AIMSweb training

Good Sense Assessment for Bismarck Public Schools
Agenda

■ Day One
  □ Training Expectations
  □ Why AIMSweb?
  □ Benchmark Implementation

■ Day Two
  □ Goal Setting
  □ Progress Monitoring Set Up
  □ Interpretation of Results
Training Expectations

1. August 26 – Sept. 6 (this training should take approximately 2 hours and can take place in 1 or 2 sessions)
   - a. Navigating the AIMSweb system
   - b. Benchmark Implementation
     - i. How to implement R-CBM, M-CAP, M-COMP and Early Literacy for letter naming fluency, nonsense word fluency and letter sound fluency
     - ii. Reading will be done on the computer vs. the paper-pencil booklets from DIBELS
     - iii. Scoring probes

2. Sept. 30 – Oct. 11th (this training should take approximately 1 hour)
   - a. Progress Monitoring Set up and Implementation
     - i. Who to PM
     - ii. How to set up PM schedules
     - iii. What probes to use for PM
     - iv. Entering PM into the system
     - v. Goal setting using rate of improvement
     - vi. Setting up a PM calendar

3. Oct. 28th – Nov. 8th (this training should take approximately 1 hour)
   - a. Interpretation of Results
     - i. Classroom Implication
     - ii. Individual Student Implications
Why AIMSweb

- Assessment Only
  - Not instruction
  - Not intervention
  - An indicator of at risk

- A collaborative effort between general education and special education

- Used for reading selection criteria
Most Forms of Classroom Assessment are Mastery Measurement

AIMSweb is NOT Mastery Measurement
Mastery Measurement describes mastery of a certain set of skills. I taught it. Did you learn it?

Example: Sight Words
Short “a”
Match the word with it's definition.

A 1. owlet  
B 2. tuft  
C 3. owl pellet  
D 4. facial disc  
E 5. adaptation  
F 6. talon

A. baby owl  
B. sharp claw  
C. group of feathers that look like ears  
D. round shaped feathers around the eyes  
E. something to help an animal survive in a certain habitat  
F. regurgitated items they have eaten, packed tightly together

(1 pt.) 7. An owl has 4 toes on each foot.

(2 pts.) 8. What do owls eat? 
Mice, rodents, rabbits, squirrels, rats, small birds

(1 pt.) 9. How does a baby owl differ in appearance from an adult? 
soft, fluffy down feathers

(1 pt.) 10. How does a mother owl feed her baby? 
- Rips apart the foot 
- regurgitates

(1 pt.) 11. Why did you find bones in the owl pellet you dissected? 
Because an owl eats its prey whole

(1 pt.) 12. What is special about an owl's feathers? 
It allows them to fly silently

(2 pts.) 13. What adaptations does the owl have to help it survive? 
- facial disc - good eyesight - sharp talons + break 
- fly silently - migrates

(1 pt.) 14. How is an owl's eyes different than humans?
Problems With Mastery Measurement

- Assessment does not reflect maintenance or generalization.
- Measurement shifts from skill to skill.
- Measurement methods are designed by teachers, with unknown reliability and validity.
Curriculum-Based Measurement (CBM) was designed to address these problems.

- CBM fits with any instructional approach
- CBM incorporates automatic tests of retention and generalization.
- Always measuring the same skill.
- Assesses skills across the school year
What is CBM?

CBM is a scientifically validated form of student progress monitoring that is characterized by certain attributes.

* Standard Directions
* Timed
* Set of materials
* Scoring Rules
* Standards for judging performance
* Record forms or charts
CBM focuses on fluency:

- Reading – correct words per minute
- Math – number of correctly computed digits per minute
- Written expression – correct word sequences per minute
- Spelling – correct letter pairs per minute
Why Fluency?

2. A student’s proficiency in a skill is of great importance.

- Two students read the same passage with equal accuracy, but one of them needs 3X more time to read; the slower reader will be at a disadvantage in the classroom.

- Fluency = appropriate rate + prosody + accuracy
3 types of Assessment

- Screening
- Progress Monitoring
- Diagnostic
Assessment
Universal Screening

- Given 3x/Year
- Given to all Students
- Identify Students who may benefit from intervention/enrichment
- Determine effectiveness of CORE instruction
- First Alert
Progress Monitoring

- Given 2x/month (or more)
- Used to track student learning in order to determine effectiveness of instruction/intervention
- Always measures a “fixed” target
Progress Monitoring Improvement Report for Dominic Davis
from 10/09/2012 to 05/17/2013
Dominic Davis (Grade 12)
Grade 5: Reading - Standard Progress Monitor Passages

Goal Statement
In 31.4 weeks, Dominic Davis will achieve 143 Words Read Correct with 9 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.35 Words Read Correct per week. The current average rate of improvement is 2.16 Words Read Correct per week.

<table>
<thead>
<tr>
<th>Date</th>
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<th>12/06</th>
<th>12/19</th>
<th>01/02</th>
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<tr>
<td>Goal/Trend ROI</td>
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</tbody>
</table>

Grey data points are baseline/goal sessions.
Yellow data points have corresponding program interventions.
M represents missed scheduled dates.

Goal Changes & Intervention Descriptions:
10/9/2012 - (Baseline Corrects = 101: Goal Corrects = 143)
Progress Monitoring Improvement Report for Madison Brown from 11/21/2012 to 05/17/2013

Madison Brown (Grade 12)
Grade 7: Reading - Standard Progress Monitor Passages

7th grade change

Corrects
Errors
Corrections Aimline
Corrections Trend

Goal Statement
In 25.3 weeks, Madison Brown will achieve 158 Words Read Correct with 7 Errors from grade 7 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.84 Words Read Correct per week. The current average rate of improvement is 0.53 Words Read Correct per week.

<table>
<thead>
<tr>
<th>Date</th>
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<th>12/05</th>
<th>12/19</th>
<th>01/16</th>
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<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>9</td>
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</tr>
</tbody>
</table>

Grey data points are baseline/goal sessions.
Yellow data points have corresponding program interventions.
M represents missed scheduled dates.

