aimsweb PLUS

ADMINISTRATION AND SCORING GUIDE

Reading

Grades 2 through 8

Introduction

Levels	Grades 2 through 8
Administration	Group and individual
	Online and paper presentation of student test forms
Duration	Screening: From 20 to 40 minutes, depending on grade and season
	Progress monitoring: 2 to 7 minutes
Responses	Recorded via computer, during online testing or using a digital record form (DRF)
Scores	Automatically calculated when responses are submitted via online testing or DRF

The aimswebPlus® reading assessment system for Grades 2 through 8 is a set of brief, standardized measures. These measures are designed for the universal screening (or, benchmarking) of entire student classrooms at the beginning, middle, and end of the school year. In addition, some of the measures can also be used for the frequent progress monitoring of students identified as at risk. For each measure, there are up to 23 different test forms provided for screening and progress monitoring (number of forms varies by measure).

The aimswebPlus measures for students in Grades 2 through 8 are Vocabulary (VO), Reading Comprehension (RC), Silent Reading Fluency (SRF), and Oral Reading Fluency (ORF). The tasks, scoring criteria, and administration times for these measures are found in Table 1.

Table 1 Measure Descriptions

Measure	What students do	Score	Admin time
Vocabulary (VO)	Identify the meanings of target words by selecting from multiple-choice options.	Number of items correctly answered	~4–7 minutes
Reading Comprehension (RC)	Read six passages of text and answer multiple-choice questions about each passage.	Number of items correctly answered	~15–25 minutes
Silent Reading Fluency (SRF)	Read three stories divided into brief sections and answer multiple-choice questions about each story.	Median reading rate of three stories	~4–6 minutes
Oral Reading Fluency* (ORF)	Read two stories aloud, each for 1 minute	Average number of words read correctly	2 minutes

*Note. The ORF information in this table applies to the screening seasons of Fall, Winter, and Spring. When using ORF to progress monitor, students read **one** story aloud for 1 minute per testing session and the reported score is the number of words read correctly for that single story.

Testing time is brief—approximately 20–40 minutes for screening, depending on grade and season —so all assigned measures should be administered to a student in a single testing session. For progress monitoring, testing time is even briefer: approximately 2–7 minutes, depending on which measure(s) are being monitored for a given student. The following table (see Table 2) provides an overview of the measures given during each screening season, as well as the measures available for progress monitoring.

Table 2 Measures by Grade, Season, and Progress Monitoring Availability

Measure	Grade	Fall	Winter	Spring	PM
Vocabulary (VO)	2–8	x	x	x	
Reading Comprehension (RC)	2–8	x	x	x	
Silent Reading Fluency (SRF)	4–8	x	x	x	x
Oral Reading Fluency (ORF)	2–8	x	x	x	x

You must follow all directions carefully to be able to make decisions or draw conclusions about a student's performance from the normative data (national, state, or district). Altering the instructions or the presentation of the test forms, providing hints, giving corrective feedback, or using test forms as teaching tools will invalidate any norms-based decisions. It is important that all examiners become familiar with these administration directions prior to administering any of the aimswebPlus reading measures.

In the following sections, testing conditions and aimswebPlus reading test materials are discussed. Next, test accommodations are reviewed and an overview of each reading measure is presented. Finally, the spoken directions to conduct online test sessions (Appendix A) and a checklist of qualitative features (Appendix B) are provided.

Testing Conditions

To ensure the most accurate results, online testing should be conducted in a computer lab that is quiet and free from distractions. For individual administration of ORF, students should be tested in a quiet room or area that is free from distractions. Conduct testing while seated with the student at a small table or at the corner of a larger table. If multiple examiners are testing at the same time in the same area, it is important that there be ample distance between student/examiner pairs to ensure that students cannot hear or be distracted by each other.

Try to schedule testing when students are rested and able to pay attention, so they can give their best effort. For ORF, note that younger students often are easily distracted and tend to perform better with a familiar examiner. As such, try to have the same examiner test the student at each administration during a given school year.

If a test session is spoiled (e.g., testing is interrupted during the administration of any of the timed fluency measures), the student(s) can retake the test forms in question. It is suggested that you wait a few days before students retake any test forms to minimize the potential for practice effects.

Test Materials

Two formats for test administration are utilized for the reading measures: online administration and individual administration. The following sections describe the test materials needed for each administration approach.

