

Progress-Monitoring

After Benchmarking, if students do not meet the proficient score at their grade level, then the teacher must administer previous grade level probes to find the appropriate instructional level for that child. The level at which the student is found to be proficient is the level at which progress-monitoring is started. Over time, progress will be observed and the student will gradually move up the levels; if not, a change and intervention should be made.

Support for Teachers

Each school site has one teacher and the principal who have received additional training in AIMSweb. They will assist in preparing probes for teachers, instructing in data entry and provide general support.

If they don't know the answer to your question, you can contact our YFSD AIMSweb technical advisor, Mike Tucker (michael.tucker@yukonflats.net).

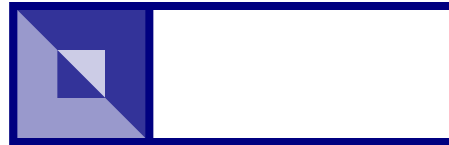
Or for questions on the technical aspects of AIMSweb, their toll-free Tech Support number is: 1-888-944-1882.



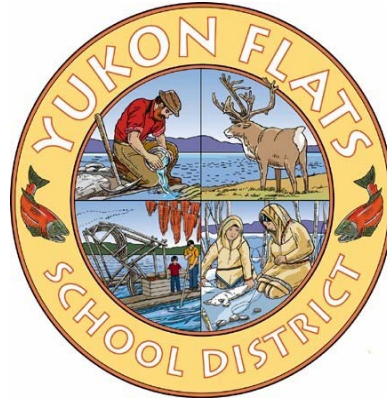
“Arghh! I need help! Who do I call?”

[Answer: See above!]

Dr. Annette Johnson
Director of Curriculum & Instruction
Yukon Flats School District
With special thanks to Theresa Owens, NABSD



Yukon Flats School District & AIMSweb



Principal and Teacher
Guide to District AIMSweb
Requirements

“Students are number one!”

District Requirements for AIMSweb

The Yukon Flats School District—in cooperation with the state—is requiring that all students educated in the region be “benchmarked” three times yearly with curriculum-based measurements (CBM), and that those results be documented in AIMSweb.

- **Benchmark dates:** September 24, January 21 and April 28 (Note: All of these dates are “starting dates”, with all testing to be completed within the following ten days).
- **Who is benchmarked?** All students grades K-12!
- **Who is progress-monitored?** All students who do not meet the proficiency level in AIMSweb must be progress-monitored in either a strategic or intensive capacity, depending upon their scores and their teacher/school personnel’s expert opinion. (Note: This is optional this year!)
- **What is the schedule for progress-monitoring?** Students identified as having strategic needs must be progress-monitored at least once a month. Students identified as having intensive needs must be progress-monitored at least two times a month. Teachers may choose to progress-monitor on a more frequent basis at their discretion.
- **Can an aide do the benchmark testing?** No, an aide is not allowed to do the benchmark testing. They may, however, do progress-monitoring for the teacher after being trained to administer CBM’s. At this time, progress-monitoring is optional for teachers.
- **How often can I change interventions?** Interventions should be done for a period of 4-6 data-points, giving the child time to make progress over time. Students not making progress will then need either additional instructional time or a change in instructional strategies.



- **Do I have to document interventions?** Yes, all interventions must be documented in the Progress Monitoring portion of AIMSweb, and while this is not a state requirement at this time, it will enable all teachers to see what interventions are (or are not) working to increase our students’ academic achievement levels.

AIMSweb Requirements

Benchmarking Probes Required by Grade Level

Kindergarten

Fall: Letter-Naming Fluency, Oral Counting, Number Identification, Quantity Discrimination and Missing Number (one probe given in each area)

Winter: All of the above, with the addition of Letter-Sound Fluency, Phoneme-Segmentation Fluency, and Nonsense-Word Fluency (one probe given in each area)

Spring: All of the above (one probe given in each area)

Grade 1

Fall: PSF, NWF, Early Numeracy

Winter: PSF, NWF, Early Numeracy, R-CBM, M-CBM

Spring: NWF, Early Numeracy, R-CBM, M-CBM

Grade 2 - Grade 6

Fall, Winter, Spring: R-CBM, M-CBM (at Grade Level)

Grade 7 - 10+

Fall, Winter, Spring: R-CBM, M-CBM2 (at 7th & 8th (8+) Grade Levels)

Scoring

All Reading CBM's require that three probes be given and then scored. YFSD has chosen to give probes 1, 2, and 3 for this school year. Each probe is to be given at each Benchmarking session. The Median Score is used for the student's benchmark. To obtain the median score, give all three probes and score them for Words Read Correctly (WRC) and number of errors counted per passage (WRC/error). Once all three passages are scored, the administrator of the probe throws out the High and Low score in both WRC and errors. The remaining scores are the Median, and are what need to be reported in the teacher's AIMSweb account.

Benchmark probes for Mathematics are given at grade level for all students. Only one probe is required for the M-CBM and M-CBM2. M-CBM is given to students grades 1-6, and M-CBM2 is given to students grades 7, 8 and 9+. Scoring is not complicated, but is not easily written, as one set of rules does not apply to all assessments. The administrator of the assessment will need to read through the scoring protocols for the probe they administer.

The Early Reading and Numeracy Assessments require only one probe each, and are scored using a variety of methods, so teachers in grade levels K and 1 will need to read through the scoring portion of each benchmark assessment. This scoring is also uncomplicated but is not easily described, as one set of rules does not apply to all of the assessments. Please see the scoring protocols associated with your grade-level probes.

Those teachers administering Kindergarten and 1st grade Benchmarks need to be aware that many of their students may have scores that demonstrate a significant need for intervention (example: scoring a 0). Please be aware that the school district expects lower scores at the first stages of Benchmarking. However, as the year progresses, there should be significant progress relating to increased knowledge. As a teacher, you may choose to progress-monitor of all of your students monthly to ensure that they are indeed progressing. This is not a requirement, but should be considered best practice.

Setting Goals for Students

The Yukon Flats School District is currently setting goals at the 50th percentile using national norms from AIMSweb. We know from the comparison on the third-grade SBA's that if students pass their Oral Reading Fluency at close to 90 correct words per minute (slightly over the 50th percentile), they have a 90% probability of passing their SBA. So after consulting with Lisa Lingell (our AIMSweb consultant), we have set "temporary" cut scores/goals for our students by their grade levels. They will be revised as more data is gathered. As you set optional progress monitoring schedules, keep in mind that these scores are at set at the 50th percentile, and that end-of-year expectations are for all students to be above that target, with a significant number of students at the 75th percentile or above. These scores will also be included so that you are aware of possible long-term goals and expectations.

TBA: These scores will be provided as data becomes available and a comparison of scores is done across the district. The MCBM2 is a new assessment, so there are no current norms set for these probes.

Grade	MCBM 50%	MCBM 75%	MCBM 90%
K	TBA	TBA	TBA
1	4	7	11
2	9	13	18
3	15	20	26
4	30	41	55
5	29	37	47
6	31	45	55
7	TBA	TBA	TBA
8+	TBA	TBA	TBA

Grade	RCBM 50%	RCBM 75%	RCBM 90%
K	TBA	TBA	TBA
1	12	29	58
2	61	86	111
3	82	107	134
4	102	126	151
5	113	142	167
6	126	154	177
7	130	152	172
8+	145	166	183



The Yukon Flats School District will cultivate and nurture the social, physical, spiritual and academic growth of all students by utilizing the rich local culture, language and community/family partnerships so that graduates can be healthy contributing members of society.