

## Glossary of common aimswebPlus vocabulary:

**This glossary will help you to have a consistent understanding of vocabulary that is frequently used while using aimswebPlus.**

**Aimline:** A visual line on a progress monitor report that connects the baseline score to the goal score. This gives a visual reference to the expected rate of improvement and can be compared to a current trendline. Also referred to as a goal line.

**Baseline Score:** A raw score that identifies the initial point on a progress monitoring schedule. This is the first score and the point where the aimline begins. The baseline score may be obtained through benchmark scores or survey level assessment scores.

**Batch Reports:** Specific individual student reports can be mass produced into one document preventing the need to generate reports one by one. Batch reports are available for the following reports: Individual Benchmark, Scores Snapshot, Skills Plan, and Individual Monitoring. There are limits to the number of pages that can be generated in one batch report.

**Benchmark Screening:** Repeated tests to enable universal screening and universal progress monitoring for purposes of ensuring growth and development of critical skills like reading and mathematics. Typically performed three times per school year in the fall, winter, and spring. Also known as benchmarking or interim assessment.

**Common Core State Standards (CCSS):** An educational initiative in the United States that details what K-12 students should know in English language arts and mathematics. Some US states have opted to not adopt CCSS.

**Confidence Interval:** A range of scores that has a certain probability of including the true score or the student's actual performance at the goal date. aimswebPlus uses a 75% confidence interval around projected scores when providing goal feedback on a student's likely outcome.

**Composite Score:** A score used to summarize broad academic skills based on a compilation of one or more measure scores during benchmark screening periods. Composite scores are comprised of a required battery of measures. Composite scores are available in the areas of Early Literacy (K-1), Early Numeracy (K-1), Math (2-8), and Reading (2-8). The intent of composite scores is to determine risk of not meeting locally set end-of-year targets.

**Curriculum Based Measurement (CBM):** A set of standardized basic skill measures (i.e. Oral Reading Fluency, Number Sense Fluency, Letter Naming Fluency) that are brief, easy to administer and score, and valid for the purposes of progress monitoring and benchmark screening. Each CBM test has multiple alternate forms with equivalent difficulties with standardized directions. CBMs measure basic foundational academic skills.

**Cut Scores:** A set of scores within a composite area that divides students into levels of risk or tiers. Cut scores and ranges are built into aimswebPlus, but can be seen by clicking onto the band at the header of the Benchmark Comparison screen with a tier comparison. Tier 1 students have an 80% or



greater probability of meeting a target. Tier 2 students have a 50-79% probability of meeting a target. Tier 3 students have a less than 50% chance of meeting a target by the end of the school year.

**Diagnostic Assessment:** Identifies individual student's specific areas of strength and weakness within a skill area. Results are used to differentiate instruction provided to the individual student. Some data, particularly from the standards-based assessments, within aimswebPlus can be used for diagnostic purposes.

**Digital Record Form (DRF):** An electronic form delivered through aimswebPlus that provides examiners standardized administration directions, a place to document errors, a timer, and automatic scoring. The student views a stimulus page and provides answers by pointing or stating an answer verbally. DRF's are used for all K-1 measures as well as for the Oral Reading Fluency measure for all grade levels. The examiner must be logged into aimswebPlus and have an associated roster of students to access DRFs.

**Dual Discrepancy:** A key feature of the inclusionary component of Specific Learning Disabilities eligibility when RtI is part of the determination process. Students must have both a Performance Discrepancy and Progress Discrepancy.

**Evidence-Based Intervention:** Treatments that have been proven effective through outcome research. These interventions are very likely to be effective in improving outcomes if implemented with integrity.

**Formative Assessment:** Data from these assessments indicates how students are learning as they are learning. Assessments may be given frequently (up to weekly) to determine how students are responding to interventions and instruction that are provided to meet their unique learning needs. Common practice is to use Curriculum Based Measures, such as those provided in aimswebPlus, within formative assessment processes.

**Fidelity:** Adherence to details and procedures as intended within an intervention or data collection. Often referenced when determining effectiveness of interventions on student growth or validity of data.

**Fluency:** The ability to recognize and provide information automatically and with adequate level of skill (i.e. with expression, without cues, with good strategy). Correlated with the understanding of basic foundational skills. Precursor to development of more advanced complex skills.

**Goal Efficiency:** A color-coded square (Grey, Pink, Green, or Yellow) labeled based on the rate of improvement selected. This is found on the goal setup screen in aimswebPlus. May be Extremely Ambitious (>97 SGP), Ambitious (86-96 SGP), Closes the Gap (51-85 SGP), or Insufficient (0-50 SGP). Student Growth Percentiles (SGP) are based on the student's initial score compared to the national norm.

