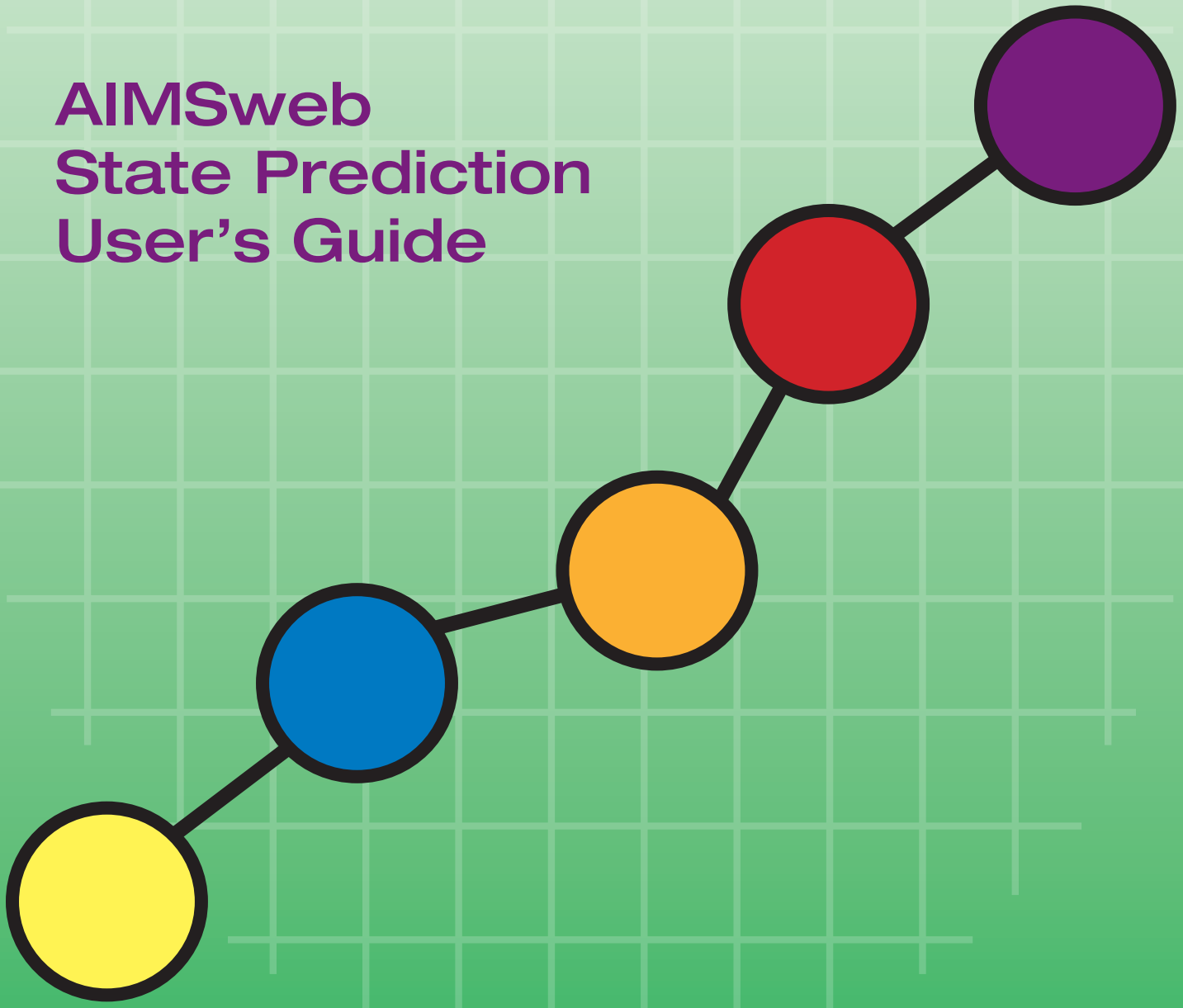
AIMSweb®

AIMSweb State Prediction User's Guide



PEARSON

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Using AIMSweb Benchmark Scores to Predict Success on State Achievement Tests

One of the questions AIMSweb users often ask is what target scores on the benchmark tests would indicate that the student is on track for success, or more specifically, on track for passing the state end-of-year test? For *Reading Curriculum-Based Measurement* (R-CBM) and *Mathematics Concepts and Applications* (M-CAP), AIMSweb now offers benchmark target scores that are related to expected performance on state reading and mathematics tests. These targets may be used in addition to, or as a substitute for, other target scores. Two types of state-test target scores are available in AIMSweb reporting:

- *Success Probability:* Students scoring at or above the target score have the designated probability (80% or 50%) of success. Success Probability targets are useful when the educator wants an estimate of each student's likelihood of state-test success. Some users interpret the three score ranges formed by the two target scores as indicating low, medium, or high risk of not passing the state test. For technical reasons described in the section on development procedures, these targets are averages across the states providing data (that is, the same targets are offered for all states).

