aimsweb Plus Explanatory Notes

How Do I Read the AIMSweb Charts?

Comparison: National Norms — Target • Score • National Avg

Below Average Average Above Average

Score

400
320
240
160
80
0

Fall 19   Winter 20

This chart provides two pieces of information. It show one student's growth (*gray* dot and **vertical** line) from fall to winter. It also shows where a student performs based on national norms. Students who score in the average range fall within the 25%tile to the 74%tile. Scores within the *blue area* are *above average* readers, while scores within the *yellow area* are *below average* readers.

The bottom portion of the report provides more specific percentiles for a student. The score represents the number of words read in one minute. Below that number is the National Percentile. A score at or above the 40%tile is likely to meet the end of year goal for Oral Reading Fluency.

Grade	AIMSweb Assessment	What does it measure?

K	Letter Naming Fluency (LNF)	**What does it measure?** The ability to recognize and name a random mixture of upper and lowercase letters. **How long does it take?** 1 minute
K	First Sound (FS)	**What does it measure?** The ability to identify the first sound in a word. **How long does it take?** Untimed – approximately 1 minute
K-1	Phoneme Segmentation (PS)	**What does it measure?** The ability to segment a spoken word into its individual sounds (e.g., like /l/-/ī/-/k/). **How long does it take?** Untimed – approximately 1 minute
K-1	Nonsense Word Fluency (NWF)	**What does it measure?** The ability to read two-letter and three-letter nonsense words, primarily consonant-vowel-consonant. **How long does it take?** 1 minute
1-4	Reading – Curriculum Based Measure (R-CBM)	**What does it measure?** Fluency and accuracy in reading grade-level passages aloud. **How long does it take?** 1 minute x 2

Why is fluency important? For reading success it is important that a child can perform certain skills automatically and without conscious thought, so the child can devote total attention to making meaning. Therefore, we need to know not just whether a child knows letters, sounds, and letter-sound associations, but also whether the child can process this information quickly and without a great deal of conscious thought.