Goal Changes & Intervention Descriptions:

11/21/2012 - (Baseline Corrects = 112 : Goal Corrects = 158)

4/24/2013 - 7th grade change
Progress Monitoring

When **educators** monitor student progress, they **more frequently adapt instructional programs** in response to student progress and their **students achieve better** on standardized achievement tests.

(Haager, Klingner, and Vaughn, 2007)
Diagnostic Assessment

- Digging Deeper
- Error Analysis
- Tailor individualized programs
Navigating the AIMSweb System

www.aimsweb.com

US Login
To view AIMSweb Improvement Reports enter your Customer ID Number, Username, and Password below and select the Login button.

Customer ID Number: 22952
Username: 
Password: 

Login

Forgot your password? Click here.
Welcome - Getting Started using AIMSweb®

Download the AIMSweb Software Guide

1. Print this page.
   Print this page by clicking Download & print PDF

2. Familiarize yourself with the AIMSweb system.
   a.) Click on the My Account tab.
      From here, you can change your username and personal information. After making changes, click Save.
      Click the Password tab to change your password at any time. After making changes, click Save.
   b.) Click on the Forum tab.
      This is your location for AIMSweb Forum support. Post and E-Mail questions by clicking on the Support link and using the New Topic button at the top of the page.
   c.) Become familiar with the HELP | LOGOUT buttons at the top of every page.
      The Help button provides page-specific information. Use this tool as a quick-reference page guide.
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3. Downloading training materials, probes and AIMSweb software guide.
   a.) Click on the Downloads tab.
      Download training workbooks for each measure you plan to administer and score.
   b.) Click on the Benchmark tab.
## 2013-2014 Reading Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>BOY Assessment Window</th>
<th>MOY Assessment Window</th>
<th>EOY Assessment Window</th>
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<tbody>
<tr>
<td>1st Grade</td>
<td>Letter Sound Fluency, Nonsense Word Fluency, Trigger</td>
<td>R-CBM (fluency/accuracy), Trigger</td>
<td>R-CBM (fluency/accuracy), Trigger</td>
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<tr>
<td>2nd Grade</td>
<td>R-CBM (fluency/accuracy), Trigger</td>
<td>R-CBM (fluency/accuracy), Trigger</td>
<td>R-CBM (fluency/accuracy), Trigger</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>R-CBM (fluency/accuracy), MAP</td>
<td>R-CBM (fluency/accuracy), MAP</td>
<td>R-CBM (fluency/accuracy), MAP</td>
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<tr>
<td>4th Grade</td>
<td>R-CBM (fluency/accuracy), MAP</td>
<td>R-CBM (fluency/accuracy), MAP</td>
<td>R-CBM (fluency/accuracy), MAP</td>
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<tr>
<td>5th Grade</td>
<td>R-CBM (fluency/accuracy), MAP</td>
<td>R-CBM (fluency/accuracy), MAP</td>
<td>R-CBM (fluency/accuracy), MAP</td>
</tr>
</tbody>
</table>
Reading Assessments

• Tests of Early Literacy
  – Letter naming fluency
  – Letter sound fluency
  – Nonsense word fluency
  – Phoneme Segmentation

• R-CBM
  – Fluency
  – Accuracy

• MAZE
Benchmark Assessment

Letter Naming Fluency
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You are about to edit scores for the Fall Benchmark period. This period is scheduled for Sep. 1 through Oct. 15. Do you want to continue entering scores for the Fall Benchmark period?
Samantha Dee's - Homeroom grade K classroom level reports

You are about to enter scores for the Fall Benchmark period.
Scores should only be entered into the Fall Benchmark period from Sep. 1 through Oct. 15.

Fall - September (Benchmark)

AIMSweb TEL  
AIMSweb TEN  
MIDE  
Writing  
DIBELS

Unique Identifier | Students
-- | --
Fake Student, Kindergarten | [Insert Student Information]

<table>
<thead>
<tr>
<th></th>
<th>Corrects</th>
<th>Errors</th>
<th></th>
<th>Corrects</th>
<th>Errors</th>
<th>Corrects</th>
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<td>[Insert Scores]</td>
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</tr>
<tr>
<td>PSF</td>
<td>[Insert Scores]</td>
<td>[Insert Scores]</td>
<td></td>
<td>[Insert Scores]</td>
<td>[Insert Scores]</td>
<td></td>
</tr>
</tbody>
</table>

Go
AIMSweb

STUDENT: Kindergarten Fake Student
TEACHER: Samantha Dee

Letter Naming Fluency

GRADE: K
PROBE: 01
Period: Fall

Skipped rows within this assessment are not counted in scoring.
Instructions:

Say, "Here are some letters (point to the student copy). Begin here (point to first letter), and tell me the names of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Do you have any questions? Put your finger under the first letter."

Say, "Ready, begin." Start the timer.

Mark errors or 3-second hesitations.

Start Timer
Close
AIMSweb

STUDENT: Kindergarten Fake Student
TEACHER: Samantha Dee

Letter Naming Fluency  GRADE: K  PROBE #: 01  Period: Fall

Skipped

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

Skipped rows within this assessment are not counted in scoring.

Copyright © 2013 by NCS Pearson, Inc. All Rights Reserved. Patent No. 7,311,524
Letter Naming Fluency

GRAGE: K
PROBE #: 01
Period: Fall

Skipped

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

Skipped rows within this assessment are not counted in scoring.
Probe complete. Please select the last letter attempted.
Letter Naming Fluency  GRADE: K  PROBE #: 01  Period: Fall

Skipped

Probes scored:
- 16 Corrects
- 3 Errors

Please select the next student.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Fake Student</td>
<td>22/3</td>
</tr>
<tr>
<td>Kindergarten 2 Fake Student</td>
<td></td>
</tr>
</tbody>
</table>
Benchmark Assessment

Letter Sound Fluency
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[OK] [Cancel]
Scores should only be entered into the Fall Benchmark period from Sep. 1 through Oct. 15.

