Administration Tips

Ingham Intermediate
School District
A Regional Educational Service Agency

AIMSweb
Benchmark & Progress Monitoring
Tip Sheet

Website: www.aimsweb.com (click on Customer Login, upper right corner)

- Search the "Support and Training" tab for additional resource materials

Login

- Enter Customer ID: <u>20483</u>
- Enter assigned username and password

Logout

- It is important to logout of AIMSweb after every use. (LOGOUT button is located in upper right corner)

Download Literacy Measures

- Login into AIMsweb
- Click on the Downloads Tab
- Click on the Benchmark tab on the left side of the screen
- Go to the drop down box located under the colored tabs
- Use the drop down arrow to find the measure you need and click on "go"
- Click on the booklet you want to download
- Print benchmark books double sided

Literacy Support

- Mary Jo Wegenke mwegenke@inghamisd.org
- Amy Kilbridege akilbird@inghamisd.org

Technical Support

- Ingham Intermediate School District Support: Kelly Trout, 517-244-1261 or ktrout@inghamisd.org
- AIMSweb Support: AIMSwebsupport@pearson.com or 866-313-6194
- AIMSweb Forum: click on "Forum" tab (top menu bar). The forum offers questions and discussions posted by AIMSweb users.

Video Support

- Training Videos: http://www.aimsweb.com/support-training/training/training-materials/
- Browser Based Scoring - 9 minute video:https://cc.readytalk.com/cc/playback/Playback.do?id=993hnu

AIMSweb Assessment Recommendations by Grade

Grade K			Grade 1		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
LNF Early Literacy	**LNF** Early Literacy	**LNF** Early Literacy	**LNF** Early Literacy		
	LSF Early Literacy	**LSF** Early Literacy	**LSF** Early Literacy		
	PSF Early Literacy	**PSF** Early Literacy	**PSF** Early Literacy	**PSF** Early Literacy	
	NWF Early Literacy	**NWF** Early Literacy	**NWF** Early Literacy	**NWF** Early Literacy	**NWF** Early Literacy
OCM Early Numeracy	**OCM** Early Numeracy	**OCM** Early Numeracy	**OCM** Early Numeracy	**OCM** Early Numeracy	**OCM** Early Numeracy
NIM Early Numeracy	**NIM** Early Numeracy	**NIM** Early Numeracy	**NIM** Early Numeracy	**NIM** Early Numeracy	**NIM** Early Numeracy
QDM Early Numeracy	**QDM** Early Numeracy	**QDM** Early Numeracy	**QDM** Early Numeracy	**QDM** Early Numeracy	**QDM** Early Numeracy
MNM Early Numeracy	**MNM** Early Numeracy	**MNM** Early Numeracy	**MNM** Early Numeracy	**MNM** Early Numeracy	**MNM** Early Numeracy
				R-CBM* Reading	**R-CBM*** Reading
			M-COMP Math	**M-COMP** Math	**M-COMP** Math
			S-CBM Spelling	**S-CBM** Spelling	**S-CBM** Spelling
			WE-CBM Writing	**WE-CBM** Writing	**WE-CBM** Writing

*Three R-CBM Benchmark assessments are administered each Benchmark period. The median score of corrects and the median score of errors are then used as the Benchmark score. All other measures are administered once per Benchmark period.

AIMSweb Assessment Recommendations by Grade

Grade 2			Grade 3-8		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
R-CBM* Reading	**R-CBM*** Reading	**R-CBM*** Reading	**R-CBM*** Reading	**R-CBM*** Reading	**R-CBM*** Reading
			Maze Reading	**Maze** Reading	**Maze** Reading
M-COMP Math	**M-COMP** Math	**M-COMP** Math	**M-COMP** Math	**M-COMP** Math	**M-COMP** Math
M-CAP Math	**M-CAP** Math	**M-CAP** Math	**M-CAP** Math	**M-CAP** Math	**M-CAP** Math
S-CBM Spelling	**S-CBM** Spelling	**S-CBM** Spelling	**S-CBM** Spelling	**S-CBM** Spelling	**S-CBM** Spelling
WE-CBM Writing	**WE-CBM** Writing	**WE-CBM** Writing	**WE-CBM** Writing	**WE-CBM** Writing	**WE-CBM** Writing

*Three R-CBM Benchmark assessments are administered each Benchmark period. The median score of corrects and the median score of errors are then used as the Benchmark score. All other measures are administered once per Benchmark period.