- *At-Risk Screener:* If this target score is used as a screener, it will flag 80% (or 50%) of the students who are at risk for not passing the state test. This target score serves a different function than the Success Probability target scores, because it does not provide information about an individual student's likelihood of success. These targets are state-specific and are provided for each state (and grade level) for which data is available. At-Risk Screener targets are useful when the educator wants to identify a subgroup of students that includes a large proportion of those who are unlikely to pass the state test without educational intervention.

Both types of target scores differ by grade and benchmark period. At grades 3 through 8, the criterion is passing the state reading or mathematics test administered at the end of the same year as R-CBM or M-CAP. At grades 1 and 2, the targets are set at percentile values that correspond to the grade 3 targets.

Because the two target types have different interpretations and applications, it is best to use only one of them in a set of reports to avoid confusion. However, different professionals within a school or district may find one or the other more suitable for their purposes.

Including State-Test Targets in Reports

State-test targets may be included in grade, class, or individual reports.

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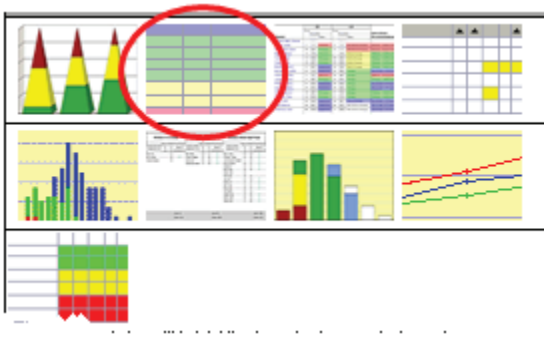
Generating a Scores and Percentiles Report With State-Test Targets

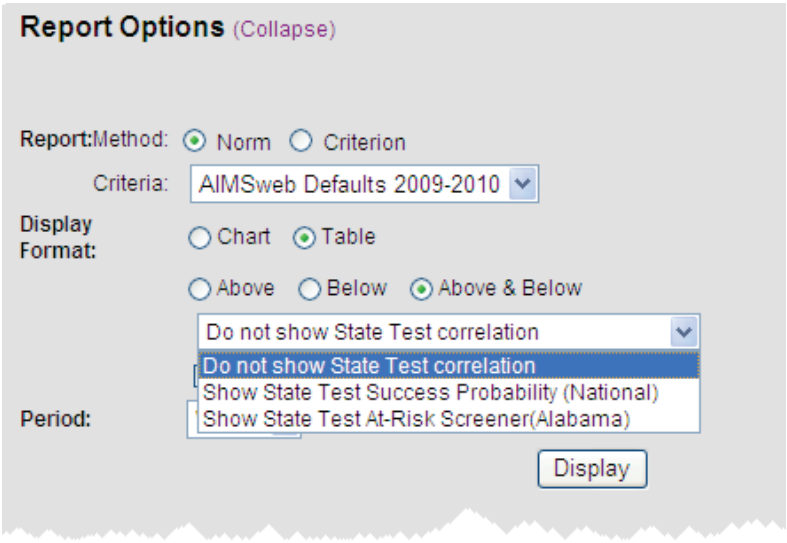
1. Click on the **My Classes** tab and select R-CBM or M-CAP. The Scores and Percentiles report icon appears as the second icon in the list of reports at Class level.



Note: To generate the grade-level Scores and Percentiles report, click on the **Reports** tab, select Scores and Percentiles in the drop down menu, and then choose the grade. Click **Go** to open the **Grade** side tab. Grade-level reports are not available for Teacher users.

2. Click the **Scores and Percentiles** icon to open the report.

3. Click **Expand** next to **Report Options** to select whether or not to show the State Test Correlation on the report. The target options are: Show State Test Success Probability (National) or Show State Test At-Risk Screener (State-Specific).



