

Technical Guidance for RSA Screener **aimswebPlus** - NCS Pearson, Inc.



This guidance is based off of information provided by the vendor, and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA).

Contact Information

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Assessment Administration

Group size: Group Individual
Type: Curriculum-based measure Adaptive
Method: Paper-pencil Online

Administration Time

Times provided are estimates determined by the publisher for the required components.

	Beginning of Year	Middle of Year	End of Year
Kindergarten	2 minutes per student	5-6 minutes per student	5-6 minutes per student
1 st grade	6-7 minutes per student	3 minutes per student	3 minutes per student
2 nd grade	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group
3 rd Grade	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group	2 minutes per student 19-32 minutes group
4 th Grade and above	23-38 minutes group	23-38 minutes group	23-38 minutes group



Assessment Components

PC	Print Concepts	Individual	AV	Auditory Vocabulary	Individual
IS	Initial Sounds	Individual	NWF	Nonsense Word Fluency	Individual
LNF	Letter Naming Fluency	Individual	ORF	Oral Reading Fluency	Individual
PS	Phoneme Segmentation	Individual	RC	Reading Comprehension	Group
LWSF	Letter Word Sounds Fluency	Individual	VO	Vocabulary	Group
WRF	Word Reading Fluency	Individual	SRF	Silent Reading Fluency	Group

*Used to determine composite score

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Required <ul style="list-style-type: none"> ● LNF* ● LWSF* 	Required <ul style="list-style-type: none"> ● LNF* ● PS ● LWSF* ● NWF 	Required <ul style="list-style-type: none"> ● LNF* ● PS ● LWSF* ● NWF
	Recommended <ul style="list-style-type: none"> ● PC ● IS ● AV 	Recommended <ul style="list-style-type: none"> ● IS ● AV 	Recommended <ul style="list-style-type: none"> ● WRF ● AV
1 st Grade	Required <ul style="list-style-type: none"> ● PS ● LWSF ● NWF ● ORF* 	Required <ul style="list-style-type: none"> ● NWF ● ORF* 	Required <ul style="list-style-type: none"> ● NWF ● ORF*
	Recommended <ul style="list-style-type: none"> ● WRF ● AV 	Recommended <ul style="list-style-type: none"> ● WRF ● AV 	Recommended <ul style="list-style-type: none"> ● WRF ● AV
2 nd Grade	<ul style="list-style-type: none"> ● ORF* ● RC* ● VO* 	<ul style="list-style-type: none"> ● ORF* ● RC* ● VO* 	<ul style="list-style-type: none"> ● ORF* ● RC* ● VO*
3 rd Grade	<ul style="list-style-type: none"> ● ORF* ● RC* ● VO* 	<ul style="list-style-type: none"> ● ORF* ● RC* ● VO* 	<ul style="list-style-type: none"> ● ORF* ● RC* ● VO*
4 th Grade and above	Required <ul style="list-style-type: none"> ● SRF* ● RC* ● VO* 	Required <ul style="list-style-type: none"> ● SRF* ● RC* ● VO* 	Required <ul style="list-style-type: none"> ● SRF* ● RC* ● VO*
	Recommended <ul style="list-style-type: none"> ● ORF 	Recommended <ul style="list-style-type: none"> ● ORF 	Recommended <ul style="list-style-type: none"> ● ORF



Grade Level Benchmarks

In a tiered assessment and instruction system, tiers are used to define the level of instruction needed for the students within each tier. aimswebPlus follows the traditional model of three instructional tiers, defined as follows:

- Tier 1 = Low Risk (about 75% - 95% of students in this group **will** meet the target)
Students are on track to meet the end-of-year target and are least likely to need intervention. These students should continue to receive the general instructional program. Typically, the majority of students fall into this category.
- Tier 2 = Moderate Risk (about 25% - 65% of students in this group **will not** meet the target)
Students are not on track and have a moderate risk of not meeting the end-of-year target. These students require some type of intervention, often taking the form of supplemental small-group instruction.
- Tier 3 = High Risk (about 50% - 90% of students in this group **will not** meet the target)
Students are not on track and are typically well-below grade level. These students have a high risk of not meeting the end-of-year target without intensive, individualized instructional intervention.

Scores listed below reflect the composite score determined by the required assessments listed above. The composite score listed reflects the 40th percentile. **Students scoring at or below this score are considered at-risk for not meeting grade level reading expectations, and should be placed on an Academic Progress Plan (APP).**

First, second, or third grade students who meet the end-of-year third grade benchmark score are eligible for promotion to fourth grade.

	Beginning of Year	Middle of Year	End of Year
Kindergarten	32	73	91
1 st Grade	25	46	62
2 nd Grade	322	353	376
3 rd Grade	371	394	410