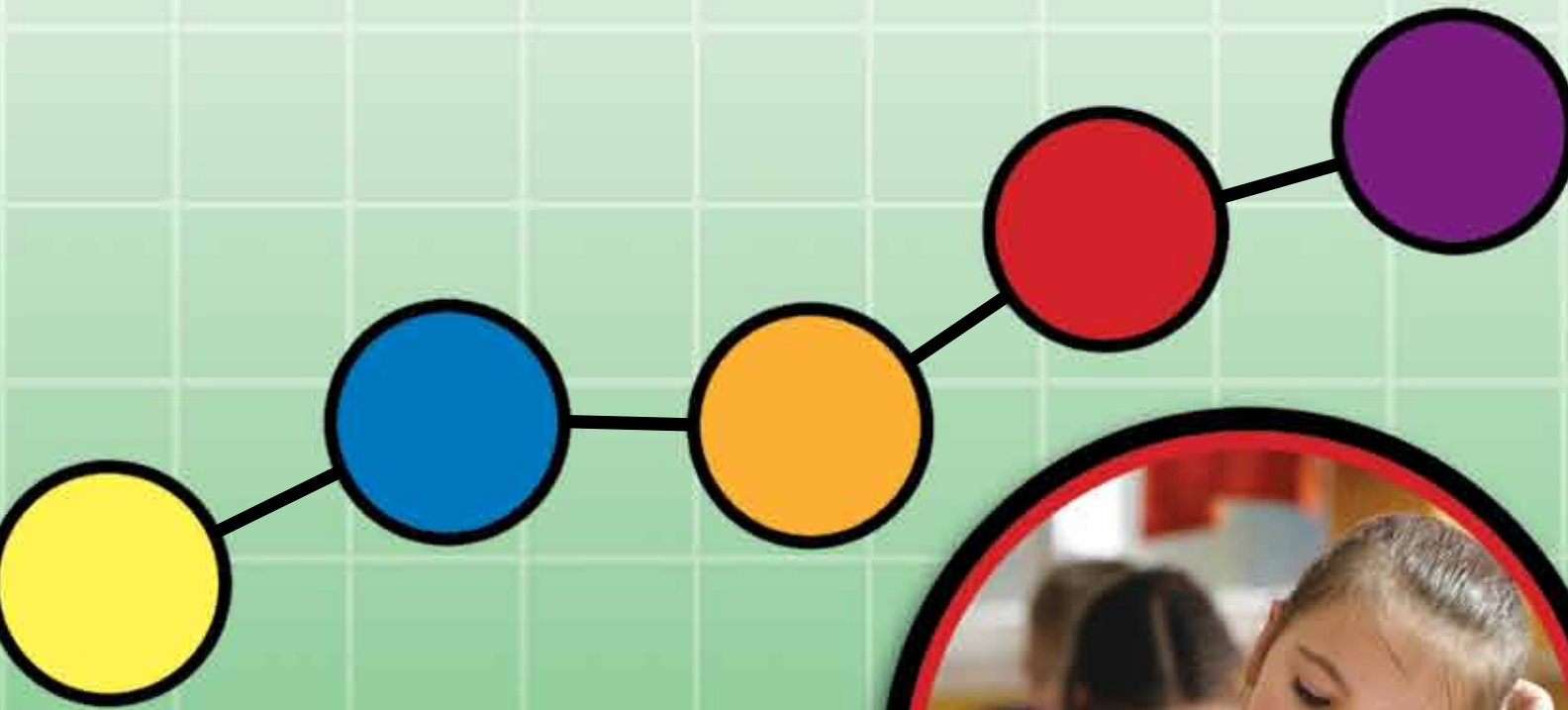




AIMSweb[®]

**Progress Monitoring
and RTI System**





What is AIMSweb?

AIMSweb® is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to instruction.

Our Reports Provide:

- AYP/NCLB Risk Category Reporting and rates of progress by type of instructional program or risk group include these demographics and more:
 - Service Code
 - ELL/ESL
 - Meal Status
 - Ethnicity
 - Federal Disabilities
- Comparisons of scores from school-to-school by grade
- Data on district-wide improvement across years

AIMSweb's data-driven model provides Curriculum-Based Measurement (CBM) assessments for benchmarking and progress monitoring, in addition to web-based data management, charting, and reporting. Together, these components provide a complete system to benchmark and monitor students' acquisition of essential academic skills.

