	31	BR	+
<input type="checkbox"/>	Student 1282, HHSample 1282	!	📝	<div><div></div></div>		32				32	BR	+
<input type="checkbox"/>	Student 1263, HHSample 1263		📝	<div><div></div></div>		37	24	+		37	BR	+
<input type="checkbox"/>	Student 1294, HHSample 1294		📝	<div><div></div></div>		37	25	+		37	BR	+
<input type="checkbox"/>	Student 1277, HHSample 1277		📝	<div><div></div></div>		38	34	+		38	BR	☆
<input type="checkbox"/>	Student 1268, HHSample 1268		🔒	<div><div></div></div>		43	25	+	24	43	BR	+
<input type="checkbox"/>	Student 1279, HHSample 1279		📝	<div><div></div></div>		48				48	OL	+
<input type="checkbox"/>	Student 1293, HHSample 1293		📝	<div><div></div></div>		55				55	50L	+
<input type="checkbox"/>	Student 1267, HHSample 1267		📝	<div><div></div></div>		60				60	75L	+

# Student Profile Screen

Students Groups Manage Refresh Export

Student Profile : Amy Alexander, Grade K, ID 00435928

**Early Literacy**  
Medium Risk

	F	W	S	F↔W	W↔S	F↔S	Goal
Composite	24	49	35	27	30	31	
NF	9	20	26	16	20	24	
LV SF	19	26	26	22	22	24	
PT	23	24	24	22	23	25	
AI	20	31	35	34	34	33	
WAF	22	27	33	29	24	29	

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

**Early Numeracy**  
Low Risk

	F	W	S	F↔W	W↔S	F↔S	Goal
Composite	64	62	77	68	78	76	
NNF	74	76	83	74	76	75	
QTF	54	74	86	74	72	75	
QDF	74	75	77	74	76	75	
CA	70	73	81	72	76	74	

**Information**

Gender Female

Ethnicity White

ESL/ELL Not Reported

IEP Goal Reading

Intervention Level Level 1

**Monitoring & Intervention**

Measure	Grade	Date	Score	ROI	Goal ROI
LNF	K	2/1/2015	30	0.56	0.70
LNF	K	2/8/2015	12	0.21	0.70
LNF	K	2/15/2015	13	0.24	0.70
LNF	K	2/22/2015	23	0.41	0.70
LNF	K	2/28/2015	18	0.33	0.70
OR	1	3/23/2015	53	0.53	0.72

Intervention Name	Freq	Session Len	Change
Reading Rockets	Weekly	15 mins	

**Top 10 Tasks**

Task Type	Date Due
History	1/22/2015
Meeting	1/16/2015
Documentation	12/8/2015
Meeting	Completed



# Navigation to the Student Profile Screen

1. Click onto the Students tab.
2. Select Students Search.
3. Filter to the student and click View/Refresh.
4. Click onto the information icon next to the student name.

The screenshot shows the AIMSweb interface with the following elements and numbered arrows indicating the navigation steps:

- 1**: Points to the **Students** tab in the top navigation bar.
- 2**: Points to the **Students Search** dropdown menu.
- 3**: Points to the **View / Refresh** button at the bottom of the filter section.
- 4**: Points to the information icon (i) next to a student name in the list.