4. Click **Display** to view the report with the selected options.

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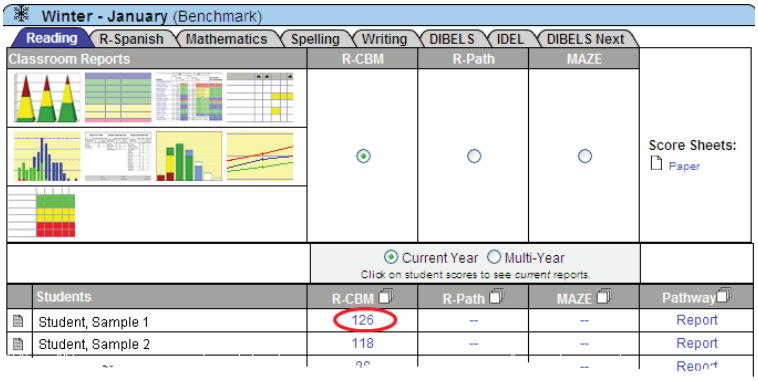
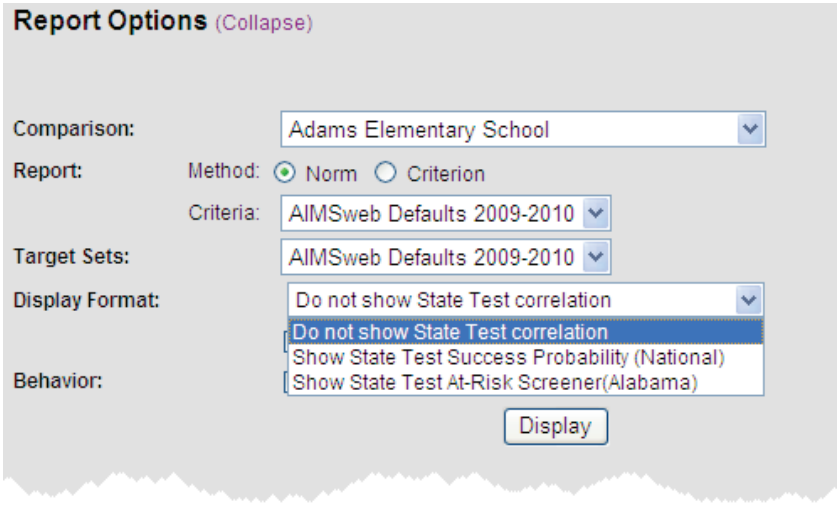
Generating an Individual Student Report With State-Test Targets

1. Click on the **My Classes** tab and select R-CBM or M-CAP as the desired measure.



2. Click the student score to **generate** the report.

3. Click **Expand** next to **Report Options** to select whether or not to show the State Test Correlation on the report. The target options are: Show State Test Success Probability (National) or Show State Test At-Risk Screener (State-Specific).



4. Click **Display** to view the report with the selected options.

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How to Apply the State-Test Targets

The Success Probability and At-Risk Screener targets provide different kinds of information, and for that reason, users are advised to select one or the other and not try to interpret the two target types in combination. Success Probability targets provide information about individual students, whereas the At-Risk Screener targets are useful for identifying groups of students to receive intervention. The two target types sometimes are close to one another in value, but this is not always the case.

Success Probability Targets

On the Class Distribution by Scores and Percentile R-CBM National report, the 80% probability target is displayed as a dashed black line, and the 50% target is displayed as a dashed red line. Students scoring at the level of the dashed black line have an 80% probability of success on the state test, and those obtaining higher scores have a greater than 80% probability of success. Similarly, students scoring at the level of the dashed red line have a 50% probability of success on the state test. Students scoring between the two Success Probability target lines have a probability of success that is between 50% and 80%. You may use these targets to identify students for various levels of instruction or intervention.

These Success Probability target scores are median values across states and are applicable in states whose pass rates are typical for the country (i.e., about 65% to 85% for reading, and about 60% to 80% for mathematics). If the pass rate in your state is substantially lower than this range, then the actual probability of success for students scoring at the "80% Success Probability" target score will be lower than 80%. Conversely, if your state's pass rate is higher than the range, the actual success probability at the 80% target score will be greater than 80%.

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State Success Probability (National): Students scoring above the dashed black line have an 80% or more likelihood of passing the 3rd grade state assessment. Students scoring above the dashed red line have a 50% or more likelihood of passing the 3rd grade state assessment.

Class Distribution by Scores and Percentile

Sample District - Sample School
Grade 3 - (Sample Teacher - Homeroom) Winter 2010-2011
Reading - Curriculum Based Measurement

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
858624	1, Sample Student	111.0			Well Above Average	Consider Need for Individualized Instruction
295984	4, Sample Student	110.0			Well Above Average	Consider Need for Individualized Instruction
Well Above Average >= 110.0 (90th %ile)						
562241	15, Sample Student	109.0			Above Average	Consider Need for Individualized Instruction
922297	7, Sample Student	109.0			Above Average	Consider Need for Individualized Instruction
Above Average >= 108.0 (75th %ile)						
562476	10, Sample Student	106.0			Average	Continue Current Program
① **Target = 105.0**						
317668	14, Sample Student	94.0			Average	Continue Current Program
639366	12, Sample Student	93.0			Average	Continue Current Program
558756	2, Sample Student	86.0			Average	Continue Current Program
151416	8, Sample Student	79.0			Average	Continue Current Program
653714	11, Sample Student	76.0			Average	Continue Current Program
721751	13, Sample Student	74.0			Average	Continue Current Program
Average >= 74.0 (25th %ile)						
777357	3, Sample Student	73.0			Below Average	Further Assess and Consider Individualizing Program
514829	9, Sample Student	71.0			Below Average	Further Assess and Consider Individualizing Program
②						
Below Average >= 66.0 (10th %ile)						
928259	6, Sample Student	62.0			Well Below Average	Begin Immediate Problem Solving
369326	5, Sample Student	58.0			Well Below Average	Begin Immediate Problem Solving

80% Probability: **105**
At and above
dashed black line.

