AIMSWeb is...

- Curriculum-based measurement
- Tool designed to be an efficient and accurate way to monitor student growth
- Standardized, reliable, and valid
- Math, reading, and writing

What does AIMSWeb measure?

- General Outcome Measure
- Tells us how students are doing on major skills
- Good for looking at long-term goals
What does it tell us?

➢ How a student compares to same-grade peers across the country
➢ Whether student is making the growth we expect
➢ When we may need to change instruction

What doesn’t it tell us?

➢ What problems are causing student not to make the growth we expect
➢ Like a thermometer – tell us when something’s going on, but can’t diagnose the problem

Why would we use this?

➢ Efficiency – easy and quick
➢ Well researched – reliable and valid
Getting Started

Planning and Preparation

Setting up Assessment Environment

- CAUTIONS:
  - Proctor carefully to avoid students copying/cheating
  - This applies to the MAZE, M-COMP, M-CAP. Writing when prompts are given to the whole Class at one time

Before Testing

Additional tools needed

Digital Stopwatch (or Timer) preferred
List of Students to be Tested (Optional)
Printed Directions
Reading

- Oral Reading Fluency (ORF)
- Comprehension - MAZE

Oral Reading Fluency

- Follow the standardized directions
- R-CBM is a standardized test
- Administer the assessment with consistency
- Remember it’s about testing, not teaching
- Don’t teach or correct
- Don’t practice the reading passages
- Remember *best*, not fastest reading
- Sit across from, NOT beside student
Oral Reading Fluency

Items needed:

- Stop watch – 1 minute
- Clipboard
- List of students to be assessed
- Student copy/examiner copy

R-CBM Standard Directions for 1 Minute Administration

1) Place the unnumbered copy in front of the student.
2) Place the numbered copy in front of you, but shielded so the student cannot see what you record.
3) Say:
   When I say 'Begin,' start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will tell it to you. Be sure to do your best reading. Are there any questions? (PAUSE)
4) Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.
5) Follow along on your copy. Put a slash (/) through words read incorrectly.
6) At the end of 1 minute, place a bracket ( ] ) after the last word and say, “Stop.”
7) Score and summarize by writing WRC/Errors

Oral Reading Fluency: Scoring

Correct:
- Most common pronunciation of the word in context
- Self-corrections within 3 seconds
- Repeating words/re-reading part of sentence
- Articulation and dialectical differences
Oral Reading Fluency: Scoring

Examples of Errors:
- Mispronunciation of the word
- Substitutions
- Omissions
- 3-second – pauses or struggles (examiner provides word)
- Insertions- are neither a word read correctly or an error!

Practice!

- “We read a book together this morning.”
  7 words read correctly!

He will read tonight.
Practice!

- Charlie ran quickly.
- "Charlie quickly ran."
- Charlie ran quickly.
  1 word read correctly

Practice!

- The dog ran fast.
- "The dog ran very fast."
- The dog ran fast.
  4 words read correctly

Practice!

https://youtu.be/3bTaXSxSx6g
MAZE (Reading Comprehension)

Administration is flexible and can include:
- Individual Administration
- Whole Class Administration
- Small Group Administration

MAZE:
- R-MAZE is a multiple-choice cloze task that students complete while reading silently
- Students are presented with 150-400 word passages
- The first sentence is left intact
- After the first sentence, every 7th word is replaced with three word choices inside parenthesis
- The three choices consist of: near distracter, exact match, far distracter

MAZE:
- Items the tester uses for testing:
  - Stopwatch – 3 minutes
  - Appropriate CBM R-MAZE answer key
  - Appropriate standardized directions
  - List of students to be tested
  - Attach a cover sheet that includes the practice test so that students do not begin the test right away
What the students need for testing:

- CBM R-MAZE practice test
- Appropriate CBM R-MAZE passages
- Pencils

Things You Need to do While Testing:

- Do a simple practice test with younger students.
- Monitor to ensure students are circling answers instead of writing them.
- Try to avoid answering student questions.
- Adhere to the end of timing.