<table>
<thead>
<tr>
<th>Unique Identifier</th>
<th>Students</th>
<th>LNF Corrects</th>
<th>LNF Errors</th>
<th>LSF Corrects</th>
<th>LSF Errors</th>
<th>PSF Corrects</th>
<th>PSF Errors</th>
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</thead>
<tbody>
<tr>
<td>Fake Student, Kindergarten</td>
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<td>3</td>
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<td>Assess Now</td>
<td>Enter Date Given</td>
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<td>Fake Student, Kindergarten 2</td>
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<td></td>
<td>Enter Date Given</td>
<td>Assess Now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Given</td>
<td></td>
<td>Enter Date Given</td>
<td>Enter Date Given</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Quick-Save

Save

Cancel
Instructions:

Say, "Here are some letters (point to the student copy). Begin here (point to first letter), and tell me the SOUNDS of as many letters as you can. If you come to a letter you don't know I'll tell it to you. Do you have any questions? Put your finger under the first letter.

Say, "Ready, begin." Start the timer.

Mark errors or 3-second hesitations.

Start Timer

Close
Letter Sound Fluency

Grade: K  Probes #: 01  Period: Fall

Skipped:
- t
- d
- n
- r
- p
- c
- z
- v
- w
- k
- m
- b
- t
- f
- v
- z
- i
- c
- d
- p
- y
- e
- r
- b
- j
- s
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- d
- g
- o
- b
- a
- t
- s
- h
- c
- r
- k
- l
- j
- u
- k
- y
- a
- s
- z
- e
- i
- v
- m
- s
- d
- g
- f
- l
- b
- v
- j
- c
- t
- e
- m
- l
- w
- j
- y
- z
- f
- v

Skipped rows within this assessment are not counted in scoring.
Probe complete. Please select the last letter attempted.
Letter Sound Fluency

SKIPPED:

- t d n r p c z v w k
- m b t f v z i c d p
- v y e l b j s t f a
- c n f r m j b t h z s
- j k p s f h i r o m
- s z p i j r e d g o
- j g a t s h c r k l
- j u k y a s z e i v
- m s d g f l b v j c
t e m l w j y z f v

Probe has been scored.
22 Corrects
3 Errors

Please select the next student.

OK
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Fake Student</td>
<td>22/3</td>
</tr>
<tr>
<td>Kindergarten 2 Fake Student</td>
<td>-</td>
</tr>
</tbody>
</table>

[Back To Scoring]
Benchmark Assessment

Nonsense Word Fluency
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   b.) Click on the Benchmark tab.
# Samantha Dee's - Homeroom grade 2 classroom level reports

## Timeframe: Fall - September (Benchmark)

### Classroom Reports

<table>
<thead>
<tr>
<th>Classroom Reports</th>
<th>R-CBM</th>
<th>R-Path</th>
<th>MAZE</th>
</tr>
</thead>
<tbody>
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<td><strong>AIMSweb TEL</strong></td>
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</tr>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td><strong>R-Spanish</strong></td>
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<td><strong>Mathematics</strong></td>
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<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>DIBELS</strong></td>
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</tr>
</tbody>
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### Score Sheets:
- [Paper]

### Add Student
- [Add Student]

### Edit Scores
- [Edit Scores]

### Current Year
- [Current Year]

### Multi-Year
- [Multi-Year]

### Students

<table>
<thead>
<tr>
<th>Students</th>
<th>R-CBM</th>
<th>R-Path</th>
<th>MAZE</th>
<th>Pathway</th>
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</thead>
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<td>Five, Fake Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Report</td>
</tr>
<tr>
<td>Four, Fake Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Report</td>
</tr>
<tr>
<td>One, Fake Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Report</td>
</tr>
<tr>
<td>Three, Fake Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Report</td>
</tr>
<tr>
<td>Two, Fake Student</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Report</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Click on student scores to see current reports.
You are about to edit scores for the Fall Benchmark period. This period is scheduled for Sep. 1 through Oct. 15. Do you want to continue entering scores for the Fall Benchmark period?
Benchmark Assessment

R-CBM
### Samantha Dee's - Homeroom grade 2 classroom level reports

**Timeframe:** Fall - September (Benchmark)

#### Classroom Reports

<table>
<thead>
<tr>
<th>Classroom Reports</th>
<th>PSF</th>
<th>NWF</th>
<th>Score Sheets:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paper</td>
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</table>

#### Students

<table>
<thead>
<tr>
<th>Students</th>
<th>PSF</th>
<th>NWF</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five, Fake Student</td>
<td></td>
<td></td>
<td>Report</td>
</tr>
<tr>
<td>Four, Fake Student</td>
<td></td>
<td></td>
<td>Report</td>
</tr>
<tr>
<td>One, Fake Student</td>
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<td>Report</td>
</tr>
<tr>
<td>Three, Fake Student</td>
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<td></td>
<td>Report</td>
</tr>
<tr>
<td>Two, Fake Student</td>
<td></td>
<td></td>
<td>Report</td>
</tr>
</tbody>
</table>

**Add Student** | **Edit Scores**

- **Current Year**
- **Multi-Year**

Click on student scores to see current reports.
You are about to edit scores for the Fall Benchmark period. This period is scheduled for Sep. 1 through Oct. 15. Do you want to continue entering scores for the Fall Benchmark period?
Samantha Dee's - Homeroom grade 2 classroom level reports

Timeframe: **Fall - September (Benchmark)**

You are about to enter scores for the Fall Benchmark period. Scores should only be entered into the Fall Benchmark period from Sep. 1 through Oct. 15.

### Fall - September (Benchmark)

<table>
<thead>
<tr>
<th>Unique Identifier</th>
<th>Students</th>
<th>AIMSweb TEL</th>
<th>Reading</th>
<th>R-Spanish</th>
<th>Mathematics</th>
<th>Spelling</th>
<th>Writing</th>
<th>DIBELS</th>
<th>R-CBM</th>
<th>R-Path</th>
<th>MAZE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### R-CBM

- **Assess Class**: Enter Date Given
- **Assess Now**: Enter Date Given

#### R-Path

- **Assess Class**: Enter Date Given
- **Assess Now**: Enter Date Given

#### MAZE

- **Assess Class**: Enter Date Given
- **Assess Now**: Enter Date Given
Please prepare to begin probe 1 of 3.
Skipped

Dad and Rob went fishing.

