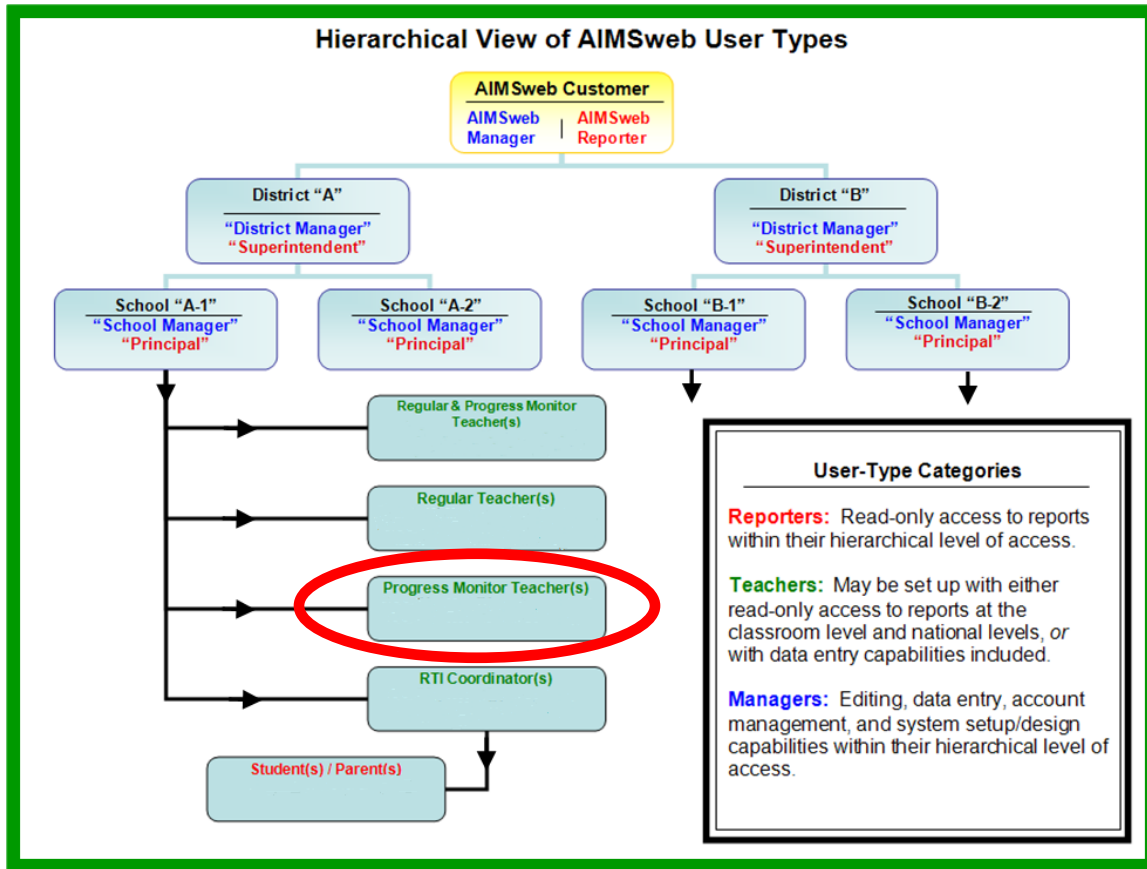


AIMSweb® Progress Monitor Teacher Software Training Guide

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 Summer 2010 Edition



AIMSweb® Training Account Login Information:

Customer ID: _____ (Your assigned AIMSweb® Training Account number.)

Username: pmteacher

Password: train

Expires: _____ (Your trainer will provide you with this information.)

The **AIMSweb® Progress Monitor Teachers Software Training Guide** is designed to accompany the **AIMSweb® Progress Monitor Teachers Software Guide**, a printable electronic document available within your AIMSweb® account. As enhancements are made to the AIMSweb® software, the AIMSweb® Software Guides are periodically updated to reflect those changes. Ensure you have the latest version of the AIMSweb® Benchmark Teachers Software Guide by downloading it via the "Downloads" tab or "Welcome" tab of your AIMSweb® account.

