Sample Reports
Introduction

aimsweb™Plus provides comprehensive reporting for each screening and monitoring component:

**Benchmark**—assess students three times per year for universal screening (early identification)

**Progress monitor**—write individualized annual goals and monitor more frequently for students who need intensive instructional services

**Response to Intervention (RTI)**—organize and evaluate the process of RTI to manage data

**Multi-Tiered Systems of Support (MTSS)**—provide frequent monitoring for instructional decision making

Teachers or administrators may view student results online through the aimswebPlus data management and reporting system. A reporting hierarchy determines the information available based on user role and access level.

Reports include data for students, classrooms, grades, schools, and district levels, and they can be generated in either HTML format or as PDFs. Reports specific to benchmarking and progress monitoring, are available. Sample reports are shown in the following figures.

aimswebPlus allows for this comparison of student performance to national, district, or even site level norms. Quantifiable student growth is also a crucial data point. aimswebPlus provides student growth percentiles and growth summaries which indicate whether a student is making sufficient progress to close learning gaps and/or to meet grade level expectations. As educators consider performance and progress in instructional decision-making, the majority of aimswebPlus reports include information on both, enabling educators to better impact student achievement.

The following pages illustrate the wide variety of reports available when using aimswebPlus. The data in these reports are not authentic, so do not depict accurate student data.
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Once assessment data enters the system, aimswebPlus enables immediate reporting for assessments. The Benchmark Comparison page displays students' composite scores as the color-coded bar lines. By default, students are listed with those most at-risk at the top. 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.
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. At a glance, teachers can see which students are on track to meet local targets and which students might need additional help like small group instruction or intensive intervention.
Individual Benchmark

This 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 Percentile (SGP), and includes a Lexile® score based on the Oral Reading Fluency (ORF) measure as well. The lines in the graph allow comparison of the student growth summary to the national average growth.
This Monitor view provides a snapshot of all of your students on an intervention plan. The goal progress 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

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.
Individual Monitoring

The Individual Monitoring report shows the goal score, number of errors, a line connecting the baseline score to the goal score (the aimline), the weekly progress monitoring scores, and a best-fitting linear regression line (the trendline) projected out to the goal date. The aimswebPlus system uses the trendline and the spread of scores around the line to analyze the student’s likelihood of meeting the performance goal by the goal date. The report also includes a table that lists individual scores, the rate of improvement (updated with each new score), the Goal Statement, and other graphical elements indicating when an intervention or goal change was made.
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 views.
This 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. The report provides a brief narrative description of performance by measure and includes a recommendation regarding the intensity of instructional need. This report also charts the fall, winter, and spring benchmark composite scores and describes student's growth relative to the national average.
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.

### Concepts & Applications Performance Summary

What does this graph show?

This graph shows the percent of items answered correctly by domain.

HHSample 1261's score is:
- Average for Operations & Algebraic Thinking, Geometry, Measurement & Data, and Number & Operations: Base 10.

### HHSample 1261's 2016 Early Numeracy Benchmark Scores

<table>
<thead>
<tr>
<th>Nat'l %ile</th>
<th>Risk Status</th>
<th>Growth Scale Val</th>
<th>Quantile</th>
<th>SGP</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Average</td>
<td>Moderate</td>
<td>N/A</td>
<td>N/A</td>
<td>95</td>
</tr>
</tbody>
</table>

### Concepts & Applications Item Analysis and Pearson Summary

<table>
<thead>
<tr>
<th>Skills Area &amp; Skill Assessed</th>
<th>Items</th>
<th>Description</th>
</tr>
</thead>
</table>
| Operations & Algebraic Thinking | 6 of 12 | Identifies equivalent addition expressions. 1
|                               |       | Solves subtraction word problems. 1
|                               |       | Determines the missing number in addition equation. 2
|                               |       | Identifies a true equation. 2
|                               |       | Solves addition word problems. 0
|                               |       | Solves word problems involving the addition of three numbers. 0
|                               |       | Determines the missing number in subtraction equation. 0
| Geometry | 2 of 3 | Identifies a shape divided into halves. 0
|          |       | Identifies a composite shape by its smaller shapes. 0
| Measurement & Data | 3 of 5 |
Skills Plan – Reading (Page 1)

Reading Comprehension Performance

What do these scores mean?
This chart shows how accurately the student answered different types of Reading Comprehension questions.
There are an equal number of questions for informational and literary text, and all the questions fall into one of three reading domains.
This student’s performance on Literary text questions is above average and is average on Informational text questions. For the reading domains, this student’s performance is above average for Key Ideas questions, average for Craft & Structure questions, and average for Integration of Ideas questions.

