Common Web-Based Applications in Reading
AIMSweb

- http://www.aimsweb.com
AIMSweb CBM Measures

- Reading-CBM (Oral Reading Fluency) English and Spanish
- Maze-CBM (Reading Comprehension)
- Early Literacy Measures
- MIDE (Spanish Early Literacy)
- Early Numeracy-CBM
- Mathematics-CBM
- Spelling-CBM
- Written Expression-CBM
AIMSweb fully supports charting and reporting of all DIBELS brand assessments

Customers may use DIBELS assessments, AIMSweb assessments, or any combination of both
3-Tier Progress Monitoring and Response-to-Intervention System

RESPONSE TO INTERVENTION
Organize and evaluate the process of RTI; a data-driven model for determining special services eligibility

TIER 3
PROGRESS MONITOR
Write IEP goals and monitor progress frequently for those students in need of intensive instructional services

TIER 2
STRATEGIC MONITOR
Assess at-risk students monthly and monitor the effectiveness of instructional changes

TIER 1
BENCHMARK
Assess all students three times per year for early identification and accountability

Powered by Edformation
Tier 1 Benchmark
Features

- **Organizes** Curriculum-Based Measurement (CBM) and DIBELS™ Data for Benchmark Assessment Fall, Winter, and Spring
- **Prepares** Reports for Teachers, Principals, and Administrators on Individual Students, Classes, Grades, Schools, and School Districts
- **Identifies** At Risk Students Early
- **Objectively Determines** Rates of Progress for Individual Students, Schools, and NCLB Risk Groups
- **Allows Evaluation** at Multiple Levels of Comparison Groups
- **Prints** Professional Reports for Parent Conferences and Other Meetings

Powered by Edformation
Tier 1 Benchmark
Individual Student Report: Spring

Documents what worked for at-risk students

Powered by Edformation
Tier 1 Benchmark
Class Report: Rank by Score and Percentile

- Rank orders students by performance
- Color-codes individual educational needs
- Provides instructional decisions to consider

Class Distribution by Scores and Percentile

<table>
<thead>
<tr>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schumacher, Nels</td>
<td>197</td>
<td>3</td>
<td>99.5%</td>
<td>Well Above Average</td>
<td>Consider Need for Individualized Instruction</td>
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<tr>
<td>Hutton, Greg</td>
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<td>0</td>
<td>100.0%</td>
<td>Well Above Average</td>
<td>Consider Need for Individualized Instruction</td>
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<tr>
<td>Flieger, Sydney</td>
<td>178</td>
<td>1</td>
<td>99.4%</td>
<td>Well Above Average</td>
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<tr>
<td>Gohean, Karina</td>
<td>170</td>
<td>1</td>
<td>99.4%</td>
<td>Well Above Average</td>
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<tr>
<td>Darlow, Lindsay</td>
<td>175</td>
<td>0</td>
<td>100.0%</td>
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<tr>
<td>Scallon, Zachary</td>
<td>151</td>
<td>3</td>
<td>98.2%</td>
<td>Above Average</td>
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<tr>
<td>Bealts, Haley</td>
<td>151</td>
<td>3</td>
<td>98.1%</td>
<td>Above Average</td>
<td>Consider Need for Individualized Instruction</td>
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<tr>
<td>Clark, Tyler</td>
<td>140</td>
<td>4</td>
<td>97.2%</td>
<td>Above Average</td>
<td>Consider Need for Individualized Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connell, Ryan</td>
<td>125</td>
<td>1</td>
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<td>Average</td>
<td>Continue Current Program</td>
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<tr>
<td>Dins, Joey</td>
<td>122</td>
<td>0</td>
<td>100.0%</td>
<td>Average</td>
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<td>Jensen, Kevin</td>
<td>113</td>
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<td>Dunbar, Ellen</td>
<td>110</td>
<td>1</td>
<td>99.1%</td>
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<tr>
<td>Whitey, Sandra</td>
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<td>100.0%</td>
<td>Average</td>
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<tr>
<td>Williams, Jessica</td>
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<td>9</td>
<td>88.7%</td>
<td>Average</td>
<td>Continue Current Program</td>
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</table>

Powered by Edformation
Identifies at-risk students in the school by name, teacher, assessment, and benchmark period.

