Sample Reports

aimsweb PLUS™

Pearson

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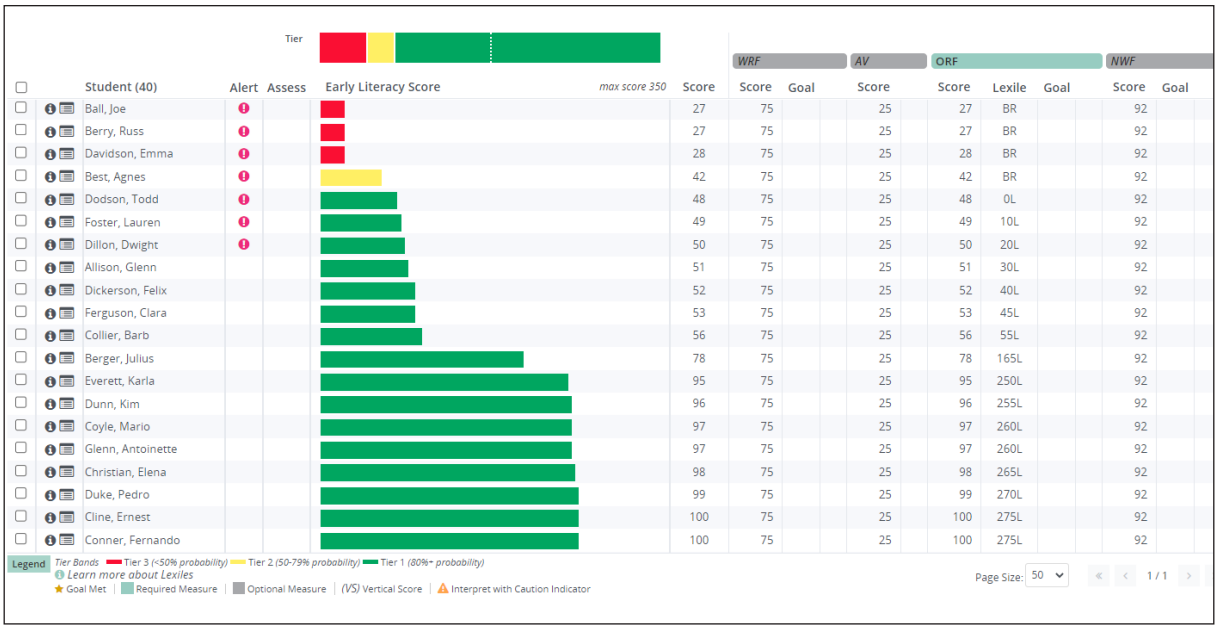
Benchmark Comparison Summary (Normative View)

Once assessment data enter the system, aimswebPlus™ enables immediate reporting for assessments. The **Benchmark Comparison** page displays students' composite scores as color-coded bar lines. By default, students are listed with those most at-risk at the top but can be sorted by any column on the page. Each column provides specific information on the composite and individual measures, accessible by clicking on the colored tiles. In the alert column, pink alerts draw attention to students for whom progress monitoring is recommended. Teachers can immediately see students' progress toward instructional goals via the goal bar lines. Type-ahead rostering makes finding the correct class quick and easy.

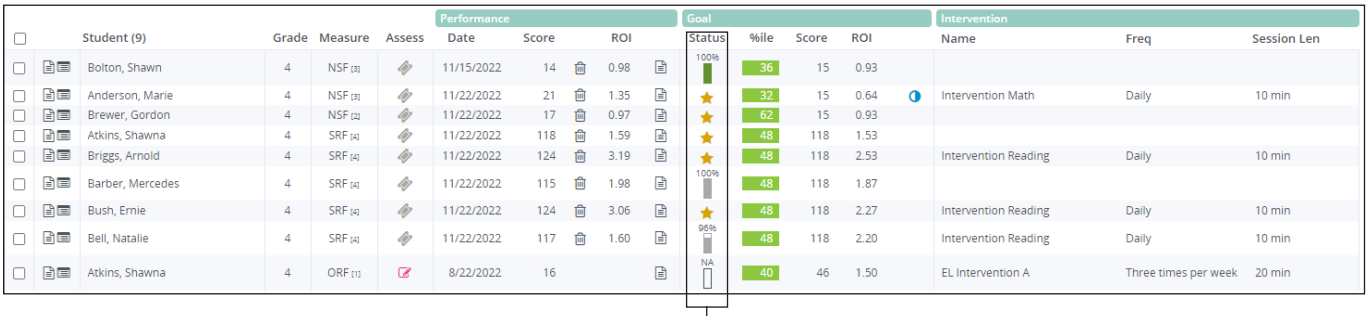
"Pink Alerts" will display when the student is performing below expectations and does not have a progress monitoring schedule level to alert the teacher that a student may need additional intervention.

Benchmark Comparison Summary (Tier View)



The **Benchmark Comparison Tiers** report, a criterion-referenced option of the teacher's dashboard, automatically groups students according to risk status, relative to the year-end target. Note that while this can be sorted by the student roster view, the default view shows the struggling students first. Teachers can quickly see which students are on track to meet local targets and which students might need additional help such as a small group or more intensive instruction/intervention.

Monitor



		Student (9)	Grade	Measure	Assess	Performance Date	Score		ROI	Goal Status	%ile	Score	ROI	Intervention Name	Freq	Session Len
☐		Bolton, Shawn	4	NSF [3]		11/15/2022	14		0.98	100%	36	15	0.93			
☐		Anderson, Marie	4	NSF [3]		11/22/2022	21		1.35	★	32	15	0.64	Intervention Math	Daily	10 min
☐		Brewer, Gordon	4	NSF [2]		11/22/2022	17		0.97	★	62	15	0.93			
☐		Atkins, Shawna	4	SRF [4]		11/22/2022	118		1.59	★	48	118	1.53			
☐		Briggs, Arnold	4	SRF [4]		11/22/2022	124		3.19	★	48	118	2.53	Intervention Reading	Daily	10 min
☐		Barber, Mercedes	4	SRF [4]		11/22/2022	115		1.98	100%	48	118	1.87			
☐		Bush, Ernie	4	SRF [4]		11/22/2022	124		3.06	★	48	118	2.27	Intervention Reading	Daily	10 min
☐		Bell, Natalie	4	SRF [4]		11/22/2022	117		1.60	96%	48	118	2.20	Intervention Reading	Daily	10 min
☐		Atkins, Shawna	4	ORF [1]		8/22/2022	16			NA	40	46	1.50	EL Intervention A	Three times per week	20 min

This **Monitor** view provides a snapshot of all your students on an intervention plan. The goal status bar is color coded to indicate whether the student is on- or off-track to meet the goal. This summary view shows the latest score students have received as well as their current rate of improvement being made per week. From this screen, the teacher can access the Individual Monitor report for more detailed information.

Status

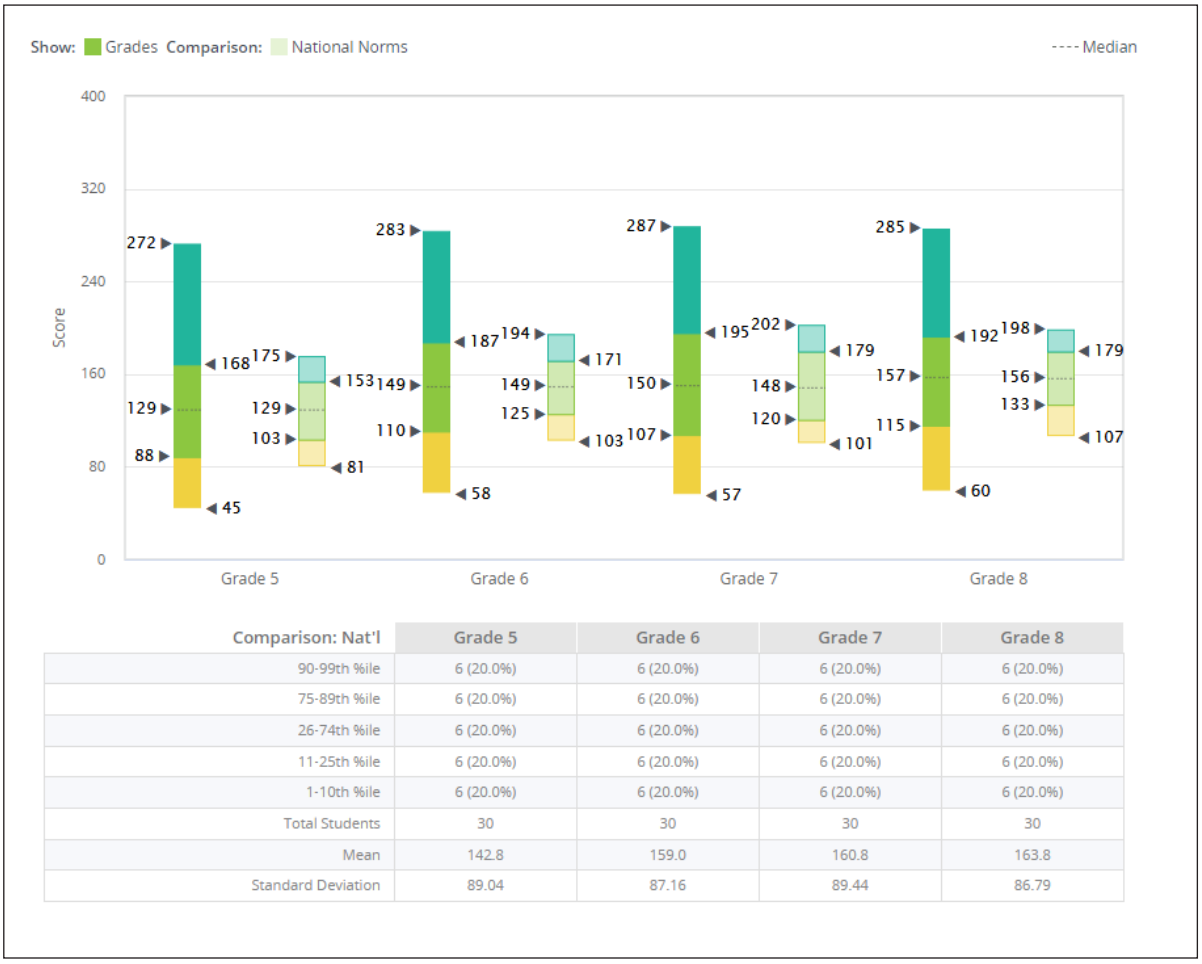
NA

83%

35%

The "Status" column provides at a glance information to see where students are on track. Example: a pink goal feedback bar indicates a student is below target in reference to their current performance to goal.

