

Sample Reports



aimsweb[®]
PLUS
CANADIAN 

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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			Goal	Intervention							
					Date	Score	ROI		Status	%ile	Score	ROI	Name	Freq	Session Len	
<input type="checkbox"/>	Bolton, Shawn	4	NSF [3]		11/15/2022	14	0.98			36	15	0.93		Intervention Math	Daily	10 min
<input type="checkbox"/>	Anderson, Marie	4	NSF [3]		11/22/2022	21	1.35		32	15	0.64					
<input type="checkbox"/>	Brewer, Gordon	4	NSF [32]		11/22/2022	17	0.97		62	15	0.93					
<input type="checkbox"/>	Atkins, Shawna	4	SRF [4]		11/22/2022	118	1.59		48	118	1.53		Intervention Reading	Daily	10 min	
<input type="checkbox"/>	Briggs, Arnold	4	SRF [4]		11/22/2022	124	3.19		48	118	2.53					
<input type="checkbox"/>	Barber, Mercedes	4	SRF [4]		11/22/2022	115	1.98		48	118	1.87					
<input type="checkbox"/>	Bush, Ernie	4	SRF [4]		11/22/2022	124	3.06		48	118	2.27		Intervention Reading	Daily	10 min	
<input type="checkbox"/>	Bell, Natalie	4	SRF [4]		11/22/2022	117	1.60		48	118	2.20					
<input type="checkbox"/>	Atkins, Shawna	4	ORF [1]		8/22/2022	16			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.