**Goal ROI:** This is the average weekly rate of improvement needed for a student to achieve a set goal within a specified time frame.



**Growth Scale Value:** A score found on the Skills Plan report within aimswebPlus. This is based on a Vertical Scale (see definition) and can be used to view individual student progress across school years.

**Imports:** Rosters, Users, and Test Assignments may be imported via .txt files to an aimswebPlus account. This will automatically set up an account and prevent clerical errors and duplications of students within an account. This is performed by managers in the account.

**Incremental Monitoring:** The process of progress monitoring a student with increasing levels across a longer period of time due to the severity of performance discrepancy. Monitoring begins at the optimal level and ultimately ends when the student has reached the same level as their same grade peers. A new progress monitor schedule must be developed for each new grade level monitored.

**Indeterminate Status:** The necessary data is not available for dependable feedback. Four data points over at least six weeks is required after the initial baseline or intervention change for the application to provide feedback.

**Lexile®:** A linking study was completed with the Oral Reading Fluency measure to give a reference to a student's reading level based on Lexile scores. Lexiles are available for grades 1-8. Lexiles can be used to determine appropriate level reading materials for students. A direct link is provided to the Find a Book website through the Individual Benchmark report for ORF. The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials. The Lexile Framework involves a scale for measuring both reading ability of an individual and the text complexity of materials he or she encounters. The Lexile scale is like a thermometer, except rather than measuring temperature, the Lexile Framework measures a text's complexity and a reader's skill level. For more information visit [www.lexile.com](http://www.lexile.com).

**Multi-Tiered Support System (MTSS) or Multi-Tier System of Supports:** An umbrella term for RtI (academic focus) and PBIS (behavior focus). These are a service delivery system tied to data-based decision making, early intervention with tiered services of appropriate and evidence-based interventions aligned with student needs.

**Norms:** Values that are typical for a defined range of time. National norms provided through aimswebPlus are based on the US Census population data to ensure a representative norm sample. Norms are based on a collection of actual data at a national, district, or school level. For example, scores between 24 to 39 on the Kindergarten Number Naming Fluency measure are considered Average and are between the 26<sup>th</sup> to 74<sup>th</sup> percentiles compared to national norms.

**Online Assessments:** Measures provided for Grades 2-8 in an online format via TestNav. Each student logs into TestNav with credentials provided through aimswebPlus. The student takes the test independently while being proctored by an examiner familiar with the measures. aimswebPlus online measures are fixed (not adaptive), meaning that the items do not change depending upon student response. This allows for uniform formative assessments across students and time within a school year.



**Percentile:** Represents the percent of students in a particular norm sample that scored at or below a given score. For example, if a student received a score at the 25<sup>th</sup> percentile, this means that 25% of the norm sample scored at or below this score.

**Performance Discrepancy:** A student has scores that are significantly different (discrepant) from their peers or standards in educational achievement.

**PDF (Portable Document Format):** Reports are exported to a PDF format to allow for the best print quality, viewing, or electronic transmission. Reports in PDF format may be renamed and saved for later use.

**Present Level of Performance (PLOP):** The normative level of achievement where a student is currently performing average by grade level and time period. PLOP is necessary to determine the Performance Discrepancy and as a basis for determining individualized goals.

**Progress Discrepancy:** A student is not improving at an adequate rate that reduces a Performance Discrepancy when given high quality, scientifically based instruction.

**Projection Line:** Once four data points over at least six weeks have been collected, aimswebPlus provides a projected score that the student will likely achieve if they stay on the same trend. The projection line connects the projected score to the baseline (or performance level after an intervention change). The projection line can be compared to the aimline to give an indication of whether an intervention is effective or not.

**Quantile®:** A Quantile score is related to the Concepts and Applications measure and is available for grades 2-8. This score helps forecast a student's ability to successfully accomplish the demands of mathematical concepts and skills. The Quantile Framework is a scale that describes a student's mathematical achievement and the difficulty of specific mathematical skills and concepts. It works a lot like a ruler or thermometer, except rather than measuring length or temperature, the Quantile Framework measures readiness in mathematics learning. For more information visit [www.quantiles.com](http://www.quantiles.com).

**Rate of Improvement (ROI):** The average growth in score values per week. Used to judge the response to interventions or general growth across time. Useful for evaluating students who are discrepant in performance, but who are making more rapid progress than typically developing students.

**Raw Score:** The actual number of items scored correct on a measure prior to it being converted or correlated to other types of scores (i.e. percentiles, Lexiles, Scale Value).

**Response to Instruction (Rti) or Response to Intervention:** A framework for providing evidenced-based, high-quality instruction and interventions through a multi-tiered service delivery model (see also MTSS). Although originally promoted as a component of Specific Learning Disability eligibility, the broader goal is to provide support to increase the success of all students through on-going data-based decision making.



