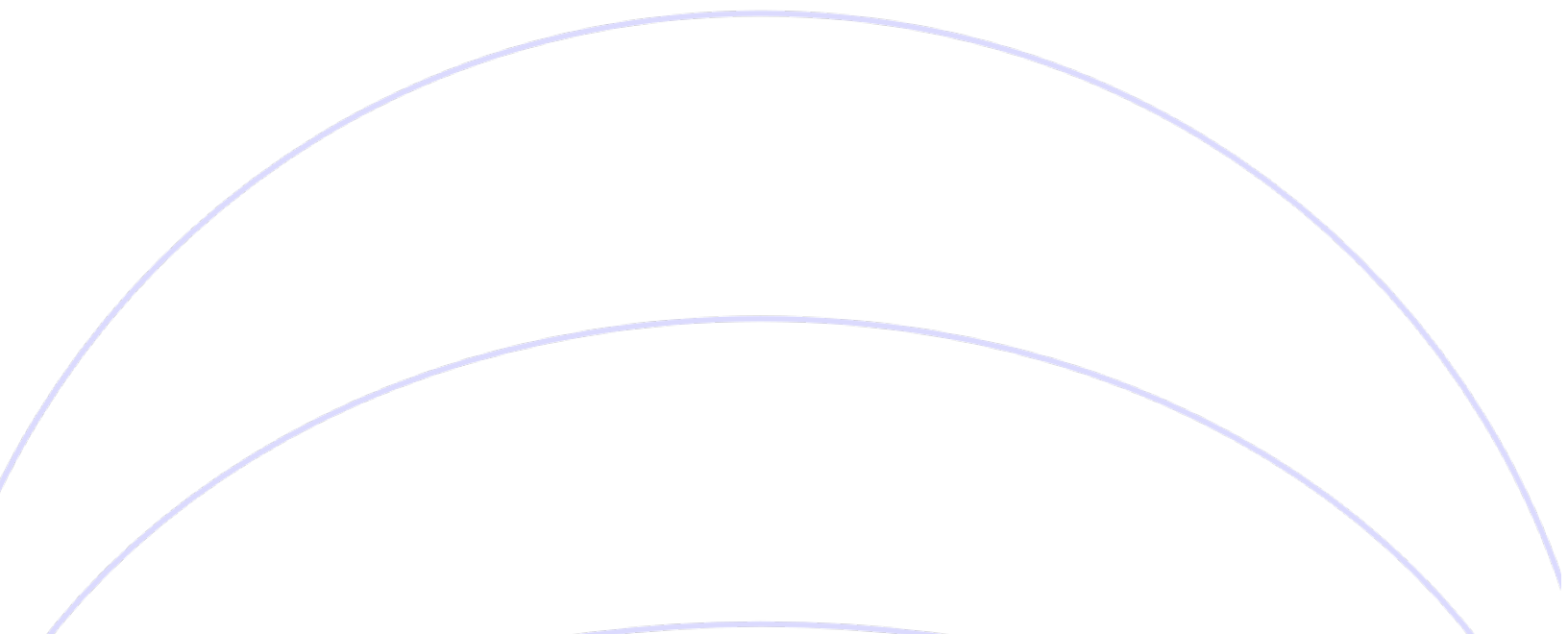# Pearson

Participant Workbook

# What Every Instructional Coach and Classroom Teacher Should Know About K–3 Literacy Assessment Individual Student Reports

# Session objectives

- Understand how student assessment data can be used to make decisions at the student level.
- Utilize data analysis and inquiry models to structure meaningful data conversations.
- Examine sample student data using aimswebPlus individual reports.

# Data analysis protocol

| Set the stage | Examine the data | Seek to understand | Implement a plan | Monitor |
|---|---|---|---|---|

# What is aimswebPlus

**Secure:** Secure web-based data management

**Efficient & Valid:** Efficient, valid, and reliable measures

**Data Collection:** Benchmarking and progress monitoring data collection

**Reporting:** Group and individual student reporting

# Data Terminology

**Norm-referenced:** Compare scores with local or national norms

**Criterion-referenced:** Compare scores with a performance target and levels of risk

**Rate of Improvement (ROI):** Difference between two scores divided by the number of weeks between assessments.

**Student Growth Percentile (SGP):** Compares how a student's growth compares to peers who started in the same spot.

# Report Functions

## Performance Data

Identifies how a student's (or group of students) skill compares to similar students in a normative sample.

- Benchmark Distribution
- Family Report
- Benchmark Comparison
- Scores and Skills Plans

## Risk Data

A risk report identifies students who are at risk of not meeting the year-end benchmark target.

- Tier Transition
- Benchmark Comparison

## Growth Data

A report that shows performance over different benchmark windows.

- Tier Transition
- Student Profile
- Individual Benchmark
- Scores Snapshot
- ROI Growth Norms

## Skills Data

A skills report helps educators determine which key concepts or standards may need more attention or reteaching.

