# aimsweb

## Introductory Guide

ALWAYS LEARNING

PEARSON

**Pearson Executive Office  5601 Green Valley Drive  Bloomington, MN 55437**
**800.627.7271  www.PsychCorp.com**



Produced in the United States of America.

Product Number 38826

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

PEARSON

# Contents

# aimsweb Introductory Guide

Welcome to the **aims**web assessment, data management, and reporting system for kindergarten through grade 12. **aims**web supports tiered assessment and instruction (e.g., Response to Intervention [RTI]). It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language arts, mathematics, and behavior. This guide provides a high-level overview of **aims**web features, functions, and terminology. Other **aims**web resources provide detailed instruction on how to use the system.

# Section 1: aimsweb in Tiered Assessment and Intervention

Tiered systems are driven by data from three activities: a) *universal screening* (or *benchmarking*)—identifying students who need additional instruction to succeed, b) *progress monitoring*—tracking the effectiveness of instructional interventions, and c) *program evaluation*—evaluating the efficacy of core instruction to ensure that it is moving students forward at the necessary pace.

## Universal Screening

Universal screening is the process of administering brief measures (called *probes*) to all students in a grade at the beginning, middle, and end of the school year. The same or parallel probes are used at each administration and these measures are always at the students' grade-placement level. The school district determines the screening periods, depending on the local school schedule, but 2-week windows generally are recommended during

- the first 4 weeks of school,
- the midpoint of the year (around the 18th week of school), and
- the last 4 weeks of school.

Historically, *benchmarking* has been used to refer to this process for two reasons: first, screening reveals which students are performing at or above the level considered necessary for achieving long-term success (*benchmark* level), and second, from a program-evaluation perspective, the screening data serves as a benchmark for measuring the improvement of a group (class, grade, school, or district). However, **aims**web and schools generally are moving toward using the term *universal screening* because it clearly describes the process, independent of how the results are used.

Screening results are available as soon as the scores have been entered into the **aims**web system, either automatically during computer-assisted administration or manually. **aims**web provides a variety of informational reports designed for different types of users, including students, parents, teachers, and administrators. Teachers obtain reports on their class(es) and individual students. One of the most frequently used teacher reports is the Scores and Percentiles Report (also known

as the *Rainbow Report*) for each screening measure, which lists the students in the class in descending order of score and provides student-level interpretive information. Other reports, designed for administrators at the school or district level, consolidate screening results across classes, schools, or grades. These reports can be disaggregated by educational or demographic characteristics. At all reporting levels, it is possible to see longitudinal data that reveals how performance has changed over time.

Screening results can be interpreted through both *criterion-referenced* and *norm-referenced* methods.

- A *criterion-referenced* interpretation is the comparison of a student's scores with designated scores that indicate a good likelihood of academic success. The criterion scores may be based on expert judgment or on an empirical demonstration of the relationship between the screening score and a positive outcome.
- A *norm-referenced* interpretation is the comparison of a student's score with the scores of other students in a local or national reference group of students in the same grade tested on the same measure at the same time of year. **aims**web provides norm-referenced information in the form of a *percentile*, that is, the percentage of students in the reference group who scored below a particular score. On this scale, a score at the 50$^{th}$ percentile is average (higher than half the students in the norm sample), the 10$^{th}$ percentile is very low, and the 90$^{th}$ percentile is very high. Both national and local (school and/or district) percentile norms are provided by **aims**web.

In a tiered assessment and instruction system, the universal screening results generally are a factor when placing students into tiers for the purpose of organizing instruction and allocating resources. The details of the tier structure vary across settings (and **aims**web can accommodate systems with up to five tiers), but the following descriptions usually apply:

- *Tier 1* consists of those students who should continue to receive the general instructional program. Usually this is the majority of students.
- *Tier 2* includes students who need some additional help because their performance puts them at moderate risk of failure. This usually takes the form of supplemental small-group instruction.
- *Tier 3* is a level at which the instructional intervention is more intense and/or more individualized. Students at this tier often have not shown adequate progress in a Tier 2 intervention.