"We will catch fish to eat for lunch," said Dad.

They loaded their fishing things into the boat: poles, bait, life jackets, and a net.

"Let's catch a fish!" said Rob.

Dad made the boat go fast over the water. Rob liked feeling the wind in his hair. He liked feeling the cold water splash his face.

Soon they arrived at Dad's secret fishing spot. Dad took a minnow to put it on the hook.

"The big fish will try to eat this little fish. Then we will catch him," Dad told Rob.

Rob said, "What! We will let a big fish eat this little fish?"

Rob looked at Dad with sad eyes.

He took the minnow from Dad. He held the little minnow in his hands.

"Dad, this little minnow has a family in our bait bucket! He has a mom who will miss him! He has a dad who will be mad at you for taking his baby! All the brother and sister fish will..."
Instructions:

Say, "When I say 'Begin,' start reading aloud at the top of this page. Read across the page (demonstrate). 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. Do you have any questions?" (Pause)

Say, "Begin." Start the timer when the student says the first word.

Mark errors or 3-second hesitations.

For the 2nd and 3rd screening probes, shorten the instructions to: "When I say 'Begin,' start reading aloud at the top of this page."

[Start Timer] [Close]
Dad and Rob went **fishing**.

"We will catch fish to eat for lunch," said Dad.

They **loaded** their fishing things into the boat: **poles**, **bait**, **life jackets**, and a **net**.

"**Let's catch a fish!**" said Rob.

Dad made the boat go fast over the water. Rob liked feeling the wind in his hair. He liked feeling the cold water **splash** his face.

Soon they arrived at Dad's secret fishing spot. Dad took a **minnow** to put it on the hook.

"The big fish will try to eat this little fish. Then we will catch him," Dad told Rob.
Probe complete. Please select the last word attempted.
Probe 1 has been scored.
38 Corrects
9 Errors

OK
Please prepare to begin probe 2 of 3.
Peg watched her mom get ready for work.

"Mom, you have an important bag. You have important papers and important cards. I want important things too," said Peg.

Mom smiled and said, "My bag holds everything I need to do my job. My papers tell me what I need to know to do my job. My cards help me get things I need for my job."

All afternoon at daycare Peg pretended that she was at work. She put on a blue dress. She carried a suitcase.

Mom returned from work.

"Peg, now we can get important things for you," said Mom.

Together they drove downtown. They stopped at a huge brick building. The building looked very important.

"The library is where you will find important things," said Mom.
Peg watched her mom get ready for work.

"Mom, you have an important bag. You have important papers and important cards. I want important things too," said Peg.

Mom smiled and said, "My bag holds everything I need to do my job. My papers tell me what I need to know to do my job. My cards help me get things I need for my job."

All afternoon at daycare Peg pretended that she was at work. She put on a blue dress. She carried a suitcase.

Mom returned from work.
things too," said

Probe complete. Please select the last word attempted.

OK
Probe 2 has been scored.
47 Corrects
18 Errors
Please prepare to begin probe 3 of 3.
Meg, Anna, and Kate were best friends. They always ate lunch together, and they always played at recess. They always called each other on the phone.

One day Anna came to school with very sad news. She was moving far, far away.

Kate and Meg felt very bad. The three girls had been friends forever. They had gone to the same church, daycare, and preschool.
Meg, Anna, and Kate were best friends. They always ate lunch together, and they always played at recess. They always called each other on the phone.

One day Anna came to school with very sad news. She was moving far, far away.

Kate and Meg felt very bad. The three girls had been friends forever. They had gone to the same church, daycare, and preschool.

Anna told her friends that her dad had a new job. He said it
Probe complete. Please select the last word attempted.
Probe 3 has been scored.
63 Corrects
12 Errors
All probes have been completed.
Please select the next student.
OK
Practice Time

Get in Pairs
One Teacher, One Student
Switch
AIMSweb Math Measures
## 2013-2014 Math Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>BOY Assessment Window</th>
<th>MOY Assessment Window</th>
<th>EOY Assessment Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Triggers- Counting, Write Numbers, How Many</td>
<td>Triggers- Counting, Greater/Less, Addition Facts to 5</td>
<td>Triggers- Counting, Greater/Less, Addition Facts to 5</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Trigger- Add Facts to 10, Counting, Place Value</td>
<td>Trigger- Add Facts to 10, Counting, Place Value</td>
<td>Trigger- Add Facts to 10, Counting, Place Value</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Trigger- Add Facts to 20, Place Value, AIMSweb (M-CAP)</td>
<td>Trigger-Add Facts to 20, Place Value, AIMSweb (M-CAP)</td>
<td>Trigger- Add Facts to 20, Place Value, AIMSweb (M-CAP)</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
</tr>
<tr>
<td>4th Grade</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
</tr>
<tr>
<td>5th Grade</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
<td>AIMSweb- (M-COMP), AIMSweb (M-CAP), MAP</td>
</tr>
</tbody>
</table>
Connection to National Panels

- NCTM (National Council of Teachers of Mathematics)
- NRC (National Resource Council)
- NMAP (National Mathematics Advisory Panel)
BPS Benchmark Windows

- 3 times/year:
  - Fall (September 5 – September 25)
  - Winter (January 2 – January 17)
  - Spring (April 22 – May 9)
Measures

- Math Computation (M-COMP)
- Math Concepts and Application (M-CAP)
- Test of Early Numeracy (TEN)

- Both M-COMP and M-CAP provide 3 Benchmark probes (fall, winter, and spring) and 30 Progress Monitoring probes for each grade (Grades 1-8)
- Progress Monitoring probes are equivalent in difficulty
Math Measures

- Designed to serve as “indicators” of general mathematics achievement.

