


AIMSweb

AIMSweb & Common Core Reporting

Using AIMSweb and Common Core Reporting Tools for Improved Instructional Outcomes



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AIMSweb Instructional Reports Linked with enVisionMATH Common Core + focusMATH Intensive Intervention and Prentice Hall Mathematics

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Lisa A. Langell, M.A., S.Psy.S.

National Manager of AIMSweb Training & Professional Development

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What is the Goal of Common Core State Standards?

The **Common Core State Standards Initiative** is an effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Parents, teachers, school administrators, state leaders, and experts from across the country have come together to develop these standards.

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What is the Goal of Common Core State Standards?

The objective? To better meet the needs of students by blending their experiences and best practices, then sharing them through a state-led effort.

These standards are specifically designed to reflect the **real-world knowledge and skills** students need to succeed in higher education and their careers.

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The Relation of AIMSweb®, Curriculum-Based Measurement, and the Common Core Standards: All Parts of Meaningful School Improvement

WHITE PAPER

MESSAGE

1. The Common Core State Standards (CCSS) provide one of the most significant and comprehensive changes to the standards for what students should know and be able to do in the United States.

2. The operational objectives of CCSS are to align to common standards and assessments.

3. The underlying philosophy of the National Education Assessment Institute (NEAI) is that the standards and assessments should be aligned to the standards.

4. AIMSweb® (AIMSweb) is a curriculum-based measurement (CBM) system that provides a means for measuring student progress in reading, writing, and math. It is designed to be used in conjunction with the CCSS and to provide a means for measuring student progress in reading, writing, and math.

5. AIMSweb is a curriculum-based measurement (CBM) system that provides a means for measuring student progress in reading, writing, and math. It is designed to be used in conjunction with the CCSS and to provide a means for measuring student progress in reading, writing, and math.

AIMSweb & Common Core

Big Ideas

Excerpt from White Paper by Mark Shinn, Ph.D.

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AIMSweb & Common Core: Big Ideas

BIG IDEAS:

1. The Common Core State Standards (CCSS) provide sets of end of high school outcomes and end-of-year annual benchmarks **to guide what students should learn.**



2. The assessment implications of CCSS are clearly related to **summative evaluation and accountability.**
3. **No single test is sufficient** for all the data-based decisions, screening, intervention planning/diagnosis, progress monitoring, accountability/program evaluation that schools make.

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AIMSweb & Common Core: Big Ideas

BIG IDEAS:

4. Assessment of CCSS **need not be separate items or tests for each standard**, but may include **"rich tasks" that address a number of separate standards.**



5. **AIMSweb's** Curriculum-Based Measurement (CBM) tests typically are **based on these rich tasks that are validated as "vital signs" or "indicators" of general basic skill outcomes** like general reading ability or writing ability.

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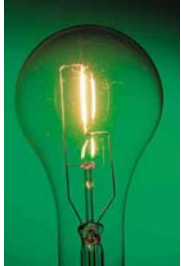
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AIMSweb & Common Core: Big Ideas

BIG IDEAS:

6. AIMSweb's CBM tests are **consistent with the CCSS**, especially with the K–5 Reading and Writing Standards. They are **content valid.**



7. **AIMSweb's CBM tests are complementary with the assessment requirements to attain the CCSS.**

The tests have consequential validity for making screening decisions to facilitate early intervention and critically, for **frequent progress monitoring, one of the most powerful tools to increase achievement.**

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AIMSweb & Common Core

CBM (AIMSweb uses CBM) assessment practices are based on over **30 years of scientific research**.

These standardized tests are time efficient and easy to administer, yet produce accurate charts of **student growth over time**.

AIMSweb's CBM **assesses basic, broad academic skills that are relevant to all curricula**—

THUS, AIMSweb is compatible with **any** curriculum or standards, including **Common Core State Standards**.