Benchmark Distribution



Comparison: Nat'l	Grade 5	Grade 6	Grade 7	Grade 8
90-99th %ile	6 (20.0%)	6 (20.0%)	6 (20.0%)	6 (20.0%)
75-89th %ile	6 (20.0%)	6 (20.0%)	6 (20.0%)	6 (20.0%)
26-74th %ile	6 (20.0%)	6 (20.0%)	6 (20.0%)	6 (20.0%)
11-25th %ile	6 (20.0%)	6 (20.0%)	6 (20.0%)	6 (20.0%)
1-10th %ile	6 (20.0%)	6 (20.0%)	6 (20.0%)	6 (20.0%)
Total Students	30	30	30	30
Mean	142.8	159.0	160.8	163.8
Standard Deviation	89.04	87.16	89.44	86.79

The **Benchmark Distribution** report demonstrates a distribution of scores based on specific criteria that is set by a user. This report can show account-level, district-level, school-level, class-level, and even custom group-level distributions and make side-by-side comparisons to national, district, or school norms. *Data are displayed in table format to provide more detailed information about the exact number and percentage of students who fall within each performance level.*

Tier Transition

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary

FALL

	Tier 3	Tier 2	Tier 1
N (%)	2 (6)	5 (17)	23 (77)

WINTER

	Tier 3	Tier 2	Tier 1
	4 (13)	4 (13)	22 (74)

SPRING

	Tier 3	Tier 2	Tier 1
	3 (10)	1 (3)	26 (87)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
2 (7)	1	1	
5 (17)	2	1	2
23 (76)	1	2	20
30	4	4	22

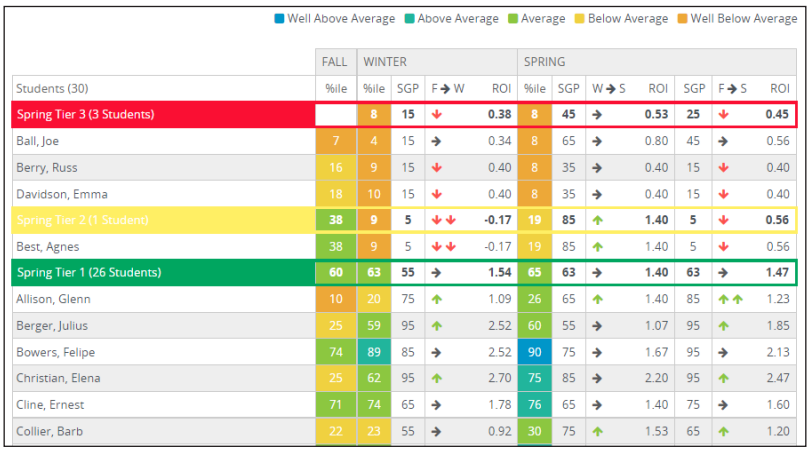
Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
4 (14)	3	1	
4 (13)			4
22 (73)			22
30	3	1	26

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
2 (7)	1		1
5 (17)	2		3
23 (76)		1	22
30	3	1	26

The group **Tier Transition** report provides a comparative snapshot that tracks student progress and movement across fall, winter, and spring periods based on 3 tiers. Tiers (risk level) are generated based on the spring targets set in the account. This report displays a high-level trend and movement between the risk levels within the group. It is useful for determining effectiveness of core and intervention instruction and allocating resources to meet student needs.

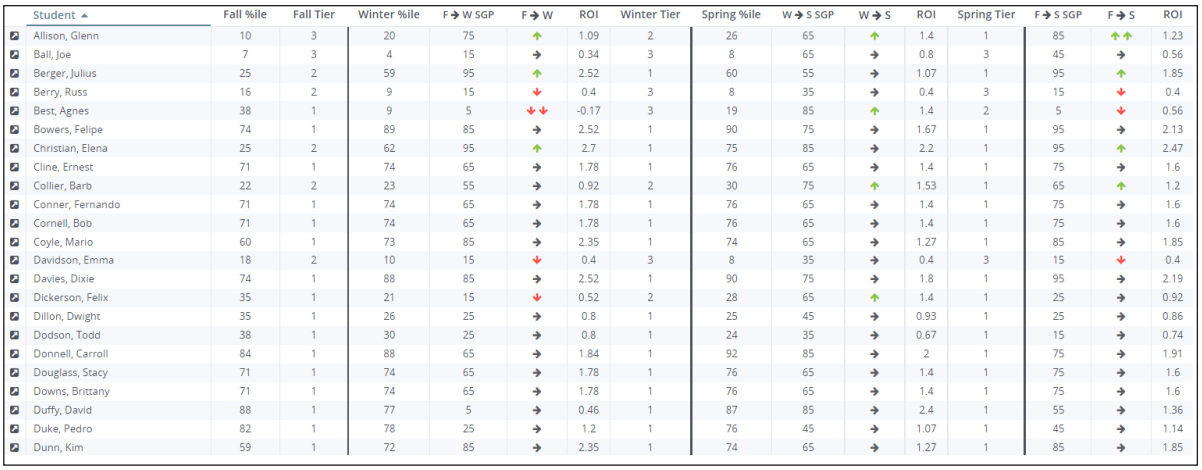


Well Above Average Above Average Average Below Average Well Below Average

	FALL	WINTER				SPRING					
Students (30)	%ile	%ile	SGP	F→W	ROI	%ile	SGP	W→S	ROI	SGP	F→S	ROI
Spring Tier 3 (3 Students)		8	15	↓	0.38	8	45	→	0.53	25	↓	0.45
Ball, Joe	7	4	15	→	0.34	8	65	→	0.80	45	→	0.56
Berry, Russ	16	9	15	↓	0.40	8	35	→	0.40	15	↓	0.40
Davidson, Emma	18	10	15	↓	0.40	8	35	→	0.40	15	↓	0.40
Spring Tier 2 (1 Student)	38	9	5	↓↓	-0.17	19	85	↑	1.40	5	↓	0.56
Best, Agnes	38	9	5	↓↓	-0.17	19	85	↑	1.40	5	↓	0.56
Spring Tier 1 (26 Students)	60	63	55	→	1.54	65	63	→	1.40	63	→	1.47
Allison, Glenn	10	20	75	↑	1.09	26	65	↑	1.40	85	↑↑	1.23
Berger, Julius	25	59	95	↑	2.52	60	55	→	1.07	95	↑	1.85
Bowers, Felipe	74	89	85	→	2.52	90	75	→	1.67	95	→	2.13
Christian, Elena	25	62	95	↑	2.70	75	85	→	2.20	95	↑	2.47
Cline, Ernest	71	74	65	→	1.78	76	65	→	1.40	75	→	1.60
Collier, Barb	22	23	55	→	0.92	30	75	↑	1.53	65	↑	1.20

When a class or custom group is entered into the Roster field and *Include Student Details* is toggled on, more specific student data can be displayed at the bottom of this report such as score percentiles, SGPs, and ROIs between periods. Students are separated into groups by risk levels. All data in this report is based on benchmark composite scores.

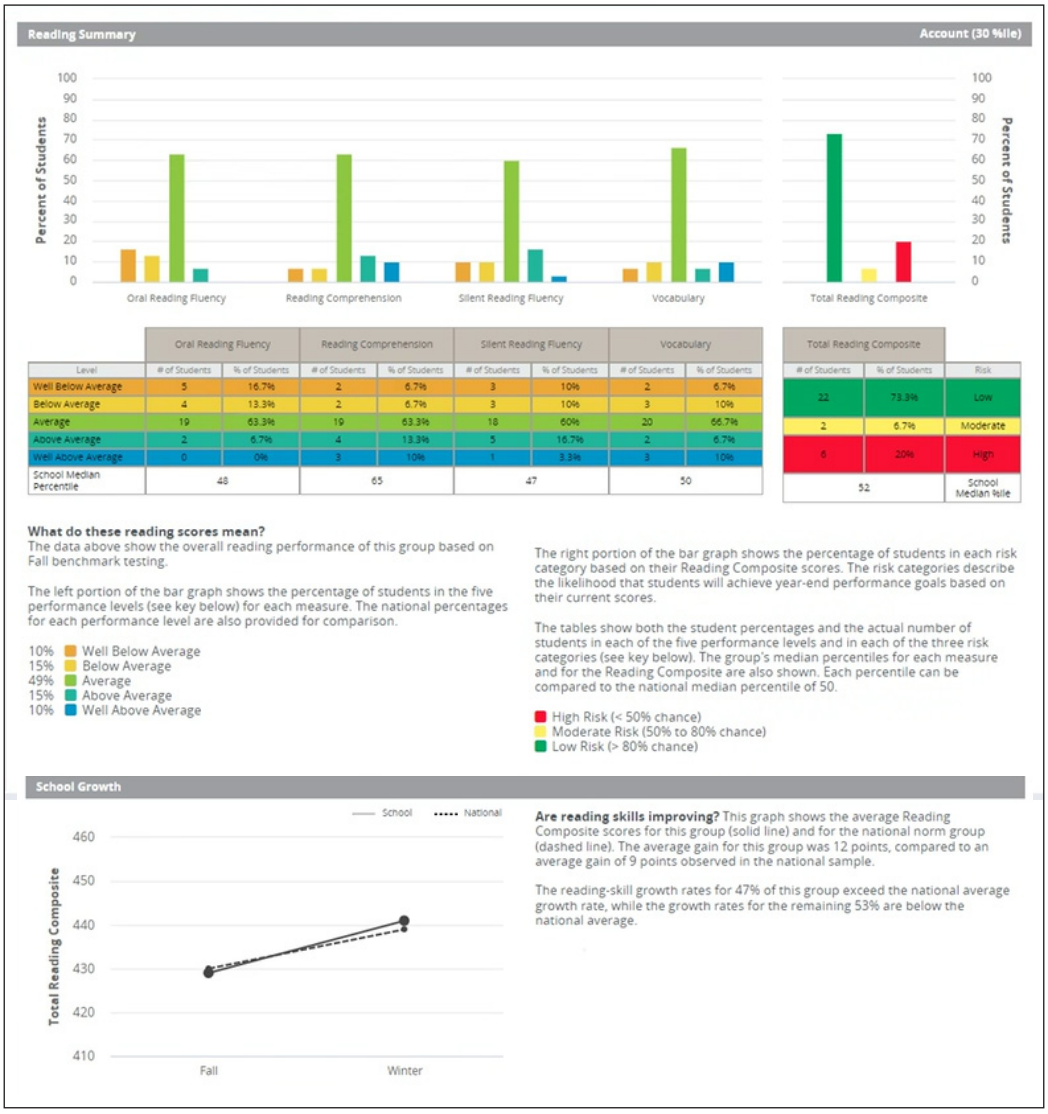
Tier Transition Details



Student	Fall %ile	Fall Tier	Winter %ile	F→W SGP	F→W	ROI	Winter Tier	Spring %ile	W→S SGP	W→S	ROI	Spring Tier	F→S SGP	F→S	ROI
Allison, Glenn	10	3	20	75	↑	1.09	2	26	65	↑	1.4	1	85	↑↑	1.23
Ball, Joe	7	3	4	15	→	0.34	3	8	65	→	0.8	3	45	→	0.56
Berger, Julius	25	2	59	95	↑	2.52	1	60	55	→	1.07	1	95	↑	1.85
Berry, Russ	16	2	9	15	↓	0.4	3	8	35	→	0.4	3	15	↓	0.4
Best, Agnes	38	1	9	5	↓↓	-0.17	3	19	85	↑	1.4	2	5	↓	0.56
Bowers, Felipe	74	1	89	85	→	2.52	1	90	75	→	1.67	1	95	→	2.13
Christian, Elena	25	2	62	95	↑	2.7	1	75	85	→	2.2	1	95	↑	2.47
Cline, Ernest	71	1	74	65	→	1.78	1	76	65	→	1.4	1	75	→	1.6
Collier, Barb	22	2	23	55	→	0.92	2	30	75	↑	1.53	1	65	↑	1.2
Conner, Fernando	71	1	74	65	→	1.78	1	76	65	→	1.4	1	75	→	1.6
Cornell, Bob	71	1	74	65	→	1.78	1	76	65	→	1.4	1	75	→	1.6
Coyle, Mario	60	1	73	85	→	2.35	1	74	65	→	1.27	1	85	→	1.85
Davidson, Emma	18	2	10	15	↓	0.4	3	8	35	→	0.4	3	15	↓	0.4
Davies, Dixie	74	1	88	85	→	2.52	1	90	75	→	1.8	1	95	→	2.19
Dickerson, Felix	35	1	21	15	↓	0.52	2	28	65	↑	1.4	1	25	→	0.92
Dillon, Dwight	35	1	26	25	→	0.8	1	25	45	→	0.93	1	25	→	0.86
Dodson, Todd	38	1	30	25	→	0.8	1	24	35	→	0.67	1	15	→	0.74
Donnell, Carroll	84	1	88	65	→	1.84	1	92	85	→	2	1	75	→	1.91
Douglass, Stacy	71	1	74	65	→	1.78	1	76	65	→	1.4	1	75	→	1.6
Downs, Brittany	71	1	74	65	→	1.78	1	76	65	→	1.4	1	75	→	1.6
Duffy, David	88	1	77	5	→	0.46	1	87	85	→	2.4	1	55	→	1.36
Duke, Pedro	82	1	78	25	→	1.2	1	76	45	→	1.07	1	45	→	1.14
Dunn, Kim	59	1	72	85	→	2.35	1	74	65	→	1.27	1	85	→	1.85

The group **Tier Transition Details** report provides individual student data at the class or custom group levels. The details on this report are the same as those on the Tier Transition report but are customizable by selected options and sorted column order. The results are available for composite scores. A report export is provided in a .csv format to allow for further customization.