CBM R-MAZE Standard Directions

1) Pass R-MAZE tasks out to students. Have students write their names on the cover sheet, so they do not start early. Make sure they do not turn the page until you tell them to.

2) Say this to the student (s):

   When I say ‘Begin’ I want you to silently read a story. You will have 3 minutes to read the story and complete the task. Listen carefully to the directions. Some of the words in the story are replaced with a group of 3 words. Your job is to circle the 1 word that makes the most sense in the story. Only 1 word is correct.

3) Decide if a practice test is needed. Say:

   Let’s practice one together. Look at your first page. Read the first sentence silently while I read it out loud: ‘The dog, apple, broke, ran after the cat.’ The three choices are apple, broke, ran. ‘The dog apple after the cat.’ That sentence does not make sense. ‘The dog broke after the cat.’ That sentence does not make sense. ‘The dog ran after the cat.’ That sentence does make sense, so circle the word ran. (Make sure the students circle the word ran.)
CBM R-MAZE Standard Directions (Continued)

Let's go to the next sentence. Read it silently while I read it out loud. 'The cat ran fast, green, for up the hill.' The three choices are fast, green, for up the hill. Which word is the correct word for the sentence? (The students answer fast)

Yes, 'The cat ran fast up the hill' is correct, so circle the correct word fast. (Make sure students circle fast)

Silently read the next sentence and raise your hand when you think you know the answer. 'The dog barked at the cat'. Which word is the correct word? (Make sure students know the correct word. Read the sentence with the correct answer)

That's right. 'The dog barked at the cat' is correct. Now what do you do when you choose the correct word? (Students answer 'Circle it'. Make sure the students understand the task)

That's correct, you circle it. I think you're ready to work on a story on your own.

4) Start the testing by saying . . .
   - When I say 'Begin' turn to the first story and start reading silently.
   - When you come to a group of three words, circle the 1 word that makes the most sense. Work as quickly as you can without making mistakes. If you finish a page, turn the page and keep working until I say 'Stop' or you are all done. Do you have any questions?

5) Then say, 'Begin'. Start your stopwatch.

6) Monitor students to make sure they understand that they are to circle only 1 word.

7) If a student finished before the time limit, collect the student's R-MAZE task and record the time on the student's test booklet.

8) At the end of 3 minutes say: Stop. Put your pencils down. Please close your booklet.

9) Collect the R-MAZE tasks.

Things to Do After Testing

- Score immediately to ensure accurate results!
- Determine the number of words (items) correct.
- Use the answer key and put a slash (/) through incorrect words.
CBM R-MAZE Scoring

What is correct?
The students circle the word that matches the correct word on the scoring template.

What is incorrect?
An answer is considered an error if the student:
1) Circles an incorrect word
2) Omit word selections other than those the student was unable to complete before the 3 minutes expired

M-COMP and M-CAP
Administration is flexible and can include:

- Individual Administration
- Small Group Administration
- Whole Class Administration
Before Testing

Paper/Pencil Administration:
Prepare the AIMSWeb M-COMP or M-CAP Test

Student Copies
- Duplexed

Examiner Copy
- Scoring key

Before Testing

Students: Prohibited Items

- Calculators
- Rulers, protractors, etc.
- Math-related posters in room
- Texting, phones? (calculating or cheating)

The M-CAP and M-COMP measures are both standardized tests.

You must:
- Administer M-CAP and M-COMP the same way, each time.
- Adhere to the exact standardized directions at ALL times.
- Remember for 8 minutes it's about testing, not teaching.
  Do not teach or correct the student.
- Do not allow students to pre-read, use the probes for practice, or use the probes for review after testing, etc.
- Prepare to proctor the assessment carefully.
Directions-M-COMP

Administration Directions

Read the instructions to the students individually. Instructions not to be repeated. Do not talk

during testing. The instructions you read aloud to the students are to be read quietly.

to the students.

We are going to take an 8-minute math test.

Answer the questions carefully and use your best work. Start at the lower number and work

across the page from left to right. Do not skip questions.

If you do not understand how to do a problem, talk it with Mr. Z and move on. Once you have tried

all of the problems and are satisfied, you may go back to the beginning of the worksheet and try to complete

the problems you marked.