*Cut scores* indicate the break points between the tiers, and these may be either norm-referenced or criterion-referenced according to the user's preference. For both conceptual and practical reasons, local norms are often used for defining instructional tiers. The conceptual rationale is that instruction in a school or district is geared to the average level of performance in that location, so students who are within the average range relative to their classmates (as indicated by local norms) should be well served by the general (Tier 1) instructional program. The practical rationale is that the use of local norms leads to a reasonable and consistent allocation of resources across the tiers, because a designated percentage of students will be in each tier (e.g., 15% in Tier 2 and 5% in Tier 3).

Defining tiers according to criterion-based scores also is an option. **aims**web offers two criterion-based *default cut scores* for reading and math measures at each grade and screening period, associated with 80% and 50% probability of passing the typical state assessment.

**aims**web screening reports also refer to a *target*, which is a score that you would ideally like all students to achieve. Generally, it is a score level that indicates that the student is on track for success. Targets may be either criterion-referenced or norm-referenced; an example of the former is the score indicating an 80% probability of passing the typical state test in reading or mathematics. On **aims**web reports, the target score is denoted by a heavy black line. (*Benchmark* is an alternative term for this concept.)

Finally, some **aims**web measures indicate areas of potential strength or weakness for the student, and the screening reports for these measures provide *instructional links* to curriculum materials that may be useful.

## Progress Monitoring

When additional instruction is being provided (such as to students in Tier 2 or Tier 3), the effectiveness of the instructional intervention should be monitored to ensure that it is helping the student reach a goal. This is accomplished through frequent administration of probes that are parallel forms of the ones used in universal screening. Depending on the intensity of the intervention, the sensitivity of the measure to improvement, and other factors, progress may be monitored as often as several times a week or as infrequently as once a month. Typically within **aims**web, the goal is set to occur within the current school year, and progress monitoring continues over the duration of the school year (or until the student reaches their goal). During that period, if it becomes clear that the student is not improving at a sufficient rate to reach their goal, the educator will want to discontinue that instructional intervention and switch to a different one that may be more effective. In other words, progress monitoring is a data-based method of carefully tracking the student's growth to provide the intervention that will put him or her on a path to success.

The progress-monitoring system in **aims**web has a number of key components that are described in detail with numerous examples in the ***aims**web Progress Monitoring Guide*. These key components are:

- *Goal setting*. The first step in progress monitoring is to set the *goal,* which is the score level on the **aims**web measure that you want the student to reach by a particular *goal date*. Within **aims**web, you have control over both the goal and the goal date.

  Goal setting is a matter of judgment, rather than an automatic process. As with screening, there are both criterion-referenced and norm-referenced approaches to choosing the goal. With the norm-referenced approach, you select the percentile level that you want the student to reach by a certain time (typically, the end of the school year). Local norms (if available) are often recommended for this purpose, although national norms may also be used. A typical goal might be for the student to be at a percentile between the 25$^{th}$ and the 50$^{th}$ by the spring screening period.

  A criterion-referenced approach to goal setting would involve choosing a goal that has intrinsic value, independent of norms. For example, the goal might be a score that is associated with a high probability of passing a high-stakes test, or one that has been found in research studies to be a good indicator of future success in the reading or math curriculum.

- *Goal line or aimline.* After you have set the goal, you can begin to compare the student's actual and predicted progress in the progress-monitoring chart (see Figure 1). The horizontal axis is time in weeks, starting when progress monitoring begins and ending at the goal date. The vertical axis is the score on the **aims**web measure that is being monitored.