Scores and Skills Plan



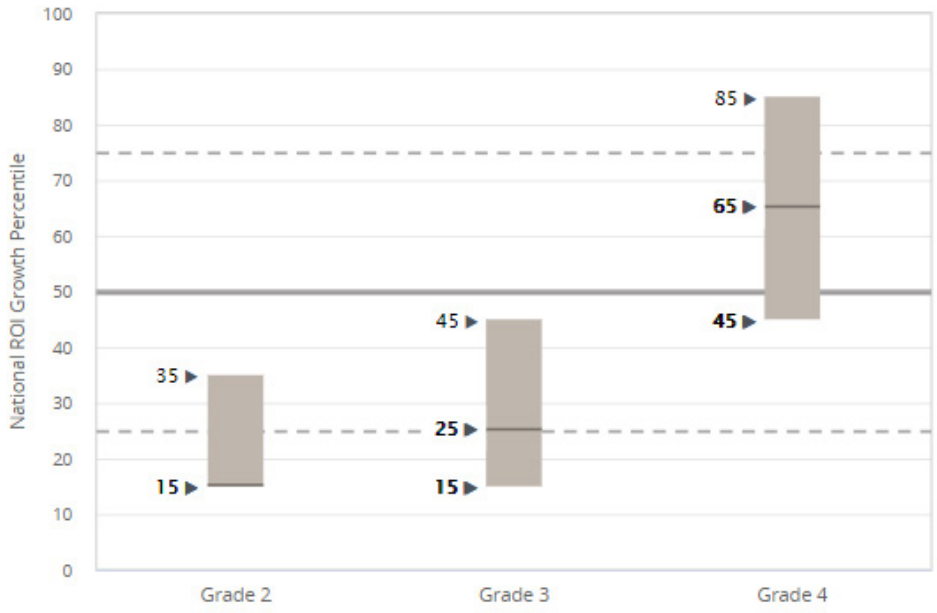
The **Scores and Skills Plan** group report provides a holistic view of student performance in math and reading across the individual measures and the composite scores. It shows the distribution of performance levels by measure and the percentage of students at low, moderate, or high risk at the classroom or grade level. This report helps teachers identify areas of strength and/or areas needing remediation, and is available for class, grade level, school, and whole district levels.

Math Skills Analysis

The **Math Skills Analysis** report provides a summary of classroom-level or custom group-level results at the skill and item levels. This report is based on the math measures for grades 2–12. Comparisons can be made between the local group to the national norm. When a skill area is selected, you may review items each student scored correct or incorrect, as well as group and student averages by item. Results from fixed form measures (as shown) provide details about accuracy and fluency. Computer adaptive testing provides student ability results.

This report is useful for developing instruction related to math skills at a group level.

ROI Growth Norms



Reports Elementary School

	Grade 2	Grade 3	Grade 4
Total Students	30	30	30
SGP 95	0 (0)	0 (0)	1 (3)
SGP 85	0 (0)	0 (0)	7 (23)
SGP 75	0 (0)	3 (10)	6 (20)
SGP 65	0 (0)	3 (10)	4 (13)
SGP 55	0 (0)	0 (0)	2 (7)
SGP 45	0 (0)	6 (20)	3 (10)
SGP 35	12 (40)	0 (0)	2 (7)
SGP 25	2 (7)	6 (20)	3 (10)
SGP 15	8 (27)	5 (17)	2 (7)
SGP 05	8 (27)	7 (23)	0 (0)
Median	15	25	65

The **ROI Growth Norms** report displays a distribution of growth rates as they compare to Student Growth Percentiles. You can view your selected data level growth rates from fall to winter, winter to spring, and fall to spring as soon as all benchmarking has been completed. *This report is helpful to obtain a summary of growth for all students and show the impact of instruction over time.*

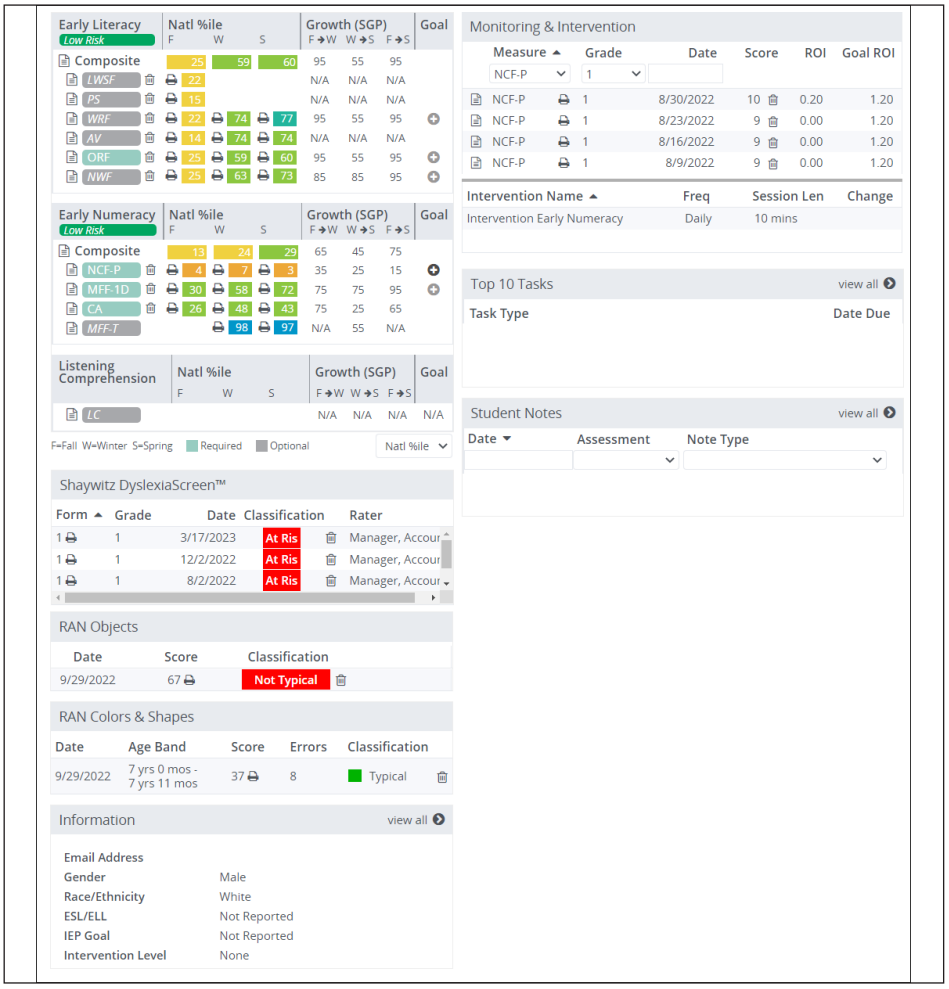
Norms Tables

		Fall	Winter		Spring		
Grade	%ile	Score	Score	F→W ROI	Score	W→S ROI	F→S ROI
3	90-99 Well Above Average	142-400	152-400	-0.24	167-400	0.58	0.53
	75-89 Above Average	119-141	134-151	0.52	146-166	0.75	0.62
	26-74 Average	68-118	86-133	0.91	102-145	0.8	0.89
	11-25 Below Average	45-67	63-85	1.19	76-101	1.25	1.19
	1-10 Well Below Average	0-44	0-62	0.98	0-75	0.96	0.88
	Mean	93.9	109.3	-	122.8	-	-
	SD	38.63	36.35	-	36.88	-	-
	N	2587	2752	-	2940	-	-

The group **Norms Tables** reports allow users to view performance levels by percentile ranges as well as typical Rates of Improvement (ROIs) for each range across periods of time. National norms are available in a condensed view as seen **here** or can be viewed more closely from the 1-99th percentile. Also available are ROI Classifications and Student Growth Percentile norms. These tables can be used as references, but these details are built into many reports.

** Local norms can be viewed if there are at least 30 students in the selected group.*

Student Profile



The **Student Profile** provides educators a holistic view across measures and periods for the selected school year. The student profile displays all scores for all measures administered to a student during the school year and historical data are also available. The profile includes student demographic information as well as a complete intervention history. The task pane at the bottom right of the page provides teachers and interventionists with a place to document standard tasks (e.g., meeting notes and/or observations). The notes area provides a space to keep anecdotal notes. Direct links to additional reporting are available.

Individual Benchmark

Performance

	Fall 2023	Winter 2024	Spring 2024
Student Score	300	326	342
National Percentile	30	24	20
Performance Level	Average	Below Average	Below Average
Risk Status	Moderate	Moderate	Moderate

Rate of Improvement

	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	1.47	1.06	1.28
National ROI	2.17	2.20	1.69
Student Growth %ile	35	35	35

