



Participant Workbook

**What Every District and
Building Leader Should Know
About K3 Literacy
Assessment Data**

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Session objectives

- Understand how to access and interpret aimswebPlus school and district reports to support K-3 literacy decision making.
- Use aimswebPlus data to inform systemic decisions and guide student improvement planning.
- Engage in collaborative discussion and Q&A to address district-specific data questions and challenges.

Data analysis protocol



Examine the data



Seek to understand



Implement a plan

Stage

Consider

Examine the data
(I see ...)

- What do you notice?
- What patterns or trends are emerging?
- What strengths or successes are evident?
- What challenges or concerns are visible?

Seek to understand
(I wonder...)

- What additional information would help us understand this better?
- How do these data points connect to what we know from other sources?
- What might be the root causes of the successes or challenges we're seeing?
- Are there any outliers or surprises? What could explain them?
- 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?
 - What resources or professional learning do we need to carry out this plan effectively?
 - What barriers might we encounter, and how can we proactively address them?

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/District

- Set school-wide/district wide priorities
- Allocate resources
- Develop action plans for improvement
- Guide professional development

Group Reports

Report

Sample Questions to Identify Instructional Trends

Benchmark Distribution



1. Did a majority of students benefit from Tier 1 instruction by the end of the year?

- A) If so, what do you attribute the success to?
- B) If not, what types of changes need to be made to Tier 1?
- C) Did certain grade-levels/classrooms perform better?

2. Was there success in moving students from more intensive tiers to less intensive tiers?

- A) What do you attribute that success, or lack thereof, to?
- B) What types of change may need to occur to ensure success next year?

3. Are the students in Tier 2 and Tier 3 closing the gap?

- A) What do you attribute that success, or lack thereof, to?
- B) What types of change may need to occur to ensure success next year?

Report

Sample Questions to Help Determine Intervention Groups for Start of the Year Prior to Fall Benchmarking

Tier Transition and Benchmark Comparison



1. Which students are Well Below or Below Average?

- A) Are they consistently in those ranges across the benchmarks?
- B) If we use the Benchmark Comparison graph in conjunction with this information can we form skill groups that are homogenous?

Tier Transition (with details)



Category	Subcategory	Value 1	Value 2	Value 3	Value 4	Value 5	Value 6	Value 7	Value 8
Category 1	Subcategory 1	10	20	30	40	50	60	70	80
Category 1	Subcategory 2	15	25	35	45	55	65	75	85
Category 2	Subcategory 1	20	30	40	50	60	70	80	90
Category 2	Subcategory 2	25	35	45	55	65	75	85	95
Category 3	Subcategory 1	30	40	50	60	70	80	90	100
Category 3	Subcategory 2	35	45	55	65	75	85	95	105

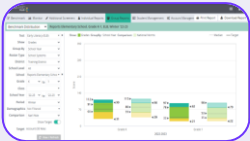
2. Are there groups of students who demonstrated poor growth?

A) Might they be a good group to form if their skill needs are homogenous?

Report

Sample Questions to Identify Instructional Trends (School/Grade/Class)

Benchmark Distribution



1. **Do we notice a trend amongst the grade-level composite score that indicates celebrations/concerns?**

- A) Are the results due to curriculum?
- B) Are the results due to a specific population/cohort?

2. **Do certain classrooms within a grade-level have consistently higher/lower benchmark scores than others for a given subtest throughout the year?**

- A) What do you attribute that to?
- B) Is there a way to replicate success or address concerns?

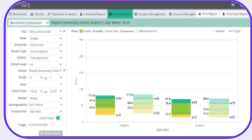
3. **Does the data indicate a trend in which Kindergarten subtest scores gradually improved, on the whole, culminating with a Spring benchmark indicating most students in at least the Average range?**

- A) If not, what is the plan for next year to ensure this happens?
- B) If so, are there instructional efforts that you will replicate next year?

Report

Sample Questions to Identify Instructional Trends (District)

Benchmark Distribution



1. **By the end of third grade what percentage of district students are at or above average on the reading composite score?**

- A) If it is lower than desired;
 - i.) What is the district's plan to address it for these third graders going into fourth grade?
 - ii.) What is the district's plans for K-2 so that the desired percentage is reached when they become end of year third graders?

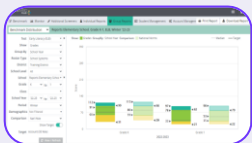
2. **Do certain schools have consistently higher/lower benchmark scores than others for a given grade-level and subtest throughout the year?**

- A) What do you attribute that to?
- B) Is there a way to replicate success or address concerns?

Report

Sample Questions to Assist With Future Decisions For Programming

Benchmark Distribution



1. **At the end of the year, are a majority of our 1st grade students fluent on ORF, as compared to the national norms?**

- A) If not, what programmatic changes are needed for next year's incoming 1st graders? In addition, what will be done programmatically to assist this year's 1st graders at becoming fluent when their 2nd grade year starts?
- B) If so, what do you attribute the success to and will you replicate those efforts next year?
- C) DISTRICT: If certain schools have better results what programming changes may need to change at the lower performing buildings?

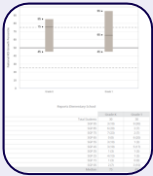
2. **As we view the various subtest scores at Kindergarten, are there areas of weakness that may require an instructional focus?**

- A) Are these weaknesses present in each benchmark or isolated to just one or two?

Report

Sample Questions to Assist With Future Decisions For Programming

ROI Growth Norms



1. In which time interval (e.g. Fall–Winter or Winter–Spring), did you witness the most growth from Kindergartners on any given subtest?

A) How might recognizing a trend like this be valuable?

2. Do certain grade level(s) exhibit better growth than others from Fall to Spring on the composite score?

A) If you witness a trend, how might you share it with staff?

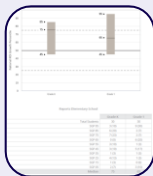
3. What percent of the students grew at an Average rate from Fall to Spring on any given subtest?

A) What steps can be taken to increase growth in subsequent years?

Report

Sample Questions to Assist With Future Decisions For Programming

ROI Growth Norms



1. When comparing growth across grade levels for a particular composite or subtest what do you notice?

A) If certain grade-levels have less growth than others, what future adjustments might lead to increased growth?

2. SCHOOL: Do you have classrooms that have low Fall–Spring growth?

A) What do you attribute this to?

B) What changes could be made to address this for next year?

3. DISTRICT: Do you have a school(s) with lower Fall–Spring growth than others?

A) What do you attribute this to?

B) What changes could be made to address this for next year?

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