How Does AIMSweb Work?

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

Tier 3

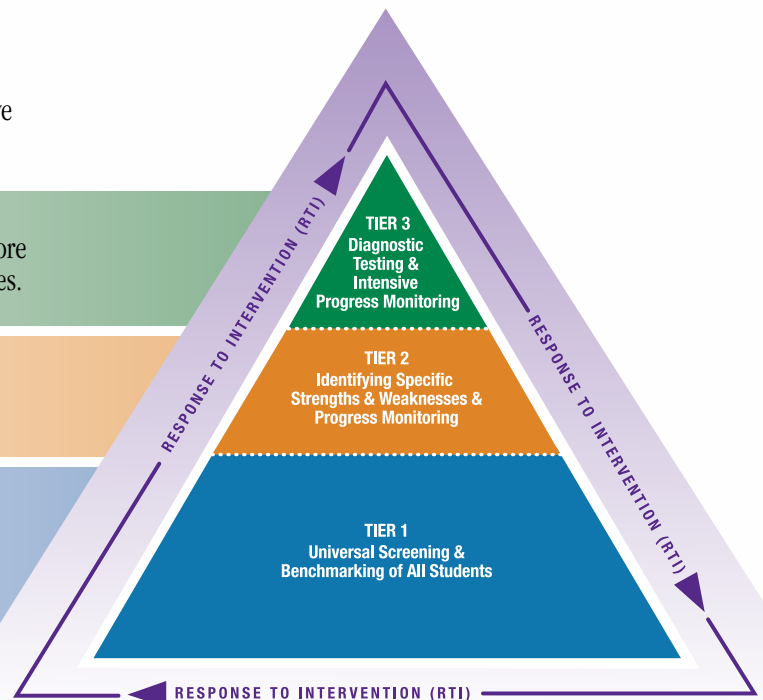
Write individualized annual goals and monitor progress more frequently for those who need intensive instructional services.

Tier 2

Assess and monitor at-risk students and the effectiveness of instructional changes.

Tier 1

Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.



Curriculum-Based Measurement (CBM)

At the heart of the AIMSweb system is Curriculum-Based Measurement (CBM). Each AIMSweb system component includes downloadable CBM testing and training materials.

Curriculum-Based Measurement (CBM) practices are based on more than a quarter century of scientific research. More than 200 journal articles and book chapters have been published documenting its usefulness. CBM is effective for universal screening and frequent monitoring of at-risk students and for writing IEP goals and monitoring progress in special education and remedial programs.

AIMSweb CBM measures take between 1–10 minutes (most take 1–4 minutes). Because CBM probes are quick to administer and simple to score, they can be given frequently to provide continuous progress data.

AIMSweb CBM assessment probes are curriculum independent and meet professional standards for reliability and validity.

How is CBM Administered?

- AIMSweb CBM testing is administered “paper/pencil” style
- AIMSweb measures take 1–10 minutes to complete (most take 1–4 minutes)
- Testing is done individually or in groups, depending on the measure
- Scores are entered or uploaded into the AIMSweb system

“AIMSweb really does provide an edge for us. It has the capabilities of traditional standardized testing, so I can trust the results. But it’s also sensitive to specific outcomes, so I’m very confident the reading scores we obtain line up with how the kids actually read.”

*Randy Haack
Coordination, Assessment, and Technology
Elk Grove Township Schools, IL*



FOR MORE INFORMATION:

www.AIMSweb.com

1 Universal Screening and Progress Monitoring

Benchmarking is designed to inform instruction to improve achievement. Benchmarks are established three times per year for all students, using grade-level assessment probes. Reports identify students at risk, help focus areas of individualized instruction, evaluate student progress, and serve as an accountability and communication tool for system improvement.

Benchmark Enables Teachers To:

- Establish fall, winter, and spring benchmarks and generate reports by benchmark period or year
- Identify at-risk students early and accurately
- Evaluate Benchmark scores against state standards for specific skills to identify at-risk students and/or schools
- Monitor progress to know when interventions are working, or need to be changed
- Communicate growth and development of critical basic skills to parents, teachers, principals, district administrators and the community
- Report improvement by student, classroom, grade, school, and district
- Access individual student's and school's historic rates of progress
- Demonstrate Adequate Yearly Progress (AYP)
- Evaluate changes in curriculum and service delivery

“As a teacher, special educator and principal for over 30 years, I've struggled with two fundamental questions about children: their current level of performance and their rate of growth. AIMSweb is the best tool I've found to answer these questions quickly and with reliability.”