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AIMSweb & Common Core Working Together

- The Common Core Standards and AIMSweb are both **focused on the basics—English Language Arts (Reading) and Math**.
- AIMSweb **measures and monitors the acquisition of basic reading and math skills regardless of the curriculum** a school or district has implemented, allowing AIMSweb to be **compatible with the Common Core Standards**.
- AIMSweb includes CBM assessment of these essential reading and math skills—along with web-based data management and reporting—in one single system perfectly suited for **program evaluation**.




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AIMSweb & Common Core Working Together

- Whether you have already implemented or are working towards the Common Core, the fact that AIMSweb CBM assessment is both **curriculum and standards independent** provides the following benefits:
 - Works with any curriculum or standards**, including the Common Core
 - Prediction of student success on your state test** whether it is state - or Common Core – specific
 - Longitudinal data** remains relevant and meaningful even when standards, curriculum, or state tests change



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Class Instructional Planning Report

Common Core State Standards
Reading - Comprehension Based Measurement

Classroom Report

Teacher: Mr. Adams - Henderson | Fall 2012-2013
 School: Adams Elementary School | District: Adams Elementary District
 Address: 1234 Main Street | City: Denver, CO 80202

Classroom Core Reading Material Level

- Below the Level:** This category includes students who are not yet ready for the Common Core aligned reading material at this level.
- At the Level:** This category includes students who are ready for the Common Core aligned reading material at this level.
- Above the Level:** This category includes students who are ready for the Common Core aligned reading material at a higher level.

Student Name	Lexile	Level
Student A	220	Below
Student B	300	At
Student C	400	Above

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AIMSweb & Common Core Reporting

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Common Core Reporting: Reading

Fall - September (Benchmark)

Classroom Reports	Reading	R-Spanish	Mathematics	Spelling	Writing	Behavior

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Common Core Reporting: Reading

- New Common Core reports for both **math** and **reading** (Nov. 2012 Release)
- Reading
 - **Class Instructional Planning Report aligned to the Common Core State Standards** that enables educators to implement effective instruction by placing students in appropriate instructional groups according to their Lexile® measure
 - Available for **R-CBM and Maze** when reporting benchmark period scores of students in **grades 1-8**



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Common Core Reporting: Reading

- In 2012, MetaMetrics defined *stretch text measures* (grade-specific Lexile measure bands) based on studies relating the Lexile measure to the grade-level reading expectations described in the **Common Core State Standards for English Language Arts**.
- These *stretch bands* indicate **the reading material difficulty level that will appropriately challenge the student** based on her/his reading ability level expressed as a Lexile measure.
- For more info:
 - Reading Instructional Recommendations Guide: Common Core
 - Downloads tab within AIMSweb

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Common Core Reporting: Reading

Teacher: Mr. Johnson - 5th Grade
Grades: 5
School: Jefferson Elementary
District: Washington

Winter 2012-2013
Local Norms: Jefferson Elementary
National Norms: AIMSweb National Norms

Above Grade Level: This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material above grade level.
On Grade Level: This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material at grade level.
Below Grade Level: This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material below grade level.

The CCSS Lexile stretch bands represent **end-of-year expectations**. That is, what students should be able to do by the end of the school year. They reflect the increased challenge of CCSS text complexity.

Comparing CCSS Lexile text ranges with Spring Benchmark R-CBM norms (Samples):

Grade	On-grade level (national percentile on AIMSweb)
2	40th – 80th
3	50th – 85th
4	60th – 85th
5	55th – 80th

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Locating the Reading Common Core Reports

Jefferson Elementary Scores for 2012-2013
Mr. Johnson - 5th Grade

Timeframe: Winter - January (Benchmark)

Student	R-CLZE #	R-FLZE #	R-AZLE #	Portfolio #
Bel, Kaitlin	87	--	--	Report
Berg, Hannah	160	--	--	Report
Burns, Luke	287	--	--	Report
Cloud, Miya	139	--	4	Report
Daly, Skye	177	--	27	Report
Dickerson, Michael	121	--	18	Report
Gitl, Zach	226	--	33	Report
Grishin, Alexandria	89	--	7	Report

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Common Core Reporting: Reading

Name	Score	Percentile Rank	Lexile Measure	Common Core Reading Material Level
Barks, Lisa	267	88	68	Below Basic Level
... (rows omitted) ...	...	...	...	...
... (rows omitted) ...	...	...	...	...
... (rows omitted) ...	...	...	...	...