- Scores and Skills Plan
- Measure Breakdown

# Group Reports

| Report | Description | Data Driven Questions |
|---|---|---|
| **Benchmark Comparison** | The landing screen when you log into aimswebPlus. View student performance or risk within a selected roster. Results are available for composites and individual measures. | <ul><li>How many students are at high risk of not meeting the Spring target?</li><li>Who are good candidates for intensive levels of intervention support?</li><li>How does a student compare both a district and a national norm on their composite score?</li><li>Which students received scores that suggest a need for intervention and progress monitoring?</li></ul> |
| **Benchmark Distribution** | Demonstrates a distribution of scores based on specific criteria that is set by a user. | <ul><li>How did each grade level in our school compare to a national norm?</li><li>How did classrooms compare to each other?</li><li>How did benchmark results compare across a single year and/or multiple years?</li></ul> |
| **Tier Transition** | Comparative snapshot that tracks student progress and movement across fall, winter, and spring periods based on tiers | <ul><li>Is there sufficient growth to close the gap?</li><li>What percentage of students is Tier 1 instruction benefiting?</li><li>Which tier are being successful in exiting students to a lower tier?</li><li>In student details, who are the students in the 3 tiers?</li></ul> |
| **ROI Growth Norms** | Displays a distribution of growth rates as they compare to Student Growth Percentiles. | <ul><li>Is core instruction effective for most students? Do we show healthy growth?</li><li>Are there certain grade levels that exhibit better growth rates than others?</li></ul> |
| **Scores and Skills Plans** | The group report provides a holistic view of student performance in reading across the individual measures and the composite | <ul><li>What measures show strengths?</li><li>What measures show challenges?</li><li>How many and what percent are at moderate to high risk of not meeting our spring target?</li></ul> |

# Individual Reports

| Report | Description | Data Driven Questions |
|---|---|---|
| **Individual Benchmark** | Displays the student's, normative performance rate of improvement (ROI) and Student Growth Percentiles (SGP.) Displays all three benchmark scores on the same report. | • How does this student compare to a district norm?<br>• How is a student's performance this year compared to previous years?<br>• What is a student's growth percentile and how does it compare to national growth percentile for students with similar performance levels? |
| **Student Profile** | Provides educators a holistic view of reading across measures and periods for the selected school year. Includes benchmark and progress monitoring scores. | • What measures has the student been given this year?<br>• In what areas might we consider progress monitoring a student?<br>• What patterns do we notice by analysing notes and error patterns? |
| **Scores Snapshot** | Allows teachers to see at-a-glance student performance by individual measure as well as the composite. This report is helpful to share with parents/guardians to provide insight on a student's current skills. | • What are a student's strengths and challenges based on a measure?<br>• How likely is a student to meet the end of year target?<br>• Is the student's growth rate at a level that will close the gap? |
| **Measure Breakdown / Skills Plan** | Provides skills level analysis of in reading. Skills often align to learning standards and are categorized by domain. | • What skill(s) should be the focus of intervention?<br>• How do the student's patterns of strength and weakness compare to the normative population?<br>• What skills are important to focus on within a domain? |

# Data Analysis Protocol Worksheet

| Stage | Consider | Notes |
|---|---|---|
| **Set the Stage (I need …)** | • What decisions are you hoping to inform with this data?<br>• How does this data connect to your school or district goals?<br>• Do you have all the data you need to begin?<br>• Do you understand the terminology and structure of the reports? | |
| **Examine the data (I see …)** | • What do you notice?<br>• What patterns or trends are emerging?<br>• What strengths or successes are evident?<br>• What challenges or concerns are visible? | |
| **Seek to understand (I wonder…)** | • What additional information would help us understand this better?<br>• How do these data points connect to what we know from other sources?<br>• What might be the root causes of the successes or challenges we're seeing?<br>• Are there any outliers or surprises? What could explain them?<br>• What instructional practices might be influencing these results? | |
| **Implement a plan (I will …)** | • What specific instructional strategies will we implement based on the data insights?<br>• Which students or groups will benefit most from targeted support or enrichment?<br>• What resources or professional learning do we need to carry out this plan effectively?<br>• What barriers might we encounter, and how can we proactively address them? | |
| **Monitor (I'll watch for …)** | • How will we monitor progress and know if our plan is working?<br>• Are students making expected progress toward their goals based on the latest data?<br>• What adjustments to instruction or intervention are needed based on current progress trends? | |

# Translating data into decisions

## Class
- Group students by skill need
- Identify students for progress monitoring or enrichment
- Adjust core instruction

## Grade
- Analyze trends across classrooms
- Plan whole-grade reteaching
- Identify students for small-group instruction
- Share strategies and monitor progress

## School
- Set school-wide priorities
- Allocate resources
- Develop action plans for improvement
- Guide professional development

# Monitoring with aimswebPlus

## Benchmarking
- Review plans at key points (Fall, Winter, Spring)
- Identify new trends and revise decisions
- Focus on class, grade, or school-wide patterns
- Adjust universal instruction as needed

## Progress Monitoring
- Monitor students more frequently (weekly/biweekly)
- Track growth toward specific goals
- Focus on individual student progress
- Adjust interventions in real time

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