*Alan Rasmussen
RTI Specialist
Colorado Springs, CO*



Name	Correct	Score	Accuracy	Performance Summary	Recommended Instructional Action
Benjamin, Luke	157.0	3.8	85.5%	Well Above Average	Continue to read for pleasure and instruction
Chloe, Chloe	158.0	8.0	100.0%	Well Above Average	Continue to read for pleasure and instruction
Fraser, Fraser	179.0	1.0	88.4%	Well Above Average	Continue to read for pleasure and instruction
Gracie, Gracie	176.0	8.0	100.0%	Well Above Average	Continue to read for pleasure and instruction
Isabella, Isabella	176.0	1.0	88.4%	Well Above Average	Continue to read for pleasure and instruction
Well Above Average = 165.0 (90th %ile)					
Madison, Madison	161.0	3.0	86.2%	Above Average	Continue to read for pleasure and instruction
Math, Math	149.0	3.0	88.0%	Above Average	Continue to read for pleasure and instruction
Paul, Paul	160.0	4.0	87.2%	Above Average	Continue to read for pleasure and instruction
Above Average = 148.0 (75th %ile)					
Corbin, Corbin	125.0	1.0	89.2%	Average	Continue to read for pleasure and instruction
Ell, Ell	123.0	8.0	100.0%	Average	Continue to read for pleasure and instruction
James, James	113.0	1.0	88.5%	Average	Continue to read for pleasure and instruction
John, John	110.0	1.0	88.3%	Average	Continue to read for pleasure and instruction
Kevin, Kevin	110.0	8.0	100.0%	Average	Continue to read for pleasure and instruction
Average = 99.0					
Michael, Michael	83.0	4.0	85.5%	Average	Continue to read for pleasure and instruction
Oliver, Oliver	87.0	2.0	88.0%	Average	Continue to read for pleasure and instruction
Patrick, Patrick	83.0	2.0	87.8%	Average	Continue to read for pleasure and instruction
Sam, Sam	87.0	3.0	88.0%	Average	Continue to read for pleasure and instruction
Steven, Steven	77.0	2.0	87.3%	Average	Continue to read for pleasure and instruction
Average = 74.8 (75th %ile)					
Walter, Walter	71.0	3.0	85.5%	Below Average	Further Assess and Consider Individualizing Program
Anna, Anna	83.0	8.0	88.0%	Below Average	Further Assess and Consider Individualizing Program
John, John	66.0	2.0	87.2%	Below Average	Further Assess and Consider Individualizing Program
Madison, Madison	66.0	3.0	85.5%	Below Average	Further Assess and Consider Individualizing Program
Michael, Michael	67.0	8.0	88.0%	Below Average	Further Assess and Consider Individualizing Program
Below Average = 65.0 (50th %ile)					
Oliver, Oliver	44.0	8.0	85.5%	Well Below Average	Begin Intensive Problem Solving
Patrick, Patrick	43.0	2.0	81.5%	Well Below Average	Begin Intensive Problem Solving
Sam, Sam	44.0	4.0	82.8%	Well Below Average	Begin Intensive Problem Solving