Online Administration

For most of the aimswebPlus reading measures—VO, RC, and SRF—the only test materials needed are the computer stations at which students complete test forms. That is, all test directions and content are presented to the students via online administration of the aimswebPlus measures.

When conducting group testing sessions, each student will need his/her own computer station with a mouse and headphones. As such, each computer's hardware and software must meet TestNav 8's minimum system requirements so that students can properly view and interact with the test content. Please visit TestNav 8's online support website at https://support.assessment.pearson.com/display/TN/ to view the most current system requirements and have other TestNav-related questions answered. When all computers meet minimum system requirements and prior to aimswebPlus testing, make sure each computer is working properly and that all test functionality is visible and accessible to students.

With online administration, examiners present and then supervise test sessions, ensuring that students are on task and that any student questions are answered. While examiners themselves do not present the test items to students, they must familiarize themselves with the administration and scoring procedures detailed in this guide and understand each measure's content and purpose prior to administering the online reading measures to students.

Individual Administration

For ORF, student test materials are required in the form of stimulus booklets. Containing the stories for students to read, these stimulus booklets can be downloaded from the aimswebPlus system and printed; in addition, print editions of all digital materials are available at an additional cost for customers who prefer that option (please visit aimsweb.com for more information about printing alternatives). Once a test form is printed, it may be used as a master that can be photocopied as needed. *Note. Please be sure to keep masters and all copies in a secure place before and after use.*

With aimswebPlus Oral Reading Fluency, each student's performance is recorded on a digital record form (DRF) using a computer. The DRFs include all the instructions needed for administering ORF to students—including what to say to the student and correct/incorrect response information. Figure 1 shows an example of an Oral Reading Fluency DRF screen. Aside from the printed stimulus pages for the student, examiners will not need any printed materials or a stopwatch to administer and record a test session.

Figure 1 Oral Reading Fluency DRF Screen

Throughout each testing session, the aimswebPlus DRF guides examiners through the administration of Oral Reading Fluency. When administration is complete, examiners are able to review the ORF record form and make any changes needed before submitting the responses (e.g., due to self-corrections). The ORF score is then automatically generated when the student's responses are submitted to aimswebPlus via the DRF.

Examiners must familiarize themselves with the administration, scoring, and recording procedures detailed in this guide and practice each aspect of test administration—giving directions, presenting and turning student test pages, and recording responses—prior to administering Oral Reading Fluency to students. It is very important to administer this measure using the digital record form *at least once* to an appropriately aged child to ensure you are comfortable with all aspects of testing.

Test Accommodations

While similar in their intent, test accommodations and test modifications differ in their impact on test scores. *Accommodations* are changes made in the test setting, timing, presentation format, or response format that minimize obstacles to perceiving or responding to test content *without* changing the test content itself. As such, the meaning of test scores and the valid application of norms is preserved. *Modifications*, on the other hand, are changes made to the testing process or content or provisions made for certain adaptive technologies or services that change the meaning of test scores. Modifications invalidate norms and are *not* permitted with the aimswebPlus Reading measures.

Testing accommodations that are documented in a student's Individual Education Plan (IEP) or 504 plan are permitted with aimswebPlus. However, not all measures allow for accommodations; these exceptions depend on whether a measure is timed (e.g., Oral Reading Fluency) and whether it is being used for screening or progress monitoring. Note that hints and corrective feedback are *never* permitted for test items.

For the measures administered online (VO, RC, and SRF), aimswebPlus uses a test delivery platform (TestNav) that offers a menu of special accommodations tools and features for students with disabilities. The following TestNav accommodation tools are available for the online reading measures:

- Contrast settings: Allows students to select alternate color combinations for text and background.
- Magnifier: Allows students to magnify item content, while preserving clarity, contrast, and color.
- Answer Masking: Allows students to cover (mask) one or more answers.
- Show/Hide Line Reader: Allows students to hide all but a selected portion of the screen.

Oral Reading Fluency is an individually administered, *timed* test that employs strict time limits designed to keep testing brief and to generate rate-based scores (e.g., correctly read words per minute). As such, valid interpretation of national norms, which are an essential aspect of decision-making during benchmark testing, depend on adherence to the standard administration procedures.

The following accommodations are allowed for Oral Reading Fluency:

- Enlarging test forms
- Modifying the environment (e.g., special lighting, adaptive furniture)

Note that because speed plays an important role in the timed fluency measures, certain typical accommodations cannot be used without invalidating the norms. For example, a valid accommodation may not be possible for a student who is unable to orally respond to test items that require an oral response. If a student uses sign language or adaptive technology, his or her response rate will be slowed and comparison to the national norms would not be appropriate.