Tier Transition

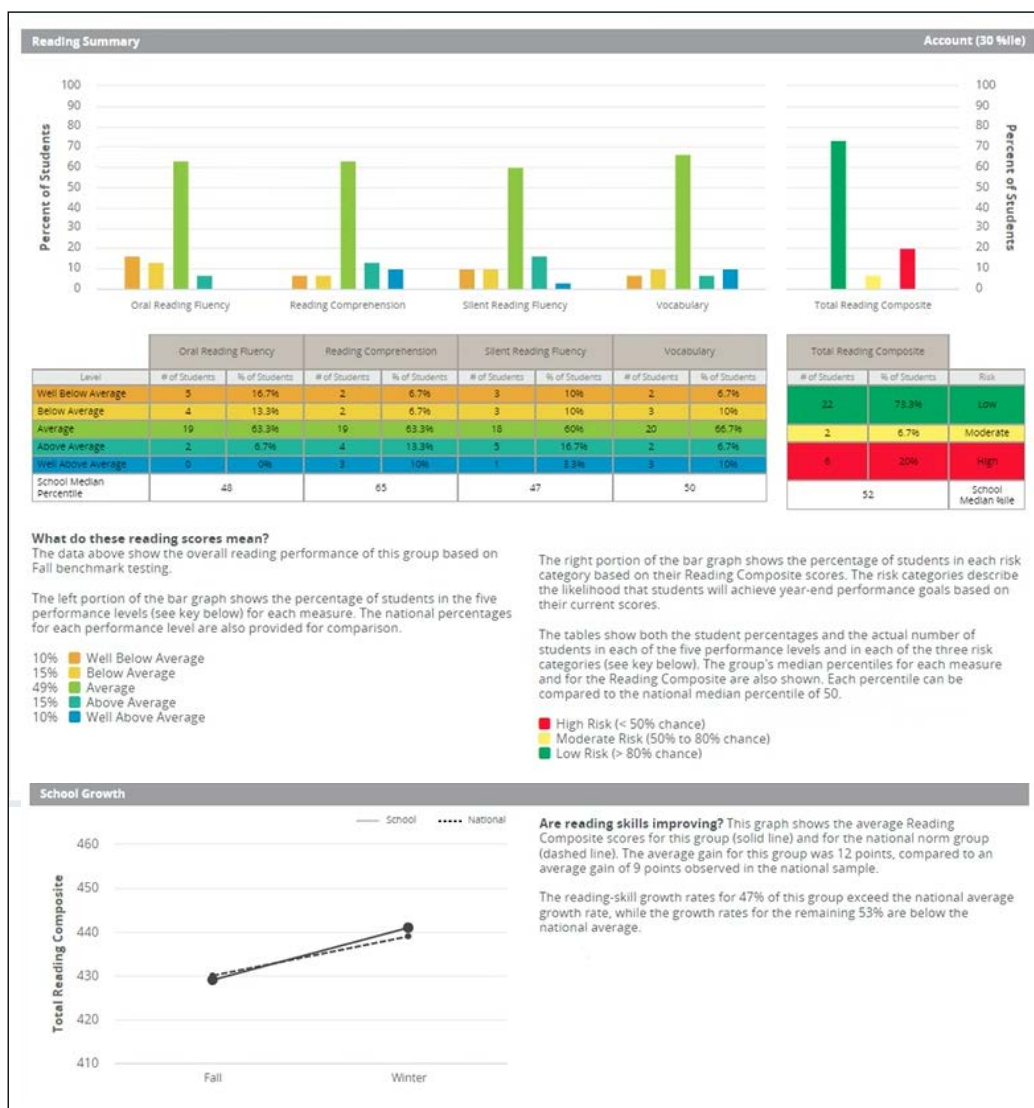


The group **Tier Transition** report provides a comparative snapshot that tracks student progress and movement across fall, winter, and spring periods based on 3 tiers. Tiers (risk level) are generated based on the spring targets set in the account. This report displays a high-level trend and movement 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						
	%ile	%ile	SGP	F → W	ROI	%ile	SGP	W → S	ROI	SGP	F → S	ROI
Students (30)												
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.

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.



Student Profile

Early Literacy

Low Risk

Natl %ile	F	W	S	Growth (SGP)	F	W	S	Goal
Composite	25	59	60	95	55	95		
LWSF	22			N/A	N/A	N/A		
PS	15			N/A	N/A	N/A		
WRF	22	74	77	95	55	95		
AV	14	74	74	N/A	N/A	N/A		
ORF	25	59	60	95	55	95		
NWF	25	63	73	85	85	95		

Early Numeracy

Low Risk

Natl %ile	F	W	S	Growth (SGP)	F	W	S	Goal
Composite	13	24	29	65	45	75		
NCF-P	4	7	3	35	25	15		
MFF-1D	30	58	72	75	75	95		
CA	26	48	43	75	25	65		
MFF-T		98	97	N/A	55	N/A		

Listening Comprehension

Natl %ile	F	W	S	Growth (SGP)	F	W	S	Goal
LC				N/A	N/A	N/A	N/A	

F=Fall W=Winter S=Spring

Required

Optional

Natl %ile

Shaywitz DyslexiaScreen™

Form	Grade	Date	Classification	Rater
1	1	3/17/2023	At Ris	Manager, Accour
1	1	12/2/2022	At Ris	Manager, Accour
1	1	8/2/2022	At Ris	Manager, Accour

RAN Objects

Date	Score	Classification
9/29/2022	67	Not Typical

RAN Colors & Shapes

Date	Age Band	Score	Errors	Classification
9/29/2022	7 yrs 0 mos - 7 yrs 11 mos	37	8	Typical

Information

Email Address	
Gender	Male
Race/Ethnicity	White
ESL/ELL	Not Reported
IEP Goal	Not Reported
Intervention Level	None

Monitoring & Intervention

Measure	Grade	Date	Score	ROI	Goal ROI
NCF-P	1	8/30/2022	10	0.20	1.20
NCF-P	1	8/23/2022	9	0.00	1.20
NCF-P	1	8/16/2022	9	0.00	1.20
NCF-P	1	8/9/2022	9	0.00	1.20

Intervention Name

Freq

Session Len

Change

Intervention Early Numeracy	Daily	10 mins	
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Top 10 Tasks