Reading Scores Summary

<table>
<thead>
<tr>
<th>Total Reading Nat'l %</th>
<th>Reading Comp Raw Score</th>
<th>Vocabulary Raw Score</th>
<th>Lexile</th>
<th>Performance Level</th>
<th>Risk Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>17</td>
<td>13</td>
<td>N/A</td>
<td>Average</td>
<td>Low</td>
</tr>
</tbody>
</table>

aimswebPlus Reading Comprehension Profile

The five profile categories shown on the chart below are an alternative way to look at a student’s reading comprehension strengths and weaknesses.

Plotted Raw Correct

- Facts
- Main Idea & Purpose
- Word Meaning
- Structure & Form
- Analysis & Application

What do the aimswebPlus profile categories represent?
- Above Average: Facts: Finding the exact words for a correct response within the text.
- N/A: Main Idea & Purpose: A general understanding of literary or informational text.
- Above Average: Word Meaning: Using context clues to know the meaning of unfamiliar words.
- Average: Structure & Form: Understanding tone, plot, sequence, or other structure-based concepts.
- Above Average: Analysis & Application: Using the information learned in a text to answer a question.
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.
The Student Profile serves as the dashboard for an individual student. This report allows teachers to see 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. The paper icons link directly to individual reports. The page also 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 a place to document meetings regarding a student’s instructional plan, and a place to upload additional information such as IEP meeting notes, student work samples, or other assessment data.
The Tier Transition report shows the movement of students across instructional tiers. This group report is useful for determining effectiveness of core and intervention instruction and also for allocating resources to meet student need. From this report, the teacher can view the student details to see a specific student's movement across the tiers.
Early screening is key for student success

More Powerful Together

With aimswebPlus, schools can identify and group at-risk students, monitor and report student progress, and predict high-stakes testing success. Pair aimswebPlus with Shaywitz DyslexiaScreen and BASC-3 BESS for powerful early identification.

The 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.

BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) is a gateway to a comprehensive, flexible behavior management toolkit that provides the framework and data for behavior in RTI, MTSS, and positive behavior programs.

Using the tools together

aimswebPlus + Shaywitz DyslexiaScreen

Option 1: Targeted Screening
Screen all K-2 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
Early screening is key for student success

Using the tools together
aimswebPlus + BASC-3 BESS

Option 1: Targeted Screening
Screen all of your students with aimswebPlus measures to identify ones at risk for falling behind in reading and/or math. Next, follow up by using the BASC-3 BESS to help identify behavior or emotional issues that may be interfering with their academic performance.

Option 2: Universal Screening
Six to eight weeks after the beginning of the school year, administer the BASC-3 BESS to all students.

After screening, review data sets for direction on next steps for intervention and/or instructional planning for students.
Demonstrating Student Growth

Data collected from aimswebPlus assessments, including the rate of improvement (ROI), are powerful tools to assess whether students are making academic progress. ROI has long been a component of classic reporting in individual progress monitoring reports and in local and national norm tables.

To make ROI even more valuable, aimswebPlus includes student ROI growth norms that will allow schools to evaluate the progress of individual students relative to the rate of growth shown by similar students in a national norm sample.

**Student ROI Growth Norms**

ROI growth norms are percentile norms that indicate the percentage of students in the large, representative national norm sample who had ROI equal to or smaller than a particular ROI. Because growth rates vary by initial performance level, these norms are most meaningful when the comparison group consists of other students who had a similar level of initial performance.

To be able to make such comparisons, five separate sets of ROI growth norms were developed for each grade and time interval (fall-winter, winter-spring, and fall-spring) that correspond to five ranges of initial scores (well below average, below average, average, above average, and well above average).

Through the use of stratified comparison groups, the ROI growth norms can help teachers more accurately interpret each student’s progress and set realistic yet challenging goals.

ROI growth norms allow educators to complete the following tasks:

- Determine and report individual student growth by calculating a student’s ROI relative to the ROI of other students at the same grade and at a similar level of initial score
- Set meaningful and realistic progress monitoring goals
- Generate group growth reports, which display the distribution of student ROI growth percentiles at the class, grade, school, and district levels

ROI growth norms are available for all measures and composite scores.

For additional information or to speak with a Pearson specialist, we invite you to call 800.328.5999 | Or visit us online at aimswebPlus.com