Vocabulary

Overview

Level: Grades 2 through 8 (Fall, Winter, Spring)
Use: Benchmarking

Vocabulary assesses a student's knowledge of grade-appropriate words. Selected to measure a range of student knowledge, the Vocabulary measure helps to inform instruction and provide further understanding of a student's reading ability.

The student chooses from multiple-choice options the response that best matches the meaning of vocabulary words. Target words are presented with only enough context to identify each word's part of speech. This is an untimed test. Figure 2 shows a sample online student test page.

Figure 2 Vocabulary Student Test Page

Before you begin, be sure the testing area is reasonably quiet and free from distractions.

Materials Needed

Each student will need his/her own computer station that meets minimum system requirements to properly view and interact with the test content. (Please visit TestNav 8's online support website at https://support.assessment.pearson.com/display/TN/ to view the most current system requirements and have other TestNav-related questions answered.) In addition, each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Vocabulary is administered online, with all administration directions necessary for students to complete the test included. Please see Appendix A for the spoken directions used by examiners to introduce online testing sessions to groups of students.

Scoring Rules

Students receive 1 point for each correct answer. The maximum total score for Vocabulary is 16 points (Grade 2) or 22 points (Grades 3–8).

Reading Comprehension

Overview

Level: Grades 2 through 8 (Fall, Winter, Spring)
Use: Benchmarking

Reading Comprehension assesses a student's ability to answer questions about grade-appropriate informational and literary texts. Addressing the main reading comprehension standards of key ideas/details, craft and structure, and integration of knowledge/ideas, the Reading Comprehension measure helps to inform instruction and provide further understanding of a student's reading ability.

The student reads passages of text and answers multiple-choice questions about each passage. This is an untimed test. Figure 3 shows a sample online student test page.

Figure 3 Reading Comprehension Student Test Page

Before you begin, be sure the testing area is reasonably quiet and free from distractions.

Materials Needed

Each student will need his/her own computer station that meets minimum system requirements to properly view and interact with the test content. (Please visit TestNav 8's online support website at https://support.assessment.pearson.com/display/TN/ to view the most current system requirements and have other TestNav-related questions answered.) In addition, each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Reading Comprehension is administered online, with all administration directions necessary for students to complete the test included. Please see Appendix A for the spoken directions used by examiners to introduce online testing sessions to groups of students.

Scoring Rules

Students receive 1 point for each correct answer. The maximum total score for Reading Comprehension is 24 points.

Silent Reading Fluency

Overview

Level: Grades 4 through 8 (Fall, Winter, Spring)
Use: Benchmarking and progress monitoring