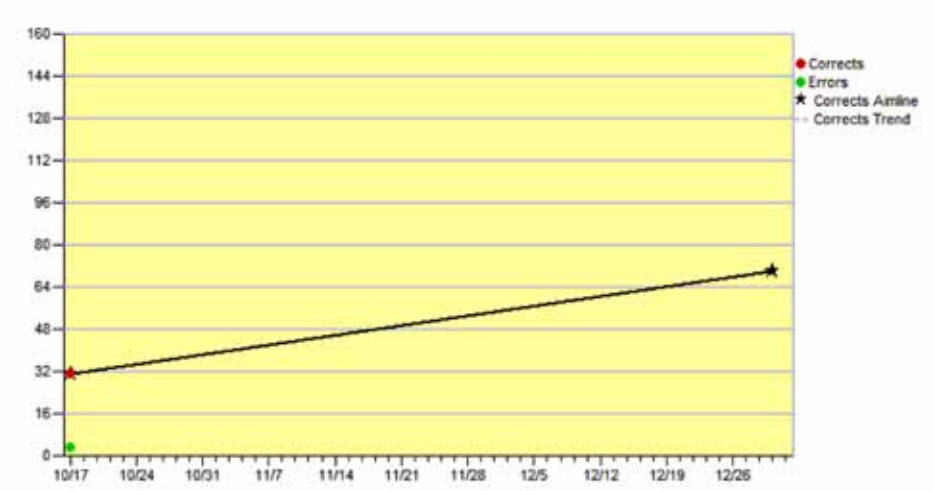


Figure 1 Progress monitoring with goal line plotted

The **aims**web system draws a line, called the *goal line* or *aimline*, from the student's initial score to their goal. This indicates how the student needs to improve if he or she is to reach the goal at the goal date.

- *Selecting the grade level for the goal and for progress monitoring.* Progress monitoring must be conducted with measures that are at the same grade level as the goal. Whenever possible, students are progress-monitored at their current grade placement. However, if a student is functioning far below his or her grade level, or if the instructional intervention uses curriculum for a lower grade (such as in mathematics), it may be desirable to define the **aims**web goal as a score on a measure at a lower grade to make progress monitoring more sensitive. *Survey-level assessment* is the process of choosing the grade level at which to set the goal and conduct progress monitoring. See the ***aims**web Progress Monitoring Guide* for a discussion of the issues and procedures involved in off-grade-level progress-monitoring and survey-level assessment.
- *Progress-monitoring schedule.* When you create the progress-monitoring plan for a student, you specify how often you will monitor (i.e., administer a progress-monitoring probe). Frequency can range from several times a week to once a month, depending on such factors as the intensity of the intervention and how sensitive the measure is to improvement.
- *Trendline.* As you administer probes during progress monitoring, the scores appear as dots on the progress-monitoring chart, enabling you to see if there is an upward trend in scores and the rate of growth is as rapid as required. To assist in this evaluation, the **aims**web system draws a best-fitting line called a *trendline* through the student's scores, when there are at least three scores (see Figure 2). The trend line is a good indication of whether or not the student is on track to reach the goal.

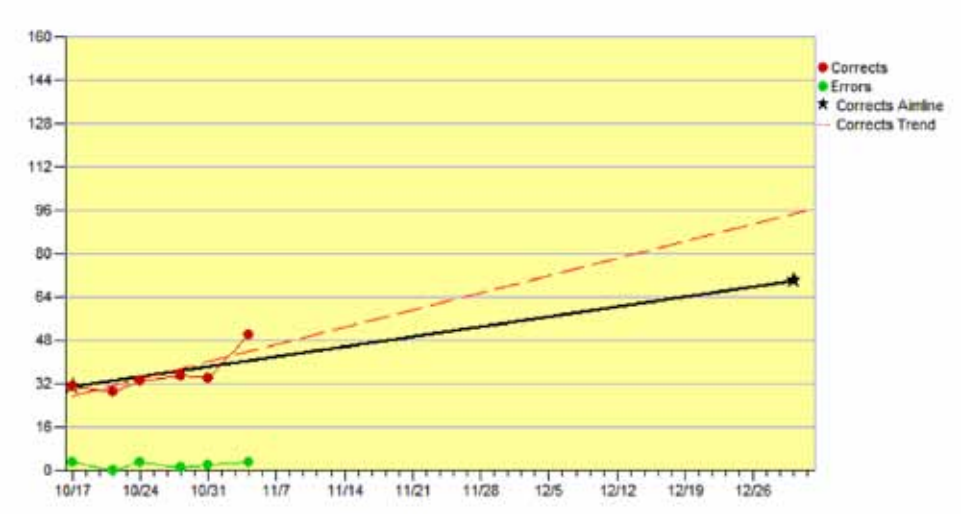


Figure 2 Progress monitoring with goal line and trendline plotted

- *Rate of Improvement (ROI).* This is the student's rate of change, expressed in terms of the average number of score points gained per week. For example, on R–CBM a student might have an ROI of 0.8 WRC (words read correctly) per week, meaning that on average the student's score increased by slightly less than one point each week. The student's *actual ROI* is the slope of the trendline through the actual score points. The *goal ROI (or aimline ROI)* is the slope of the goal line. This is the ROI that the student should demonstrate to reach the goal. When you set a goal, the **aims**web system informs you of the goal ROI.