view all

Task Type

Date Due

Student Notes

view all

Date

Assessment

Note Type

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



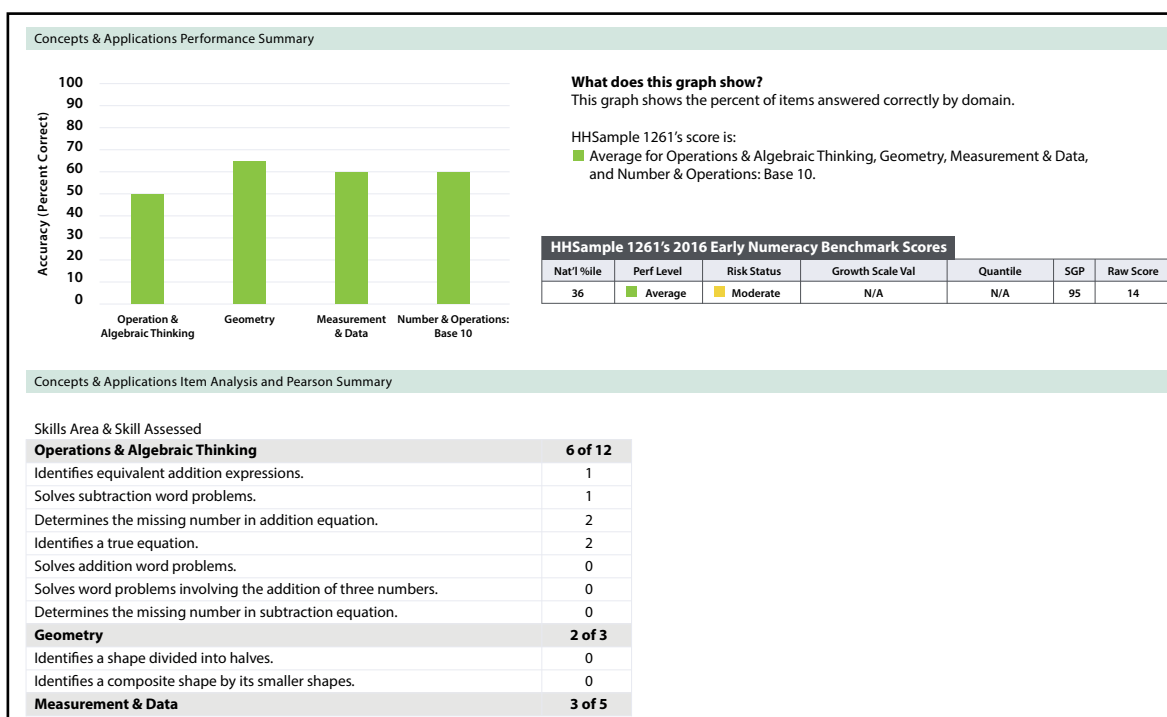
The **Individual Benchmark** report shows performance relative to norms (national or local) and seasons or years. It displays the student's rate of improvement (ROI) and Student Growth Percentiles (SGP.) The lines in the graph allow comparison of the student growth summary to the national average growth. *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.

Skills Plan – Math



The Skills Plan - Math report provides further analysis of the student's math performance. It shows how the student performed in each of the major math domains, and indicates whether performance is below, above, or average, relative to the national sample of students at the same grade level. A brief narrative describes the results reported in the graph.

A score summary table provides the student's national percentile, performance level, Quantile, and Growth Scale Value (vertical scale score) on the Concepts & Applications measure. The report also shows item-level performance, organized by math domain, and provides a brief description of the behavioral objective for each item. Teachers can use this table to identify very specific skills that need further instruction.

Skills Plan – Reading (Page 1)



Skills Plan – Reading (Page 2)

<p>The student's Reading Comprehension score is Average.</p> <p>Comparing other aimswebPlus scores to Total Reading may help plan instruction. Above Average scores suggest student strengths to leverage; Below Average scores suggest skills or areas that may require more attention.</p>		
<p>1. Vocabulary knowledge</p> <p>A student's ability to understand the meaning of isolated words may differ from word meaning derived from contextual clues. In either instance, knowing the meaning of individual words is important to both reading comprehension and overall reading ability.</p>	<p>Vocabulary Word Meaning</p>	<p><input checked="" type="checkbox"/> Average <input type="checkbox"/> Above Average</p>
<p>2. Reading rate</p> <p>A student may be able to read words aloud as quickly as her or his peers, but demonstrating that the words read are understood is also important. In some cases, reading comprehension improves when performance is untimed and the student can persist and read at a pace at which reading with meaning is possible.</p>	<p>Silent Reading Fluency Oral Reading Fluency Reading Comprehension</p>	<p><input checked="" type="checkbox"/> Average <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Average</p>
<p>3. Finding details and understanding main ideas</p> <p>Finding literal answers to questions within a literary or informational text requires different skills and strategies than understanding more generally a text's overall meaning (including the ability to choose an appropriate title for a passage).</p>	<p>Facts Main Idea & Purpose</p>	<p><input checked="" type="checkbox"/> Above Average <input type="checkbox"/> N/A</p>
<p>4. Deeper understanding</p> <p>Students who understand the basic meaning of text may not yet be prepared for a deeper analysis or application of the information read, and may require more advanced reading strategy instruction.</p>	<p>Main Idea & Purpose Analysis & Application</p>	<p><input type="checkbox"/> N/A <input checked="" type="checkbox"/> Above Average</p>
<p>5. Text preferences</p> <p>Many factors can influence a student's motivation to read for comprehension, for example, preferring informational rather than literary texts, or preferring specific topics within these categories. A student may also prefer the shorter text sections in Silent Reading Fluency rather than the longer ones in Reading Comprehension.</p>	<p>Literary Informational Silent Reading Fluency Reading Comprehension</p>	<p><input checked="" type="checkbox"/> Above Average <input checked="" type="checkbox"/> Average <input checked="" type="checkbox"/> Average <input checked="" type="checkbox"/> Average</p>

The Skills Plan – Reading report provides further analysis of the student's reading performance. The report shown on page 12 charts the percentage correct by Reading Comprehension domain and passage type (Literary and Informational) and indicates whether performance is below, above, or average, relative to the national sample of students at the same grade level. A brief narrative describes the results reported in the graph.