50% Probability: **64**
At and above
dashed red line.

Figure 1. R-CBM Class Distribution for State Success Probability (National)

① The group at and above the 80% line has a ≥ 80% probability of success on the state assessment.

② The group at or above the 50% line has a ≥ 50% probability of success on the state assessment.

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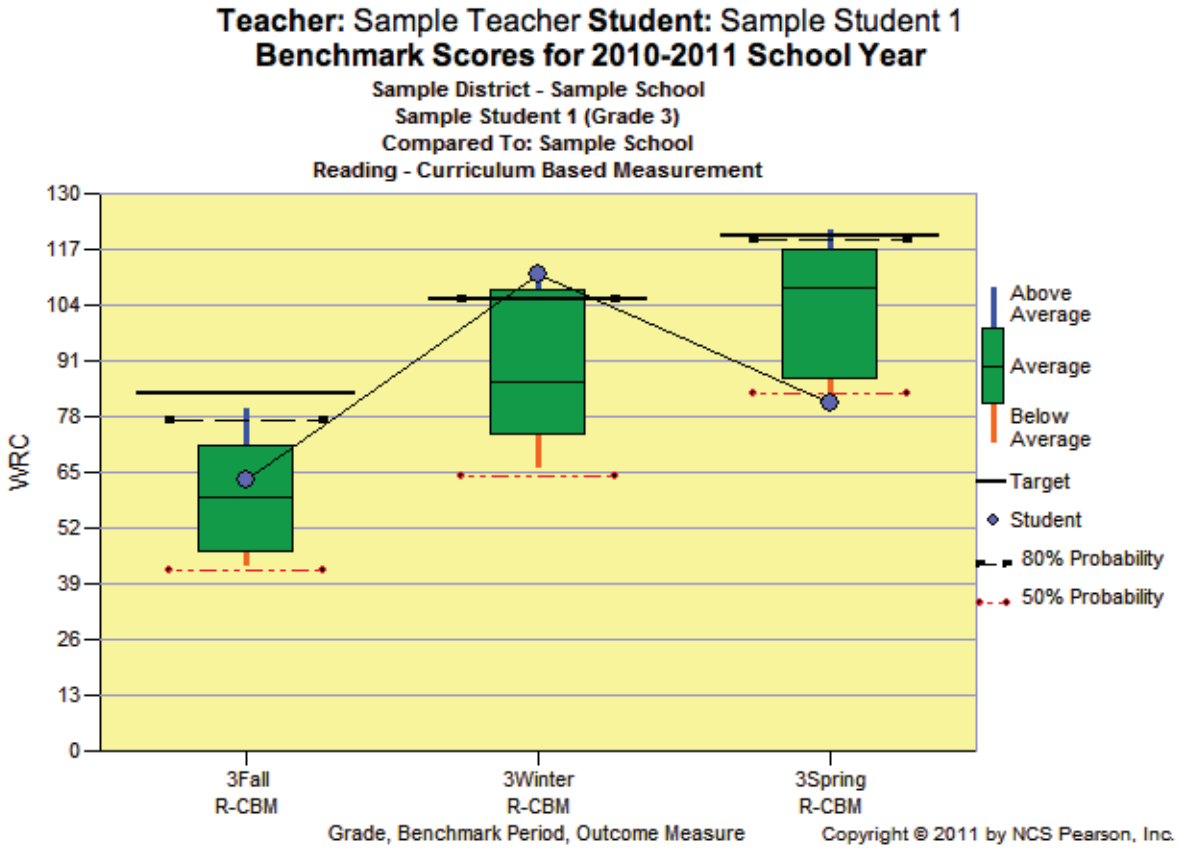
FILTER:
Comparison: Sample School
Target Sets: AIMSweb Defaults 2009-2010 - Norm Referenced
R-CBM - 10,25,75,90 percentile calculated at the school level

State Success Probability (National): Students scoring above the dashed black line have an 80% or more likelihood of passing the 3rd grade state assessment. Students scoring above the dashed red line have a 50% or more likelihood of passing the 3rd grade state assessment.



Fall Probability
80% Probability: **77**
At and above dashed black line.
50% Probability: **42**
At and above dashed red line.

Winter Probability
80% Probability: **105**
At and above dashed black line.
50% Probability: **64**
At and above dashed red line.

Spring Probability
80% Probability: **119**
At and above dashed black line.
50% Probability: **83**
At and above dashed red line.