Although you may have a few minutes of extra time, use this time wisely. Make sure you are

reading and writing carefully.

Keep working until you have completed all of the problems or if told to stop.

Do you have any questions?

Directions:

(During Testing)

if a student asks a question, respond appropriately. Follow his or her to the probe and say:

Read the instructions again and work the problem as best you can.

If you do not understand the problem or are unable to work it, you may move on to the next

question.

If you see a student is slacking off without attempting the item, provide the following

directions:

Try to work each problem. Do not skip around.

When the 8 minutes have elapsed, say:

Stop and put down your pencil.

If a student continues to work, write:

Stop working now and put down your pencil.

At this time, collect the papers and proceed to scoring.
Time to Test!

After Testing: Scoring

Scoring: Variant Answers

- Variant Answers: If an answer is not exactly as given, a point may still be awarded if it is a correct solution or a numerical equivalent of the correct solution.
- Partial credit: If an answer is mathematically incorrect, a small percentage of the point may still be awarded.
- Answer keys are not always correct.
M-CAP Directions

Say to the students:
(Grades 2–6) *We're going to take an 8-minute math test.*
(Grades 7–12) *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.*
M-CAP Directions

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:

M-CAP Directions

Begin.

Start timing. 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.

After 8 minutes (grades 2–6) or 10 minutes (grades 7–12), say: Stop and put down your pencils.
M-CAP
Scoring:
- Score immediately using the scoring guide to obtain points
- The answer must be correct in its entirety to obtain the correct score value.

Written Expression
As I walked down the path I noticed....

www.interventioncentral.org

Written Expression
- Correct Writing Sequence (CWS)
- Total Words Written (TWW)
- Words Spelled Correctly (WSC)
Written Expression
Written Expression Curriculum-Based Measurement (WE-CBM) Standardized Directions
1. Select an appropriate story starter.
2. Provide the student with a pencil and a sheet of lined paper.
3. Say these specific directions to the students:
   You are going to write a story. First, I will read a sentence, and then you will write a story about what happens next. You will have 1 minute to think about what you will write, and 3 minutes to write your story. Remember to do your best work. If you don’t know how to spell a word, you should guess. Are there any questions? (Pause)

Written Expression
Put your pencils down and listen.
For the next minute, think about “(insert story starter).”
4. After reading the story starter, begin your stopwatch and allow 1 minute for students to “think.” (Monitor students so that they do not begin writing).
After 30 seconds say: You should be thinking about “(insert story starter).”
5. At the end of 1 minute say: Now begin writing. Restart your stopwatch.
6. Monitor students’ participation. If individual students pause for about 10 seconds or say they are done before the test is finished, move close to them and say Keep writing the best story you can. This prompt can be repeated.

Written Expression
To students should they begin to pause again.
7. After 90 seconds say: You should be writing about (insert story starter).” At the end of 3 minutes say: Stop. Put your pencils down.
Written Expression- Total Words Written (TWW)

- A count of the number of words written
- A word is defined as any letter or group of letters separated by a space, even if the words is misspelled or is a nonsense word

Written Expression: Scoring TWW

- Underline in pen or pencil the words that are produced
- Sum the number of words
- The score is recorded

The sky was blue.  
TWW = 4

The sky was blew.  
TWW = 4

I tuka baf.  
TWW = 3

Written Expression: Scoring TWW

CBM writing sample scored for Total Words Written:

I woud drink water from the ocean.........07
and I woud eat the fruit off of ............08
the trees. Then I woud blilit a ..........07
house out of trees, and I woud ..........07
gather firewood to stay warm. I ..........06
woud try and fix my boat in my ........08
spare time.................................02
Written Expression: Words Spelled Correctly (WSC)

- A count of the number of words that are spelled correctly
- A word is spelled correctly if it can stand alone as a word in the English Language

Written Expression: Scoring WSC

Bill will read the book. \( \text{WSC}=5 \)
Bill will reed the book. \( \text{WSC}=5 \)
Bill wa reed mmus reddy \( \text{WSC}=2 \)
and can rat pake \( \text{WSC}=3 \)