Letter Naming Fluency Standard Directions for One Minute Administration

1. Place the student copy in front of the student.

2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.

3. Say these specific directions to the student:
   "**Here are some letters** (point to the student copy). **Begin here,** (point to the first letter) **and tell me the names** (with emphasis) **of as many letters as you can. If you come to a letter you don't know I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.**"

4. Start your stopwatch. If the student fails to say the first letter sound <u>after 3 seconds</u>, tell the student the letter sound and mark it as incorrect. Point to the next letter to indicate for the child to move on.

5. If the student provides the letter sound rather than the letter name say, **"Remember to tell me the letter name,** (with emphasis) **not the sound it makes."** This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate by making a note at the top of the examiner copy.

6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.

7. Follow along on the examiner copy. Put a slash (/) through letters named incorrectly.

8. The maximum time for each letter is<u> 3 seconds</u>. If a student does not provide the next letter within <u>3 seconds,</u> tell the student the letter name and mark it as incorrect. Point to the next letter and say, **"what letter?"**

9. At the end of 1 minute, place a bracket ( ]) after the last letter named and say, **"Stop."**

General Scoring Rules for Letter Naming Fluency

What is a correct letter name?

- A correctly named letter.
- Confused I's and L's as a function of font. Letters that look alike will have different names depending on the font and case. For these letters, either name is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself <u>within 3 seconds</u>, write "SC" above the letter and do not count it as an error.

NOTE: Articulation and Dialect. *A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C", he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.*

What is an incorrect letter name?

- *Substitutions* of a different letter for the stimulus letter (e.g., "P" for "D").
- *Omissions* of a letter.
- *Stops or struggles* with a letter for <u>more than 3 seconds</u>.

NOTE: Skipped Row*. If a student skips an entire row, draw a line through the row and do not count the row in scoring.*

Letter Sound Fluency Standard Directions for One Minute Administration

1. Place the student copy in front of the student.

2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.

3. Say these specific directions to the student:
   "**Here are some letters** (point to the student copy). **Begin here,** (point to the first letter) **and tell me the sounds** (with emphasis) **of as many letters as you can. If you come to a letter you don't know I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."**

4. Start your stopwatch. If the student fails to say the first letter sound <u>after 3 seconds</u>, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, **"what sound?"** (with emphasis) to indicate for the child to move on.

5. IF the student says the letter name rather than the letter sound say, **"Remember to tell me the sound** (with emphasis) **the letter makes, not its name."** This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.

6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.

7. Follow along on the examiner copy. Put a slash (/) through letters sounds given incorrectly.

8. The maximum time for each letter is <u>3 seconds</u>. If a student does not provide the next letter sound with <u>3 seconds</u>, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, **"what sound?"**

9. At the end of 1 minute, place a bracket ( ]) after the last letter named and say, **"Stop."**

General Scoring Rules for Letter Sound Fluency

What is a correct letter sound?

- Students must provide the most COMMON sound of the letter (see Most Common Sounds Pronunciation Key). For example, /a/ would be the /a/ as in /CAT/ or APPLE/ not the sound of /a/ as in /APE/
- Confused I's and L's as a function of font. Letters that look alike will have different sounds depending on the font and case. For these letters, either sound is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself <u>within 3 seconds</u>, write "SC" above the letter and do not count it as an error.

NOTE: Articulation and Dialect. *A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for/s/ and pronounces "thee" for "see" when naming the letter "C", he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.*

What is an incorrect letter sound?

- *Substitutions* of a different sound for the stimulus letter sound. For example, /puh/ would when the letter was /D/.
- *Substitutes* the *less common sound* for the stimulus letter sounds. For example, the /a/ pronounced as in /APE/
- *Omissions* of a letter sounds.
- *Stops or struggles* with a letter for <u>more than 3 seconds</u>.

NOTE: Skipped Row. *If a student skips an entire row, draw a line through the row and do not count the row in scoring.*

Phonemic Segmentation Standard Directions for One Minute Administration

1. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.

2. Say these specific directions to the student:
   "I am going to say a word. After I say it, I want you to tell me all the sound in the word. So if I say, "Sam," you would say /s/ /a/ /m/. Let's try one (one-second pause). Tell me the sounds in "mop."
   "OK. Here is your first word."