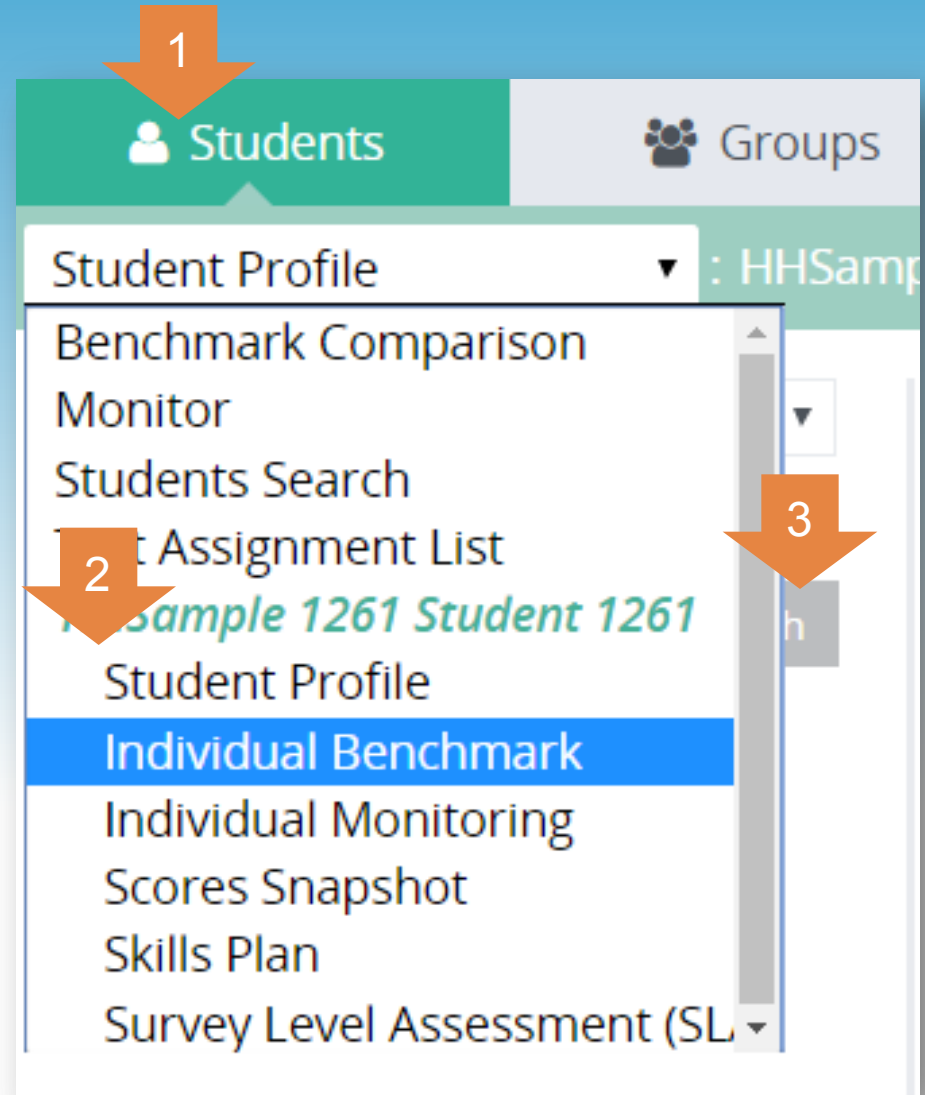
The interface includes the following sections:

- Top Bar**: AIMSweb logo, **Students** (selected), **Groups**, and **Manage**.
- Search Bar**: **Students Search** dropdown, showing **Clearwater School District, Grade K**.
- Filter Section**:
  - Roster**: Clearwater School Distr x
  - Grade**: K to 8
  - First Name**: [Text Input]
  - Middle Name**: [Text Input]
  - Last Name**: [Text Input]
  - Student ID**: [Text Input]
  - Demographics**: Not Filtered
  - Include inactive students**: [Toggle Switch]
  - View / Refresh** button
- Student List**: **Student (82)** header, followed by a list of student names and sample numbers, each with an information icon (i).



# Navigation to the Individual Benchmark reports via the Student Tab

1. Click onto the Students tab.
2. Select the report name (student must be selected first).
3. Filter the options and click View/Refresh.