Benchmark Comparison: Sample School

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2010-2011	3	63.0	111.0	81.0	Well Below Average	Begin Immediate Problem Solving (Sample School Spring Percentiles)

Sample Student 1 improved from **63** Words Read Correct (WRC) from Grade 3 Passages at the Fall Benchmark to **81** Words Read Correct (WRC) at the Spring Benchmark. The rate of improvement (ROI) from the Fall Benchmark is **0.5** WRC per week. Currently, Sample Student 1's score is **Well Below Average** compared to Sample School Spring Percentiles. This was a score **at the 7** percentile compared to other students in the Sample School Spring Percentiles.

Figure 2. R-CBM Student Benchmark Scores for State Success Probability (National)

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At-Risk Screener Targets

On the Class Distribution by Scores and Percentile R-CBM Texas report, the 80% At-Risk Screener target is designated by a dashed black line. If all students scoring below this score are flagged as a result of screening, you can be confident that 80% of the students who will not succeed on the state test will be flagged. Therefore, an instructional intervention provided to all students scoring below this score would reach 80% of those who are "at risk" for not succeeding.

Similarly, the 50% At-Risk Screener target, designated by a dashed red line, would flag 50% of the students who are at risk for not succeeding on the state test. This target score is lower than the 80% At-Risk Screener score because it does not flag as many truly at-risk students; you may think of it as flagging those students who are *most* at risk.

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State Test At-Risk Screener (Texas): : 80% of the students in the Texas sample who were at risk of not passing the 3rd grade state assessment scored below the dashed black line. 50% of the students in the Texas sample who were at risk of not passing the 3rd grade state assessment scored below the dashed red line.

Class Distribution by Scores and Percentile

Sample District - Sample School
Grade 3 - (Sample Teacher - Homeroom) Winter 2010-2011
Reading - Curriculum Based Measurement

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653714	11, Sample Student	76.0			Average	Continue Current Program
721751	13, Sample Student	74.0			Average	Continue Current Program
Average >= 74.0 (25th %ile)						
777357	3, Sample Student	73.0			Below Average	Further Assess and Consider Individualizing Program
514829	9, Sample Student	71.0			Below Average	Further Assess and Consider Individualizing Program
Below Average >= 66.0 (10th %ile)						
928259	6, Sample Student	62.0			Well Below Average	Begin Immediate Problem Solving
369326	5, Sample Student	58.0			Well Below Average	Begin Immediate Problem Solving

1

2

80% At-Risk: **88**
Screens 80% of students at risk of not passing.

50% At-Risk: **60**
Screens 50% of students at risk of not passing.

Figure 3. R-CBM Class Distribution for State Test At-Risk Screener (Texas)

(1) 80% of the students who were at risk of not passing the state assessment scored below the dashed black line.

(2) 50% of the students who were at risk of not passing the state assessment scored below the dashed red line.

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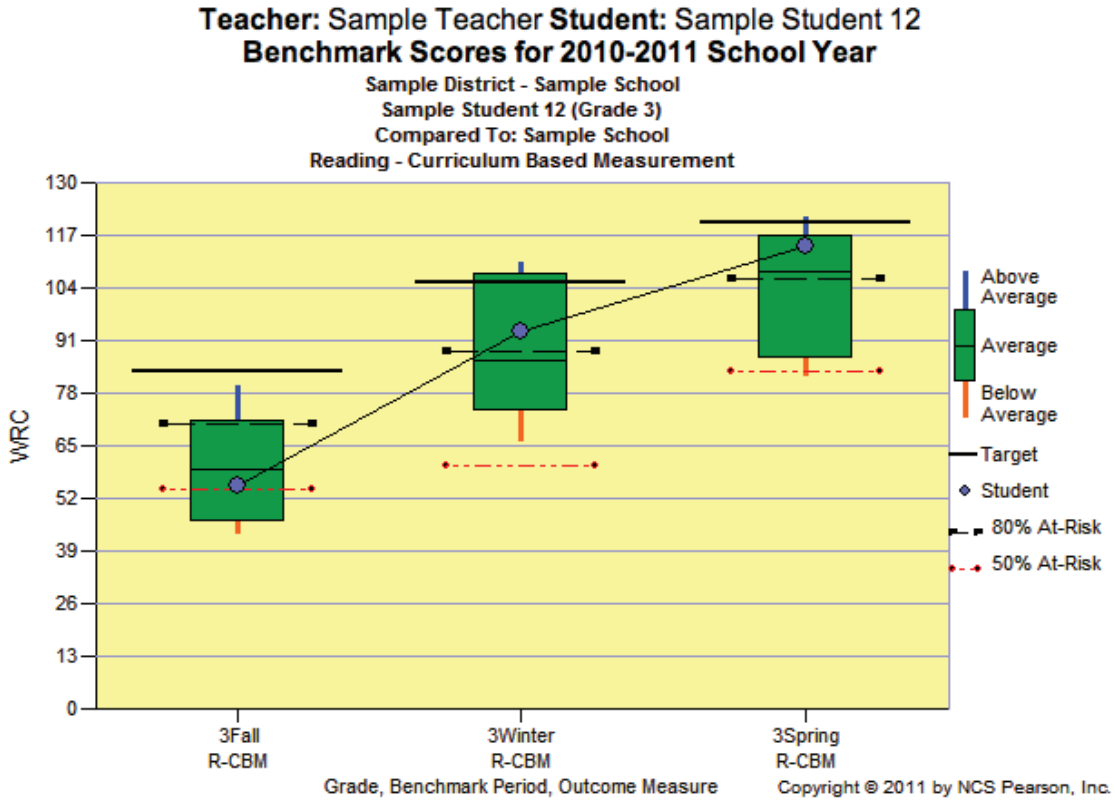
FILTER:
Comparison: Sample School
Target Sets: AIMSweb Defaults 2009-2010 - Norm Referenced
R-CBM - 10,25,75,90 percentile calculated at the school level