  The **aims**web system provides *ROI growth norms* that help in setting goals and interpreting the student's progress. These percentile norms tell you whether the student's actual rate of improvement (or the planned rate of improvement in goal-setting) is average, high, or low in comparison with the ROIs of students in a comparison group (the national norm sample). During goal setting, the **aims**web system provides the ROI and the ROI percentile associated with the goal you selected, which can help you avoid setting a goal that is too easy or too difficult to achieve.

- *Deciding whether the student is on track to reach the goal.* The purpose of frequent progress monitoring is to know if an instructional intervention is working, so that if a change is needed you can make it as early as possible. **aims**web includes several aids to making this decision. Errors of measurement and true fluctuation in a students' ability over time typically produce variability or "scatter" in the progress-monitoring scores, making it difficult to predict where the student's performance level will be at the goal date. The trend line shown on the progress-monitoring reports helps clarify the trend, but the trend line is only a best estimate. The longer the duration of progress monitoring and the less scatter there is in the scores, the more accurate the trend line will be as a measure of the student's rate of improvement and a predictor of their future level of performance. (The number of probes administered per week also affects accuracy, but its effect is smaller than the effects of duration and variability.)

The **aims**web system helps you interpret a student's progress-monitoring data. In the original **aims**web system, after there are three scores the system indicates whether the trend line is above the goal, near the goal, or below the goal. A new method (to be introduced in 2013) functions somewhat differently. Starting at the sixth week of progress monitoring, with a minimum of four progress-monitoring assessments, the system reports the likelihood that the student will reach the goal, based on a statistical analysis of the student's scores to date. Briefly, the system calculates the standard error of the trend line slope and uses this to construct a 75% *confidence interval* for the student's score at the goal date. (A confidence interval is a range of scores that, with 75% probability, will include the student's actual goal-date score.) Based on the confidence interval, the **aims**web system provides one of three messages to the user:

- The student is projected to not meet the goal.
- The student is projected to exceed the goal.
- The student is projected to be near the goal. The projected score at the goal date is between X and Y (X and Y being the bottom and top of the confidence interval).

See the ***aims**web Progress Monitoring Guide* for more detailed guidance on evaluating student progress.

- *Adjusting the intervention or the goal.* If you decide that the student is unlikely to reach the goal using the current intervention, or is improving much faster than expected, then you have the option of changing the intervention or changing the level or date of the goal. If the intervention is changed without changing the goal, the system retains the original aim line, but a new trend line is initiated starting at the time of the change. If the goal level and/or date are changed without a change in the intervention, a new aim line (with a new goal ROI) is drawn that connects the original starting point to the new goal; the trend line is not affected.
- *Reaching the goal.* When the student has obtained at least one probe score that is at or above the goal, the **aims**web system considers the goal to have been reached.

## Program Evaluation

Several features of **aims**web universal screening make it a valuable source of data for evaluating the overall instructional program. One is the fact that most of the **aims**web measures are *general outcome measures*, meaning that they assess important core aspects of the full-year curriculum or are valid generic indicators of the achievement domain, rather than being tied to a specific curriculum. Another advantage is that parallel forms of the same measures are administered to all students three times during the school year, thus providing a set of comparable data.

There are numerous **aims**web reports that show the score distributions of classes, grades, schools, or the entire district and highlight subgroup comparisons or trends of performance over time. The data can be disaggregated according to many different student characteristics. Among the most commonly used reports are the local norms tables that are used to compare score distributions at the school, district, and national level, and the *Tier Transition Report* that shows the movement of students between tiers over time.

# Section 2: aimsweb Materials and Procedures

The academic tests within **aims**web, referred to as *measures*, cover the areas of reading, mathematics, and language arts. The measures listed as having "group administration" can also be administered individually (to one student at a time). Those listed as "individual administration" have the option of computer-assisted administration, in which you read the administration instructions from a computer or tablet and uses a mouse or touch screen to capture the student's responses.