Lexile

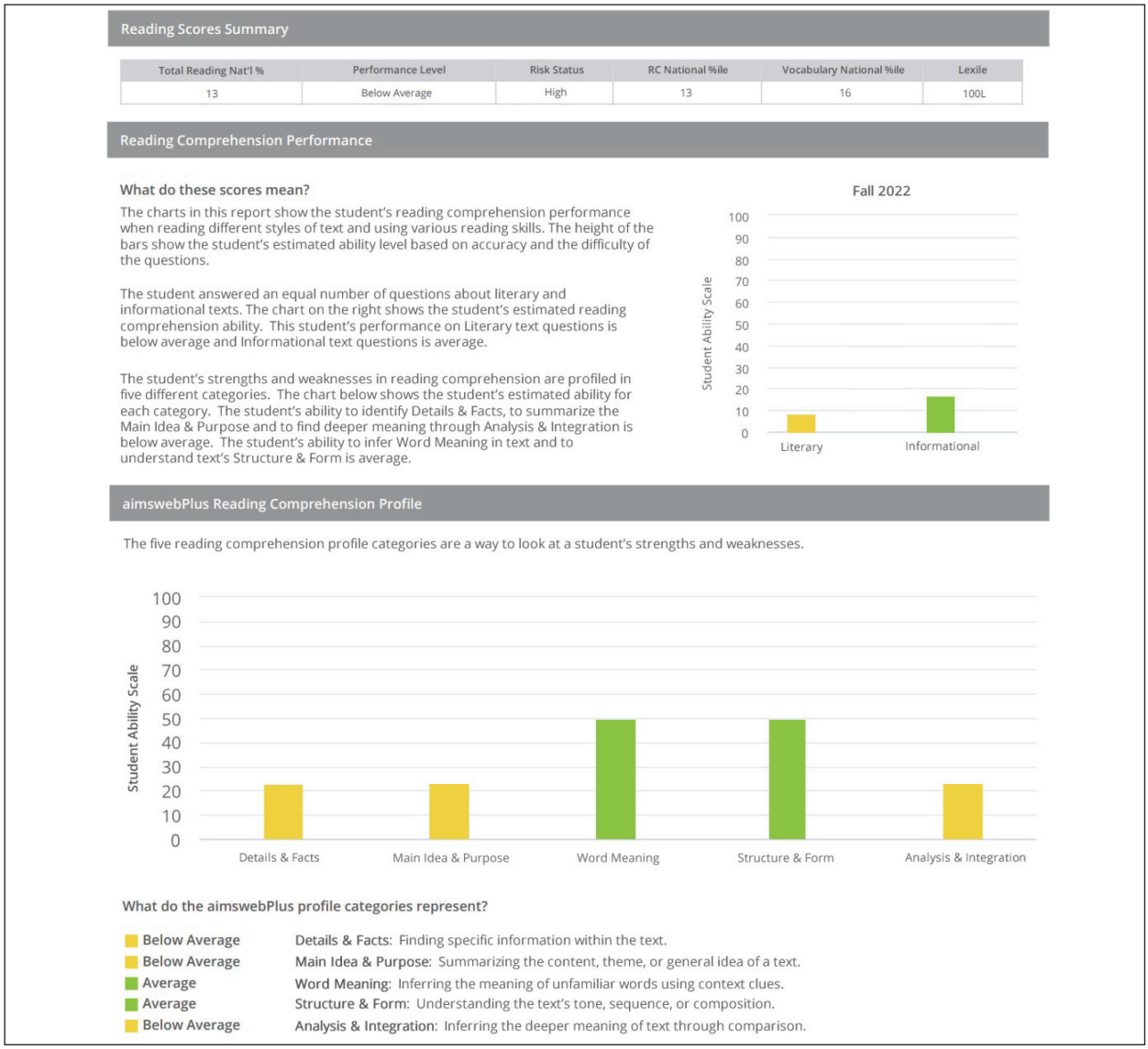
340L
Lexile recommendations for the most recent Benchmarking period.

The **Individual Benchmark** report shows performance relative to norms (national or local) and seasons or years. It displays the student's rate of improvement (ROI) and Student Growth Percentiles (SGP.) The lines in the graph allow comparison of the student growth summary to the national average growth. *This report is useful to view student's progress toward closing a gap between their current performance and the national or local norm.*

Scores Snapshot

The **Scores Snapshot** report allows teachers to see at-a-glance student performance by individual measure as well as the composite and is often shared to communicate student performance during parent/teacher conferences. PreK–1 students have an Early Literacy and Early Numeracy report. Grades 2–12 students have a Reading or Math report. The report provides a brief narrative description of performance by measure and includes a recommendation regarding the intensity of instructional need. Strengths or weaknesses between measures and skills can be easily spotted. In addition, this report also charts the fall, winter, and spring benchmark composite scores and describes a student's growth relative to the national average.

Grades 2–8 Skills Plan – Reading



Reading Scores Summary

Total Reading Nat'l %	Performance Level	Risk Status	RC National %ile	Vocabulary National %ile	Lexile
13	Below Average	High	13	16	100L

Reading Comprehension Performance

What do these scores mean?

The charts in this report show the student's reading comprehension performance when reading different styles of text and using various reading skills. The height of the bars show the student's estimated ability level based on accuracy and the difficulty of the questions.

The student answered an equal number of questions about literary and informational texts. The chart on the right shows the student's estimated reading comprehension ability. This student's performance on Literary text questions is below average and Informational text questions is average.

The student's strengths and weaknesses in reading comprehension are profiled in five different categories. The chart below shows the student's estimated ability for each category. The student's ability to identify Details & Facts, to summarize the Main Idea & Purpose and to find deeper meaning through Analysis & Integration is below average. The student's ability to infer Word Meaning in text and to understand text's Structure & Form is average.

aimswebPlus Reading Comprehension Profile

The five reading comprehension profile categories are a way to look at a student's strengths and weaknesses.

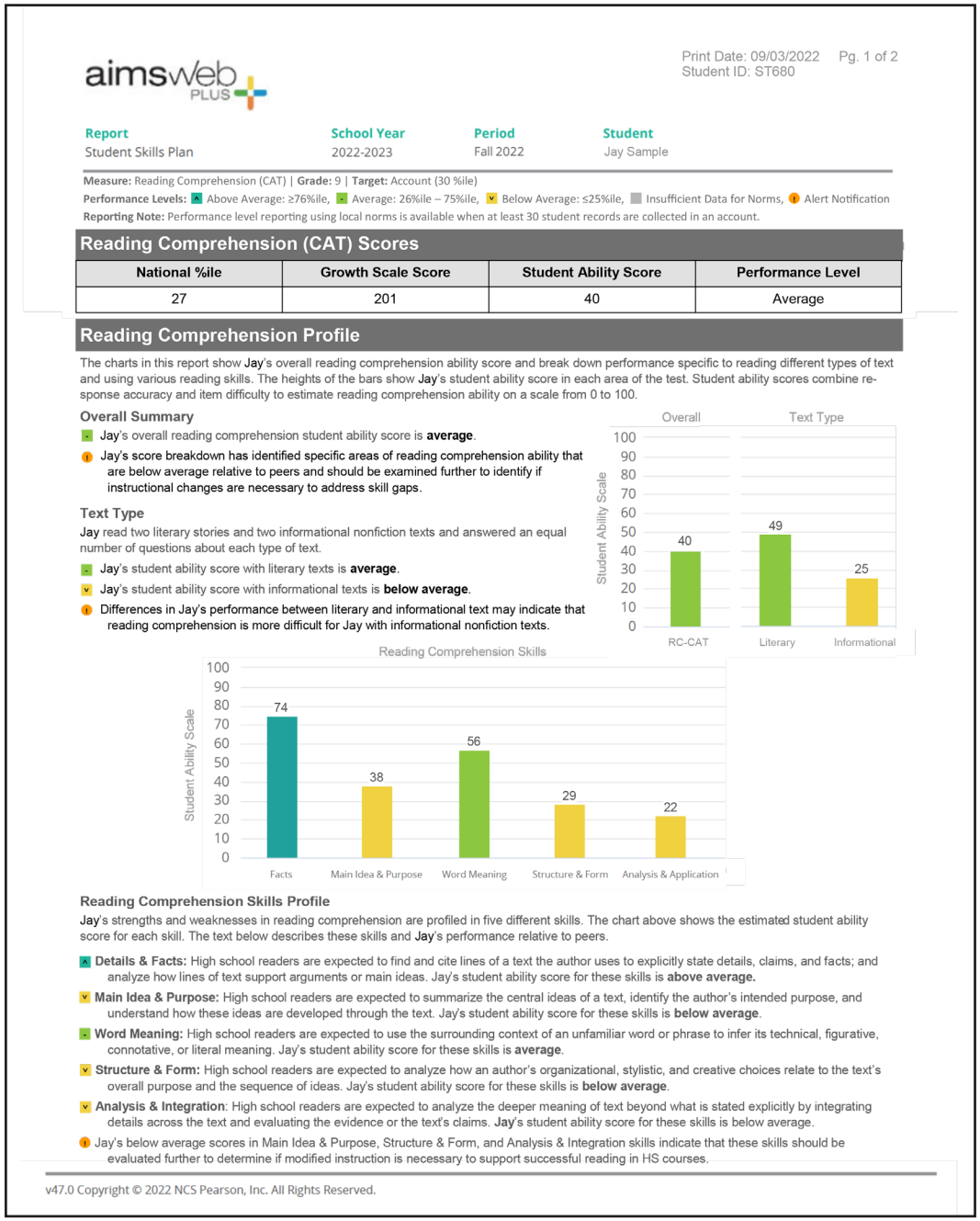
What do the aimswebPlus profile categories represent?

Below Average	**Details & Facts**: Finding specific information within the text.
Below Average	**Main Idea & Purpose**: Summarizing the content, theme, or general idea of a text.
Average	**Word Meaning**: Inferring the meaning of unfamiliar words using context clues.
Average	**Structure & Form**: Understanding the text's tone, sequence, or composition.
Below Average	**Analysis & Integration**: Inferring the deeper meaning of text through comparison.

The **Skills Plan – Reading** report provides further analysis of the student's reading performance. The report indicates whether student's reading comprehension ability or accuracy is below, above, or average relative to the national sample of students at the same grade level for literary versus informational text as well as a variety of important reading skills. Also view factors that may contribute to poor comprehension including vocabulary knowledge, oral and silent reading rate, and the ability to derive meaning from very brief passages. *This report is especially useful for instructional planning at the skills level.*

**This report is not available for Early Literacy. This report is based on Reading Comprehension-CAT.*

High School Skills Plan – Reading



aimsweb PLUS

Print Date: 09/03/2022 Pg. 1 of 2
Student ID: ST680

Report	School Year	Period	Student
Student Skills Plan	2022-2023	Fall 2022	Jay Sample

Measure: Reading Comprehension (CAT) | **Grade:** 9 | **Target:** Account (30 %ile)
Performance Levels: Above Average: ≥76%ile, Average: 26%ile – 75%ile, Below Average: ≤25%ile, Insufficient Data for Norms, Alert Notification
Reporting Note: Performance level reporting using local norms is available when at least 30 student records are collected in an account.

Reading Comprehension (CAT) Scores

National %ile	Growth Scale Score	Student Ability Score	Performance Level
27	201	40	Average

Reading Comprehension Profile

The charts in this report show Jay's overall reading comprehension ability score and break down performance specific to reading different types of text and using various reading skills. The heights of the bars show Jay's student ability score in each area of the test. Student ability scores combine response accuracy and item difficulty to estimate reading comprehension ability on a scale from 0 to 100.

Overall Summary

- Jay's overall reading comprehension student ability score is **average**.
- Jay's score breakdown has identified specific areas of reading comprehension ability that are below average relative to peers and should be examined further to identify if instructional changes are necessary to address skill gaps.

Text Type

Jay read two literary stories and two informational nonfiction texts and answered an equal number of questions about each type of text.

- Jay's student ability score with literary texts is **average**.
- Jay's student ability score with informational texts is **below average**.
- Differences in Jay's performance between literary and informational text may indicate that reading comprehension is more difficult for Jay with informational nonfiction texts.