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment <u>after 3 seconds</u>, give the second word and score the first word as zero segments produced.

4. As the student says the sounds, mark the student response in the scoring column. Underline (____) each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.

5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.

6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment <u>within 3 seconds</u>, give the student the next word. If the student provides the initial sound only, <u>wait 3 seconds</u> for elaboration.

7. At the end of *1 minute*, stop presenting words and scoring further responses. Place a bracket ( ]) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

DISCONTINUE RULE: If a student has not given any sound segments correctly in the *first 5 words*, discontinue the task and record a score of zero.

Note: Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, i.e. /r/ /e/ /th/ /t/ for "rest," she or he should be given credit for correct segmentation. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

General Scoring Rules for Phonemic Segmentation Fluency

What is a correct segment?

There are multiple ways a correct segment can be scored. Students may receive credit for any different, correct, part of the word represented by sounds that correspond to the word part. Students may receive a credit for complete segmentation, incomplete segmentation, and overlapping segmentation. Schwa sounds, additions, and elongated sounds also are not counted as errors.

What is an incorrect segment?

Students are not given credit for omitted segments, no segmentation, or mispronunciations.

CORRECT	INCORRECT
Complete Segmentation: The student is given credit for each correct sound segment produced correctly.	*Omissions:* The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait 3 seconds for elaboration.
Incomplete segmentation: The student is given credit for each correct sound segment produced correctly, even if they have not segmented to the phoneme level.	*No segmentation:* IF the student repeats the entire word, no credit is given for any correct parts.
Overlapping segmentation: The student receives credit for each different correct sound segment of the word.	*Segment mispronunciation:* The student does not receive credit for sound segments that are mispronounced.
Schwa Sounds: Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.	
Additions: Additions are not counted as errors if they are separated from the other sounds in the word.	
Articulation and Dialect: Imperfect pronunciations due to dialect or articulation are not counted as errors.	
Elongated Sounds: The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually.	

Nonsense Word Fluency Standard Directions for One Minute Administration

1. Place the unnumbered copy in front of the student.

2. Place the **numbered** copy in front of you, but shielded so the student cannot see what you record.

3. Say these specific directions to the student:
   "**Here are some more make-believe words** (point to the student probe). **When I say "begin", start here** (point to the first word), **go across the page** (point across the page), **and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin"**

4. **Wait Rule:** Start our stopwatch. If the student does not respond with a sound <u>after **3 seconds**</u>, tell the student the sound and say, **"next sound?".**

5. **Discontinue Rule:** If the student does not get any sounds correct in words 1-5, discontinue the task and record as a score of 0.

6. Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly. Put a slash (/) over each phoneme read incorrectly or omitted.

7. At the end of 1 minute, place a bracket (]) after the last letter and say, **"Stop."**

General Scoring Rules for Nonsense Word Fluency

What is a correct letter sound?

- Correct Letter Sound
- Correct Words
- Self-Corrections <u>within 3 seconds</u>
- Sounds Produced Out of Order
- Blended Letter Sounds
- Repeated Sounds are correct, but credited only once

NOTE: Articulation and Dialect. *A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. If a student gives a correct response produced with his or her typical pronunciation, the response is scored as correct.* **Insertions** *are ignored (neither correct or incorrect).*

What is an incorrect letter sound?

- Incorrect Letter Sound
- Omission of a Letter Sound
- Stops or struggles with a Nonsense Word or Sound for <u>more than 3 seconds</u>

R-CBM Standard Directions

1. Place the **unnumbered** copy in front of the student.

2. Place the **numbered** copy in front of you, but shielded so the student cannot see what you record.

3. Say these specific directions to the student:
   "**When I say 'Begin' start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). 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)

4. Say:
   "Begin" and start your stopwatch when the student says the first word. IF the student fails to say the first word of the passage <u>after 3 seconds</u>, tell them the word, mark it as incorrect, then start your stopwatch.

5. Follow along on your copy. Put a slash (/) through words read incorrectly.

6. At the end of 1 minute, put a bracket (]) after the last word and say **"Stop."**

7. Score and summarize by writing WRC/Errors.

R-CBM General Scoring Rules

Determining the WRC involves first recording the total number of words read and then subtracting the number of errors. Scores are reported in a standard format of **WRC/Errors** so that all educators are aware of exactly what is being reported.