Chapter 1: Logging In, Personal Preferences, & Logging Out

1.1 Logging In

- US Customers:
 - <http://www.aimsweb.com>

- Canadian Customers: <https://app.aimsweb.ca>

1.2 Accessing Lost or Forgotten Passwords

- “Forgot Password” Link on AIMSweb® Login Page

1.3 My Account Tab

1.3.1. Editing Personal Information

- Change personal information at any time (Info & Password Tabs).

- Users should consider FERPA standards regarding assignment and distribution of passwords in order to retain confidentiality. Choose secure credentials. The sharing of accounts, usernames, or passwords is not recommended.

1.3.2. Editing Your Password

- Password tab.

1.4 Logging Out of the AIMSweb Account

- “Logout” Button.

- Logout after each session / Time out after 40 minutes of inactivity.

Important Note: Using AIMSweb® navigation tools, buttons, tabs, as opposed to browser’s “Back button”

Brief Glimpse at the Remaining Progress Monitor Software Tabs

- **Welcome Tab:**
 - Contains software guide & brief introduction to AIMSweb®
- **AIMSonline:**
 - User forums & electronic support options
- **Downloads:**
 - "Information Central" for Software Guides, Administration & Scoring manuals, and AIMSweb® Measures.
 - Software Guides, Administration & Scoring manuals.
 - Progress Monitor measures are always available in Progress Monitor user accounts.
- **Reports:**

AIMSweb® Aggregate Normative Data

- Aggregate across all years for all AIMSweb® customers.
- Updated every year on approximately August 1.
- Percentile levels.
- Sample Size (Num column).
- Rate of Improvement (ROI).
- GOM Tabs and Radio Buttons

Norms			
Δ	σ	μ	σ
11	12	13	14
15	16	17	18
20	21	22	23
25	26	27	28
30	31	32	33
35	36	37	38
40	41	42	43
45	46	47	48
50	51	52	53
55	56	57	58
60	61	62	63
65	66	67	68
70	71	72	73
75	76	77	78
80	81	82	83
85	86	87	88
90	91	92	93
95	96	97	98
100	101	102	103

Aggregate Norm Table

AIMSweb® Norm Table

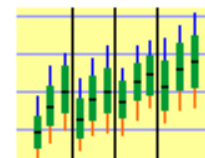
- Current Year data only, from August 1 to date.
- Updated weekly.

Norms			
Δ	σ	μ	σ
11	12	13	14
15	16	17	18
20	21	22	23
25	26	27	28
30	31	32	33
35	36	37	38
40	41	42	43
45	46	47	48
50	51	52	53
55	56	57	58
60	61	62	63
65	66	67	68
70	71	72	73
75	76	77	78
80	81	82	83
85	86	87	88
90	91	92	93
95	96	97	98
100	101	102	103

Norm Table

AIMSweb® Norm Chart

- Current Year data only, from August 1 to date.
- Updated weekly.



Norm Chart

Chapter 2.0 – 2.1.4: See Appendix A (Optional)

2.2 Manage Progress Monitor Schedules

2.2.1 TRAINER DEMO (NO group participation needed): (5-7 minutes)

Setting up a caseload without use of the Schedule Wizard --

- Process: Who, what, when, how often, and what should we expect?*
- TRAINER briefly will demonstrate one sample schedule set-up that does not use the schedule wizard.*
- Schedule Wizard is recommended except in cases when the student has been manually added to the database and simultaneously is added to the teacher's caseload.*
- You may only add one measure at a time when the Schedule Wizard is not used.*

2.1.2 Searching for Students – Progress Monitor Tab

- Click “Manage Students” button

A blue rounded rectangular button with the text "Manage Students" in white.

“Add a Student” section (green) may be used as a search engine (demonstrate).

Mini Self-Paced Activity for Group:

Three blue rounded rectangular buttons with white text: "Add", "Clear", and "Search".