# Navigation to the Individual Benchmark Report via the Student Profile

aimsweb PLUS

Students Groups Manage

Student Profile : HHSample 1261 Student 1261, Grade 1, ID HHSAMPLE1261

School Year '16-17  
Target Account (30 %ile)  
View / Refresh

**Early Literacy**  
*High Risk*

	Nat'l %ile			Growth (SGP)			Goal
	F	W	S	F→W	W→S	F→S	
Composite	4	9		N/A	N/A	N/A	
WSF	4			N/A	N/A	N/A	
S	10			N/A	N/A	N/A	
IRF			15	N/A	N/A	N/A	NA
V		2		N/A	N/A	N/A	
RF	7	9		65	N/A	N/A	56%

**Early Numeracy**  
*Medium Risk*

	Nat'l %ile			Growth (SGP)			Goal
	F	W	S	F→W	W→S	F→S	
Composite	3	24		95	N/A	N/A	68%
CF-P	4	13		65	N/A	N/A	
IFF-1D	10	24		95	N/A	N/A	
A	16	36		N/A	N/A	N/A	
IFF-T		60		N/A	N/A	N/A	

F=Fall W=Winter S=Spring Required Optional Nat'l %ile

**Monitoring & Intervention**

Measure	Grade	Date	Score	ROI	Goal ROI
LNF	K	11/16/2016	17	0.93	1.77
LNF	K	11/4/2016	14	0.54	1.77
LNF	K	10/3/2016	12	0.64	1.77
LNF	K	9/26/2016	10	0.81	1.77
LNF	K	9/23/2016	10	0.68	1.77
LNF	K	9/12/2016	9	N/A	1.77
NCF-P	1	1/5/2017	19	NaN	0.85
NCF-P	1	12/15/2016	15	0.87	0.85

**Intervention Name** **Freq** **Session Len** **Change**

Letter Naming 1	Daily	20 mins	
Math Recovery	Weekly	20 mins	
Wilson 1	Daily	45 mins	

**Top 10 Tasks** view all

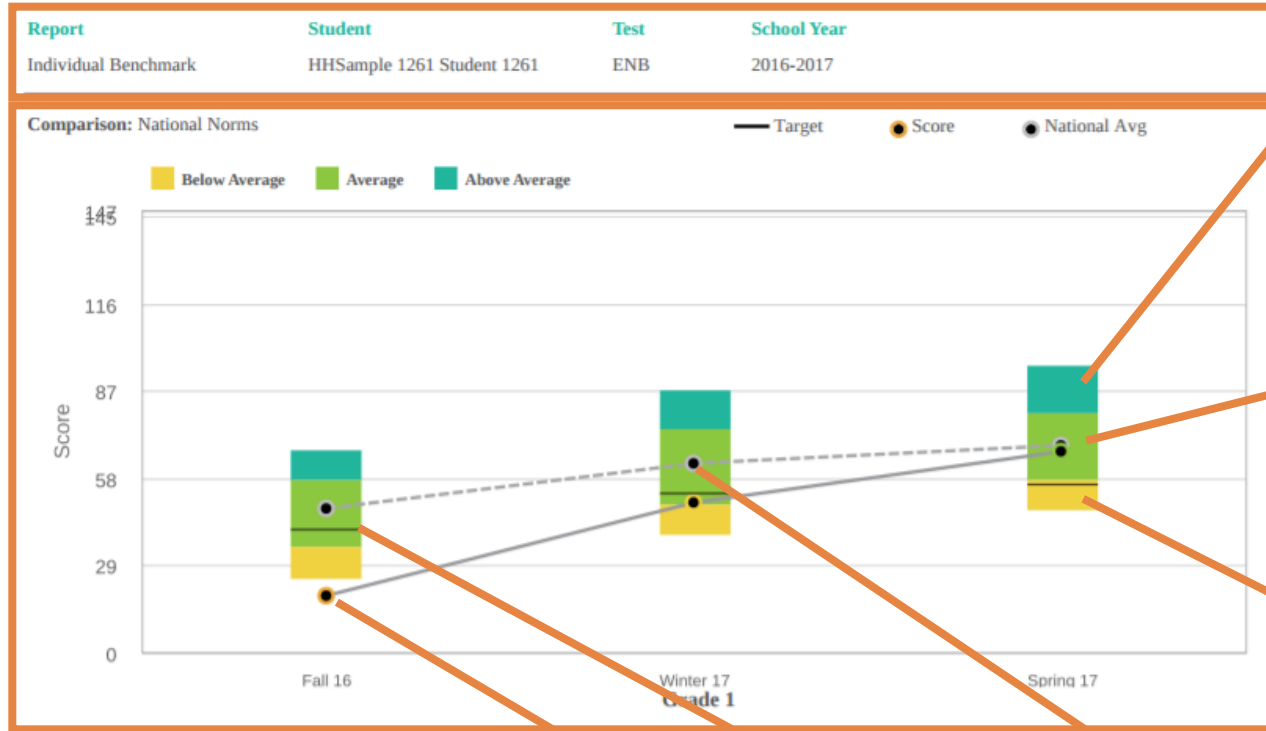
Task Type	Date Due
Referral Information	10/28/2016