- Don’t measure everything, but measure important things
Things you need before testing:

- Assessment probes (student and examiner copy)
- Stopwatch
- List of students
- Environment - classroom
Things you need while testing

- Follow the standardized directions
- Administer with consistency
- Remember it’s about testing, not teaching
- Don’t teach or correct
- Don’t practice any problems
- Remember BEST work not FASTEST
Things to do after testing:

- Score immediately
- Determine answers correct
- Qualitative features
- Follow scoring rules
MCOMP

Materials You Will Need

- To administer an M–COMP probe, you will need a printed copy of the
  - M–COMP Administration Directions and
  - M–COMP probe and Answer Key for each student.

*Please keep the probes and answer keys in a secure place until needed.*

- You will also need
  - a timer, clock, or watch with a second hand to monitor administration time; and
  - sharpened pencils with erasers.
MCOMP: Administration Directions

Group Administration

Say to the students:

We’re going to take an 8-minute math test. Read the problems carefully and work each problem in the order presented, starting at the first problem on the page and working across the page from left to right. Do not skip around. If you do not understand how to do a problem, mark it with an X and move on. Once you have tried all of the problems in order, you may go back to the beginning of the worksheet and try to complete the problems you marked. Although you may show your work and use scratch paper if that is helpful for you in working the problems, you may not use calculators or any other aids. Keep working until you have completed all of the problems or until I tell you to stop. Do you have any questions?

Answer any questions the students may have, then hand them their probes, and say:

Here are your tests.

Write your name, your teacher’s name, and the date on the first page only in the space provided. Do not start working until I tell you to begin.

Allow the students time to write their information. When everyone in the class is done, say:

Begin. Start timing.
After 8 minutes, say: Stop and put down your pencil.
Prompts

- Walk around the room to make sure that the students are working the problems in order. If you notice that a student is skipping ahead without attempting each problem, say: **Try to work each problem. Do not skip ahead unless you do not know how to work a problem.**

- If a student asks a question or requests clarification, say:

  - **I can’t help you. Work the problem as best you can. If you don’t understand the problem, you may move on to the next problem.**
Item Scoring Rules

- The Answer Key includes the most common correct answers for each problem. Give credit for any response that is mathematically correct and satisfies the requirement of the problem, even if the form of the response is different from those listed on the Answer Key.

- Score according to the student’s final answer. If an answer is crossed out, do not count it as correct.

- The answer does not need to be written in the blank, as long as it is clear that it was the student’s final answer.

- If the response is hard to read, but can be determined, score the answer as appropriate. If the response is illegible and cannot be determined with confidence, score it as incorrect.

- If a digit is reversed, but the digit the student intended is obvious, score according to the intended response. Rotation or reversal of numerals is acceptable as long as the intent is clear (e.g., if the correct answer is “6” and the student wrote “9,” do not give credit, even though it may have been a rotation error).
Time to Practice!!!
M-COMP Scoring

Let’s Practice!
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | \[
\begin{align*}
4.38 & + 3.49 \\
& = 7.87
\end{align*}
\] | 2 | \[
\begin{align*}
15 & \times 4 \\
& = 60
\end{align*}
\] | 3 | Evaluate the expression when \( x \) is equal to 6
\[
\begin{align*}
x - 5 \\
6 - 5 & = 1
\end{align*}
\] | 4 | Write the fraction in lowest terms
\[
\begin{align*}
\frac{5}{25} & = \frac{1}{5}
\end{align*}
\] |
| 5 | \[
\begin{align*}
11 & \times 16 \\
& = 166 \\
& = 11
\end{align*}
\] | 6 | Evaluate the expression when \( x \) is equal to 5
\[
\begin{align*}
x - 2 \\
8 - 2 & = 6
\end{align*}
\] | 7 | \[
\begin{align*}
8.84 & - 5.47 \\
& = 3.37
\end{align*}
\] | 8 | \[
\begin{align*}
19 & \times 3 \\
& = 57
\end{align*}
\] |
| 9 | Evaluate the expression when \( x \) is equal to 7
\[
\begin{align*}
4 + x \\
4 + 7 & = 11
\end{align*}
\] | 10 | Write the fraction in lowest terms
\[
\begin{align*}
\frac{2}{22} & = \frac{1}{11}
\end{align*}
\] | 11 | Evaluate the expression when \( x \) is equal to 8
\[
\begin{align*}
8 + x \\
8 + 19 & = 27
\end{align*}
\] | 12 | Write the fraction in lowest terms
\[
\begin{align*}
\frac{6}{14} & = \frac{3}{7}
\end{align*}
\] |
| 13 | \[
\begin{align*}
17 + 16 & \\
& = 33
\end{align*}
\] | 14 | Convert to fraction
\[
0.41 = \frac{41}{100}
\] | 15 | \[
\begin{align*}
15 & - 12 \\
25 - 25 & = 3
\end{align*}
\] | 16 | Write the fraction in lowest terms
\[
\begin{align*}
\frac{10}{34} & = \frac{5}{17}
\end{align*}
\] |
| 17 | \[
\begin{align*}
19 + 16 & \\
& = 35
\end{align*}
\] | 18 | Convert to decimal
\[
\begin{align*}
\frac{313}{35} & = 9
\end{align*}
\] | 19 | \[
\begin{align*}
19 & - 16 \\
23 - 23 & = 3
\end{align*}
\] | 20 | Convert to decimal
\[
\begin{align*}
\frac{6}{10} & = 60\%
\end{align*}
\] |
<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>[ \frac{123}{32} \times 32 ] = 3936</td>
<td>[ \frac{10}{22} + \frac{17}{44} ] = [ \frac{37}{43} ]</td>
<td>0.48 − 0.1 = [ \frac{38}{100} ]</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>51[\sqrt{255}]</td>
<td>0.46 + 0.3 = [0.76]</td>
<td>−3 + 5 =</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>3.42 + 3.7 = [_________]</td>
<td>Convert to decimal [\frac{3}{4} = ]</td>
<td>−4 + 3 =</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>40% of 70 = [_______]</td>
<td>Convert to fraction 0.87 =</td>
<td>3.35 − 1.5 =</td>
</tr>
<tr>
<td>33</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>42[\sqrt{441}]</td>
<td>2 + −8 =</td>
<td>−6 − −4 =</td>
</tr>
<tr>
<td>36</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>9 − −5 = [________]</td>
<td>0.24 [\times 2.1]</td>
<td>2.0[\sqrt{2.4}]</td>
</tr>
<tr>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>[\frac{1}{5} + \frac{2}{3} = ]</td>
<td>[\frac{1}{10} \times \frac{3}{10} = ]</td>
<td>[_________]</td>
</tr>
</tbody>
</table>
What did you get?