1. Type in your name or initials. Click “**Search**” at the bottom of the screen. What did you find?
2. When finished, click “**Clear**” at the bottom of the screen.
3. Search for any single grade level. Notice the list of students on the “**Student List**” match the grade level for which you searched.
4. When finished, click “**Clear**” at the bottom of the screen.

2.2.2 Using the Schedule Wizard:

- The **Schedule Wizard** makes it possible to create Progress Monitor schedules for multiple students and multiple measures, but with the same duration and frequency. This can significantly cut down the time spent creating Progress Monitor assessment schedules.
- Select **“All”** from the dropdown menu on the **“Student List”** (top right side of screen)
- Scroll through the list and add the following students simultaneously to your caseload by checking the checkbox next to their name:
 - Find and “check” **“Tabitha Gralish”** (grade 3) by searching for her and checking the checkbox next to her name. We will involve her later during a different activity.


Mini Self-Paced Activity for Group:

- Find and “check” the box for **Maya Cloud** (grade 5)
- Find and “check” the box for **Allysia Erickson** (grade 4)
- Find and “check” the box for **Zachary Johnston** (grade 6)

- Click **“Add PM”** (at bottom of screen)
- Click **“OK”** to use the Schedule Wizard
- Adding Measures:** The Schedule Wizard allows you to add multiple measures for monitoring, per student.

“Check” the boxes for the following measures:

- Reading - **Reading - Curriculum Based Measurement (R-CBM)**
- Reading - **MAZE - Comprehension (MAZE)**

- Click  at the bottom of the screen.


(Note: Clicking “Save” will take you out of the Schedule Wizard at this point. You would then continue to set up each schedule manually at this point.)

- Schedule Frequency and Duration:**
(For training purposes, please select the best choice, based on today's date)

For these examples, we are using a 36-week schedule:

- If today's date occurs between **August 1, 2010 and July 31, 2011:**
 - Start date: September 12, 2008
 - End date: May 15, 2009
 - Frequency: Weekly, every Friday.
 - (Please also de-select the checkbox for Monday)

- If today's date occurs between **August 1, 2009 and July 31, 2010:**
 - Start date: September 11, 2009
 - End date: May 14, 2010
 - Frequency: Weekly, every Friday.
 - (Please also de-select the checkbox for Monday)

- Click  and you will be brought to your **Caseload Homepage**.

Brief Group Discussion Activity:

- GROUP REVIEW QUESTIONS (5 minutes):**
 - Which students are we monitoring?
 - For which measures are we monitoring progress?
 - What is the duration of the Progress Monitoring period for these students?
 - How often are we monitoring?

- NOTE:** If these items need to be edited, do so now. Caution is warranted when retroactively changing the ending date on the Progress Monitor schedule, as it will alter the expected Rate of Improvement calculated by the system and may alter your report.

□ **Setting Up Individualized Goals for Students:**

- Notice all students are now listed with the same measures and schedule.
- Now we set up each student's goals individually
- This process starts by clicking on:

Goal	Progress Report ?
Enter	Enter SLA, BaseLine and Goal Scores

□ **Survey Level Assessment (SLA)**

- **Group:** As a class—with your TRAINER—enter the following SLA scores:


(Note: For SLA, R-CBM requires the use of median scores for optimal reliability and validity of your baseline data. These scores have been pre-calculated and are listed below. Other AIMSweb® measures do not require the use of median scores in order to complete SLA.)

Group: Locate your Progress Monitor Practice Exercises Workbook and use it to complete the following activities:


▪ **Tabitha Gralish: R-CBM**

STEP 1:

- Grade 3: 22 / 7
- Grade 2: 41 / 6
- Grade 1: 59 / 4
- Click **“Save & Graph”**


Note: Clicking  will open up a report that displays the SLA data and may make it easier to enlarge and read.