Powered by Edformation.
Tier 1 Benchmark Building Report – Above and Below Target

Evaluates improvement of students relative to specified achievement targets

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Allows comparison of scores by school
Tier 2 Strategic Monitor
Features

- Monthly assessments to allow more frequent evaluation
- Verifies achievement levels
- Identification of all students requiring intensive progress monitoring is ensured

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Tier 2 Strategic Monitor
Individual Student Report

Teacher: Diane Hamby
Student: Philip Hugill
Benchmark Scores for 2003-2004 School Year

Red Hills Valley District - Jefferson Elementary
Hugill, Philip (Grade 3)
Jefferson Elementary
Reading - Curriculum Based Measurement

This chart shows that Philip Hugill improved from 12 Words Read Correct (WRC) from grade 3 Passages at the September benchmark to 30 Words Read Correct (WRC) at the May Benchmark. The rate of improvement (ROI) from the September Benchmark is 6.6 WRC per week. The score 30 is ranked at the 60th percentile.

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Tier 3 Progress Monitor Features

- **Frequently assess** students in need of intensive instructional services
- **Document** the effects of intervention
- **Print** professional reports for periodic and annual reviews
- **Translate annual IEP goals** into expected rates of progress (Aim lines) automatically
- **Monitor progress** (Trend lines) towards goals
**Tier 3 Progress Monitor Case Manager Interface**

### Progress Monitoring Caseload

<table>
<thead>
<tr>
<th>Student</th>
<th>Measure</th>
<th>Schedule</th>
<th>Last Score</th>
<th>Next Score</th>
<th>Goal</th>
<th>Progress Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boehne, Justin (3)</td>
<td>Select</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Select Measure</td>
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<tr>
<td>Bradly, Devyn (K)</td>
<td>R-CBM</td>
<td>06/09/2004 thru 08/31/2004 every week on Tue</td>
<td>83/2  (08/31/2004)</td>
<td>Completed</td>
<td>Grade 1 50 WRC</td>
<td>Goal Achieved</td>
</tr>
<tr>
<td>Halbert, Laura (3)</td>
<td>R-CBM</td>
<td>06/23/2004 thru 08/31/2004 every day</td>
<td>100/3 (08/31/2004)</td>
<td>Completed</td>
<td>Grade 3 100 WRC</td>
<td>Goal Achieved</td>
</tr>
<tr>
<td>Renelt, Ashley (4)</td>
<td>R-CBM</td>
<td>06/01/2004 thru 06/28/2004 every week on Mon</td>
<td>58/0  (06/14/2004)</td>
<td>Completed</td>
<td>Grade 4 126 WRC</td>
<td>Goal Missed</td>
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<tr>
<td>Rice, Jarome (4)</td>
<td>Select</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Select Measure</td>
</tr>
</tbody>
</table>

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IEP revisions can be evaluated.
Tier 3 Progress Monitor
Student Report 4

Revise instruction as necessary

Goal Statement
In 36.6 weeks, Justin Boehner will achieve 130 Words Read Correct with 2 Errors from grade 3 Reading - Standard Progress Monitor Passages. The rate of improvement should be 2.6 Words Read Correct per week. The current average rate of improvement is 9.6 Words Read Correct per week.