What is a word read correctly (WRC)?
- Correctly pronounced word within context
- Self-corrected incorrect words <u>with 3 seconds</u>

What is an error?
- Mispronunciation of the word or substitution
- Omissions
- <u>3 second pauses</u> or struggles

What is not incorrect (neither a WRC or Error)?
- Repetitions
- Dialect differences
- Insertions (consider these Qualitative Errors)

Please keep in mind…

- **It's about testing, not teaching**. The standardized directions should always be used. That means keeping the testing a "test" R-CBM is not to be used as instruction. Students shouldn't practice reading the passages, nor should they have their errors corrected by the examiner during the testing.
- **Best versus fastest reading.** Everything should be done to prepare the student for their "best" not their fastest reading. Timing should be subtle and not "in the student's face" Examiners should always emphasize "best reading".
- **Sit across from not beside.** When we read with students, we sit next to them. When we assess students, we sit across from them. We want the students to be looking at what they read, not how we, the examiners, are scoring or what we are doing.

R-CBM Checklist

Before Testing

- ✓ Standard Reading Assessment Passages. Student and Examiner copies
- ✓ A list of students to be assessed
- ✓ Clipboard to provide a hard surface for recording student answers.
- ✓ Stopwatch
- ✓ Pencils
- ✓ Set the testing environment

During Testing

- ✓ **Read the Standardized Directions**.
- ✓ **Emphasizing Words Read Correctly (WRC)** Because R-CBM is rich in information, we may want to count or record everything the student does. As will be seen, there are ways of doing much of this. However, don't lose sight of our goal of obtaining an accurate count of the number of words read correctly.
- ✓ **3-Second Rule.** If a student stops or struggles with a word for 3 seconds, tell the student "the word" and mark it as incorrect. We want enough time to observe if the student is using a strategy for unfamiliar words but not too long so the student gets frustrated and gives up.
- ✓ **No Other Corrections.** R-CBM is about testing. Don't correct errors. We want "examiner talk" to be minimum and student reading to be maximum.
- ✓ **Discontinue Rule.** If the passage that is read is so hard that the student reads <u>less than 10 words correctly</u> in 1 minute, discontinue administration of any other passages from that level and use this WRC score.
- ✓ **Be Polite.** After the examiner is very accurate at scoring, mark where the student ends at the end of one minute, but it is polite to let the student finish the sentence before saying "stop". In the interest of time, don't let them finish the story.
- ✓ **Speed Reading.** You may encounter some excellent readers who may view R-CBM as a "speed reading test" in their first R-CBM testing. When this occurs, interrupt the student, saying "This is not a speed reading test. Begin again, and be sure to do your best reading."
- ✓ **Interruptions.** If something disrupts testing discard the passage and administer another.

After Testing

- ✓ Score as immediately as possible to ensure accurate results
- ✓ Determine Words Read Correctly/Errors (WRC/Errors)
- ✓ Complete Qualitative Features Checklist (optional)

Browser-Based Administration
Reading Curriculum-Based Measurement (R-CBM) Standard Directions for 1-Minute Administration

1. Log into system

2. Click on: An individual Student

3. Go to "My Classes"

4. Click on "Edit Scores"

5. Click on "Assess Now"

6. Place the unnumbered copy in front of the student.

7. Click Instructions

8. Read the specific direction to the student, from the computer

   "When I say begin, start reading out loud at the top of the page. Read across the page (demonstrate by pointing). 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)

9. Say: "Begin" and click the start timer when the student says the first word. If the student fails to say the first word after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.

10. Follow along on the computer. Click on any errors. Unclick errors corrected within 3 seconds. Click the box at the left side of any line, if the entire line is omitted.

11. At the end of 1 minute click OK. Then, be sure to mark last word read at timer.

12. Procede to probes 2 and 3.

Printing Completed Student Probes

1. My Classes
2. Edit Scores
3. Click "View Results" under student's name

Ingham Intermediate
School District
A Regional Educational Service Agency

1/5/12

MAZE Standard Administrative Directions

Including Cover Sheet and Easy Practice Test

1. Pass Maze task out to students. Have students write their names on the Cover Sheet so they do not start early. Make sure they do not turn the page until you tell them to.

2. Say to the students:
   "When I say 'Begin' I want you to silently read a story. You will have <u>3 minutes</u> to read the story and complete the task. Listen carefully to the directions. Some of the words in the story are replaced with a group of three words. Your job is to circle the 1 word that makes the most sense in the story. Only 1 word is correct."