Silent Reading Fluency assesses a student's ability to quickly read and answer questions about grade-appropriate story segments. Each form contains three stories broken into four segment/question pairs. This measure helps to inform instruction and provide further understanding of a student's reading ability.
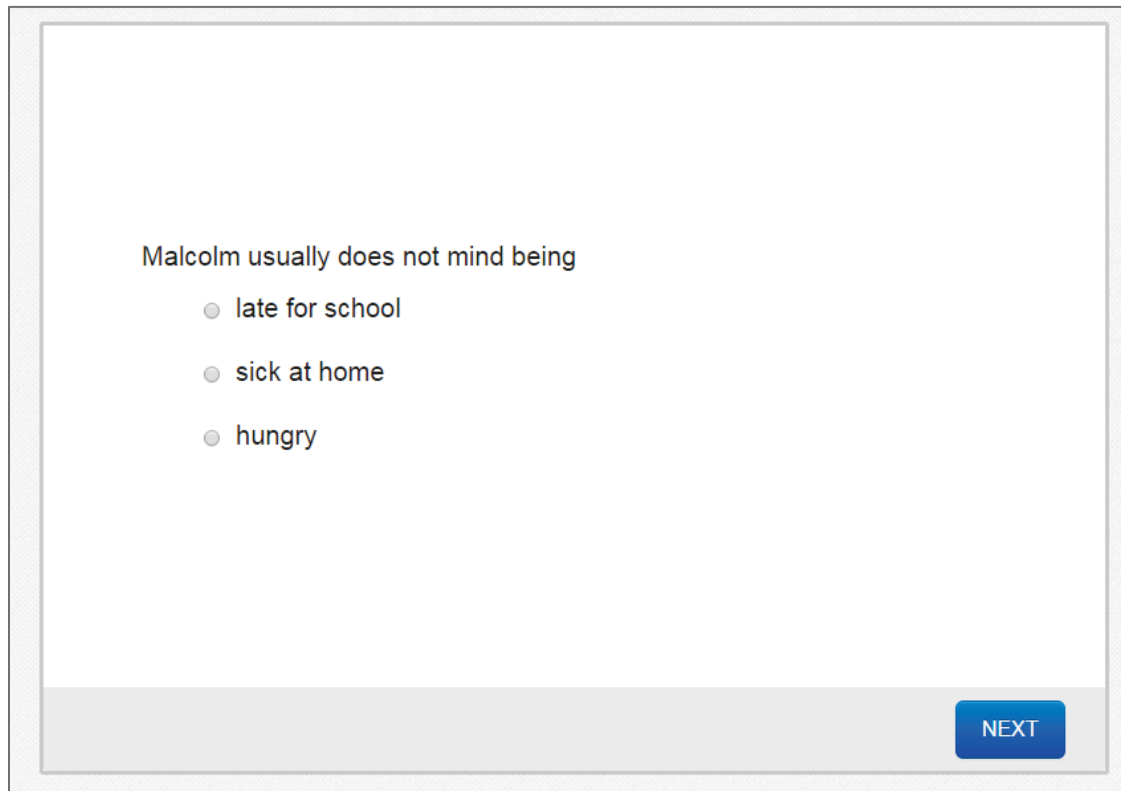
The student reads short story segments and answers multiple-choice questions about each passage. After an answer is selected, the student receives immediate feedback (correct or incorrect) before moving on to the next segment and question. This is an untimed test; however, the time students spend on each screen is captured to determine reading rates for each story. Figures 4 (passage) and 5 (question) show sample online student test pages.

Figure 4 Silent Reading Fluency Student Test Page, Passage

Usually Malcolm did not mind being home sick for a day. He didn't have to go to school or do his daily chores. Instead, he got to read comic books and watch movies. He also got to eat his favorite foods.

NEXT

Figure 5 Silent Reading Fluency Student Test Page, Question

Before you begin, be sure the testing area is reasonably quiet and free from distractions.

Materials Needed

Each student will need his/her own computer station that meets minimum system requirements to properly view and interact with the test content. (Please visit TestNav 8's online support website at https://support.assessment.pearson.com/display/TN/ to view the most current system requirements and have other TestNav-related questions answered.) In addition, each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Silent Reading Fluency is administered online, with all administration directions necessary for students to complete the test included. Please see Appendix A for the spoken directions used by examiners to introduce online testing sessions to groups of students.

Scoring Rules

If sufficient comprehension is demonstrated (i.e., at least three of four questions correctly answered on at least two stories), students receive scores reported as the median reading rate of the three story segments.

Oral Reading Fluency

Overview

Level: Grades 2 through 8 (Fall, Winter, Spring)
Use: Benchmarking and progress monitoring

Oral Reading Fluency requires a student to read aloud fictional texts (two stories during each benchmark testing season, one story during each progress monitoring session). Because it is a timed measure, Oral Reading Fluency can also measure the level of automaticity of reading aloud connected text. In addition, examiners may use qualitative observations to further evaluate student scores (see Appendix B).

The student sees a one-page story and reads as much of the story as possible within 1 minute. When benchmarking, the student sees a second one-page story and reads as much of this story as possible within 1 minute. Figure 6 shows a sample student test page.

Figure 6 Oral Reading Fluency Student Test Page

> Alex loved to visit his Great Aunt Heidi because she had a library filled with books. The library's shelves held books on every subject. There were books on rocks and books on clocks. There were books on mountains and books on fountains. But the one thing that made Aunt Heidi's library really special was the library's elves.
>
> Library elves are rare little creatures. Most people think they are extinct, but a few still exist. Many of them live behind the books on the shelves of Aunt Heidi's library.

Before you begin, be sure the testing area is reasonably quiet and free from distractions. Each test form is different, so be sure to use the appropriate form for a given student's testing session (i.e., the required form from the stimulus booklet for benchmarking or progress monitoring purposes).

Materials Needed

For the student, you will need:
- a printout of the appropriate test form.

To record student responses, you will also need:
- the corresponding aimswebPlus DRF on a computer that is connected to the internet.

Note. If beneficial, examiners may use a voice recorder during Oral Reading Fluency test sessions so that student error patterns can be later identified and used to further guide instruction. Use of a voice recorder is optional.