- **Assess** skills directly, frequently, and continuously using CBM assessments.
- **Progress Monitor** with AIMSweb to chart expected rates of progress and quickly compare to actual rates of progress.
- **Plan, Intervene, and Document.** The RTI Interface pulls data together to provide clear evidence of a response to intervention or lack of response.
Response to Intervention (RTI): Case Manager Interface

```
<table>
<thead>
<tr>
<th>Students</th>
<th>Concern Area</th>
<th>Current Step</th>
<th>Progress</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Munster, Herman (4)</td>
<td>Reading</td>
<td>Initial Planning</td>
<td>Problem Identification Interview with Teacher</td>
<td></td>
</tr>
<tr>
<td>Student, A (1)</td>
<td>Early Lit.</td>
<td>Intervention</td>
<td>Complete Survey-Level Assessment</td>
<td></td>
</tr>
<tr>
<td>Godzicki, Jeremy (2)</td>
<td>Reading</td>
<td>Initial Planning</td>
<td>Enter Referral Information</td>
<td></td>
</tr>
<tr>
<td>Glanz, Brady (2)</td>
<td>Reading</td>
<td>Initial Planning</td>
<td>Enter Referral Information</td>
<td></td>
</tr>
<tr>
<td>Soren, Torri (2)</td>
<td>Reading</td>
<td>Initial Planning</td>
<td>Enter Referral Information</td>
<td></td>
</tr>
<tr>
<td>Robichaux, Todd (3)</td>
<td>Reading</td>
<td>Intervention</td>
<td>Complete Survey-Level Assessment</td>
<td></td>
</tr>
<tr>
<td>Trai, January (3)</td>
<td>Reading</td>
<td>Initial Planning</td>
<td>Review Records</td>
<td></td>
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<tr>
<td>Hicks, Dan (2)</td>
<td>Reading</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student, B (4)</td>
<td>Reading</td>
<td>Initial Planning</td>
<td>Enter Referral Information</td>
<td></td>
</tr>
<tr>
<td>Mouse, Mike (2)</td>
<td>Reading</td>
<td>Completed</td>
<td></td>
<td></td>
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<tr>
<td>Mouse, Minnie (4)</td>
<td>Reading</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil, Olivia (3)</td>
<td>Reading</td>
<td>Intervention</td>
<td>Complete Survey-Level Assessment</td>
<td></td>
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Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

http://dibels.uoregon.edu
## DIBELS Measures and Administration

### Schedule for Benchmarking

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
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<tbody>
<tr>
<td><strong>Beg</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIBELS Oral Reading Fluency**

- Nonsense Word Fluency
- Phoneme Segmentation Fluency
- Letter Naming Fluency
- Initial Sounds
Materials Provided

- Materials can be printed for school-wide benchmarking (3 times per year) or for individual progress monitoring (weekly)
- For both benchmarking and progress monitoring, measures and directions are provided in easy-to-manage, folded booklets
Information Provided

- Provides comprehensive data management and reports for:
  - District-level
  - School-level
  - Grade-level
  - Class-level
  - Individual student level
Grade-Level Reports

Report Components
– Benchmark Goals—long-term performance goals. Represent *minimal* levels of satisfactory progress for the *lowest* achieving students.
  • Established, Emerging, or Deficit--if the benchmark goal is to be completed by the time the measure is administered
  • Low Risk, Some Risk, or At-Risk--if the benchmark goal is to be completed at some point in the future
**Dynamic Indicators of Basic Early Literacy Skills**

**Kindergarten School Report**

District: Test District  
School: Adams  
Date: January, 2001-2002

**Nonsense Word Fluency**

**Benchmark Goal:** The benchmark goal is for all children to have established alphabetic principle skills of 50 or more on Nonsense Word Fluency by the middle of First Grade.

**January Status:** In the middle of Kindergarten, students should be beginning to learn some letter-sound correspondences.

- **63% (n=56)** Low Risk  
  Children scoring 13 or more letter sounds per minute are likely to achieve the benchmark goal if provided with effective alphabetic principle instruction. For these students, progress toward benchmark goals should be checked at the end of Kindergarten to ensure adequate growth.

- **27% (n=24)** Some Risk  