**Reliability:** The overall consistency of measure results. A measure is said to have high reliability if it produces similar results under consistent conditions.

**Risk Levels:** May be categorized as Low, Moderate, or High. Associated with composite scores and risk of not meeting a preset target. Low risk is associated with Tier 1, Moderate risk with Tier 2, and High risk with Tier 3. Statistical regressions were made with fall and winter norm data for future outcomes in the spring.

**Roster:** May be imported or manually added to an account. Rosters have unique names within an account and can be the name of a school, district, class, or custom group. This field is often found as one of the first filter options in aimswebPlus reports. Begin typing in the name of the roster and then select from the predictive menu of roster options. This will provide the desired list of students associated with the user.

**Standards-Based Assessment:** Measures that have been developed specifically considering grade level expectations. Standards-based tests for K-1 students enable the measurement of additional foundations skills that predict future performance. Grade 2-8 tests facilitate measurement of higher-order thinking skills and concepts.

**Stimulus Materials:** Printed materials that are presented to students during benchmark screening and progress monitoring. The stimulus materials match what is the Digital Record Form used by the examiner to administer and score the measure. Stimulus materials may be downloaded and printed locally or may be ordered. These materials are found within the Help File (Test Materials folder) of aimswebPlus. Stimulus materials are necessary for all K-1 measures as well as the ORF measure in grades 1-8.

**Student Growth Percentiles (SGP):** Norms of growth rates based on initial level of performance (well below average, below average, average, etc.). SGPs can range from 5 to 95 at ten-point increments. Available between Fall to Winter, Winter to Spring, or Fall to Spring, whichever is the closest reference point. A lower achieving student who has an SGP above 50 is “closing the gap” or lessening the discrepancy between their performance and typical peers. Those whose SGP is less than 50 is becoming more discrepant across time.

**Summative Assessment:** Used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. Typically completed at the end of the project, unit, course, semester, or school year.

**Survey Level Assessment (SLA):** The process by which an examiner determines a student’s present level of performance on a specific measure by testing backwards by grade level until the score falls within the average range. SLA is also used to determine the appropriate level to monitor student progress. This is done by successively testing backwards by grade level until the optimal level (11-25<sup>th</sup> percentile) for monitoring is found. aimswebPlus provides an option for completing SLA digitally. Data collected through SLA in the application can be used as baseline scores when setting up progress monitoring schedules.



**Target:** A locally determined threshold of where most students should be at the spring benchmark period. May be set at the Account, District (if allowed in account settings), and School (if allowed) levels. Spring targets may be set at increments of 5 between the 15 to 70<sup>th</sup> percentiles and are based on national norms. Tier/Risk levels are determined based on targets. Targets are only available with composite scores.

**TestNav:** Software installed on a student computer to be used as the testing engine for online assessments. Students must have credentials to log in and take their assessments. Credentials are obtained through aimswebPlus. Examiners need to proctor students as they take test through TestNav. Students should have headphones for audio portions of the assessments. Results of completed assessments in TestNav are synced to aimswebPlus within a few minutes.

**Tiers:** There are three tier levels that are based on risk levels of not meeting a composite score target by spring benchmark period. Tier 1 is Low risk of not meeting at target. Tier 2 is Moderate risk of not meeting a target. Tier 3 is High risk of not meeting a target. Risk levels and cut scores between tiers are based from national normative data.

**Trend ROI:** The average rate of improvement based on all data and time elapsed within a progress monitoring schedule. The Trend ROI is not affected by intervention changes and is continuous throughout the monitoring schedule. Trend ROI data will appear after two or more scores are available.

**Trendline:** Also known as a projection line. This is the statistical “Line of Best Fit” for all of the data points within a segment of a monitoring schedule. This is the average rate of growth across all available data points derived from a least-squares regression model. The trendline extends from the baseline (or the date of the intervention change) to the goal date. It visually approximates where the student’s performance is projected to be at the end of the goal period.

**Validity:** A valid test measures what it claims to measure. Concurrent, criterion, and predictive validity coefficients were obtained from a variety of criterion measures and aimswebPlus measures. More information on aimswebPlus measure validity may be found within the aimswebPlus Technical Manual.

**Vertical Score Scale:** A vertical score scale spans multiple grade levels (2-8 in aimswebPlus) by accounting for differences in item and form difficulty within grade and across grades. A student’s vertical scale score is determined solely by his or her total number correct score. The vertical scales range from about 80 to 300. The scale is centered on the performance of students in the spring of Grade 5, with the median (50th percentile) approximately equal to a vertical scale score of 200. Vertical Scores are used with the standards-based Vocabulary, Reading Comprehension, and Concepts and Applications measures in grades 2-8. Also known as Growth Scale Value.