Written Expression: Words Spelled Correctly

<table>
<thead>
<tr>
<th>Text</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would drink water from the ocean.</td>
<td>06</td>
</tr>
<tr>
<td>and I would eat the fruit off of</td>
<td>07</td>
</tr>
<tr>
<td>the trees. Then I would</td>
<td>05</td>
</tr>
<tr>
<td>make a house out of trees, and I would</td>
<td>06</td>
</tr>
<tr>
<td>gather firewood to stay warm.</td>
<td>06</td>
</tr>
<tr>
<td>I would try and fix my boat in my spare time.</td>
<td>02</td>
</tr>
</tbody>
</table>

Total Words Spelled Correctly = 39
Written Expression: Correct Writing Sequence (CWS)
What is a Correct Writing Sequence?

Two adjacent writing units (words and punctuation) that are correct within the context of what is written.

Correct Writing Sequence (CWS)
Scoring Correct Writing Sequences:
A caret "^" is used to mark each unit of the correct writing sequence.
There is an implied space at the beginning of the first sentence.

^The^sky^was^blue.^ CWS = 5

Correct Writing Sequence (CWS)
Rule 1:
Pairs of Words Must Be Spelled Correctly:
All of the kids started to laugh.  
^All^of^the^kids^started^to^laugh.^ CWS = 8
All of the kids started to laghf.  
^All^of^the^kids^started^to_laghf. CWS = 6
Correct Writing Sequence (CWS)

Rule 2:
Words Must Be Capitalized and Punctuated Correctly with the Exception of Commas. Correct punctuation must be present at the end of the sentence. The first word of the next sentence must be capitalized and be spelled correctly for a correct writing sequence to be scored.

The sky was blue. It was pretty.
^The=sky^was=blue.^ ^It^was=pretty.^  CWS = 9
The sky was blue. It was pretty
^The=sky^was=blue.^ _ It^ was^ pretty  CWS = 6

The sky was blue.  It was pretty.

^The^sky^was^blue.^_ ^It^was^pretty.^  CWS = 8
The sky was blue. It was pretty
^The=sky^was=blue.^ _ It^ was^ pretty  CWS = 6

Correct Writing Sequence (CWS)

Rule 2:
Let's go swimming today.
^Let's^go^swimming^today^.  CWS=5
let's go swimming today.
_let's_go^swimming^today^.  CWS=3
She asked me to give the book to Nate.
^She=asked^me^to^give^the^book^to_nate_.  CWS=8
The Monkey ate a Banana while swinging from the tree.
^The_Monkey^_ ate^a_Banana^while^swinging^from^the^tree^_.  CWS=7

Correct Writing Sequence (CWS)

Rule 2:
Commas are not counted as part of a correct writing sequence except when included in a series of nouns.
When part of a series, commas must be used correctly.
Next, take out the garbage.
^Next^,^take^out^the^garbage^.  CWS=6
Next take out the garbage.
^Next^take^out^the^garbage^.  CWS=6
Max went to the store to buy bread milk and cheese.
^Max^went^to^the^store^to^buy^bread^milk^and^cheese^_.  CWS=11

Correct Writing Sequence (CWS)

Rule 2:
Commas are not counted as part of a correct writing sequence except when included in a series of nouns.
When part of a series, commas must be used correctly.
Next, take out the garbage.
^Next^,^take^out^the^garbage^.  CWS=6
Next take out the garbage.
^Next^take^out^the^garbage^.  CWS=6
Max went to the store to buy bread milk and cheese.
^Max^went^to^the^store^to^buy^bread^milk^and^cheese^_.  CWS=11
Correct Writing Sequence (CWS)

Rule 2:
Other punctuation marks, such as quotes, colons, and semicolons are not counted as part of the correct writing sequence total.

He yelled, "Watch out for that dinosaur.
\(^{\text{CWS=8}}\)

He yelled, watch out for that dinosaur.
\(^{\text{CWS=8}}\)

Correct Writing Sequence (CWS)

Rule 3:
Words Must Be Syntactically Correct. Sentences that begin with conjunctions are considered syntactically correct.