15 points is the correct answer
Grade 6, Probe 1 Answer Key

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Item No.</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
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<tr>
<td>1.</td>
<td>7.87</td>
<td>1</td>
<td>0</td>
<td>21.</td>
<td>3936</td>
<td>2</td>
<td>0</td>
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<tr>
<td>2.</td>
<td>60</td>
<td>1</td>
<td>0</td>
<td>22.</td>
<td>37/44</td>
<td>3</td>
<td>0</td>
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<tr>
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<td>1</td>
<td>0</td>
<td>23.</td>
<td>0.38</td>
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<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>1/5</td>
<td>1</td>
<td>0</td>
<td>24.</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>1.76</td>
<td>1</td>
<td>0</td>
<td>25.</td>
<td>0.76</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>26.</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>3.37</td>
<td>1</td>
<td>0</td>
<td>27.</td>
<td>7.12</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>57</td>
<td>1</td>
<td>0</td>
<td>28.</td>
<td>0.75</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>29.</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>1/11</td>
<td>2</td>
<td>0</td>
<td>30.</td>
<td>28</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>16</td>
<td>1</td>
<td>0</td>
<td>31.</td>
<td>87/100</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>3/7</td>
<td>1</td>
<td>0</td>
<td>32.</td>
<td>1.85</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>33/59</td>
<td>2</td>
<td>0</td>
<td>33.</td>
<td>10 ÷ 21; 10.5; 10 ÷ 21/42; 10 ÷ 7/14; 10 ÷ 1/2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>41/100</td>
<td>2</td>
<td>0</td>
<td>34.</td>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>3/25</td>
<td>1</td>
<td>0</td>
<td>35.</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>5/17</td>
<td>1</td>
<td>0</td>
<td>36.</td>
<td>14</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>17.</td>
<td>35/47</td>
<td>1</td>
<td>0</td>
<td>37.</td>
<td>0.504</td>
<td>3</td>
<td>0</td>
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<td>10,955</td>
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<td>38.</td>
<td>1.2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>19.</td>
<td>3/23</td>
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Subtotal 1 = 11
Subtotal 2 = 4

Total = Subtotal 1 + Subtotal 2 = 15
Let’s problem solve!
Materials You Will Need

- To administer the M–CAP probe, you will need a printed copy of the
  - M–CAP Administration Directions; and
  - M–CAP probe and Answer Key for each student.

*Please keep the probes and answer keys in a secure place until needed.*

- You will also need
  - a timer, clock, or watch to monitor administration time; and
  - sharpened pencils with erasers.
MCAP: Administration Directions

Say to the students: *(Grades 2–6)* We’re going to take an 8-minute math test. *(Grades 7–8)* We’re going to take a 10-minute math test.

If this is the first administration of M–CAP, you may want to say: This test is not part of your class grade, but try your best on each problem. Read the problems carefully and work each problem in order. Do not skip around. Some of the problems may be easy, and some will be more difficult. If you do not know how to work a problem, mark it with an X and move on. Once you have tried all of the problems in order, you may go back to the beginning of the worksheet and try to complete the problems you marked. Write the answers to the problems in the blanks. For multiple choice questions, write the letter (A, B, or C) of the correct answer in the blank. You do not have to show your work, but you may if it helps you. Keep working until you have completed all of the problems or I tell you to stop. Do you have any questions?

Answer any questions the students may have. Distribute the probes to the students, and say: Here are your tests. Write your name, your teacher’s name, and the date on the first page only in the space provided. Do not start working until I tell you to begin.

Allow the students time to write their information. When everyone in the class is done, say: Begin. Start timing.

After 8 min. (grades 2–6) /10 min. (grades 7–8), say: Stop and put down your pencil.
Prompts

Walk around the room to make sure that the students are working the problems in order. If you notice that a student is skipping ahead without attempting each problem, say: **Try to work each problem. Do not skip ahead unless you do not know how to work a problem.**

If a student asks a question or requests clarification, say: **I can’t help you. Work the problem as best you can. If you don’t understand the problem, you may move on to the next problem.**
Item Scoring Rules

- **There may be other correct responses.** The Answer Key includes the most common correct answers for each problem, but there may be other correct answers for some problems. **Give credit for any response that is mathematically correct and satisfies the requirement of the problem,** even if the form of the response is different from those listed on the Answer Key. For example:

  - Grade 7, Item 1 (“Write these numbers in increasing order”) presents a mix of whole numbers, negative numbers, fractions, and decimals. If the student converts a number to a different form (such as converting a common fraction to a decimal), give credit as long as the conversions and the sequence are correct.

- **Multi-part problems must be completely correct to obtain credit.** Score a problem that has more than one part as correct only if **all parts** of the problem are correct. If any part is missing or incorrect, the score for the problem is 0.

- **Give credit for a correct response, regardless of where it is written in the problem box.** The response does not need to be written on the blank line. **As long as the response is clear and correct, give credit.** For problems that have multiple blanks, give credit if it is obvious the student meant to put the answers near the correct blanks.
Item Scoring Rules, contd

- **Score according to the final answer.** The correctness or incorrectness of the work done to get to the final answer **does not** affect the score.

- **Do not** give credit for a crossed-out correct response.

- **Do not penalize for poor legibility.** If you can determine what the student intended, give credit for a correct response even if the writing is poor or messy. **Rotation or reversal of numerals is acceptable as long as the intent is clear** (e.g., if the correct answer is 6 and the student wrote 9, do not give credit even though it might have been a rotation).

- **If the student provides an incorrect symbol or unit of measurement, or places a correct symbol or unit of measurement in a wrong location relative to the numerical part of the response, score 0.** There is no penalty for writing a correct symbol or unit of measurement in the correct location even though it is in addition to the symbol or unit of measurement already printed on the probe.