3. Decide if practice test is needed. Say…
   "Let's practice one together. Look at your first page. Read the first sentence silently while I read it out loud: 'The dog apple, broke, ran after the cat.' The three choices are apple, broke, ran. 'The dog apple after the cat.' That sentence does not make sense. 'The dog broke after the cat.' That sentence does not make sense. 'The dog ran after the cat.' That sentence does make sense, so circle the word ran."
   (Make sure the students circle word ran).
   "Let's go to the next sentence. Read it silently while I read it out loud. The cat ran quickly, green, for up the hill. The three choices are quickly, green, for. Which word is the correct word for the sentence?"
   (Students answer quickly)
   "Yes, 'The cat ran quickly up the hill.' is correct, so circle the correct word quickly."
   (Make sure students circle quickly)
   "Silently read the next sentence and raise your hand when you think you know the answer."
   (Make sure students know the correct word. Read the sentence with the correct answer)
   "That's right, 'The dog barked at the cat.' is correct. Now what do you do when you choose the correct word?"
   (Students answer "Circle it." Make sure the students understand the task)
   "That's correct, you circle it. I think you're ready to work on a story on your own."

4. Start the testing by saying…
   "When I say 'Begin' turn to the first story and start reading silently. When you come to a group of three words, circle the 1 word that makes the most sense. Work as quickly as you can without making mistakes. If you finish a/ the page/first side, turn the page and keep working until I say 'Stop' or you are all done. Do you have any questions?"
   (Answer student questions)

5. Then say, ***"Begin."*** Start your stop watch.

6. Monitor students to make sure they understand that they are to circle only 1 word.

7. If a student finishes before the time limit, collect the student's Maze task and record the time on the student's test booklet.

8. At the end of 3 minutes say: ***"Stop. Put your pencils down. Please close your booklet."***

9. Collect the Maze tasks.

Maze Standard Administrative Directions
For Older Students & Students Familiar with Maze Directions

1. After the students have put their name on the cover sheet, start the testing by saying…
    "When I say 'Begin' turn to the first story and start reading silently. When you come to a group of three words, circle the 1 word that makes the most sense. Work as quickly as you can without making mistakes. If you finish a/ the page/first side, turn the page and keep working until I say 'Stop' or you are all done. Do you have any questions?"
    (Answer student questions.)

2. Then say, **"Begin."** Start your stop watch.

3. Monitor students to make sure they understand that they are to circle only 1 word.

4. If a student finishes before the time limit, collect the student's Maze task and record the time on the student's test booklet.

5. At the <u>end of 3 minutes</u> say: **"Stop. Put your pencils down. Please close your booklet."**

6. Collect the Maze tasks.

General Scoring Directions-After Maze Testing: Scoring

After students have completed a Maze, we recommend immediate scoring. Our most important task is to determine the Number of Words (Items) Correct. The number of errors are important, but less so. Determining Words Correct is easy. Use your answer key and put a slash (/) through incorrect words.

What is Correct?
An answer is considered correct if the student circles the word that matches the correct word on the scoring template.

What is Incorrect?
An answer is considered an error if the student:
   a. circles an incorrect word.
   b. omits word selections other than those the student was unable to complete before the 3 minutes expired.

Making Scoring Efficient
   1. Count the total number of items up to the last circled word.
   2. Compare the student answers to the correct answers on the scoring template. Mark a slash [/] through incorrect responses.
   3. Subtract the number of incorrect answers from the total number of items attempted.
   4. Record the total number of correct answers on the cover sheet followed by the total number of errors (e.g., 35/2, 45/0)

Prorating
Some students may finish all the items before the 3 minutes is up. To be able to make the most accurate judgment about their progress, the student's score can be prorated to what they would have scored if there were enough items for 3 minutes of student reading. To prorate:

   1. When the student finished must be recorded and the number correct counted. For example, the student may have finished in 2 minutes and correctly answered 40 items.
   2. Convert the time taken to seconds. 2 minutes = 120 seconds
   3. Divide the number of seconds by the number correct. 120/40 = 3
   4. Calculate the number of seconds in the full 3 minutes. 3 minutes = 180 seconds
   5. Divide the number of full seconds by the calculated value from step 3. 180/3=60