  Children scoring between 5 and 12 letter sounds per minute in the middle of Kindergarten are at some risk for difficulty achieving the benchmark goal. Additional instructional support in alphabetic principle may be needed to achieve the middle-of-First Grade benchmark goal. Progress toward benchmark goals should be monitored monthly.

- **10% (n=9)** At Risk  
  Students scoring below 5 letter sounds per minute in the middle of Kindergarten are at risk for difficulty achieving the alphabetic principle goal. For students in this range, intensive intervention in alphabetic principle may be needed to achieve the benchmark goal. Progress toward benchmark goals should be monitored at least every 2 weeks.

Note: Split bars where the bottom part indicates "at risk" and the top part indicates "some risk" or where the bottom part indicates "some risk" and the top part indicates "low risk" are used when the cutoff scores for "at risk" or "some risk" occur in the middle of a score range. The number of students is indicated by the size of the part.
Class Reports

- Scores—raw scores
- Percentiles—percent of students that scored the same as or lower than the student
- Status—refers to grade-level report
- Instructional recommendations
  - Benchmark (Tier I)—goal has been met or student is on track to meet subsequent goals; **no additional intervention** is recommended at this time
  - Strategic (Tier II)—no clear prediction regarding subsequent goals and **additional intervention** is recommended
  - Intensive (Tier III)—odds are against student achieving subsequent goals without **substantial intervention**
- Reports can be printed for one testing period (e.g., winter) or across the school year (fall, winter, spring)
Dynamic Indicators of Basic Early Literacy Skills
Kindergarten Class List Report

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting to validate need for support.

<table>
<thead>
<tr>
<th>Student</th>
<th>Initial Sound Fluency</th>
<th>Letter Naming Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>Nonsense Word Fluency</th>
<th>Instructional Recommendations</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Percentile</td>
<td>Status</td>
<td>Score</td>
<td>Percentile</td>
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<td>D, BRITTANY</td>
<td>12</td>
<td>11</td>
<td>Emerging</td>
<td>6</td>
<td>&lt; 1</td>
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<tr>
<td>V, JOHNA THON</td>
<td>13</td>
<td>12</td>
<td>Emerging</td>
<td>18</td>
<td>37</td>
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<tr>
<td>B, MATTHEW</td>
<td>14</td>
<td>14</td>
<td>Emerging</td>
<td>18</td>
<td>37</td>
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<tr>
<td>V, SHANIA</td>
<td>14</td>
<td>14</td>
<td>Emerging</td>
<td>37</td>
<td>73</td>
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<td>M, RACHEL</td>
<td>19</td>
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<td>22</td>
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<td>28</td>
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<td>32</td>
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<td>E, SERENA</td>
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<td>7</td>
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<td>29</td>
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<td>71</td>
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<td>Established</td>
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<td>30</td>
<td>66</td>
<td>Established</td>
<td>32</td>
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<td>&gt; 99</td>
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<td>S, BRIANA</td>
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<td>58</td>
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<td>C, ZACHARY</td>
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<td>77</td>
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<td>60</td>
<td>98</td>
<td>Established</td>
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<td>93</td>
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</tbody>
</table>

Mean scores:
- Initial Sound Fluency: 34.8
- Letter Naming Fluency: 37.5
- Phoneme Segmentation Fluency: 24
# Dynamic Indicators of Basic Early Literacy Skills
## First Summary Report

**District:** Test District  
**School:** Adams  
**Date:** 2000-2001

<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>January</th>
