A Guide to Understanding Your Child's AIMSweb Score Report

What skills are being measured?
The AIMSweb score reports indicate numerical values along the vertical axis. In order for you to understand better what those numerical values reflect, this section will outline what each test measures and how the scores are reported.

Early Literacy*: Letter Naming Fluency (LNF):** This test is designated within your report as ***LNF. The number of units along the vertical axis reflects the number of upper and lower case letters your child could fluently name within one minute.

Early Literacy: Letter Sound Fluency (LSF) This test is designated within your report as ***LSF***. The number of units along the vertical axis reflects the number of letters sounds your child could fluently match to lower case letters within one minute.

Phoneme Segmentation Fluency (PSF) This test requires children to say the sounds in words presented orally by the examiner. This test is designated within your report as ***PSF***. The units along the vertical axis reflect the number correct segments your child could fluently produce within one minute.

Nonsense Word Fluency (NWF) This test requires children to identify and say the sounds in non-real words in order to measure adequately his/her ability to apply rules of decoding. This test is designated within your report as ***NWF***. The units along the vertical axis reflect the number of correct sounds the child can fluently produce within one minute. It should be noted that your child receives credit for individual sounds in the word or by the number of sounds in a complete word if the nonsense word is read as intact word.

Reading (CBM) This fluency-based measure is utilized as a global measure to take a student's "reading temperature." The rationale supporting its use as a global indicator of reading health is reflected in the idea that reading decoding, vocabulary, and comprehension are all skill strands that contribute to a child's ability to read fluently. The units in the graph are reflected as the number of words a child reads correctly within one minute.

Maze This measure is a multiple choice task that is read silently. The first sentence is left intact. Thereafter, every 7th word is replaced with three words inside parentheses. One of the words is an exact match to complete the sentence. Two other choices are distracters. One of the distracters is considered a "near" distracter or a word of the same type as the exact match (e.g., noun, verb, adverb) that does not make sense or preserve meaning. The other distracter is a "far" distracter, a word not of the same type that does not make sense but is selected randomly from the story.

What is this score report telling me about my child's/adolescent's performance?
This score report is referred to as a "box and whisker plot." Your child's performance is represented by the small circle or dot you see within the configuration. His/her performance can be compared to how other students performed at the national level on the specific measures outlined above. By locating the small circle relative to the graph components outlined below, you can make a comparison of your child's performance to how other students performed at the national level.

The Box: The box designates the score distribution for the average range. While the bottom of the box represents what is considered to be low average (25th percentile) the top of the box reflects the upper end of the average range (75th percentile).

The Black Horizontal Line: This small line found within the green box represents the median or "middle score" within the national sample. You can determine where your child falls relative to the median score.

The Vertical Line Extending from the Top of the Box (Whisker) The vertical line extending from the top of the box reflects student performance ranging from the 76th to the 90th percentile. When the student's circle is above this line, it indicates the child is performing above the 90th percentile.

The Vertical Line Extending from the Bottom of the Box (Whisker) The vertical line extending from the bottom of the box reflects student performance ranging from the 24th to the 10th percentiles. When the student's circle falls below the line, it indicates that the child is performing below the 10th percentile.

It is important to note that a child's performance on AIMSweb is but one source of student achievement data. While the information is very useful in identifying students who may be at risk academically, it is used in conjunction with other data sources that educators have available to them, including grades, instructional reading levels, performance on the Illinois Snapshot of Early Literacy (ISEL), and performance on high-stakes tests such as the ISAT.

For more information, visit http://www.ecusd7.org/for_parents/rti.asp