STEP 2:


- Select goal-level of measures via the **“Assessment Grade Level”** screen. *(Pull this data from Tabitha Gralish's case within your AIMSweb® Progress Monitor Practice Exercises.)*
 - Enter **“Initial corrects”** (or allow software to auto-populate)
 - Enter **“Initial errors”**
 - Enter **“Goal corrects”**
 - Enter **“Goal errors”**
 - Enter **“Program Label”**
 - Enter **“Program Description”**
 - Click 
-

Self-Paced Activity (~10 minutes): Enter the following SLA scores for these students:
(Note: Median SLA scores for R-CBM have been pre-calculated and are listed below):


Maya Cloud: R-CBM

- Grade 5: 24 / 14
- Grade 4: 39 / 9
- Grade 3: 48 / 8
- Grade 2: 59 / 5
- Grade 1: 51 / 4
- Click "Save & Graph"
- Select goal-level of measures via the "Assessment Grade Level" screen (*Pull data from practice exercises*)
- Enter "Initial corrects" (or allow software to auto-populate)
- Enter "Initial errors"
- Enter "Goal corrects"
- Enter "Goal errors"
- Enter "Program Label"
- Enter "Program Description"
- Click 

Zachary Johnston: R-CBM

- Grade 6: 49 / 10
- Grade 5: 54 / 14
- Grade 4: 75 / 9
- Grade 3: 88 / 8
- Click "Save & Graph"
- Select goal-level of measures via the "Assessment Grade Level" screen (*Pull data from practice exercises*)
- Enter "Initial corrects" (or allow software to auto-populate)
- Enter "Initial errors"
- Enter "Goal corrects"
- Enter "Goal errors"
- Enter "Program Label"
- Enter "Program Description"
- Click 

Allysia Erickson: R-CBM

- Grade 4: 72/7
- Grade 3: 83/8
- Grade 2: 93/4
- Click "Save & Graph"
- Select goal-level of measures via the "Assessment Grade Level" screen (*Pull data from practice exercises*)
- Enter "Initial corrects" (or allow software to auto-populate)
- Enter "Initial errors"
- Enter "Goal corrects"
- Enter "Goal errors"
- Enter "Program Label"
- Enter "Program Description"
- Click 

2.2.3 Editing Progress Monitor Schedules and Goals

- You may edit the frequency, duration and initial goal at any time.
 - **Note:** Editing the initial goal may alter your trend line, aim line, and rate of improvement data.
 - **Caution:** Adjusting or changing a goal, once progress monitoring (PM) has commenced, may also change the trend line and aim line of your data, as well as alter your resulting reports. Changing the goal once PM has commenced may be best handled via the “Change Goal” options within the “Next Score” link. This will improve the accuracy of your reporting and interpretation.

2.2.4 Entering Progress Monitor (PM) Scores

- Two ways to enter PM score:
 - Individually
 - Group entry, by measure type
- **Individual data entry:**

Do the following steps together as a group:

- Click on the date under the “**Next Score**” column for Maya Cloud:

Maya Cloud: Grade 4 passages

2010-2011 Academic Year:
Use the following schedule:

Week	Date	Score
1	Friday, September 10, 2010	37/8
2	Friday, September 17, 2010	41/6
3	Friday, September 24, 2010	36/7
4	Friday, October 01, 2010	40/6
5	Friday, October 18, 2010	43/6
6	Friday, October 15, 2010	45/8
7	Friday, October 22, 2010	41/7
8	Friday, October 29, 2010	44/7
9	Friday, November 5, 2010	40/5

Click .

Questions for group discussion:

- What is the expected Rate of Improvement (ROI)?
- What does the Progress Report notation state? Why?