  - **Note.** For Grade 3, Item 13 (clock task), the student must not use any other symbol except a colon (:). The comma is used to separate the parts of a multi-part response in the Answer Key.

- **Rounding is incorrect unless the problem requires it.**
Time to Practice!!!
M-CAP Scoring

Let’s Practice!
1. Solve for the value of $p$.

$$2 \times p = \frac{85}{2}$$

$$\text{Result: } p = 34$$

2. **Day** | **Minutes for William to Reach the Office**
---|---
Monday | 25
Tuesday | 36
Wednesday | 35
Thursday | 26
Friday | 25

On which day did William reach the office in the longest amount of time?

3. Write $<$, $>$, or $=$ in each blank.

$$\frac{3}{5} \quad > \quad \frac{4}{7} \quad < \quad \frac{3}{7}$$

4. Write the correct letter in the blank.

What is an appropriate measurement of the distance between two airports?

A. 300 centimeters
B. 300 kilometers
C. 300 meters

5. The shaded area is what fraction of rectangle $ABCD$?

6. Complete the sequence.

0.344, 0.444, 0.544, ___, 0.64

7. Use the graph to answer the question.

**Donuts Made in a Factory**

- Chocolate donuts
- Strawberry donuts

On which day was the number of strawberry donuts made at the factory greater than the number of chocolate donuts?
8. Write the correct letter in the blank.

What is the measure of $\angle BCA$?
A 90°
B 60°
C 45°

90° degrees

9. 235,255,335,598
Which digit is in the hundred-thousands place?

Which digit is in the ten-billions place?

10. Solve for the value of $z$.

$6 \times z + 36 = 48$

11. Write $<$, $>$, or $=$ in the blank.

$2.6 \quad \underline{16}$

12. There are 5 necklace designs available at a jewelry store. Each design is available in 4 types of stones. How many different combinations of 1 design and 1 stone of a necklace can you have?

20

13. Write the answer in the blank.

Note: 1 km = 1000 m

$27 \text{ km} = \underline{27000} \text{ m}$

14. Jenna can run 1 lap around the track in 5 minutes and Sara can run the same lap in 15 minutes. If they both start at the same time, how long will it take for them to both return to the starting point at the same time?

15 minutes
15. Write the correct letter in the blank.

Which expression means the product of \( k \) and 11?

A \( \frac{k}{11} \)
B \( 11 \times k \)
C \( \frac{11}{k} \)

\( \boxed{A} \)

16. 7,158,356,351.2345

Which digit is in the ten-millions place?

\( \boxed{5} \)

17. Write the answer in each blank.

Note: 16 oz = 1 lb

52 oz = \( \boxed{3} \) lb \( \boxed{4} \) oz

18. Caroline spent $33.05 on clothes and $39.85 on fruits. Estimate to the nearest dollar the total amount spent by Caroline.

$\boxed{72}$

19. Write the correct letter in the blank.

\( E \) is the center of the circle.

\[ \text{Which line segment shows the diameter of the circle?} \]

A \( \overline{AB} \)
B \( \overline{AC} \)
C \( \overline{BD} \)

\( \boxed{A} \)

20. Write the numbers from least to greatest.

\( \frac{5}{16}, 3\frac{7}{15}, 16, 3, \frac{5}{6} \)

\( \boxed{3} < \boxed{5} < \boxed{16} < \boxed{15} < \boxed{3} \)

21. Estimate the sum to the nearest tens place.

\( 218 + 222 + 162 + 112 = \boxed{716} \)

22. Write the greatest common factor of the numbers below.

11, 55

\( \boxed{11} \)
What did you get?

8 points is the correct answer
**Reminder:** There is **no** partial credit when scoring. The answer must be correct **in its entirety** to obtain the correct score value. If any part of a multi-part question is incorrect, the score is zero.

### Grade 6, Probe 1 Answer Key

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<th>Answer</th>
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<th>Incorrect</th>
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**Total** 3
Let’s problem solve!
Entering Math Benchmark Scores

M-CAP & M-COMP
# Samantha Dee's - Homeroom grade 2 classroom level reports

**Timeframe:** Fall - September (Benchmark)

## Mathematics

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<th>Classroom Reports</th>
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### Students

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*AIMSweb TEL*  *Reading*  *R-Spanish*  *Spelling*  *Writing*  *DIBELS*
You are about to edit scores for the Fall Benchmark period. This period is scheduled for Sep. 1 through Oct. 15. Do you want to continue entering scores for the Fall Benchmark period?
You are about to enter scores for the Fall Benchmark period. Scores should only be entered into the Fall Benchmark period from Sep. 1 through Oct. 15.

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You are about to enter scores for the Fall Benchmark period. Scores should only be entered into the Fall Benchmark period from Sep. 1 through Oct. 15.

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You are about to edit scores for the Fall Benchmark period. This period is scheduled for Sep. 1 through Oct. 15. Do you want to continue entering scores for the Fall Benchmark period?

[Buttons: OK, Cancel]
Time to Practice!!!
Setting Goals
Rate of Improvement (ROI)

- ROI is the amount of growth a student makes/should make on a weekly basis.
- Developed from national norms
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Num = Number of Students  WRC = Words Read Correct  ROI = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).
Determine Instructional Level

- **Independent Level---40%tile or higher**
  - No further action
  - LOS could use Survey Level Assessment (SLA) to determine instructional level

- **Instructional Level---39%tile-20%tile**
  - Set Goal

- **Frustrational Level---19%tile or lower**
  - Survey Level Assessment needed to determine instructional level and set goal
Survey Level Assessment

- One minute read at a grade level below (LoS can go up in grade level)
- Use R-CBM score to determine %tile
- Continue to move down a level until Instructional level (39-20%tile) is achieved
- You may use benchmark assessments from previous grade levels
- Needs to be completed by hand—not available on the computer
Setting Goals = R-CBM