**Table 1**

**aims**web assessment materials and procedures

| Measure | Task | Grades | Administration | Time |
|---|---|---|---|---|
| **Reading** | | | | |
| Reading Curriculum-Based Measurement (R–CBM) | Oral reading of narrative passage, scored by words read correctly per minute | 1–12 | Individual | 1 minute* |
| Spanish R–CBM | Spanish version of R-CBM | 1–12 | Individual | 1 minute* |
| Reading Maze | Silent reading of a narrative passage with missing words; selecting 1 of 3 options to fill each gap. | 1–12 | Group | 3 minutes |
| Test of Early Literacy (TEL) | Four tasks: Saying the names or sounds of printed letters, saying the phonemes in a spoken word, and saying the sounds in a printed nonsense word | K–1 | Individual | 1 minute for each of 4 tasks |
| Medidas incrementales de destrezas esenciales (MIDE) | Spanish version of TEL | K–1 | Individual | 1 minute for each of 5 tasks |
| **Mathematics** | | | | |
| Math Concepts & Applications (M–CAP) | Solve open-ended problems on paper | 2–12 | Group | 8–10 minutes |
| Math Computation (M–COMP) | Solve open-ended problems on paper | 1–12 | Group | 8 minutes |
| Test of Early Numeracy (TEN) | Four tasks: Oral counting, saying the names of printed numbers, identifying the greater of 2 numbers, and saying the missing number in a sequence | K–1 | Individual | 1 minute for each of 4 tasks |

**Table 1**

**aims**web assessment materials and procedures (*continued*)

| Measure | Task | Grades | Administration | Time |
|---|---|---|---|---|
| **Language Arts** | | | | |
| Spelling | Write orally dictated words | 1–12 | Group | 2 minutes |
| Written Expression | Write a narrative using a "story starter." | 1–12 | Group | 4 minutes |

* For universal screening with R-CBM, three 1-minute probes are administered and the final score is the median of the three scores.

There is a different, grade-appropriate version of each measure through grade 8. The grade 8 probes are used for grades 9 through 12, where they are scored according to grade norms representing the general high-school population. **aims**web does not measure content from the curriculum for grades 9 through 12.

Each measure has a large number of ***probes,*** or parallel forms of equivalent difficulty, at each grade to support progress monitoring. For most measures, there are three screening probes and thirty progress-monitoring probes at each grade. Screening probes and progress-monitoring probes are identical in format, administration, and scoring. The probes within a grade are numbered sequentially (e.g., from 1 to 33), with probes 1 through 3 designated as the screening probes.

## Using CBM Procedures for General Outcome Measurement and Mastery Measurement

**aims**web uses curriculum-based measurement—CBM—assessment procedures for universal screening and progress monitoring. Local educators originally used the CBM methodology to create brief probes from their curriculum materials, but this feature of CBM has been replaced, in favor of using standardized content. CBM methodology requires that measures be

- brief, so that they can be administered frequently (even several times a week) without disrupting instruction;
- easy to administer and score, so that they can be used accurately by a wide range of education personnel;
- valid measures of skills that are central to the domain being measured (reading, math, language arts);
- standardized and reliable (that is, producing consistent results across time or testing conditions);
- sensitive to improvement, such that an increase in ability will be reflected in rising scores on the measure; and
- available in multiple equivalent forms, to reduce practice effects on retesting.

It is important to recognize that, despite its name, CBM is an assessment procedure and is not tied to a particular curriculum.

There are two broad categories of measures that employ CBM methodology, *general outcome measures* and *mastery measures*. Most **aims**web measures are *general outcome measures*. As defined by Fuchs and Deno (1991), general outcome measures assess "proficiency on the global outcomes toward which the entire curriculum is directed" (p. 493). A general outcome measure may consist of a representative sampling of the key skills typically taught at that grade (what Fuchs and Deno call "the critical outcomes of the curriculum") or generic tasks that are good indicators of the core ability (for example, oral reading fluency as an indicator of global reading proficiency). *Mastery measures,* on the other hand, are highly focused measures of specific skills (e.g., decoding consonant blends, or regrouping in addition) that typically are used to monitor the success of instruction targeted at that skill. The subsections of the **aims**web Test of Early Literacy and Test of Early Numeracy (e.g., Letter Naming and Missing Number) may be considered mastery measures.