**Information** view all

Gender	Female
Race/Ethnicity	African Ameri...
ESL/ELL	No
IEP Goal	No
Intervention Level	Level 1



# Individual Benchmark Report Components



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

Performance			
	Fall 2016	Winter 2017	Spring 2017
Student Score	19	50	67
National Percentile	3	24	46
Performance Level	Well Below Average	Below Average	Average
Risk Status	High	Moderate	Low

Rate of Improvement			
	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	3.88	1.00	2.00
National ROI	1.09	0.77	0.75
Student Growth %ile	95	75	95

Above  
Average  
75-89<sup>th</sup> %ile

Average  
26-74<sup>th</sup> %ile

Below  
Average  
11-25<sup>th</sup> %ile

National  
Average

Target line

Student  
Score

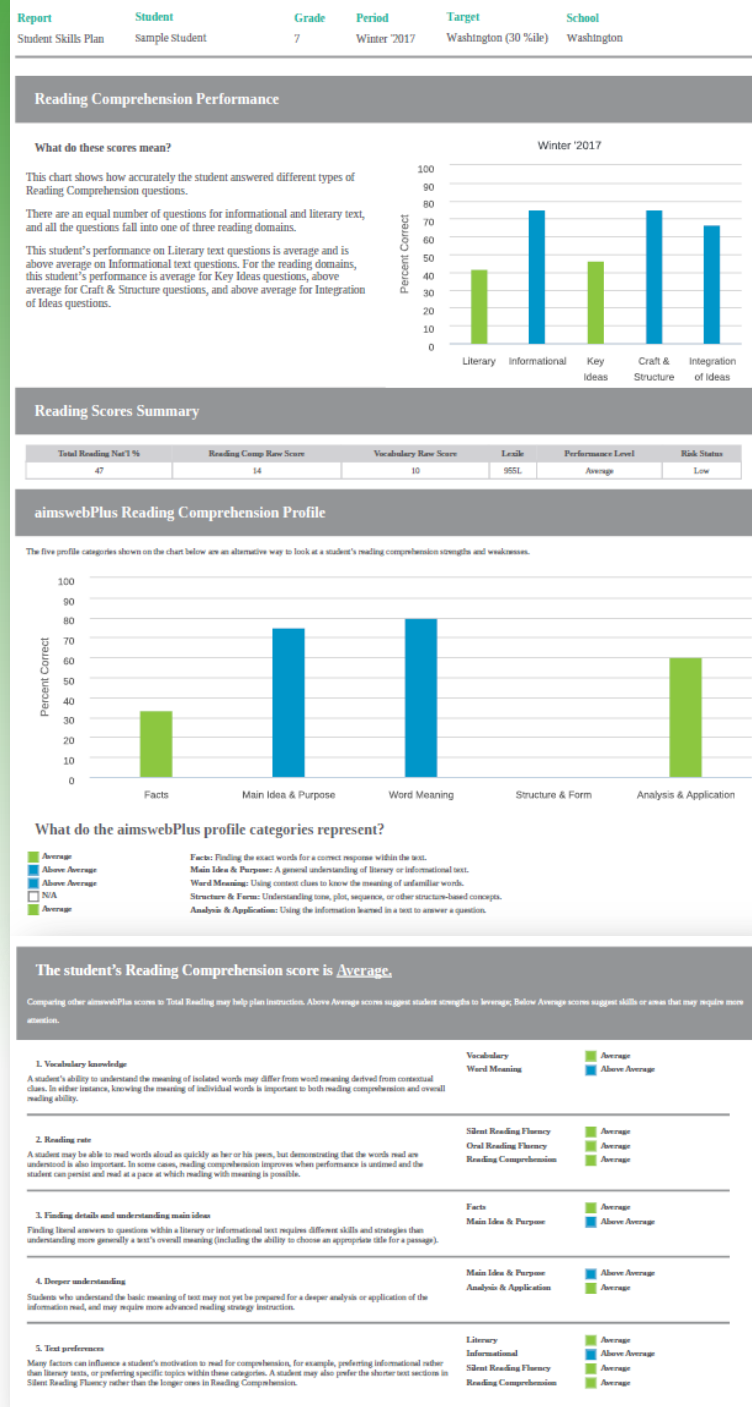
# Score Snapshot Report

View a snapshot of student performance in an academic area. This includes measures and composite results. Look at risk factors and growth.



# Skills Plan Report (Reading)

Provides detailed information about a student's current performance in the reading areas across multiple measures and domains.



# Generate Single Reports

The screenshot displays the aimswEB PLUS interface for generating a single report. The main navigation bar includes 'Students', 'Groups', and 'Manage'. The 'Individual Benchmark' section is active, showing a comparison of national norms for a student named HHSample 1261. The interface includes a sidebar with filters for Test (Early Numeracy), School Year ('16-17 to '16-17), Comparison (National), and Target (Account (30 %ile)). The main area features a chart comparing the student's score to national norms, with a target line and a score point. A notification dropdown menu is open, showing a list of reports: Individual Benchmark Report, Benchmark Comparison Report, Individual Monitoring Report, and Help Documentation Survey. An 'Export' button is visible in the top right corner.