REMEMBER:
The CCSS Lexile stretch bands represent **end-of-year expectations**. That is, what students should be able to do by the end of the school year. They reflect the increased challenge of CCSS text complexity.

Comparing CCSS Lexile text ranges with Spring Benchmark R-CBM norms (Samples):

Grade	On-grade level (national percentile on AIMSweb)
2	40th – 80th
3	50th – 85th
4	60th – 85th
5	55th – 80th

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Common Core Reporting: Reading

No.	Name	Score	Percentile Rank	Lexile Measure	Common Core Reading Material Level
4746	Barks, Lisa	267	88	68	Below Basic Level
4747	Barko, Lisa	299	89	75	Below Basic Level
4748	Barko, Lisa	331	92	83	Below Basic Level
4749	Barko, Lisa	363	95	91	Below Basic Level
4750	Barko, Lisa	395	98	99	Below Basic Level
4751	Barko, Lisa	427	100	107	Below Basic Level
4752	Barko, Lisa	459	100	115	Below Basic Level
4753	Barko, Lisa	491	100	123	Below Basic Level
4754	Barko, Lisa	523	100	131	Below Basic Level
4755	Barko, Lisa	555	100	139	Below Basic Level
4756	Barko, Lisa	587	100	147	Below Basic Level
4757	Barko, Lisa	619	100	155	Below Basic Level
4758	Barko, Lisa	651	100	163	Below Basic Level
4759	Barko, Lisa	683	100	171	Below Basic Level
4760	Barko, Lisa	715	100	179	Below Basic Level
4761	Barko, Lisa	747	100	187	Below Basic Level
4762	Barko, Lisa	779	100	195	Below Basic Level
4763	Barko, Lisa	811	100	203	Below Basic Level
4764	Barko, Lisa	843	100	211	Below Basic Level
4765	Barko, Lisa	875	100	219	Below Basic Level
4766	Barko, Lisa	907	100	227	Below Basic Level
4767	Barko, Lisa	939	100	235	Below Basic Level
4768	Barko, Lisa	971	100	243	Below Basic Level
4769	Barko, Lisa	1003	100	251	Below Basic Level
4770	Barko, Lisa	1035	100	259	Below Basic Level
4771	Barko, Lisa	1067	100	267	Below Basic Level
4772	Barko, Lisa	1099	100	275	Below Basic Level
4773	Barko, Lisa	1131	100	283	Below Basic Level
4774	Barko, Lisa	1163	100	291	Below Basic Level
4775	Barko, Lisa	1195	100	299	Below Basic Level
4776	Barko, Lisa	1227	100	307	Below Basic Level
4777	Barko, Lisa	1259	100	315	Below Basic Level
4778	Barko, Lisa	1291	100	323	Below Basic Level
4779	Barko, Lisa	1323	100	331	Below Basic Level
4780	Barko, Lisa	1355	100	339	Below Basic Level
4781	Barko, Lisa	1387	100	347	Below Basic Level
4782	Barko, Lisa	1419	100	355	Below Basic Level
4783	Barko, Lisa	1451	100	363	Below Basic Level
4784	Barko, Lisa	1483	100	371	Below Basic Level
4785	Barko, Lisa	1515	100	379	Below Basic Level
4786	Barko, Lisa	1547	100	387	Below Basic Level
4787	Barko, Lisa	1579	100	395	Below Basic Level
4788	Barko, Lisa	1611	100	403	Below Basic Level
4789	Barko, Lisa	1643	100	411	Below Basic Level
4790	Barko, Lisa	1675	100	419	Below Basic Level
4791	Barko, Lisa	1707	100	427	Below Basic Level
4792	Barko, Lisa	1739	100	435	Below Basic Level
4793	Barko, Lisa	1771	100	443	Below Basic Level
4794	Barko, Lisa	1803	100	451	Below Basic Level
4795	Barko, Lisa	1835	100	459	Below Basic Level
4796	Barko, Lisa	1867	100	467	Below Basic Level
4797	Barko, Lisa	1899	100	475	Below Basic Level
4798	Barko, Lisa	1931	100	483	Below Basic Level
4799	Barko, Lisa	1963	100	491	Below Basic Level
4800	Barko, Lisa	1995	100	499	Below Basic Level