FOR MORE INFORMATION: www.AIMSweb.com

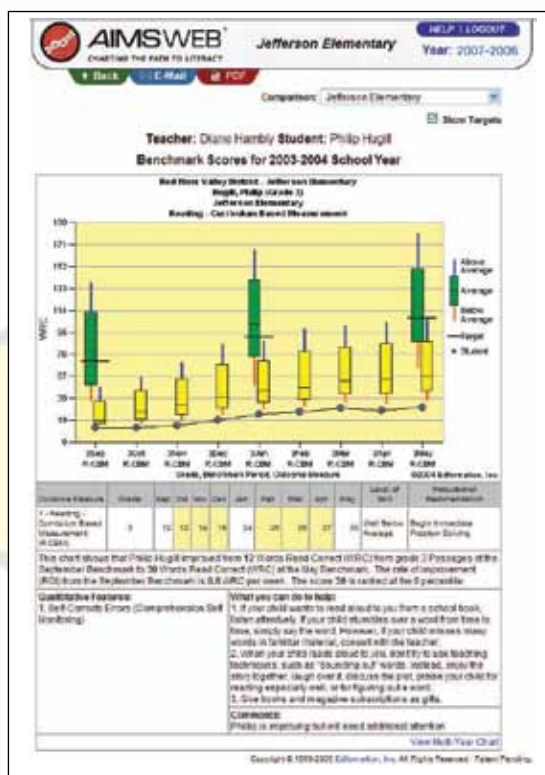
2

Strategic Monitoring for Your Struggling Learners

Strategic Monitor provides schools with the option to increase assessment frequency for students who have been identified as “struggling,” or minimally at-risk in the Benchmark process – or for all students, if desired. Increasing assessment frequency provides more opportunity to evaluate the effectiveness of instructional changes and to verify struggling student achievement levels or to confirm there is no degeneration of progress in minimally at-risk students.

Strategic Monitor Enables Teachers To:

- Use assessments for more frequent evaluation of struggling learners
- Monitor and report current achievement and improvement
- Ensure all students requiring intervention or additional help are identified and served



“ Not only does AIMSweb have progress monitoring tools for every major curriculum area, they have a web-based program that makes charting, tracking and utilizing that data a breeze. ”

*Misty Sprague
School Psychologist
Pikes Peak BOCES
Pueblo West, CO*

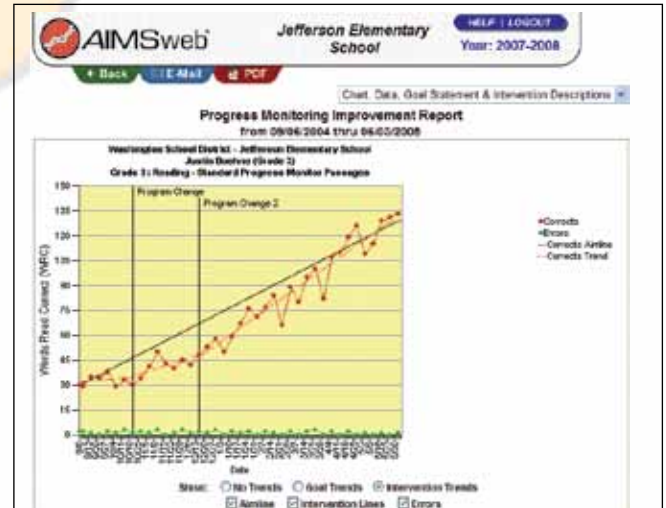


3 Intensive Monitoring of Individual Goals

Progress Monitor is a continuous assessment and improvement system designed specifically for frequent assessment and monitoring of at-risk students, including those receiving Title I services, or those identified with a learning disability or other special needs. Created specifically for teachers, it provides powerful reports about students' current level of skill proficiency and their progress, ranging from weekly to monthly intervals. Expected rates of progress are prescribed by the teacher or district, based on IEP or other goals, and are compared to actual performance on CBM probes. Reports contain information on student progress, the need for curriculum/intervention program changes or modifications, the effects of interventions and serve as an accountability and communication tool.

Progress Monitor Enables Teachers To:

- Frequently monitor students in need of intensive instructional services
- Chart and report assessment results to demonstrate improvement and enable evidence-based evaluation
- Document the effects of intervention
- Use decision rules to determine satisfactory progress or the need for IEP or other goal revisions
- Generate and print professional reports for periodic and annual reviews
- Translate annual IEP or other academic goals into expected rate of progress (Aim Lines) automatically
- Enable data-driven decision making based on assessment results



FOR MORE INFORMATION:

www.AIMSweb.com

AIMSweb RTI:

The Standard Process Protocol Solution

AIMSweb RTI combines standard problem-solving tasks in a step-by-step protocol that documents

- **who did what,**
- **when, and**
- **with what outcome.**



The system consists of standardized CBM assessment probes, training materials and a web-based data reporting and information sharing application. AIMSweb RTI is the solution for implementing a data-driven Response to Intervention program, assisting educators with tracking and documenting students' lack of progress as part of determining special services eligibility.

1. Assess Skills Directly, Frequently and Continuously

More than a quarter century of school-based research has demonstrated that CBM is a valid and reliable standardized testing practice that is sensitive to the effects of intervention in short periods of time.

2. Use a Progress Monitoring System

AIMSweb RTI's Progress Monitoring graphing tool enables educators to see expected rates of progress or goals and compare them to actual rates of progress quickly.