<th>May</th>
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<tr>
<td><strong>LNF</strong></td>
<td>Goal: 37 letter names</td>
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<tr>
<td>Students Tested</td>
<td>77</td>
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<td></td>
</tr>
<tr>
<td>Mean (SD)</td>
<td>37.2 (17.8)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>49% Low risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25% Some risk</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>26% At risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PSF</strong></td>
<td>Goal: 35 phonemes</td>
<td>Goal: 35 phonemes</td>
<td>Goal: 35 phonemes</td>
</tr>
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<td>73</td>
<td>75</td>
</tr>
<tr>
<td>Mean (SD)</td>
<td>40.7 (18.1)</td>
<td>52.5 (16.4)</td>
<td>54.5 (13.3)</td>
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<tr>
<td></td>
<td>73% Established</td>
<td>86% Established</td>
<td>91% Established</td>
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<tr>
<td></td>
<td>18% Emerging</td>
<td>12% Emerging</td>
<td>9% Emerging</td>
</tr>
<tr>
<td></td>
<td>9% Deficit</td>
<td>1% Deficit</td>
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<tr>
<td><strong>NWF</strong></td>
<td>Goal: 24 letter sounds</td>
<td>Goal: 50 letter sounds</td>
<td>Goal: 50 letter sounds</td>
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<tr>
<td>Students Tested</td>
<td>77</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>Mean (SD)</td>
<td>31.4 (25)</td>
<td>61.3 (33.4)</td>
<td>80.6 (34.3)</td>
</tr>
<tr>
<td></td>
<td>60% Low Risk</td>
<td>62% Established</td>
<td>77% Established</td>
</tr>
<tr>
<td></td>
<td>21% Some Risk</td>
<td>27% Emerging</td>
<td>23% Emerging</td>
</tr>
<tr>
<td></td>
<td>19% At Risk</td>
<td>11% Deficit</td>
<td></td>
</tr>
<tr>
<td><strong>ORF</strong></td>
<td>Goal: 20 words per minute</td>
<td>Goal: 40 words per minute</td>
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<tr>
<td>Students Tested</td>
<td>73</td>
<td>37.7 (35.9)</td>
<td>62.4 (40)</td>
</tr>
<tr>
<td>Mean (SD)</td>
<td>62% Low Risk</td>
<td>68% Low Risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29% Some Risk</td>
<td>19% Some Risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10% At Risk</td>
<td>13% At Risk</td>
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Individual Student Reports

- Provides data on individual students
  - Across a school year
  - Across the students’ elementary career

- Data are provided for each reading skill and can be compared to benchmark goals
Dynamic Indicators of Basic Early Literary Skills
Progress Monitoring Graphs

Smith, Robert Page 1 of 1

Legend
- Benchmark Assessment
- Target Bar
- Progress Monitoring Assessment
- Target Goal
- Aimline
- Score Above Graph Bounds
- Score At or Above Aimline
- Score Below Aimline
- Consider Adjusting Intervention

Oral Reading Fluency (Grade-Level Passage)

<table>
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<tr>
<th>Month</th>
<th>Correct Words Per Minute</th>
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<td>24</td>
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<tr>
<td>October</td>
<td>23</td>
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<td>April</td>
<td>64</td>
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<tr>
<td>May</td>
<td>82</td>
</tr>
<tr>
<td>June</td>
<td>111</td>
</tr>
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</table>

Benchmark Scores:
- September: 24
- October: 23
- November: 27
- December: 38
- January: 45
- February: 59
- March: 65
- April: 64
- May: 82
- June: 111

Progress Monitoring Scores:
- Week 1: 23
- Week 2: 27
- Week 3: 38
- Week 4: 45

Name: Smith, Robert
ID: 
Class: Sample 2nd
Grade: Second
Year: 2004-2005
School: A Test School
District: Somewhere, USA
Nonsense Word Fluency

Correct Letter Sounds

Benchmark Scores:
- September: 7
- October: 26

Progress Monitoring Scores:
- Week 1: 7
- Week 2: 11
- Week 3: 18
- Week 4: 19
Dynamic Indicators of Basic Early Literary Skills
Individual Student Performance Profile

PHONEMIC AWARENESS

ALPHABETIC PRINCIPLE

VOCABULARY

FLUENCY AND COMPREHENSION
Edcheckup

- http://www.edcheckup.com
Edcheckup Reading and Writing: Measures That Can Be Downloaded and Printed

Welcome Mary Jones!