## Standard Administration and Accommodations

**aims**web probes are assessment instruments, not teaching tools. For the results to be valid and useful, you must follow the standard administration procedures presented in the *Administration and Scoring Guides* described below. This means that students should not receive practice administrations, extra time, or coaching beyond what is specified in the standard procedures.

Administration accommodations may, in some cases, be made for students with special needs who receive accommodations in their general academic tasks. For **aims**web universal screening administrations, accommodations that would provide an advantage, such as giving additional time, are not permitted. Acceptable accommodations for screening are those that ameliorate limitations in perception or responding, such as enlarged stimulus materials, special pencils, signed administration directions, or a person to transcribe the student's oral responses. The *Administration and Scoring Guide* for each measure specifies the types of accommodations that are permitted on that measure.

Progress monitoring allows greater latitude for accommodations, for two reasons. First, progress-monitoring scores do not have normative interpretation, so variation in administration procedure does not undermine the validity of normative scores. Second, the purpose of progress monitoring is to evaluate the student's growth across time, so you may apply an accommodation as long as you do it consistently throughout the progress-monitoring process. For this reason, you may even extend administration time during progress monitoring if you think it is necessary to obtain useful results, if you apply it consistently across progress-monitoring occasions, and if it is consistent with the accommodations the student receives in other aspects of his or her academic work.

## Materials

### Probes

There are two types of printed documents for each probe: a *student form* and an *examiner form* (sometimes called an *answer key*). For some measures the student form simply displays the stimulus content, such as the passage the student reads in R–CBM. For other measures, such as M–CAP and Written Expression, the student responds by writing on the student form. The examiner uses the examiner form to record the examinee's oral responses (for example, on

the Letter Naming task of the Test of Early Literacy). On some measures, such as M–CAP and Reading Maze, the examiner form includes the key to correct answers.

Most measures have both types of documents, but some have only a student form (e.g., Written Expression) and some have only an examiner form (e.g., the Oral Counting task in the Test of Early Numeracy). The paper student forms for R–CBM, Spanish R–CBM, TEL, MIDE, and TEN are reusable. The paper student forms and examiner forms for other measures are not reusable. You do not need an examiner form with computer-assisted administration, because you enter the student's responses onscreen.

Depending on the type of probe (screening vs. progress monitoring) and local policies, you or an administrator may download them from the **aims**web site and print them as needed. Printed student and examiner forms must be stored in a secure location both before and after use so that students who have not yet taken the test will not be able to see their content.

### Administration and Scoring Guides

There is a brief guide for each measure, providing the information you need to administer and score the probes correctly. You need to have a copy of the Guide on hand when administering and scoring a measure. Each Guide includes the verbatim instructions you need to say when administering the probe, whether to an individual student or to a group. The Guides also explain the nature of the measure, identify any special administration accommodations that are permissible, and provide the detailed scoring rules. Like the probes, the Guides can be downloaded from the **aims**web site for local printing.

## Scoring

You, the examiner, score and then enter scores in the **aims**web system. For most measures, you enter the total score for the probe. For Math Concepts and Applications, you may, instead, enter each item score (correct, incorrect, or skipped) to obtain a report of the student's areas of strength and weakness. When using computer-assisted administration, the system automatically calculates the probe score based on the item response information you have entered.

### Interpretation of Universal Screening Scores

As previously explained, scores obtained during universal screening can be interpreted using national or local (school and/or district) percentile norms for that grade and screening period (fall, winter, or spring). The national percentile norms are based on large, representative samples of students. The **aims**web system is able to provide local norms once a sufficient amount of data has been entered. When generating group or individual reports, you may select to show national norms, local norms, or both.

Some of the reports for R–CBM and Reading Maze also provide Lexile® measures that correspond to the **aims**web raw scores. The Lexile measure indicates text difficulty and reading ability. It enables educators to choose books or other reading materials appropriate for a student—neither too easy to be challenging, nor too difficult to be comprehensible.

# Behavior

**aims**web also offers a behavior module for kindergarten through grade 12 that supports RTI initiatives and positive behavior support programs. The behavior module promotes the coordination of teachers, school psychologists and behavior specialists, providing a comprehensive suite of tools aimed at early detection, targeted intervention, and student success. Academic results from other **aims**web components can be combined with behavior results, providing a more complete picture of a student's performance in school, which enables school staff to maximize the benefit of targeted instruction to the student.