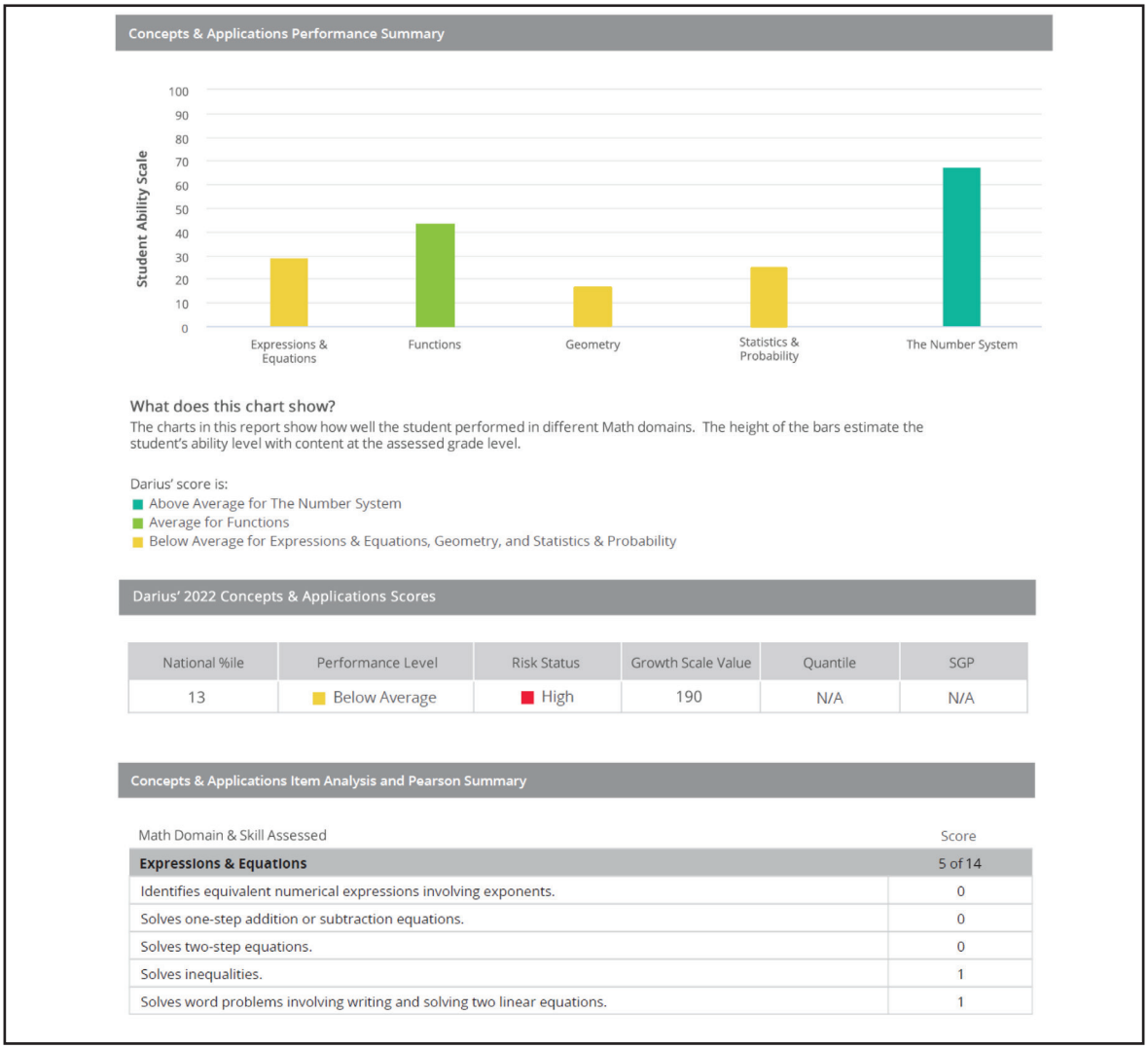
Reading Comprehension Skills Profile

Jay's strengths and weaknesses in reading comprehension are profiled in five different skills. The chart above shows the estimated student ability score for each skill. The text below describes these skills and Jay's performance relative to peers.

- **Details & Facts:** High school readers are expected to find and cite lines of a text the author uses to explicitly state details, claims, and facts; and analyze how lines of text support arguments or main ideas. Jay's student ability score for these skills is **above average.**
- **Main Idea & Purpose:** High school readers are expected to summarize the central ideas of a text, identify the author's intended purpose, and understand how these ideas are developed through the text. Jay's student ability score for these skills is **below average**.
- **Word Meaning:** High school readers are expected to use the surrounding context of an unfamiliar word or phrase to infer its technical, figurative, connotative, or literal meaning. Jay's student ability score for these skills is **average**.
- **Structure & Form:** High school readers are expected to analyze how an author's organizational, stylistic, and creative choices relate to the text's overall purpose and the sequence of ideas. Jay's student ability score for these skills is **below average**.
- **Analysis & Integration**: High school readers are expected to analyze the deeper meaning of text beyond what is stated explicitly by integrating details across the text and evaluating the evidence or the text's claims. **Jay**'s student ability score for these skills is below average.
- Jay's below average scores in Main Idea & Purpose, Structure & Form, and Analysis & Integration skills indicate that these skills should be evaluated further to determine if modified instruction is necessary to support successful reading in HS courses.

NEW! The **High School Student Skills Plan** report focuses on the Benchmark screener, specific to high school standards. Including new normative data from the 22-23 school year, national percentiles and performance level scoring reflect a high school-level population comparison. Performance breaks down into new categories of standards-based skills in reading comprehension or math concepts and applications, new alerts highlight areas of teacher focus, and new item analysis provides details about skills assessed, accuracy, item difficulty, and text type.

Grades 2–8 Skills Plan – Math



Concepts & Applications Performance Summary

What does this chart show?

The charts in this report show how well the student performed in different Math domains. The height of the bars estimate the student's ability level with content at the assessed grade level.

Darius' score is:

- Above Average for The Number System
- Average for Functions
- Below Average for Expressions & Equations, Geometry, and Statistics & Probability

Darius' 2022 Concepts & Applications Scores

National %ile	Performance Level	Risk Status	Growth Scale Value	Quantile	SGP
13	Below Average	High	190	N/A	N/A

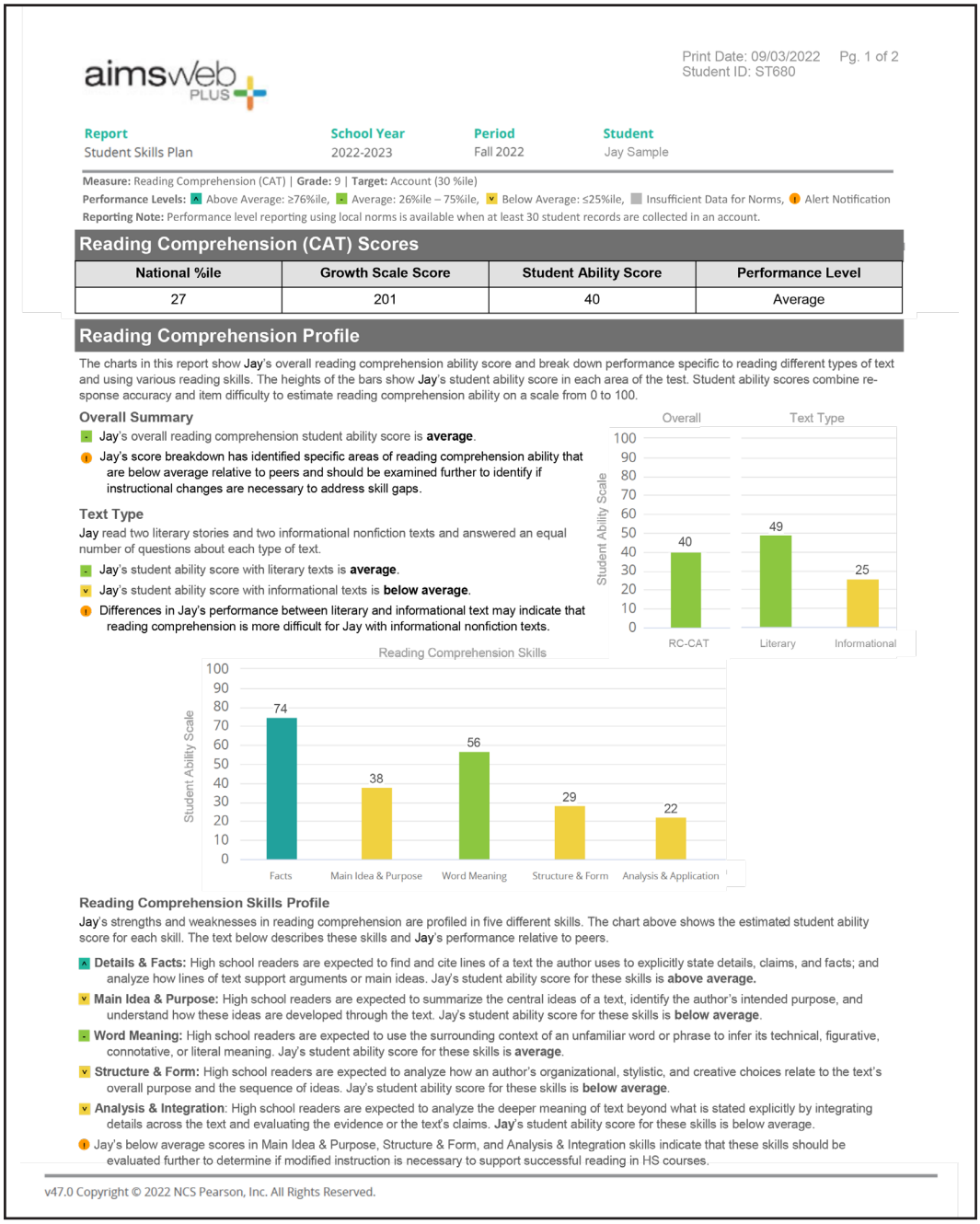
Concepts & Applications Item Analysis and Pearson Summary

Math Domain & Skill Assessed	Score
Expressions & Equations	5 of 14
Identifies equivalent numerical expressions involving exponents.	0
Solves one-step addition or subtraction equations.	0
Solves two-step equations.	0
Solves inequalities.	1
Solves word problems involving writing and solving two linear equations.	1

The student **Skills Plan** report for **Early Numeracy and Math** provides detailed information about student progress at a domain and item level. This data is pulled from results on the Concepts and Applications measure. The domain results report if a student is above, below, or average relative to their accuracy (fixed forms as seen here). A score summary provides an overall national percentile, performance level, risk status, Growth Scale Value, Quantile, Student Growth Percentile, and raw score. *This report is especially useful for instructional planning at the skills level.*

**This report is based on Concepts and Applications-CAT.*

High School Skills Plan – Math



aimsweb PLUS

Print Date: 09/03/2022 Pg. 1 of 2
Student ID: ST680

Report	School Year	Period	Student
Student Skills Plan	2022-2023	Fall 2022	Jay Sample

Measure: Reading Comprehension (CAT) | **Grade:** 9 | **Target:** Account (30 %ile)
Performance Levels: Above Average: ≥76%ile, Average: 26%ile – 75%ile, Below Average: ≤25%ile, Insufficient Data for Norms, Alert Notification
Reporting Note: Performance level reporting using local norms is available when at least 30 student records are collected in an account.

Reading Comprehension (CAT) Scores

National %ile	Growth Scale Score	Student Ability Score	Performance Level
27	201	40	Average

Reading Comprehension Profile

The charts in this report show Jay's overall reading comprehension ability score and break down performance specific to reading different types of text and using various reading skills. The heights of the bars show Jay's student ability score in each area of the test. Student ability scores combine response accuracy and item difficulty to estimate reading comprehension ability on a scale from 0 to 100.

Overall Summary

- Jay's overall reading comprehension student ability score is **average**.
- Jay's score breakdown has identified specific areas of reading comprehension ability that are below average relative to peers and should be examined further to identify if instructional changes are necessary to address skill gaps.

Text Type

Jay read two literary stories and two informational nonfiction texts and answered an equal number of questions about each type of text.