Administration Directions

During testing, please keep in mind:

- Allow only about 3 seconds for the student to respond (i.e., the student is silent and not subvocalizing) before saying the word and marking it incorrect. You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- Allow about 10 seconds for the student to sound out or to subvocalize before saying the word and marking it incorrect.
- If a student skips a line, do not redirect or give any corrective feedback.
- If a student self-corrects an incorrectly pronounced word within 3 seconds, record the response as correct.

Place the student test page in front of the student. Then, say:

> **When I say Begin, start reading aloud at the top of this page. Read across the page** (demonstrate by moving finger across the page). **Try to read each word. Ready? Begin.**

Click Begin on the DRF when the student says or begins to sound out the first word.

Record student responses by clicking on any incorrectly read word.

At 1 minute, say:

> **Stop.**

Follow the directions on the DRF screen to click on the last word read by the student and score student responses.

When conducting benchmark test sessions, have the student turn to the second story page and say:

> **Let's try another one. Be sure to do your best reading. Ready? Begin.**

Click Begin on the DRF when the student says or begins to sound out the first word.

Record student responses by clicking on any incorrectly read word.

At 1 minute, say:

> **Stop.**

Follow the directions on the DRF screen to click on the last word read by the student and score student responses.

Note. Very occasionally, a student will finish in less than 1 minute. If this occurs, click on the pause icon (▪) and select Student Finished Form from the pop-up menu. Then, follow the directions on the DRF screen to score student responses.

Discontinue Rule: If a student reads 10 or fewer words on the first story, do not administer the second story. Click on the pause icon (▪) and select Discontinue Form from the pop-up menu. The student's score will reflect only the words read correctly on the first story.

Scoring Rules

Students receive 1 point for each correctly read word.

Words are considered *incorrect* if:
- a word is skipped,
- any sound in a word is mispronounced,
- a different word is substituted,
- a word is not read in its proper sequence,
- an abbreviation is read rather than the full word it represents,
- the student self-corrects after 3 seconds have elapsed, or
- no attempt is made within 3 seconds.

Do not penalize for:
- self-corrections made within 3 seconds,
- repeated words,
- inserted words,
- regional dialects, or
- articulation problems.

The maximum total score for Oral Reading Fluency varies, depending on the grade and form.

Appendix A

Conducting Online Test Sessions

General Considerations

For each testing session:
- Follow the introductory script (see below) when introducing test sessions to groups of student.
- Encourage students to take any bathroom or water breaks *before* testing begins.
- Consider using a *Please do not disturb* or a *Testing in progress* sign on the door to limit interruptions and/or other distractions.
- Be an active proctor during the test session. Walk around the room, answering any questions that arise and making sure students are on task. In addition:
  - Do *not* allow students to talk during the test session.
  - Address student questions individually by going to the student with a question (i.e., students should remain in their seats).
  - Do *not* answer any questions about the test items themselves. Encourage the students to answer the test items based on what they think each item is asking and to the best of their abilities.
- During the test session, students should complete each assessment at his/her own pace. Also, note that each test session consists of several sections. Be sure each student completes all sections assigned to him/her.

Introducing Test Sessions

When students are at their computer stations and ready to begin, say:

> Today you'll be taking a reading test on the computer. You'll need to wear your headphones to hear the test directions. When there are words that can be read to you, you'll see a play button on the right side of the screen. Just click on the play button if you want to hear the words.
>
> There are several parts to today's reading test—make sure to keep working until the test is complete. Follow all the test directions, answer every question, and do your own work.
>
> If you have any questions during the test, please stay seated and raise your hand—I will come over to you. Remember: Do your best! Put on your headphones now and we'll begin.

Have the students begin their test sessions. While students are testing, walk around the room to make sure students are progressing through the test and answer any question that arises.

Appendix B

Qualitative Features Checklist

Student Name:

Examiner:

Date:

After you have listened to the student read connected text, indicate the percentage of time you observed these important features of successful reading. (Note that you may not observe all these features during each observation.)

_____ Reads fluently or efficiently.

_____ Reads very accurately (>95%).

_____ Has an effective strategy for unknown words.

_____ Reading errors preserve rather than distort meaning.

_____ Reads with expression (attention to prosodic features).

_____ Self-corrects errors (comprehension self-monitoring).

_____ Adjusts pace when complexity or "considerateness" of text changes.

Additional comments:

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