Winter Target: 129
Spring Target: 143
Lexile: 156

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Common Core Reporting: Math

Fall - September (Benchmark)

Classroom Reports	Reading	R-Spanish	Mathematics	Spelling	Writing	Behavior
	M-CAP		M-CAP		M-COMP	

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Common Core Reporting: Math

- New Common Core reports for both **math** and **reading**
- Math
 - Report student math performance for **grades 2-8** including relative strengths and weaknesses by **Common Core domain** as well as instructional recommendations for Pearson's:
 - *enVisionMATH Common Core ©2012 and focusMATH*
 - *KeyMath-3 Essential Resources*
 - *digits®*

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Common Core Reporting: Math

- Available for **M-CAP**, grades 2-8
- New versions of the following reports, aligned to the **Common Core State Standards**:
 - Class-at-a-Glance Report
 - Student Instructional Planning Report
- Helps educators:
 - Place students in **instructional groups**
 - Provide insight to student performance by **Common Core domain**
 - Guide effective instruction by **providing relevant lessons** from the following Pearson math programs:
 - *enVisionMATH Common Core ©2012 and focusMATH*
 - *KeyMath-3 Essential Resources*
 - *digits®*

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Common Core Reporting: Math (M-CAP)

Jefferson Elementary Scores for 2012-2013
Mr. Johnson - 5th Grade

Timeframe: Fall - September (Benchmark)

Student Name	Score	Status
Beni Kufner	12	Report
Berg Hannah	17	Report
Burns Lisa	21	Report
Clark Mack	8	Report
Das Ava	39	Report
DeCarson Michael	17	Report
Edi Jack	8	Report
Grady Stephanie	22	Report
Griff Kelly	—	Report

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AIMSweb Instructional & Placement Recommendation Reports

- AIMSweb Reports for math and reading now include:
 - **M-CAP Class-at-a-Glance Report:** Curriculum-independent
 - **M-CAP Student Instructional Planning Report** with references to *enVisionMATH*, *focusMATH*, and *Prentice Hall Mathematics*
 - **Early Literacy / R-CBM / Maze Class Instructional Planning Reports** with references to *Reading Street*, *My Sidewalks*, and *Prentice Hall Literature*

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M-CAP Class-at-a-Glance Report

- Grades **2-8 (M-CAP)**
- This particular report is **curriculum-independent**
- Provides a class wide **overview of math performance**
- Shows summary of performance by **NCTM domain**
- Highlights **strands** that represent a relative strength or relative weakness for particular students
- Teachers can directly link to an *individual student instructional planning report*, which provides detail on **item level performance** and **instructional references**

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How do I find & generate these reports?