3. Plan, Intervene and Document

AIMSweb's Case Manager interface enables real-time views for all team members. It also tracks:

- Student need and history
- Risk categories
- Student benchmark and strategic charts
- Progress monitor charts with rates of progress
- Instructional planning forms
- Referral information
- Team members involved
- Task assignments and stats

Why RTI?

With IDEA 2004, the process for determining special education service eligibility is evolving. As Local Education Agencies (LEAs) explore processes, it is recommended as "best practice" that the process incorporate problem-solving, early intervention, progress monitoring, and assessment methodologies. Response to Intervention (RTI) and comprehensive individualized assessments each play a critical role in identifying special needs and providing students the appropriate support. AIMSweb provides you with a complete RTI tool that enables you to be accurate, efficient and accountable.

AIMSweb[®] assessments receive high ratings from the National Center on Response to Intervention

The National Center on Response to Intervention (NCRTI) has given AIMSweb screening and progress monitoring assessments its highest ratings for validity and reliability. These ratings are determined by the center’s Technical Review Committee, which has independently established a set of criteria for evaluating the scientific rigor of progress monitoring tools.

AIMSweb exemplifies Pearson’s commitment to delivering high-quality tools that provide solid support for your data-driven decisions. This proven web-based tool offers a comprehensive assessment and data management system—perfectly suited for RTI implementations and tiered instruction. The system helps evaluate early literacy, reading, and math skills. Designed for use with students in grades K–8, AIMSweb enables personalized learning by providing multiple assessments for universal screening and progress monitoring.

TOOLS	AREA	Reliability of the Performance Level	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified
AIMSweb	Math								
	Oral Reading								
	Test of Early Literacy - Letter Naming Fluency								
	Test of Early Literacy - Letter Sound Fluency								
	Test of Early Literacy - Nonsense Word Fluency								
	Test of Early Literacy - Letter Sound Fluency								
	Test of Early Literacy - Letter Sound Fluency								
Curriculum Based Measurement in Reading (CBM-R)		●							
		●							
		●							
		●							
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	●	—	●	—	●	●	○	○
	Nonsense Word Fluency	●	—	●	○	●	●	○	○
	Oral Reading Fluency	●	—	●	—	●	●	○	○
	Phonemic Segmentation Fluency	●	—	●	—	●	●	●	○
	Word Use Fluency	●	—	○	—	●	●	●	○

The National Center on RTI publishes this tools chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs. The Center’s Technical Review Committee (TRC) on Progress Monitoring independently established a set of criteria for evaluating the scientific rigor of progress monitoring tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Progress Monitoring or the National Center on RTI. Printed with permission from Student Progress Monitoring: National Center on Student Progress Monitoring www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm

Key: ● Convincing Direct Evidence
○ Unconvincing Evidence

AIMSweb® Subscription Options

	Content Areas	Assessments	Grade Level																		
			K	1	2	3	4	5	6	7	8										
AIMSweb Pro Complete	AIMSweb Language Arts	AIMSweb Reading	Early Literacy	Initial Sounds Fluency	X	X															
				Letter Naming Fluency	X	X															
				Letter Sound Fluency	X	X															
				Phonemic Segmentation Fluency	X	X															
				Nonsense Word Fluency	X	X															
		MIDE (Spanish Early Literacy)	Letter Naming Fluency	X	X																
			Syllable Segmentation Fluency	X	X																
			Letter Sound Fluency	X	X																
			Syllable Reading Fluency	X	X																
			Syllable/Word Spelling	X	X																
	Reading	Reading CBM		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
		MAZE - Comprehension		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
		Reading - Spanish*		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
		Spelling	Spelling CBM		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
		Writing	Written Expression CBM		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	AIMSweb Math	Early Numeracy	Oral Counting	X	X																
			Number Identification	X	X																
			Quantity Discrimination	X	X																
Missing Number			X	X																	
M-COMP		Computation <i>Revised for Fall 2010</i>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
M-CAP		Concepts & Applications		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

AIMSweb subscriptions come with a broad selection of assessments in reading, language, and math for grades K–8.
*Progress Monitoring Assessments for Grade 1.

For pricing or for more information call 866.313.6194, fax 866.313.6197, write aimswsales@pearson.com, or visit us on the web at aimsweb.com