Examples:

Above Target 

Below Target 

Insufficient Scores

Near Target 

Goal Missed

Goal Achieved

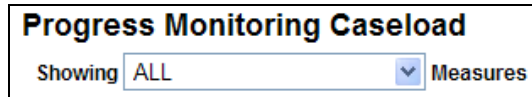
TRAINER DEMO:

Demonstrate alternate methods of entering in data:

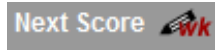
- Showing all schedules
- Highlight how data entry may be done via the dropdown window:
 - Every week
 - Every 3 weeks
 - Every 4 weeks
 - ALL (entire schedule)
- Tab Order:
 - Across
 - Scheduled Dates

□ **2.2.4 Group data entry by measure type:**

- Change “**Showing ALL Measures**” dropdown window to “**Showing Reading R-CBM Measures**”



- Click red “Pencil” that appears adjacent to “Next Score” column header.




- Enter scores for **Friday, September 10, 2010:**

- Zachary Johnston: 58/6
- Alyssia Erickson: 76/4
- Click 




□ **2.2.5 Creating Interventions and Goal Changes**

You will now create interventions and change goals by following a similar set of steps as we used when entering a student's scores.

- For **Maya Cloud** (R-CBM):
 - Compose and enter an Intervention / Program Description for **Monday, November 8, 2010**
 - Click .

GROUP DISCUSSION:

1. What does Maya's Status Report now state:


Above Target  Below Target  Insufficient Scores Near Target 
Goal Missed Goal Achieved

2. Why?
3. Click to view Maya's Progress Report. Discuss.

- Enter the next sets of scores for Maya Cloud (R-CBM)

2010 – 2011 Academic Year:
Use the following schedule:

Friday, November 12, 2010	45/6
Friday, November 19, 2010	50/2
Friday, November 26, 2010	--
Friday, December 03, 2010	48/6
Friday, December 10, 2010	54/3




- Click  and view Progress Report

GROUP DISCUSSION:

4. What does Maya's Status Report now state:

- Above Target 
- Below Target 
- Near Target 
- Insufficient Scores
- Goal Missed
- Goal Achieved

5. Why?

- **Above Target** : Student's current rate of improvement is **greater than or equal to .5 units**, (e.g., words read correct per minute) than the necessary rate of improvement to achieve the designated assessment goal. (>+.5wrcpm)
- **Below Target** : Student's current rate of improvement is **less than or equal to .5 units** than the necessary rate of improvement to achieve the designated assessment goal. (< -.5wrcpm)
- **Near Target** : Student's current rate of improvement is **between or equal to .5 units** greater or less than the necessary rate of improvement to achieve the designated assessment goal. (+.5wrcpm to -.5wrcpm)
- **Insufficient Scores**: The Insufficient Scores summary appears when a student does not have enough data points to accurately provide a progress summary. A minimum of four data points must be entered before an accurate progress summary is displayed.
- **Unavailable**: progress summaries indicate there is a problem with the assessment schedule of a technical nature and AIMSweb Technical Support should be contacted.
- **Goal Missed**: The schedule is completed and student met goal.
- **Goal Achieved**: The schedule is completed and student missed goal.

6. How does Maya's progress look thus far?

TRAINER DEMONSTRATION:

New "Goal" Demonstration 2.2.5: Although this report may not indicate a new goal is needed for Zachary or Alyssa, your trainer will briefly demonstrate how to add a "New Goal" for future reference.

- New goal should not be used to increase/decrease grade-levels (difficulty levels). When changing the measure difficulty to a higher or lower grade level, file the schedule and start a new schedule. Do not delete schedules with data.
- **New Goal** option is only available on the dates for which you have previously entered scores.
- **Typically** New Goals are added on the last date for which you have entered a score for your student.

□ 2.3 Generating Progress Monitor Reports

- Generating and viewing multiple reports on one screen
- Using the “expand” toggle on the Progress Monitor Report Options section of the report screen
- Using the options under the “expand” toggle
- Emailing a Progress Monitor Report (per your organization’s IT policy)
 - Each trainee may email themselves a report to see the end result. Enter your own name and any email address. Send. Check email later for message.
- Printing reports using PDF tab

□ 2.4.1 Transferring Schedules

- Click checkbox next to Maya Cloud’s MAZE schedule and transfer to new Progress Monitor teacher
- You may transfer students between yourself and any other Progress Monitor-enabled Teacher within your Customer ID number.
- **IMPORTANT:** If you transfer student schedules between schools, you should **FIRST** contact your AIMSweb® Manager to ensure that student’s full AIMSweb® record is also transferred to the new school. Manual transfer is not recommended, as there may be specialized procedures or electronic processes that will handle this for you in the correct manner.