- Jay's student ability score with literary texts is **average**.
- Jay's student ability score with informational texts is **below average**.
- Differences in Jay's performance between literary and informational text may indicate that reading comprehension is more difficult for Jay with informational nonfiction texts.

Reading Comprehension Skills Profile

Jay's strengths and weaknesses in reading comprehension are profiled in five different skills. The chart above shows the estimated student ability score for each skill. The text below describes these skills and Jay's performance relative to peers.

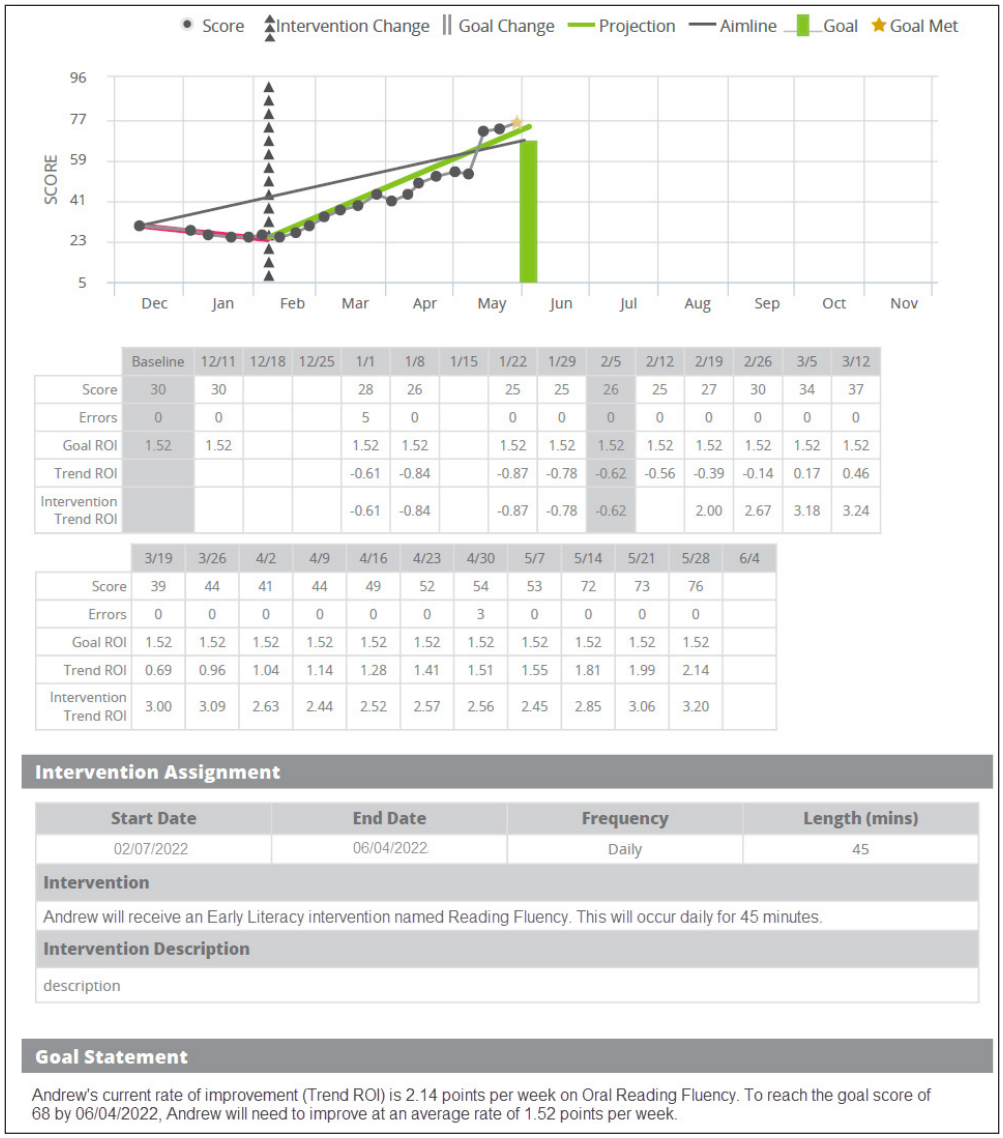
- **Details & Facts:** High school readers are expected to find and cite lines of a text the author uses to explicitly state details, claims, and facts; and analyze how lines of text support arguments or main ideas. Jay's student ability score for these skills is **above average.**
- **Main Idea & Purpose:** High school readers are expected to summarize the central ideas of a text, identify the author's intended purpose, and understand how these ideas are developed through the text. Jay's student ability score for these skills is **below average**.
- **Word Meaning:** High school readers are expected to use the surrounding context of an unfamiliar word or phrase to infer its technical, figurative, connotative, or literal meaning. Jay's student ability score for these skills is **average**.
- **Structure & Form:** High school readers are expected to analyze how an author's organizational, stylistic, and creative choices relate to the text's overall purpose and the sequence of ideas. Jay's student ability score for these skills is **below average**.
- **Analysis & Integration**: High school readers are expected to analyze the deeper meaning of text beyond what is stated explicitly by integrating details across the text and evaluating the evidence or the text's claims. **Jay**'s student ability score for these skills is below average.
- Jay's below average scores in Main Idea & Purpose, Structure & Form, and Analysis & Integration skills indicate that these skills should be evaluated further to determine if modified instruction is necessary to support successful reading in HS courses.

NEW! The **High School Student Skills Plan** report focuses on the Benchmark screener, specific to high school standards. Including new normative data from the 22-23 school year, national percentiles and performance level scoring reflect a high school-level population comparison. Performance breaks down into new categories of standards-based skills in reading comprehension or math concepts and applications, new alerts highlight areas of teacher focus, and new item analysis provides details about skills assessed, accuracy, item difficulty, and text type.

Individual Skills Analysis: Math

The **Individual Skills Analysis — Math** report provides a summary of skill and item levels for the math measures. The summary portion of the report shows the percent of items completed, accuracy of items completed, and student ability scale results (for computer adaptive testing) within each skills area. It also compares the student to the national norm on overall measure results. When a skill area is selected, you may also review items that the student scored correct or incorrect, as well as comparisons to national averages. *This report helps teachers and interventions to identify skill strengths and weaknesses to better design specific math instruction and interventions specific to student needs.*

Individual Monitoring



	Baseline	12/11	12/18	12/25	1/1	1/8	1/15	1/22	1/29	2/5	2/12	2/19	2/26	3/5	3/12
Score	30	30			28	26		25	25	26	25	27	30	34	37
Errors	0	0			5	0		0	0	0	0	0	0	0	0
Goal ROI	1.52	1.52			1.52	1.52		1.52	1.52	1.52	1.52	1.52	1.52	1.52	1.52
Trend ROI					-0.61	-0.84		-0.87	-0.78	-0.62	-0.56	-0.39	-0.14	0.17	0.46
Intervention Trend ROI					-0.61	-0.84		-0.87	-0.78	-0.62		2.00	2.67	3.18	3.24

	3/19	3/26	4/2	4/9	4/16	4/23	4/30	5/7	5/14	5/21	5/28	6/4
Score	39	44	41	44	49	52	54	53	72	73	76	
Errors	0	0	0	0	0	0	3	0	0	0	0	
Goal ROI	1.52	1.52	1.52	1.52	1.52	1.52	1.52	1.52	1.52	1.52	1.52	
Trend ROI	0.69	0.96	1.04	1.14	1.28	1.41	1.51	1.55	1.81	1.99	2.14	
Intervention Trend ROI	3.00	3.09	2.63	2.44	2.52	2.57	2.56	2.45	2.85	3.06	3.20	

Intervention Assignment

Start Date	End Date	Frequency	Length (mins)
02/07/2022	06/04/2022	Daily	45

Intervention

Andrew will receive an Early Literacy intervention named Reading Fluency. This will occur daily for 45 minutes.

Intervention Description

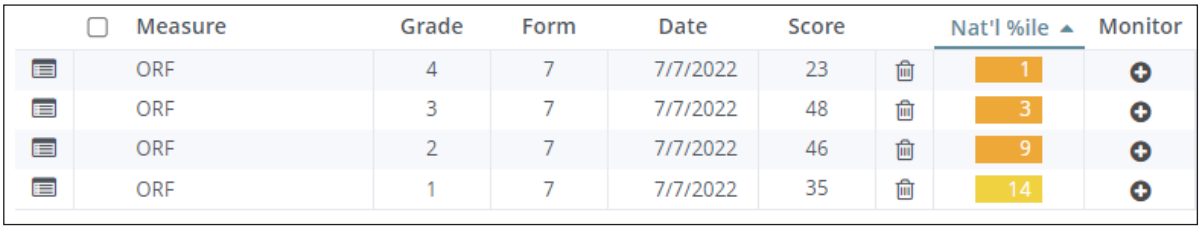
description

Goal Statement

Andrew's current rate of improvement (Trend ROI) is 2.14 points per week on Oral Reading Fluency. To reach the goal score of 68 by 06/04/2022, Andrew will need to improve at an average rate of 1.52 points per week.

The **Individual Monitoring Report** is used for tracking the effectiveness of interventions and student progress toward individualized goals. Data on this report include raw scores, trend and goal ROIs, intervention and goal changes with details, and a goal statement. The system analyzes data as they are added to determine trends and provides feedback based on projections toward the goal.

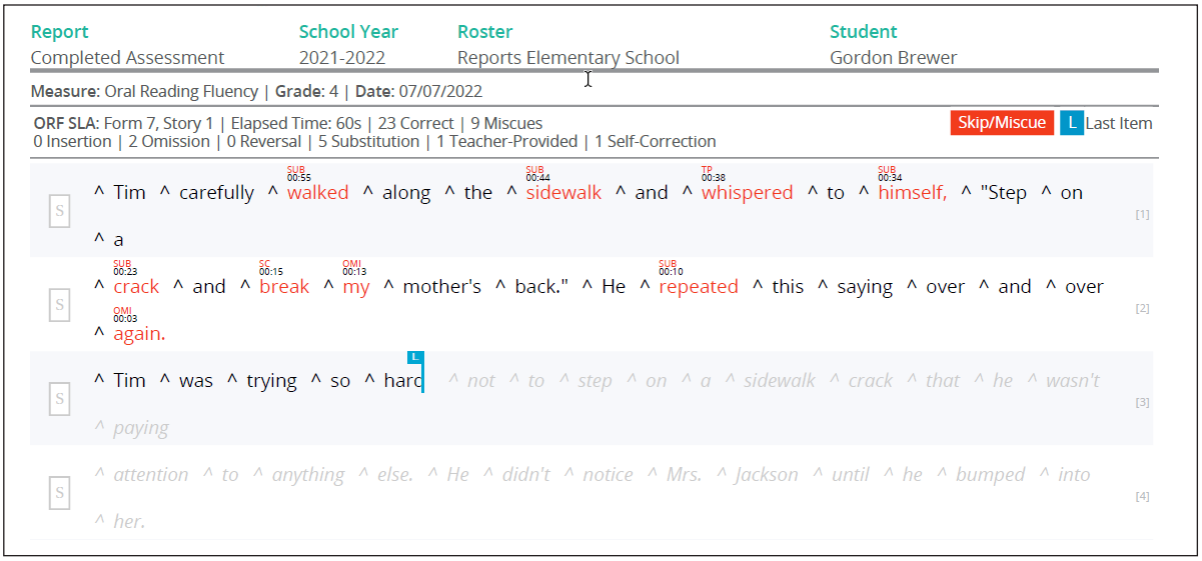
Survey Level Assessments



	Measure	Grade	Form	Date	Score		Nat'l %ile ▲	Monitor
	ORF	4	7	7/7/2022	23		1	
	ORF	3	7	7/7/2022	48		3	
	ORF	2	7	7/7/2022	46		9	
	ORF	1	7	7/7/2022	35		14	

Survey Level Assessments are used to determine a student's present level of performance and instructional level across various measures and skills. It is often used to determine the appropriate level at which to progress monitor students. Student performance can be assessed at any time and grade level for available measures. Student scores are compared to national norms based on the assessed grade level and the current or closest time period at which the data were collected. Scores collected through SLA can be used as baseline scores for monitoring.