## Applying the Behavior Module

Like the academic portion of **aims**web, the behavior module provides a tier-based model for identifying and remediating behavior problems to help struggling students succeed. The tier-based system is built on screening, implementation of evidence-based interventions, and strategic monitoring of behavior.

### Universal Screening

Universal screening for behavioral and emotional problems is typically done two or three times per year using teacher rating forms and/or student self-report forms. Teachers often supply the ratings, particularly for younger children. These ratings are typically obtained after the teacher has had a reasonable opportunity to observe student behavior (e.g., after a month of daily contact, or after four to six weeks of almost daily contact). Starting at grade 3, ratings can also be obtained directly from students.

There are three types of teacher-rating forms, which may be used individually or together for screening. One covers a broad spectrum of student behaviors and emotions, and each of the others targets a particular social skill (pro-social or motivation to learn). The student self-report form, like the first teacher form, surveys a wide range of behaviors and emotions. Table 2 lists the measures available for screening. Scores from the Behavioral and Emotional Screening System are interpreted using national norms, which indicate how a student's score compares to a national reference group that is reflective of the U.S. population. Scores from the SSIS Performance Screening Guides are criterion referenced, meaning that they are interpreted relative to a five-level classification system.

**Table 2**

Behavior Screening Measures

| Measure | Tasks | Grades | Administration | Time |
|---|---|---|---|---|
| Behavioral and Emotional Screening System—Teacher Form | 27-item rating scale on behaviors and emotions | K–12 | Teacher-completed | 3–5 minutes per student |
| Behavioral and Emotional Screening System—Student Form | 30-item rating scale on behaviors and emotions | 3–12 | Student-completed | 10 minutes |
| SSIS Performance Screening Guide—Pro-Social Skills | Criterion-referenced rating of Pro-Social Skills | 1–8 | Teacher-completed | An average class size of 25 takes 5–10 minutes |
| SSIS Performance Screening Guide—Motivation to Learn | Criterion-referenced rating of Motivation to Learn | 1–8 | Teacher-completed | An average class size of 25 takes 5–10 minutes |

### Student Action Plan for Intervention and Monitoring

When universal screening results indicate a need for further action with a student, you need to define and create a Student Action Plan. A Student Action Plan includes an evidence-based intervention strategy that is aligned with the areas of concern that were identified in universal screening. The Student Action Plan includes a behavioral goal and a plan for systematic monitoring of progress toward that goal. Just as in academics, monitoring is key to the success of an RTI behavioral initiative because it enables you to evaluate the effectiveness of the behavioral intervention and determine if the student has achieved the goal.

In the Student Action Plan, you identify specific behaviors to monitor and create the monitoring form. You may choose behaviors from **aims**web-provided lists of positive and negative behaviors related to the student's specific behavioral and emotional concerns, or you may specify the behaviors you want to track. These behaviors will be tracked and monitored according to a schedule of frequency (e.g., daily or several times a week) and duration (typically, one to several weeks) specified in the Student Action Plan.

The progress-monitoring form, usually consisting of three to five items, is customized to meet the student's specific needs, and is typically completed by a teacher (although student-completed forms can also be created). It can be completed onscreen (teacher only) or via paper and pencil. Data from the monitoring forms are used to generate progress monitor reports that can track a student's performance over time and across multiple intervention periods. These reports present results in both graphical and numerical format, showing how behavior is related to the phases of intervention and allowing the user to change the behavior performance goals.

**aims**web gives step-by-step guidance for selecting interventions and behaviors, creating monitoring forms, and collecting and interpreting ratings. The *BASC-2 Classroom Intervention* workbooks (*Externalizing and School Problems* workbook and *Internalizing and Adaptive Skills Problems* workbook) and the *SSIS Intervention Guide*, available on the **aims**web website under the Behavior downloads tab, provide help for planning interventions. Advanced **aims**web users can customize the list of behaviors to monitor, which enables **aims**web to be used in other school initiatives (e.g., class-wide expectation programs).

More detailed information can be found in the **aims**web Behavior Guide.

# Reference

Fuchs, L. S., & Deno, S. L. (1991). Paradigmatic distinctions between instructionally relevant measurement models. *Exceptional Children, 57*, 488–500.