(if this is not you, please Log Off)

Materials

Reading
Oral Reading - Screening and progress monitoring passages for Oral Reading
Maze Reading - Screening and progress monitoring passages for Maze Reading

Beginning Reading
Letter Sounds - Screening and progress monitoring passages for Letter Sounds
Isolated Words - Screening and progress monitoring passages for Isolated Words

Writing
Sentence Copying - Screening and progress monitoring probes for Sentence Copying
Sentence Dictation - Screening and progress monitoring probes for Sentence Dictation
Paragraph Dictation - Screening and progress monitoring probes for Paragraph Dictation
Written Expression - Screening and progress monitoring story starters for Written Expression

Edcheckup materials require the Adobe® Reader®. Click here to go to the Adobe web site and download the free software.
Edcheckup Letter Sounds

Curriculum-Based Measurement:
Letter Sounds - Screening
Student Copy 1

Student Copy

a X e J V l C d L y

Curriculum-Based Measurement:
Letter Sounds - Screening
Examiner Copy 1

Examiner copy with numbered lines

a X e J V l C d L y 10

r B F F F d g N s w 20
Student Copy

Curriculum-Based Measures:
Isolated Words - Screening
Student Copy 1

he an see play have two
good make get who three live

Examiner copy with numbered lines

he an see play have two 6
good make get who three live 12
King was a very big dog. He was so big that Mom wanted me to stay away from him. He lived two houses down the street from us. He had a great big dog house. There was a six foot high steel fence around his house.

King

12

Examiner Probe with Line Numbers

King was a very big dog. He was so big that Mom wanted me to stay away from him. He lived two houses down the street from us. He had a great big dog house. There was a six foot high steel fence around his house. When people walked by, King would bark loudly at them.

23

35

46

56
King was a very big dog. He was so big that Mom (wanted, supper, bat) me to stay away from him. (He, The, Tree) lived two houses down the street (sit, pill, from) us. He had a great big (little, up, dog) house. There was a six foot (stop, high, food) steel fence around his house. When (top, sat, people) walked by, King would bark loudly (tip, I, at) them. These people were glad to (see, pop, bad) the tall fence around his house.
### Oral Reading Screening Scores

**for Reading Tutorial**

Screening period: **Fall** (9/22/2004)

<table>
<thead>
<tr>
<th>Student</th>
<th>WRC</th>
<th>WRI</th>
<th>RE</th>
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</table>
# Link to Electronic Scoring Feature

Welcome Mary Jones!
(if this is not you, please Log Off)

Wednesday, May 25, 2005

## Oral Reading Screening Scores

**for Reading Tutorial**

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</tbody>
</table>

Screening period: Fall (9/22/2004)

Print Screening Score Sheet
Score Export Wizard
The Doughnut Shop

It smelled wonderful in the shop. There were chocolate covered doughnuts, glazed doughnuts, sugar doughnuts and plain cake doughnuts. Danny could tell he was going to like this job! He loved to eat doughnuts.

Mrs. Haney didn’t waste any time in training Danny on the store’s equipment. It seemed easy enough. There was one machine for mixing the batter, one for pressing the doughnut shapes and one for the icing. All Danny had to do was push some buttons and arrange the doughnuts on trays. No problem, he thought to himself.

Scores
Correct: 87 Incorrect: 4 Total: 91 RE: 0

Scores are automatically calculated and stored.
Roster Shows Class Lists and Measures (including Cloze Math)
Welcome Mary Jones!
(if this is not you, please Log Off)

Wednesday, May 25, 2005

Class Reports Options Page

Oral Reading Class Scores Report

Select a class:

- Reading Tutorial
- Room 211

Select options:

- Include Student Score Data:
  - In Rank Order (incl. Intervention Levels)
  - In Student Order
- Include Student Scores Graph
- Include Percentiles Graph

OK  Cancel

Edcheckup reports require the Adobe® Reader®. Click here to go to the Adobe web site and download the free software.
Class Report with Recommendations Regarding Interventions:

- At or above benchmark (blue)
- On track with modest rate (green)
- Intervention recommended (yellow)
- Intervention necessary (red)