State Test At-Risk Screener (Texas): : 80% of the students in the Texas sample who were at risk of not passing the 3rd grade state assessment scored below the dashed black line. 50% of the students in the Texas sample who were at risk of not passing the 3rd grade state assessment scored below the dashed red line.



Fall At-Risk
80% At-Risk: **70**
Screens 80% of students at risk of not passing.
50% At-Risk: **54**
Screens 50% of students at risk of not passing.

Winter At-Risk
80% At-Risk: **88**
Screens 80% of students at risk of not passing.
50% At-Risk: **60**
Screens 50% of students at risk of not passing.

Spring At-Risk
80% At-Risk: **106**
Screens 80% of students at risk of not passing.
50% At-Risk: **83**
Screens 50% of students at risk of not passing.

Benchmark Comparison: Sample School

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2010-2011	3	55.0	93.0	114.0	Average	Continue Current Program (Sample School Spring Percentiles)

Sample Student 12 improved from **55** Words Read Correct (WRC) from Grade 3 Passages at the Fall Benchmark to **114** Words Read Correct (WRC) at the Spring Benchmark. The rate of improvement (ROI) from the Fall Benchmark is **1.6** WRC per week. Currently, Sample Student 12's score is **Average** compared to Sample School Spring Percentiles. This was a score **at the 64** percentile compared to other students in the Sample School Spring Percentiles.

Figure 4. R-CBM Student Benchmark Scores for State Test At-Risk Screener (Texas)

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Frequently Asked Questions

Which targets should I use—Success Probability or At-Risk Screener?

The Success Probability targets directly address the question that most often is of concern to educators: What is the probability that students scoring at this level on the AIMSweb measure will pass the state test? The Success Probability targets are the preferred targets in most situations.

At-Risk Screener targets have the practical advantage of being tailored to individual states. This is a beneficial characteristic in states where the passing rate is unusually low or high, because the Success Probability targets (which are national averages) will tend to overestimate or underestimate the probability of success. The At-Risk Screener targets are based on the methodology that has been used most often in published research studies that relate CBM performance to success on state tests.

Why aren't there state-specific Success Probability targets?

The level of the Success Probability target scores within a state is determined primarily by the difficulty of the state test—that is, the percentage of students who pass, and the average level of academic proficiency in the state. The more difficult the state test, the higher the Success Probability target scores will be. The wide variation in passing rates across states (percentages ranging from the 30s to the 90s) causes extreme variability in the levels of the target scores. For example, in a state where only half or fewer of students pass the state test, the level of benchmark test performance required to support a prediction of success is likely to be too high to be of practical value.

In contrast, At-Risk Screener target scores are less influenced by the difficulty of the state test; their values tend to stay within reasonable limits across states with different passing rates. Therefore, state-specific targets may be used.

How do these target scores relate to those generated by the AIMSweb "correlation" function based on data from a single district?

In principle, target scores could be set for individual districts, and the AIMSweb software has in the past included an analysis program that enables a district to calculate target scores based on its own data. However, there are conceptual reasons for setting target scores at the state level. It makes sense to assume that two students in the same state who have the same AIMSweb benchmark score will have the same estimated probability of success on that state's end-of-year test, regardless of the district they attend. However, if Success Probability target scores were calculated separately for individual districts within a state, they would vary substantially as a function of the within-district passing rates, for the reason described in the preceding section. Districts with relatively low pass rates would obtain high target scores. For this reason, AIMSweb supports state-level or national-level target scores.

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Development of State Test-Prediction Target Scores

The data for this analysis come from AIMSweb users who entered 2010 state-test scores for either reading or mathematics into the AIMSweb system. All AIMSweb benchmark scores were obtained in 2009–2010. For reading, there were a total of 32,002 students from 20 states, and for mathematics the total sample contained 13,890 students from 15 states. Tables 1 and 2 show the average (across benchmark periods) number of cases per grade from each state.