Completed DRF Assessment



Report	School Year	Roster	Student
Completed Assessment	2021-2022	Reports Elementary School	Gordon Brewer

Measure: Oral Reading Fluency | **Grade:** 4 | **Date:** 07/07/2022

ORF SLA: Form 7, Story 1 | Elapsed Time: 60s | 23 Correct | 9 Miscues
0 Insertion | 2 Omission | 0 Reversal | 5 Substitution | 1 Teacher-Provided | 1 Self-Correction

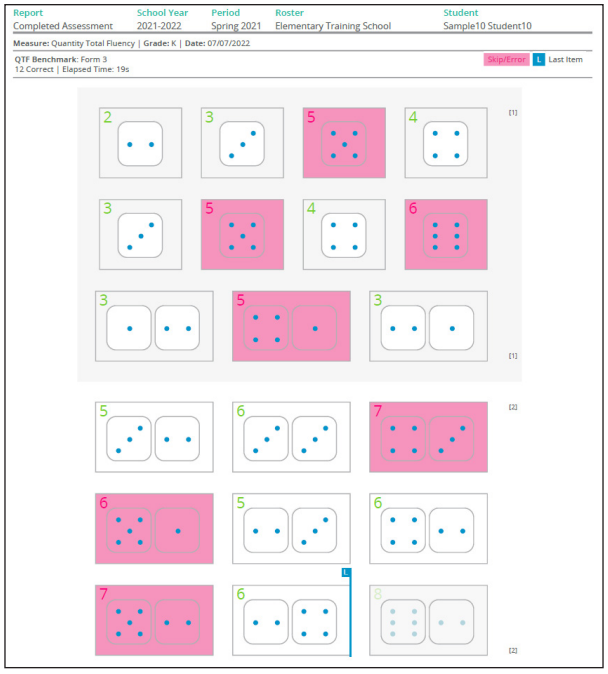
Skip/Miscue | L Last Item

S ^ Tim ^ carefully ^ SUB 00:55 walked ^ along ^ the ^ SUB 00:44 sidewalk ^ and ^ TP 00:38 whispered ^ to ^ SUB 00:34 himself, ^ "Step ^ on ^ a [1]

S ^ SUB 00:23 crack ^ and ^ SC 00:15 break ^ OMI 00:13 my ^ mother's ^ back." ^ He ^ SUB 00:10 repeated ^ this ^ saying ^ over ^ and ^ over ^ OMI 00:03 again. [2]

S ^ Tim ^ was ^ trying ^ so ^ hard L ^ not ^ to ^ step ^ on ^ a ^ sidewalk ^ crack ^ that ^ he ^ wasn't ^ paying [3]

S ^ attention ^ to ^ anything ^ else. ^ He ^ didn't ^ notice ^ Mrs. ^ Jackson ^ until ^ he ^ bumped ^ into ^ her. [4]



Report	School Year	Period	Roster	Student
Completed Assessment	2021-2022	Spring 2021	Elementary Training School	Sample10 Student10

Measure: Quantity Total Fluency | **Grade:** K | **Date:** 07/07/2022

QTF Benchmark: Form 3
12 Correct | Elapsed Time: 19s

Skip/Error | L Last Item

The **Completed Assessment** report is available from the Student Profile for each measure that is administered via a digital record form (DRF). The report indicates the overall score plus a view of the items the student scored correct or incorrect. *This provides teachers and interventionists a way to gather fine details and conduct error analyses.*

Early screening is key for student success

Optional additional screeners for a whole-child view

These days, time is a commodity that feels almost tangible. In order to learn where your students are regarding their literacy, mental wellness, academics, and social-emotional skills, having everything you need to achieve a whole-child view right at your fingertips is not just convenient — it's a necessity!

More Powerful Together

aimswebPlus enables you to make data-driven decisions that ensure equity and inclusion for your diverse learners by addressing the whole child through the lens of your tiered systems of support for academics, behavior, and social-emotional learning. Adding these optional screeners to your aimswebPlus subscription will not only support the goals of your school/district, but it will also help you support the students whose unique strengths and needs are waiting to be discovered.

Literacy

Shaywitz DyslexiaScreen™ offers an evidence-based, teacher-friendly observational rating scale for grades K–3. Each rating scale takes less than five minutes to complete per student. It is intended for mass or targeted screenings to sort students quickly—those at risk and those not at risk for dyslexia.

Dyslexia Probability Calculator™ helps you quantify and aggregate the strength of a student's risk for dyslexia. For the first time ever, you can add family history (if available) and the prevalence rate of dyslexia into the equation along with the results of the Shaywitz DyslexiaScreen™.

Rapid Automatized Naming (RAN) are quick measures using Objects or Colors & Shapes for students in Kindergarten through Grade 3. RAN is individually administered using a paper stimuli and a digital record form. Students are required to name all the items on a page as quickly as possible.

WriteToLearn™ provides the tools to further develop reading comprehension, expand vocabulary, and build writing skills across genres, styles, and text analysis for students in grades 4–12. With automated scoring, reporting, and immediate feedback, the web-based tool aids students in the practice of writing through review and edit cycles and access to writing support tools tailored to individual student's needs.

Behavioral and social-emotional learning

BASC-3 Behavioral and Emotional Screening System (BASC™-3 BESS) is a gateway to a comprehensive, flexible behavior management toolkit that provides the framework and data for behavior in RTI, MTSS, and positive behavior programs.

Social Skills Improvement System Social-emotional Learning (SSIS™-SEL) is a comprehensive, evidenced-based, social and emotional learning system that also assesses key academic skills and integrates the assessments with an aligned, multi-tiered intervention.

Shaywitz DyslexiaScreen

aimswebPlus + Shaywitz DyslexiaScreen

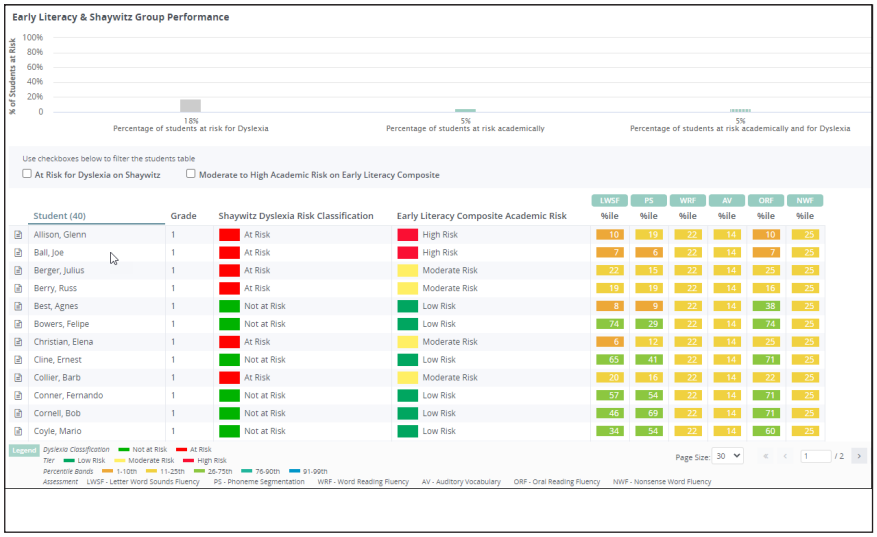
Using the tools together

Option 1: Targeted Screening

Screen all K-3 students with the aimswebPlus benchmark early literacy and reading assessments to flag students at one or more risk levels for reading failure. Then follow up by using the Shaywitz DyslexiaScreen for those students identified as at risk.

Option 2: Universal Screening

Administer aimswebPlus early literacy and reading batteries. Then complete the Shaywitz DyslexiaScreen on all students, six to eight weeks after the beginning of the school year.



Shaywitz Aggregate Risk Analysis

Identify students who are most at risk for reading failure by integrating results from Shaywitz DyslexiaScreen with the Early Literacy and Reading battery performance in aimswebPlus.

Dyslexia Probability Calculator™

Some districts and/or states have a requirement to screen for dyslexia and document family history of dyslexia. Whether your setting has a requirement or not, the Calculator can add critical information to your screening process to support "What's next?" decision-making.

The probability calculator is included with your Shaywitz DyslexiaScreen purchase!

How the Calculator works

These four factors produce a probability percentage and classification:

- The results of the Shaywitz DyslexiaScreen
- The psychometric properties of the Shaywitz DyslexiaScreen (how accurately it classifies students with and without dyslexia)
- Family history of dyslexia if known
- The prevalence rate of dyslexia in the population (default set at 15%)

What you get from the Dyslexia Probability Calculator

For each student, you will get a percentage of risk and a color-coded risk result (red, yellow, green—high, moderate, low).

Shaywitz DyslexiaScreen™			*Dyslexia Probability Calculator*	
Date	Rater	Classification	Family History	Probability (%)
2/6/2021	Silva2, Elaine2	Not at Risk	No	1
1/27/2021	Silva2, Elaine2	Not at Risk	Yes	6
2/6/2021	Silva2, Elaine2	Not at Risk	No	1
2/6/2021	Silva2, Elaine2	Not at Risk	Yes	6
2/6/2021	Silva2, Elaine2	Not at Risk		
2/6/2021	Silva2, Elaine2	At Risk		
2/6/2021	Silva2, Elaine2	At Risk	Yes	81
1/27/2021	Silva2, Elaine2	At Risk	No	48

The Calculator can be used as a triage mechanism, allowing practitioners to quickly determine which individuals are at the highest risk for dyslexia, warranting a more intensive evaluation/treatment response.

Rapid Automatized Naming

aimswebPlus + RAN

Rapid Automatized Naming (RAN) is a quick measure of rapid automatic naming for students in PreK and up. Within RAN, two measures are available: RAN Objects and RAN Colors & Shapes. RAN is individually administered using a paper Stimulus Card and digital record form. In either RAN measure, students are required to name all the stimuli on a page as quickly as possible. Training is provided at the beginning of the task to ensure that the student is familiar with the stimuli, making a true RAN measure possible.