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**Curriculum Guide: enVisionMATH
Common Core 2012/focusMATH**

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AIMSweb M-CAP Grade 2 and enVisionMATH Common Core ©2012 / focusMATH Curriculum Reference—by Item

Grade: **2** | View by: **Item** | **Common Core Domain**

Item #	Common Core Domain	Skill Addressed	Corresponding enVisionMATH Common Core Lesson	Related enVisionMATH Common Core Lesson	Corresponding focusMATH Step
1	Measurement & Data	Measure length in inches	15-3	15-4	Grade 2 Book C, Step 3-2
2	Number & Operations in Base Ten	Compare numbers	15-6	15-7	Grade 2 Book A, Steps 3-4 and 3-7
3	Measurement & Data	Measure length in inches	15-3	15-4	Grade 2 Book C, Step 3-2
4	Operations & Algebraic Thinking	Solve problems involving money	13-2	13-3	Grade 2 Book B, Step 3-1

- Click to toggle by Grade
- Toggle by Item or Common Core Domain

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Curriculum Guide: KeyMath-3 ER

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AIMSweb M-CAP and KeyMath-3 Essential Resources Curriculum Reference Guide

M-CAP & KeyMath-3 Essential Resources

- By Grade
- By Item or Common Core Domain

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Curriculum Guide: KeyMath-3 ER

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AIMSweb M-CAP Grade 2 and KeyMath-3 Essential Resources (SE) Curriculum Reference—by Item

Grade: **2** | View by: **Item** | **Common Core Domain**

Item #	Common Core Domain	Skill Addressed	Corresponding KeyMath-3 SE Level	Corresponding KeyMath-3 SE Strand	Corresponding KeyMath-3 SE Content	Corresponding KeyMath-3 SE Lesson
1	Measurement & Data	Measure length in inches	Level 1	Measurement	Concept Cluster 1: Using Standard Units to Measure Length	Lesson 1: Measuring Length with Unit Cubes
2	Number & Operations in Base Ten	Compare numbers	Level 1	Measurement	Concept Cluster 1: Using Standard Units to Measure Length	Lesson 2: Understanding and Comparing Three-Digit Numbers
3	Measurement & Data	Measure length in inches	Level 1	Measurement	Concept Cluster 1: Using Standard Units to Measure Length	Lesson 3: Measuring Length with Unit Cubes
4	Operations & Algebraic Thinking	Solve problems involving money	Level 1	Foundations of Problem Solving	Concept Cluster 2: Understanding Problems Using Skills Using Two- and Three-Digit Numbers	Lesson 7: Solving Simple Problems With Addition and Subtraction
5	Number & Operations in Base Ten	Add three numbers	Level 1	Addition & Subtraction	Concept Cluster 4: Adding and Subtracting Within 100	Lesson 1: Understanding the Addition Algorithm
6	Measurement & Data	Interpret data from a graph	Level 1	Data Analysis and Probability	Concept Cluster 5: Data Analysis and Probability	Lesson 2: Counting and Interpreting Bar