Table 1. Average Number of R-CBM Cases per Benchmark Period

	Grade					
State	3	4	5	6	7	8
CA	81		98	67		
GA	259	81	89			
ID	100	130	58	20		
IL	1342	1815	1676	1564	1506	1225
IN	1316	1429	84	61	39	45
KS	17	23	28	14		
MN	281	325	355	229		
MS	86	313	192	189	100	
MT	17	14	14	15		
NC	1213	1299	1160	332	323	210
NV	38					
OH	2730	877	1099	896	366	178
OK	362	338	307			
PA	233	232	259			
RI	211	200				
SD			14			
TX	289	209	300	125	118	122
VA	80	92	20			
VT	29					
WI	39					

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Table 2. Average Number of M-CAP Cases per Benchmark Period

	Grade					
State	3	4	5	6	7	8
GA	87	82	89			
ID				40		18
IL	510	688	747	821	873	744
IN	211	209				
KS	17	23	27	14		
MN	130	56	158	124		
MO	74	48				
MS	86	149	43	183	85	
MT	54	56	55	55		
NC	676	631	537	74	83	77
NV	39					
OH	523	630	603	282	223	192
OR	39	50	39			
RI	41	10				
TX	199	177	304	124	118	120

Success Probability. For grades 3 through 8, logistic regression was used to calculate the conditional probability of success on the state test as a function of benchmark score. The data from each state for each grade and benchmark period was analyzed separately. In each analysis, the raw scores corresponding to conditional probabilities of success of 80% and 50% were identified.

As a check on the accuracy of these target scores, a multiple-regression model was fitted to the data. States' average NAEP scores in reading or math, and the state test pass rates in the sample and for the state as a whole, were used as predictors of the target scores. The state pass rate is a strong predictor of target scores, because the lower the pass rate, the more difficult it is for students to succeed, and the higher the AIMSweb benchmark score must be to predict success on the state test. If the pass rate in the analysis sample is substantially higher or lower than the state as a whole, the level of the target score is affected. On average, these regression models explained 91% of the variance in target scores.

The initial target scores were compared with those predicted from the regression models. Based on the size of the analysis sample for the state, the state pass rate, the size of the discrepancy between the sample and the average state-test pass rate, and the typicality of the initial target scores, either the initial target score or the predicted target score was selected for each domain, grade, period, and probability level. Also, the within-grade trend of target scores across seasons (fall, winter, and spring) was inspected for each state, and in a few instances some minor adjustments were made to ensure an upward progression within each grade.

Even with these adjustments, some of the target scores were found to be so high or low as to not be helpful. Typically, this was because the state pass rate was unusually low or high. Tables 3 and 4 show the range (10th to 90th percentiles) and median of state-specific target scores by grade and

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period for R-CBM and M-CAP, respectively. Because of the great variability of the state-specific values, the target scores for probability of success reported by AIMSweb are the average of the state-specific target scores calculated, using the procedure described above.

Table 3. Median and Range (10th to 90th Percentiles) of State-Specific Success Probability Target Scores for R-CBM

		Success Probability			
		0.5		0.8	
Grade	Period	Median	P10–P90	Median	P10–P90
3	Fall	42	16–75	77	45–121
	Winter	64	38–99	105	68–146
	Spring	83	48–119	119	80–160
4	Fall	67	43–93	105	75–123
	Winter	86	65–110	120	93–144
	Spring	102	78–122	136	106–159
5	Fall	78	38–110	114	84–149
	Winter	97	52–128	129	96–163
	Spring	106	49–143	143	106–177
6	Fall	103	62–132	136	99–163
	Winter	111	84–136	149	119–173
	Spring	128	86–158	161	119–193
7	Fall	94	61–127	136	116–163
	Winter	109	74–144	150	125–180
	Spring	130	68–220	171	121–227
8	Fall	112	82–142	138	111–167
	Winter	122	82–160	151	121–181
	Spring	130	67–173	161	121–189

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Table 4. Median and Range (10th to 90th Percentiles) of State-Specific Success Probability Target Scores for M-CAP

		Success Probability			
		0.5		0.8	
Grade	Period	Median	P10–P90	Median	P10–P90
3	Fall	2	1–4	5	1–7
	Winter	5	1–8	10	3–13
	Spring	8	5–13	14	8–19
4	Fall	6	1–13	13	6–25
	Winter	8	2–16	15	10–26
	Spring	8	1–18	18	11–34
5	Fall	4	1–9	8	4–13
	Winter	6	2–12	10	5–18
	Spring	6	2–14	13	6–23
6	Fall	7	2–19	11	5–23
	Winter	10	6–18	15	9–26
	Spring	12	4–27	17	10–34
7	Fall	3	1–7	10	8–12
	Winter	9	5–16	13	1–19
	Spring	9	6–17	17	13–22
8	Fall	5	4–7	8	6–10
	Winter	7	4–12	11	8–17
	Spring	7	4–14	14	7–22

Although state test programs often begin at grade 3, educators have a need for AIMSweb target scores that are related to grade 3 state test performance for students in grades 1 or 2. The approach used to identify target scores at grades 1 (R-CBM) and 2 (both R-CBM and M-CAP) was to set the target scores at the same percentile rank as the grade 3 (fall) target scores in that state. For example, if the 80% probability target score at grade 3 (fall) was at the 40th percentile, then the target scores at grades 1 and 2 would also be set at the 40th percentile.