- Determine R-CBM score and ROI of 40%tile at instructional level EOY (this is where we want them to be--- Our Goal)
- Take R-CBM score at 40%tile at EOY and subtract the baseline score.
  *this is the number of words a student needs to grow to meet goal
- Double the ROI at the 40%tile.
  *in order to close the gap a student has to accelerate faster than their peers
- Divide the Number of words a student needs to grow by the calculated ROI—this gives you the number of weeks needed for a student to meet their goal
Goal Setting Template

Grade Level Benchmark R-CBM (score) _____ %tile_____

Independent---40%tile or higher  Instructional---39-20%tile  Frustrational---19%tile or lower

If lower than 20%tile complete Survey Level Assessment until Instructional Level is found

Instructional Level _____ R-CBM (score) (A) _____ %tile_____

ROI (B)_____

Instructional Level R-CBM at 40% EOY ____________ subtract student score ____________ = ____________ number of words a student needs to grow to meet goal

ROI (B)_____

(C)_____

ROI (B)_____

(D)_____

(C)_____/ (D)______ = ________ Number of weeks needed to meet goal
Setting Goals Practice

Grade 5 BOY
Jane R-CBM score 115
Sandy R-CBM score 54
John R-CBM score 88
Amy R-CBM score 101
Determine %tile, level (independent, instructional, or frustrational),
Goal Setting

Grade 5 BOY
Jane R-CBM score 115
Sandy R-CBM score 54
John R-CBM score 88
Amy R-CBM score 101

- If a goal can be set, determine the following:
  - Ending Goal
  - Expected Rate of Improvement
  - Weeks needed to Obtain Goal
Setting Goals (cont)

- Progress Monitoring at least 2x per month
- Review plans at least every eight weeks
Interpretation of Data
Box & Whiskers Graphs (Box Plots): A 3-Step Explanation

1. AIMSweb commonly uses box plots to report data.

2. AIMSweb’s Box plots are somewhat similar in shape and representation as to a vertical bell curve.

3. Michael Martin

Well Above Average

Above Average Range

Average Range (middle 50%)

Below Average Range

Well Below Average

*In relation to user-defined comparison group
Graphing/Displaying the Data

“A picture is worth a thousand words”
Aimline

- Shows general trajectory needed for student to reach his/her goal

  - Typically set so student gets back “on target” or “on grade level” within a set amount of time (e.g., by the end of the year) if possible

  - An Aimline is a straight line from the student’s first data point on the graph to the date and score representing his target or goal
Looking at the Graphs

- Is there “go upness”????
- Is there ENOUGH “go upness”????
Is There “Enough” Go Upness?

Grade 3: Reading - Standard Progress Monitor Passages

Program Change
Program Change 2

Words Read Correct (WRC)

Date

Show: No Trends  Goal Trends  Intervention Trends
Aimline  Intervention Lines  Errors

Goal Statement
Data Decision Guidelines

- If the student has some data points above and some below the aimline (doing the “aimline hug”), keep doing what you are doing!

- If the student has 3 consecutive data points above the aimline, consider moving the student to less intervention (e.g., decreasing minutes, or moving from Tier 2 to Tier 1 or Tier 3 to Tier 2)
  - Also use other pieces of information
  - Continue to progress monitor
Data Decision Guidelines (Cont’d)

- If the student has 3 consecutive data points below the aimline, ASK THE FOLLOWING QUESTIONS (and continue to progress monitor):
  - What does the “other” evidence available suggest about the student’s progress?
    - Error rates? Behavior during the intervention?
  - What is the general “trend” of the data? Is the student likely to get where we want if this continues?
    - Use visual analysis and other evidence
    - Use “trendlines” and “aimlines”
Trendline

- Shows the general “trend” or trajectory of the student’s data so far
  - Need approx. 7 to 12 data points
  - Trendlines on few data points or on highly variable data are NOT reliable!!!
  - Discuss with a neighbor the importance of having multiple data points.
Progress Monitoring Improvement Report for
from 01/24/2013 to 05/23/2013
Grade 2 : Math Computation

Goal Statement

In 17.0 weeks, [redacted] will achieve 37 Points from grade 2 Math Computation. The rate of improvement should be 1.00 Points per week. The current average rate of improvement is 0.51 Points per week.

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Grey data points are baseline/goals sessions. Yellow data points have corresponding program interventions. M represents missed scheduled dates.

Goal Changes & Intervention Descriptions:

1/24/2013 - I Ready (Math) (Baseline Points = 20 : Goal Points = 37)
In 31.4 weeks, [name] will achieve 44 Correct Writing Sequences with 0 TWW from grade 10 Written Expression. The rate of improvement should be 0.58 Correct Writing Sequences per week. The current average rate of improvement is 0.32 Correct Writing Sequences per week.

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Grey data points are baseline/goals sessions. Yellow data points have corresponding program interventions. M represents missed scheduled dates.

Goal Changes & Intervention Descriptions:
10/9/2012 - (Baseline CWS = 26; Goal CWS = 44)
Practice Exercises:

1. Is there go upness?
2. Is there enough go upness?
3. What else would you like to know?
4. What would you do?
   - Exit to less intense service
   - Keep going and collect more data
   - Problem solve and change something
Work as a team

What is training going to look like in your building?
Training Expectations

1. August 26 – Sept. 6 (this training should take approximately 2 hours and can take place in 1 or 2 sessions)
   - a. Navigating the AIMSweb system
   - b. Benchmark Implementation
      - i. How to implement R-CBM, M-CAP, M-COMP and Early Literacy for letter naming fluency, nonsense word fluency and letter sound fluency
      - ii. Reading will be done on the computer vs. the paper-pencil booklets from DIBELS
      - iii. Scoring probes

2. Sept. 30 – Oct. 11th (this training should take approximately 1 hour)
   - a. Progress Monitoring Set up and Implementation
      - i. Who to PM
      - ii. How to set up PM schedules
      - iii. What probes to use for PM
      - iv. Entering PM into the system
      - v. Goal setting using rate of improvement
      - vi. Setting up a PM calendar

3. Oct. 28th – Nov. 8th (this training should take approximately 1 hour)
   - a. Interpretation of Results
      - i. Classroom Implication
      - ii. Individual Student Implications