**aimswEB PLUS**

Students Groups Manage

Individual Benchmark : HHSample 1261 Student 1261, Grade 1, Early Numeracy, 2016-2017

Test: Early Numeracy

School Year: '16-17 to '16-17

Comparison: National

Show Target line: ☒

Target: Account (30 %ile)

Show Average Growth: ☒

Show Comparison bars: ☒

View / Refresh

Comparison: National Norms

Below Average Average Above Average

Score

96

72

48

24

You have new notification(s)

- Individual Benchmark Report
- Benchmark Comparison Report
- Individual Monitoring Report
- Individual Monitoring Report
- Help Documentation Survey

Super Hteacher1261

Export

**aimswEB PLUS**

Report Student Test School Year

Individual Benchmark HHSample 1261 Student 1261 ENB 2016-2017

Comparison: National Norms

Below Average Average Above Average

Target Score National Avg

Score

96

72

48

24

0

Fall 16 Winter 17

Grade 1

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

Performance

	Fall 2016	Winter 2017	Spring 2017
Student Score	19	50	
National Percentile	3	24	

# Generate Summary Reports

1

2

3

4

**aimsweb PLUS**

Students Groups Manage

Benchmark Comparison : Class 1F HH, Early Literacy, Winter '2017

Roster: Class 1F HH

Grade: 1

Battery: Early Literacy

Period: Winter '17

Comparison: National

Display: Score

Only students with no Composite scores ☐

[View / Refresh](#)

**Student (30)**

Student	Alert	Assess	Early Literacy Score
Student 1265, HHSample 1265			
Student 1261, HHSample 1261			
Student 1289, HHSample 1289			
Student 1262, HHSample 1262			
Student 1288, HHSample 1288			
Student 1276, HHSample 1276			