□ 2.4.2 Deleting Schedules

- Delete Zachary Johnston’s MAZE schedule
- Strong recommendation: Do not delete schedules that have data already attached. File instead.

□ 2.4.3 Filing Schedules

- File Maya Cloud
- Un-file Maya Cloud

SELF-PACED ACTIVITY: SMALL GROUP (2-4) and/or INDIVIDUAL (~30 minutes)

- Enter the remaining data in the Progress Monitor Practice Exercises for Tabitha (page 4) and follow the directions listed in the booklet.
- Add / edit program descriptions and interventions as needed. Create an imaginary case or story about Tabitha, complete with details on her learning needs and your choices for instructional programs.

Upon completion of the exercise, prepare to discuss your results with the entire group.

OPTIONAL ADDITIONAL FEATURES FOR REVIEW:

5.0: AIMSweb Technical Support

- Software Guide (Downloads tab).
- Frequently Asked Questions
- Email: aimsweb support@pearson.com.

5.1 Using Help Files (“Help button”)

- “Help” button.

5.2 Using AIMSONline

- AIMSONline Tab
- Discussion forum

5.3 Using AIMSweb Software Guides

- Specific Software Guides are designed to accompany the matching Training Guide.

5.4 Contacting AIMSweb Technical Support, Sales, and Training

- Phone: 866-313-6194 and Select “Sales,” “Technical Support,” or “Training” options.
- Support Email: aimsweb support@pearson.com
- Training Email: aimsweb training@pearson.com (Select the “Training” option.)

Appendix A

Adding Students Manually to the Progress Monitor Caseload Home Page (OPTIONAL)

2.1 Manage Students



*** IMPORTANT NOTICE:** Your organization may be opting to use the AIMSweb® Data Import service to electronically populate your account or rosters with students, demographic information, classroom/teacher assignment, transfer students/data, and to update this information regularly.

Overriding this process by manually entering, editing, adding, or deleting this information may result in inaccurate information, duplicate student listings, additional charges, incomplete data, or other errors. Please check with your organization's AIMSweb Manager(s) before attempting to add, edit, transfer, or delete students and/or demographic information.

2.1.1 Adding Students (OPTIONAL)

- Add your name (as a student) and fabricate any demographic information you wish.
- Add one more name (e.g., any fictitious name) and fabricate all demographic information. Remember this name. We will revisit it later in this module.
- Note that you may choose ANY grade level to assign to this student, as Progress Monitor-enabled users have access to all students within the school.
- Your name, once added, will appear in “yellow” on the Student List.
 - Click “clear” to view the entire list.
 - Click the “All” dropdown window on student list to change quantity of students displayed per screen.
- Note that when adding students to the AIMSweb® system via the Progress Monitor software, the student is also simultaneously added to your caseload. You must then finish the schedule setup manually or delete the schedules that were automatically added to your caseload and re-create them using the Schedule Wizard.

2.1.2 Searching for Students

- *“Add a Student” section (green) may be used as a search engine (demonstrate). Search for your name or initials.*

2.1.3 Editing Students (OPTIONAL)

- *After completing 2.1.2, edit your name and/or demographic information previously entered and “Save.”*

2.1.4 Deleting Students (OPTIONAL)

- *A student cannot be deleted from the AIMSweb® System until all of the student’s Benchmark scores have been removed, which is a practice that is NOT recommended. Students should only be deleted if they have been added to the Student List erroneously.*

- **Recommendation:** *Transfer, rather than delete, students out of the school database—especially when any scores are attached to that student’s listing. This will maintain the integrity of any Benchmark or Progress Monitor scores that have been entered, as well as all normative data within the organization’s account.*