The next section of the report is a score summary including the student's national percentile, Lexile reading level, performance level on the Reading Comprehension measure, and her/his level of risk.

The third section of the Skills Plan report charts percentage correct by type of Reading Comprehension question.

Following the chart on this page is an interpretive table that can be used to isolate causes of low Reading Comprehension scores. The report examines several 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. It also contrasts the student's performance on an increasingly complex inferential analysis of text from the lowest level of literal comprehension to a deeper understanding of main idea and analysis and application. This report contrasts performance by type of text: Literary, Informational, and the brief literary passages used in the Silent Reading Fluency measure.

Individual Monitoring



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.

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, 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. 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.

Shaywitz DyslexiaScreen

aimswebPlus + Shaywitz DyslexiaScreen

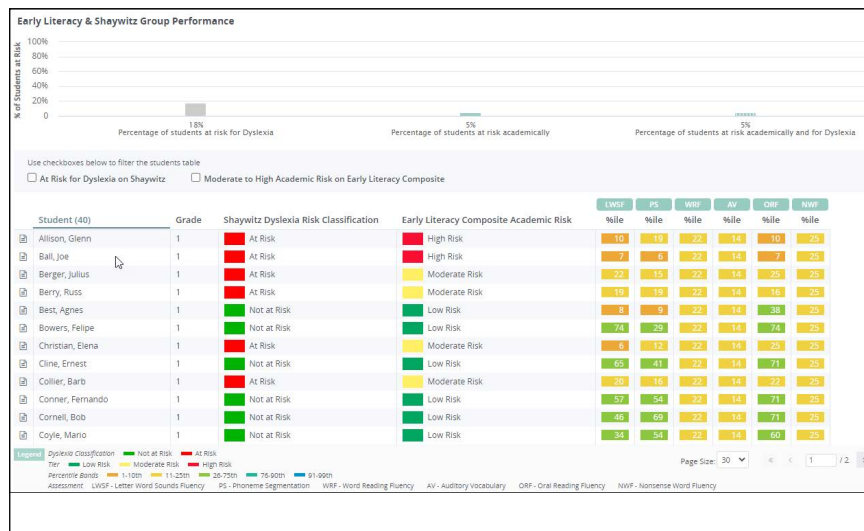
Using the tools together

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

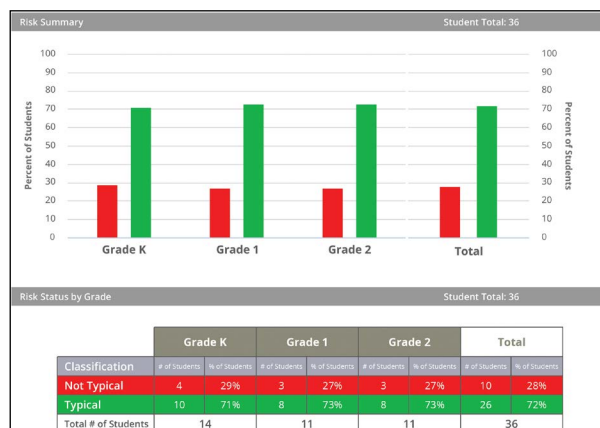
Screen all K–3 students with the aimswebPlus benchmark early literacy assessments to flag students at one or more risk levels and reading difficulties. Next, follow up by using the RAN measure for those students identified on the benchmark as being at risk.

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.

RAN Colors & Shapes									
Student (35)	Alert	Grade	Assess	Date	Age Band	Score	Errors	Classification	
Student254, Sample254	1			8/11/2022	6 yrs 6 mos - 6 yrs 11 mos	38	14	Not Typical	
Student353, Sample353	1			8/11/2022	6 yrs 6 mos - 6 yrs 11 mos	27	16	Typical	
Student352, Sample352	1			8/11/2022	6 yrs 6 mos - 6 yrs 11 mos	33	14	Not Typical	
Student351, Sample351	1			8/9/2022	6 yrs 6 mos - 6 yrs 11 mos	4	2	Typical	
Student385, Sample385	1								
Student384, Sample384	1								
Student383, Sample383	1								
Student382, Sample382	1								
Student381, Sample381	1								
Student380, Sample380	1								
Student379, Sample379	1								





Contact your rep or call 866-335-8418, to order aimswebPlus or to add any of the additional screeners to your aimswebPlus subscription. Learn more at **PearsonClinical.ca/aimswebplus**.

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