Using the tools together

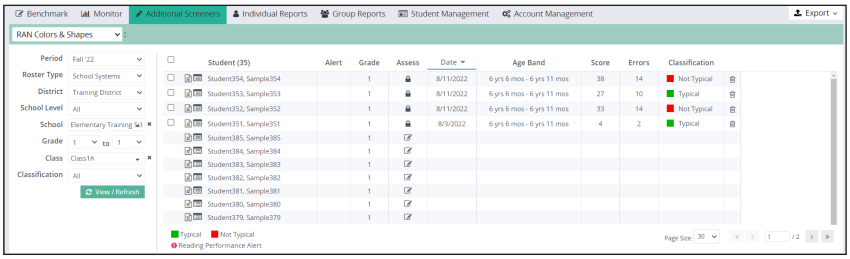
Option 1: Targeted Screening

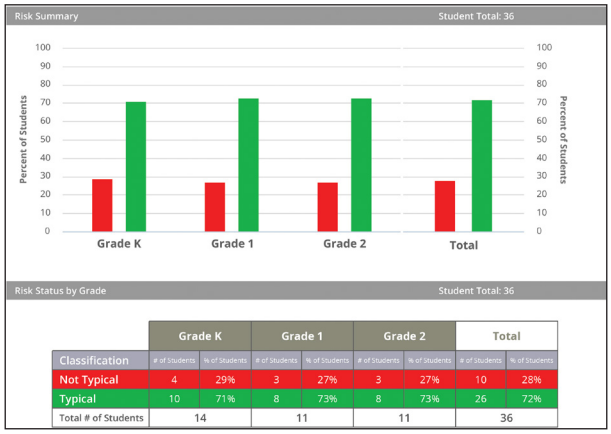
Screen all K–3 students with the aimswebPlus benchmark early literacy assessments to flag students at one or more risk levels and reading difficulties. Next, follow up by using the RAN measure for those students identified on the benchmark as being at risk.

Option 2: Universal Screening

If you have an organizational or state mandate to incorporate a RAN measure into your reading/literacy assessment process, administer the RAN measure at any point in the academic year (according to your local guidelines).

After the screening: What's next? Review data sets for insight on next steps for intervention and/or instructional planning, especially those with reading difficulties. Support students at higher risk levels with further or more in-depth assessment. You may also need to review letter and number naming fluency data using the LNF and NNF measures within aimswebPlus.





WriteToLearn

aimswebPlus + WriteToLearn

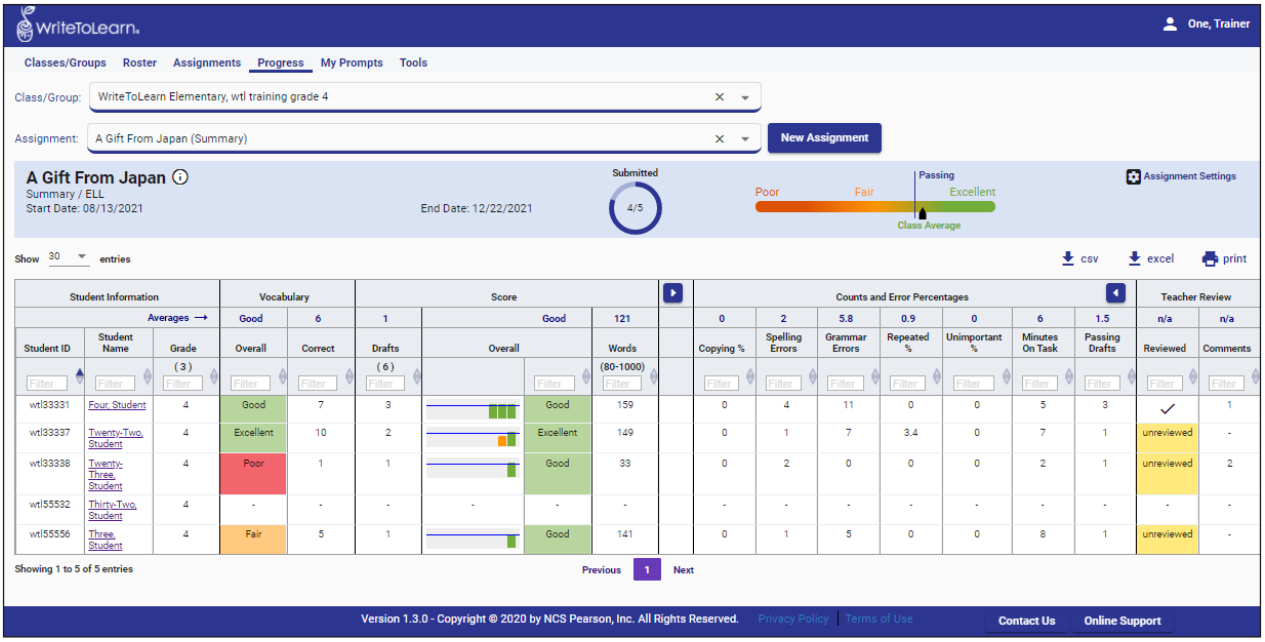
WriteToLearn provides the tools to further develop reading comprehension, expand vocabulary, and build writing skills across genres, styles, and text analysis for students in grades 4–12. With automated scoring, reporting, and immediate feedback, this web-based tool provides access to writing support tools tailored to individual student's needs and aids in the practice of writing through review and edit cycles.

Using the tools together

Step 1: Universally screen your students with aimswebPlus to identify your students' strengths and challenges.

Step 2: Follow up with students by using WriteToLearn as part of your curriculum or as a formative writing intervention, support, and progress monitoring tool.

Step 3: Progress monitor with aimswebPlus to monitor student growth.



BASC-3 BESS

aimswebPlus + BASC-3 BESS

Using the tools together

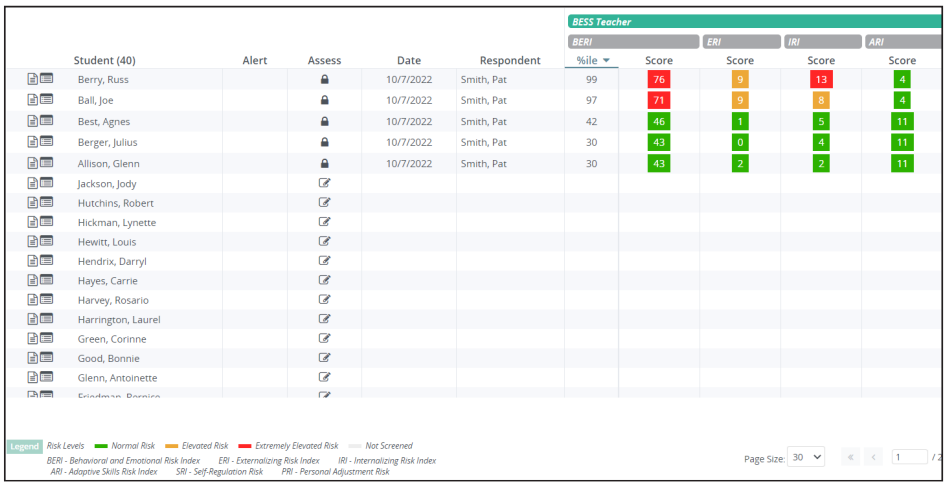
Option 1: Targeted Screening

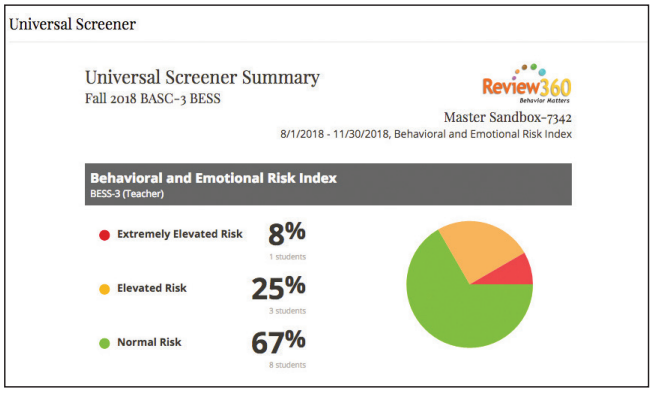
Screen all of your students with aimswebPlus measures to identify ones at risk for falling behind in reading and/or math. Next, follow up by using the BASC-3 BESS to help identify behavior or emotional issues that may be interfering with their academic performance.

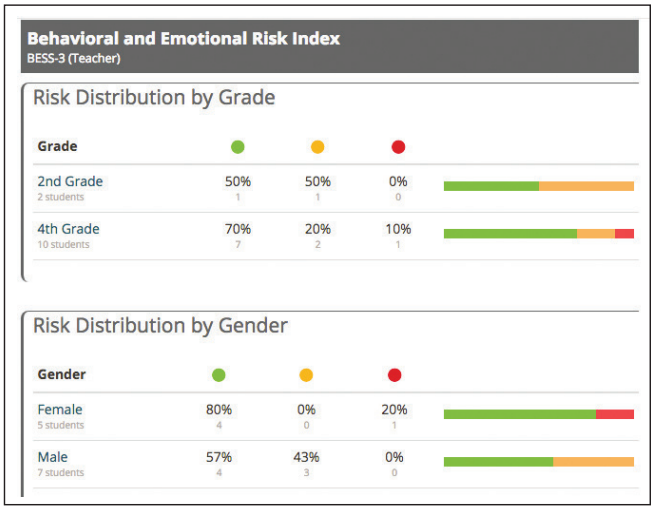
Option 2: Universal Screening

Six to eight weeks after the beginning of the school year, administer the BASC-3 BESS to all students.

After screening, review data sets for direction on next steps for intervention and/or instructional planning for students.







SSIS SEL

SSIS SEL is 100% aligned to the key CASEL-identified competencies framework.

aimswebPlus + SSIS SEL

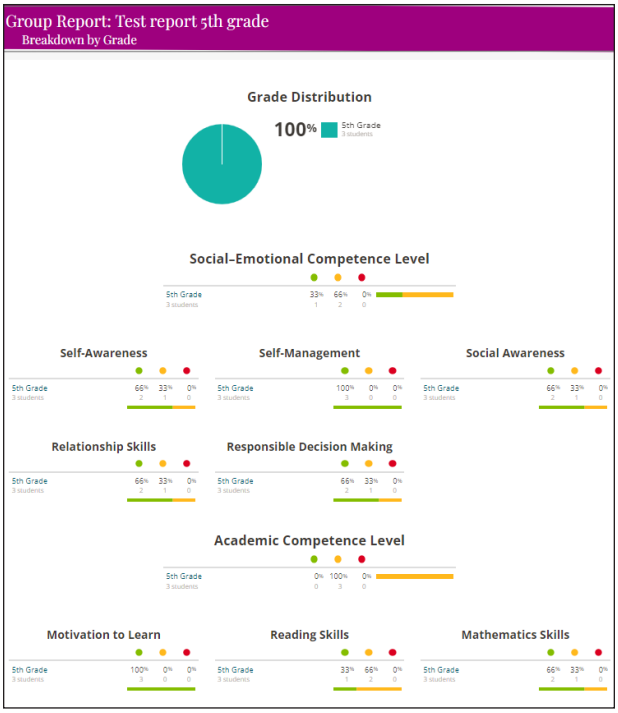
Features & Benefits

Updated—This revision brings the SSIS in line with the CASEL framework and addresses core social-emotional skills.

Comprehensive—The SSIS SEL includes the full assessment cycle, and is the only SEL measure to also assess key academic skill areas.

Effective—The SSIS SEL is a highly engaging and focused solution.

S.A.F.E.—The SSIS SEL is a Sequenced, Active, Focused, and Explicit—program for students, ages 4 to 14.



				Social-Emotional Competence						Academic Competence			
				SEC	SA	SM	SOA	RLS	RDM	AC	ML	RS	MS
Student (40)	Date	Respondent	Status	Risk	Score	Score	Score	Score	Score	Risk	Score	Score	Score
Ball, Joe	6/28/2022	AManager1, Sample1	Completed	E	3	5	4	2	3	P	3	4	4
Allison, Glenn	6/28/2022	AManager1, Sample1	Completed	AR	2	5	3	2	1	E	4	3	2
Jackson, Jody													
Hutchins, Robert													
Hickman, Lynette													
Hewitt, Louis													
Hendrix, Darryl													

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