**You have new notification(s)**

- Benchmark Comparison Report
- Individual Monitoring Report
- Individual Monitoring Report
- Help Documentation Survey
- Individual Benchmark Report

[View All Notifications](#)

**Benchmark Summary Report**

< Batch Individual Student Reports

Lexile Goal

Lexile	Goal
BR	77%
BR	50%
BR	60%

**aimsweb PLUS**

Print Date: 02/7/2017 Pg. 1 of 2

**Report** **Grade** **Battery** **Period**

Benchmark Comparison 1st Early Literacy Winter 2017

**Roster:** Class 1F HH **Comparison:** National

1-10th 11-25th 26-74th 75-89th 90-99th Required Measure Optional Measure (VS) Vertical Score

Student (ID)	Composite Score	Risk	WRF %ile	Score	Acc	Goal	AV %ile	Score	Acc	ORF %ile	Score	Acc	Goal	Lexile
<b>Well Below Average (3 Students)</b> 10% of students														
Student 1265, HHSample 1265	20	High	8	12	100%	NA	2	17	68%	8	20	91%	77%	BR
Student 1261, HHSample 1261	21	High	15	17	100%	NA	2	16	64%	9	21	93%	50%	BR
Student 1289, HHSample 1289	22	High	15	17	100%	NA	4	18	72%	10	22	100%	☆	BR
<b>Below Average (5 Students)</b> 17% of students														
Student 1262, HHSample 1262	23	High	6	10	91%	☆	27	22	88%	12	23	88%	69%	BR
Student 1288, HHSample 1288	24	High	14	16	89%	○	15	21	84%	14	24	100%	61%	BR
Student 1276, HHSample 1276	25	High	20	20	100%	○	27	22	88%	14	25	100%	73%	BR
Student 1278, HHSample 1278	31	Mod	9	13	100%	○	49	23	92%	21	31	91%	○	BR
Student 1282, HHSample 1282	32	Mod	26	24	100%	○	15	21	84%	22	32	97%	○	BR
<b>Average (20 Students)</b> 67% of students														

**Pearson**



# Generate Batch Reports

1

2

3

4

5

aimsweb PLUS

Students Groups Manage

Benchmark Comparison : Class 1, Early Literacy, Winter '2017

Roster Class 1F HH

Grade 1

Battery Early Literacy

Period Winter '17

Comparison National

Display Score

Only students with no Composite

Student (30)

Alert Assess Early Literacy Score

Student 1265, HHSample 1265

Student 1261, HHSample 1261

Student 1289, HHSample 1289

PDF File Options

This report has no file options.

One PDF will contain reports for all students

Cancel Start Batch Job

You have new notification(s)

Batch Score Snapshot Report

Individual Benchmark Report

Benchmark Comparison Report

Individual Monitoring Report

Export

Batch Individual Student Reports

Lexile Goal

BR 77%

Print Date: 02/7/2017 Pg. 1 of 2

Report Battery Student Grade School Period

Student Score Snapshot Early Literacy HHSample 1276 Student 1276 1st Jefferson Elementary SchoolHH Winter 2017

Early Literacy Summary Spring Performance Goal: 30th national percentile

National Percentile

Word Reading Fluency Auditory Vocabulary Oral Reading Fluency Early Literacy Composite

What do these early literacy scores mean?

This graph shows HHSample 1276's Winter benchmark test results compared to a national sample of Grade 1 students.

At the skill level, HHSample 1276's score on...

Word Reading Fluency shows a below average ability to read high-

What does this Early Literacy Composite Score mean?

HHSample 1276's Early Literacy Composite national percentile score is 14, which is below average. This score is below the 50% line. Students with scores in this range have a less than 50% chance of achieving spring performance goals. HHSample 1276's risk level is high.



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# Software Navigation