Additional Graphs show class performance over Fall/Winter/Spring Screening Periods.
Edcheckup
Individual Student Report: Screening and Progress Monitoring Data
Student Report shows progress against a goal line

![Progress Monitoring Scores](chart.png)
http://www.mhdigitallearning.com
Language Arts: 15-minute weekly standards-based measure of specific skills:
- Text Comprehension (includes narrative, informational, and functional passages)
- Vocabulary
- Spelling
- Word Analysis
- Language Mechanics
- Language Usage and Expression

Reading: 2 1/2-minute weekly maze measure

Mathematics: 15-minute weekly standards-based measure of grade-level specific skills in both computation and problem solving
Student Takes Assessment

Tutorial Lessons Assigned

Diagnostic Reports Generated

Teacher Adjusts Instruction

How Yearly Progress Pro™ Works

McGraw-Hill Digital Learning
Which word has the same sound as the underlined sound below?

coin

A. bone  
B. clay  
C. ploy  
D. kin

Grade: 3rd  
Cluster: Word Analysis  
Skill: Letter-sound correspondence for vowels

McGraw-Hill Digital Learning
Make a Butterfly

Have you ever seen a butterfly fly in the air? Here's a project you can do with your friends. It takes just six steps to turn a sandwich bag into your own butterfly!

Sandwich-sized, zip close bag
Tissue paper (Use lots of colors!)
6-inch long pipe cleaner
Scissors

1. Cut the tissue paper into 1-inch squares.
2. Fill the sandwich bag with tissue squares.
3. Zip the bag closed.
4. Gather the bag in the middle with the zip close at the top.
5. Twist the pipe cleaner in the middle of the gather to form a butterfly.
6. Curl the ends of the pipe cleaner.

Before you close the sandwich bag, you should ______.

A. fill it with colored tissue squares
B. gather the bag in the middle
C. make a sandwich
D. curl the ends of the pipe cleaner

Grade: 3rd
Cluster: Reading Comprehension
Skill: Literal Details

McGraw-Hill Digital Learning
"Don't give up. Keep digging!" shouted my brothers and sisters. These words were helpful to me. I was getting tired after digging for three straight days. I am a sea turtle. One day, I hatched from my eggshell. I was under lots of sand on a beach. My mother took a lot of care in laying my siblings and me in a nest. This nest is not like what you would find filled with baby birds in a tree. Let me tell you about how I got where I am now.

Even though she lives in the water, my mother came ashore all by herself at night. She must have been scared. She made her way into the sand. She dug a hole and carefully laid her eggs in it. Then she used her back flippers to cover the eggs with sand. She covered the eggs to keep them safe and warm. I will keep digging out of the sand. Then I will wait until nighttime to swim into the water. I hope to find my mother someday. I want to thank her for taking a big risk so I could be born.

What is the purpose of this story?
A. to explain how sea turtles are born and get to the ocean
B. to tell us about a sea turtle that found a treasure on the beach
C. to explain what a turtle looks like
D. to describe how sea turtles love to swim

A
Choose the answer that has most nearly the same meaning as the underlined word above it.

Drive down the __________

A. street  
B. park  
C. dress  
D. automobile

Grade: 3rd  
Cluster: Reading  
Vocabulary  
Skill: Synonyms

McGraw-Hill  
Digital Learning
Look at the sentence or sentences below. If there is a punctuation mistake, select the letter for the line that contains the error. If there is no mistake, choose the last answer (No mistakes).

A. What color is that It
B. looks like a mixture of
C. purple and pink.
D. (No mistakes)

○ A
○ B
○ C
○ D
Sample screen taken from mathematics tutorial lesson (guided practice)

McGraw-Hill Digital Learning
Report by Skill Cluster

Language Arts

3rd Grade Tests | Smithsonian 3rd Grade Class

Clusters

C1 - Word Analysis
C2 - Spelling
C3 - Language Mechanics
C4 - Language Usage and Expression
C5 - Sources of Information
C6 - Reading Vocabulary

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Class Report by Skill Detail

3rd Grade

Skills

S1 - Literal details level 3
S2 - Contextual clues level 3
S3 - Inference level 3
S4 - Main idea level 3
S5 - Fantasy and Reality level 3
S6 - Reading strategy level 3

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