I had never seen the wolves before.
\(^{\text{CWS=8}}\)

Her gave the boy a pencil.
\(^{\text{CWS=5}}\)

She gave the boy a pencil.
\(^{\text{CWS=7}}\)

Correct Writing Sequence (CWS)

Rule 4: Words Must Be Semantically Correct

Jamaal went to the library.
\(^{\text{CWS=6}}\)

Jamaal went too the library.
\(^{\text{CWS=4}}\)

My dad made the treehouse especially for me.
\(^{\text{CWS=9}}\)

My dad made the treehouse specially for me.
\(^{\text{CWS=7}}\)
Correct Writing Sequence (CWS)

Rule 5:
Contractions. Apostrophes are required if the word cannot stand alone without it.

I went to Sam's house.
^I^went^to^Sam's^house.^ CWS = 6

I went to Sams house.
^I^went^to_ Sams_ house.^ CWS = 4

Correct Writing Sequence (CWS)

Rule 6: Words with Reversed Letters. Words containing reversed letters are included in the total CWS count unless the reversed letter causes a word to be spelled incorrectly.

There was a bad storm.
^There^was^a^bad^storm.^ CWS = 6

There was a dad storm.
^There^was^a_dad^storm.^ CWS = 4

The dolphin swam in the sea.
^The^dolphin^swam^in^the^sea.^ CWS = 7

The bolphin swam in the sea.
^The_bolphin^swam^in^the^sea.^ CWS = 5

Correct Writing Sequence (CWS)

Rule 7: Story Titles and Endings. Words written in the title or endings that are capitalized and spelled correctly are included in the total CWS.

The Big Run
^The^Big^Run^ CWS = 4

The Big Run
^the_ Big _Run^ CWS = 2

The big run
^the_ big _run^ CWS = 0

The End.
^The^End.^ CWS = 3

The end.
^The_ end.^ CWS = 2
Correct Writing Sequence (CWS)

Rule 8:
Abbreviations. Commonly used abbreviations that are spelled correctly are included in the total CWS count.
Jan lives on Sunset Blvd.
\^Jan^lives^on ^Sunset ^Blvd^\^.
\textbf{CWS} = 6
Mr. Jones was late
\^Mr._Jones^was^late^.
\textbf{CWS} = 5

Correct Writing Sequence (CWS)

Rule 9:
Hyphens. Hyphenated words are counted in the total CWS count as long as each morpheme separated by hyphens is spelled correctly
My sister-in-law graduated from school.
\^My^sister-in-law^graduated^from^school.^\^ CWS = 6
My sister-in-law graduated from school.
\^My^ sister-in-law_^ graduated^from^school.^ \^ CWS = 4

Correct Writing Sequence (CWS)

Rule 10:
Numbers. With the exception of dates, numbers that are not spelled out are not included in the total CWS count.
3 men ran.
\_3 _men^ran.^ CWS = 2
Three men ran.
\^Three^men^ran^.
\textbf{CWS} = 4
It is June 10, 2004.
\^It^is^June^10, ^2004^.
\textbf{CWS} = 4
Correct Writing Sequence (CWS)

Rule 11:
Unusual Characters. Symbols used in writing that are not spelled out are not included in the total CWS count.

I won a prize @ the carnival. ^I^won^a^prize_ @_the^carnival.^ CWS = 6

Correct Writing Sequence (CWS)

Rule 12:
Compound Words. A compound word written as two words should be counted as one word that has been misspelled.

Rule 13:
Text Messaging shortcuts are not counted as correct.

Example of selected scoring rules for Correct Writing Sequence:

Since the first word is correct, it is marked as a correct writing sequence. Because the period is considered essential punctuation, it is joined with the words before and after to make 2 correct writing sequences. Could've seen the trees of the forest.

Misspelled words are not counted.
Thanks for attending **Session 2**

Please complete the IEP University Feedback Form prior to leaving.

Any questions?

robin.bourgeois@berrienresa.org