- Click to toggle by Grade
- Toggle by Item or Common Core Domain

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Curriculum Guide: Digits

AIMSweb M-CAP and digits Curriculum Reference Guide

- **Digits**
 - By Grade
 - By Item or Common Core Domain

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Curriculum Guide: Digits

AIMSweb M-CAP Grade 8 and digits Curriculum Reference - by Item

Item ID	Common Core Standard	Item Addressed	Corresponding Item ID
1	Operations & Algebraic Thinking	Subtract integers	Digitals Item 1.1
2	Operations & Algebraic Thinking	Compare integers	Digitals Item 1.1
3	Number & Operations - Fractions	Compare fractions	Item 3.1
4	Number & Operations - Fractions	Identify the parts of a fraction	Item 3.1
5	Other	Identify the parts of a fraction	Item 3.1
6	Other	Identify the parts of a fraction	Item 3.1
7	Other	Identify the parts of a fraction	Item 3.1
8	Other	Identify the parts of a fraction	Item 3.1
9	Other	Identify the parts of a fraction	Item 3.1
10	Other	Identify the parts of a fraction	Item 3.1
11	Other	Identify the parts of a fraction	Item 3.1
12	Other	Identify the parts of a fraction	Item 3.1
13	Other	Identify the parts of a fraction	Item 3.1
14	Other	Identify the parts of a fraction	Item 3.1
15	Other	Identify the parts of a fraction	Item 3.1
16	Other	Identify the parts of a fraction	Item 3.1
17	Other	Identify the parts of a fraction	Item 3.1
18	Other	Identify the parts of a fraction	Item 3.1
19	Other	Identify the parts of a fraction	Item 3.1
20	Other	Identify the parts of a fraction	Item 3.1
21	Other	Identify the parts of a fraction	Item 3.1
22	Other	Identify the parts of a fraction	Item 3.1
23	Other	Identify the parts of a fraction	Item 3.1
24	Other	Identify the parts of a fraction	Item 3.1
25	Other	Identify the parts of a fraction	Item 3.1
26	Other	Identify the parts of a fraction	Item 3.1
27	Other	Identify the parts of a fraction	Item 3.1
28	Other	Identify the parts of a fraction	Item 3.1
29	Other	Identify the parts of a fraction	Item 3.1
30	Other	Identify the parts of a fraction	Item 3.1
31	Other	Identify the parts of a fraction	Item 3.1
32	Other	Identify the parts of a fraction	Item 3.1
33	Other	Identify the parts of a fraction	Item 3.1
34	Other	Identify the parts of a fraction	Item 3.1
35	Other	Identify the parts of a fraction	Item 3.1
36	Other	Identify the parts of a fraction	Item 3.1
37	Other	Identify the parts of a fraction	Item 3.1
38	Other	Identify the parts of a fraction	Item 3.1
39	Other	Identify the parts of a fraction	Item 3.1
40	Other	Identify the parts of a fraction	Item 3.1

- Click to toggle by Grade
- Toggle by Item or Common Core Domain

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Resources Available

- Guides available on the "Download" tab within AIMSweb:
 - Reading Instructional Recommendations Guide: Common Core
 - Math Instructional Recommendations Guide: Common Core
- Lexile Webinar (Archived); Common Core & AIMSweb Webinar (will be archived shortly): www.aimsweb.com/webinars
- Mark Shinn resources for Common Core:
 - White paper
 - Recorded webinar: http://downloads.pearsonassessments.com/videos/Shinn_AW_10_30_2012/lib/p/layback.html

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Resources Available

www.aimsweb.com/common-core



New! ELL Solutions
Learn about new ELL report profiles for selected AIMSweb assessments



AIMSweb & the Common Core
Find out how AIMSweb & the Common Core State Standards work together



Student Growth
Demonstrate student growth with AIMSweb's powerful reporting solutions, including new student growth norms

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AIMSweb & the Common Core State Standards

AIMSweb uses brief, reliable, and valid assessments called General Outcome Measures (GOM) to assess overall performance in broad academic domains and provide accurate prediction of reading and math achievement. Rather than assessing specific skills and content standards, GOM assesses fluency on fundamental competencies relevant to all curricula and supported by decades of research as key indicators of academic success. The Common Core State Standards in English Language Arts and Mathematics recognize the value of fluency and include reading and computational fluency as key competencies that need to be reached by all students at all grade levels. But academic success clearly requires more than fluency. AIMSweb measures go beyond fluency to address critical concepts and skills that specifically align to Common Core standards and provide that extra layer of information for program planning and tailoring instruction to individual student needs.

New! AIMSweb Common Core Reporting

AIMSweb is introducing Common Core reporting for both math and reading mid-November 2012. Report student math performance for grades 2-8, including relative strengths and weaknesses by Common Core domain as well as instructional recommendations for Pearson's enVisionMATH Common Core, iM3, or KeyMath-3 Essential Resources. Common Core reports for reading will also be available, allowing educators to report the predicted level of success on Common Core aligned reading materials for grades K-8.

Resources available:

- [Download our Common Core Pear](#)
- [White Paper, Computer-Based Measurement & the Common Core State Standards](#)
- [View sample Common Core reports](#)
- [Register for an online webinar](#)

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The End

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