The method for doing this was to equate the grade 1 and 2 probes to the grade 3 probes through a single-group equi-percentile design. (This approach rests on the assumption that there is consistency across states in the relationships among performance at different primary-grade levels.) For each measure, one district was identified as doing AIMSweb benchmark testing throughout grade 1 (or 2 on M-CAP) to 3 for a substantially large school population. Because almost all students in the district were tested at each grade, the samples at different grades can be assumed to be equivalent in the ability and demographic characteristics that affect reading or math performance. Only students who had benchmark scores for all three periods were included in the sample. The R-CBM sample included approximately 3,800 students, and the M-CAP sample included approximately 5,600 students. From this data set, raw scores on the benchmark tests for

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grades 1 and 2 could be identified that were at the same percentile as raw scores on grade 3 (fall) benchmark tests. This conversion was then applied to each R-CBM and M-CAP target score for fall of grade 3 to identify the equivalent target scores for grades 1 and 2.

At-Risk Screener. These target scores are based on the sensitivity statistic derived from a receiver operating curve (ROC) analysis. In this context, sensitivity is the percentage of those students who fail the state test and score below the benchmark target score. The 80% At-Risk Screener target score will "flag" 80% of those students who will not pass the state test—that is, 80% of at-risk students will score below the target score. Similar to the process of obtaining the Success Probability target scores, regression analyses were conducted at each benchmark period of each grade, from 3 to 8, for each state. On average, the regression models accounted for 88% of the variance in state-specific target scores. The same procedures described previously to select the most reasonable target scores and to obtain target scores for grades 1 and 2 were applied for the At-Risk targets.

At-Risk Screener target scores were less variable across states than Success Probability target scores. Tables 5 and 6 show the median and range of state-specific target scores for R-CBM and M-CAP, respectively. For this reason, At-Risk Screener target scores are offered for each state for which data is available.

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Table 5. Median and Range (10th to 90th Percentiles) of State-Specific At-Risk Screener Target Scores for R-CBM

		At-Risk Screener Probability			
		0.5		0.8	
Grade	Period	Median	P10–P90	Median	P10–P90
1	Winter	18	15–22	29	25–38
	Spring	31	25–39	52	45–64
2	Fall	30	22–40	54	47–65
	Winter	60	48–69	79	73–89
	Spring	71	62–80	91	85–102
3	Fall	51	42–61	76	68–87
	Winter	75	65–82	101	92–108
	Spring	93	85–100	120	112–128
4	Fall	82	70–95	103	91–115
	Winter	100	76–120	119	96–142
	Spring	109	89–129	133	113–154
5	Fall	89	69–104	113	92–131
	Winter	101	82–116	128	108–142
	Spring	116	96–128	143	123–158
6	Fall	112	95–126	133	117–148
	Winter	122	102–141	147	127–166
	Spring	132	110–151	158	138–177
7	Fall	105	97–119	134	126–148
	Winter	122	119–127	150	148–156
	Spring	131	122–146	155	148–170
8	Fall	108	90–122	137	121–151
	Winter	124	104–135	149	133–162
	Spring	134	132–136	160	158–162

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Table 6. Median and Range (10th to 90th Percentiles) of State-Specific At-Risk Screener Target Scores for M-CAP

		At-Risk Screener Probability			
		0.5		0.8	
Grade	Period	Median	P10–P90	Median	P10–P90
2	Fall	3	1–9	7	3–14
	Winter	8	3–19	15	8–25
	Spring	11	5–26	21	11–31
3	Fall	3	1–8	6	3–10
	Winter	6	4–10	9	7–13
	Spring	10	7–14	13	11–18
4	Fall	7	5–11	10	9–14
	Winter	11	9–15	15	13–19
	Spring	12	10–17	18	16–22
5	Fall	5	4–6	7	5–8
	Winter	7	6–9	11	10–13
	Spring	9	7–16	13	10–20
6	Fall	6	4–13	11	7–17
	Winter	9	6–15	14	11–19
	Spring	12	8–23	19	12–31
7	Fall	5	4–7	8	8–10
	Winter	10	8–13	13	12–16
	Spring	11	8–15	16	13–20
8	Fall	5	3–9	8	6–11
	Winter	6	4–9	10	8–13
	Spring	7	5–11	11	9–15

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