



**OFFICE OF INSTRUCTION**

**aimswebPlus Progress Monitoring Protocol**

1. aimswebPlus progress monitoring probes are secure testing materials. No probes should be used by examinees or anyone else for anything other than the sole purpose of testing/progress monitoring.
2. Students must have an aimswebPlus benchmark score and/or baseline data, before using any progress monitoring probes. If a student arrives in between benchmark testing periods, then complete a Survey Level Assessment (SLA) on the student for baseline data.
3. Progress monitoring schedules should be set up in aimswebPlus within 2 weeks of the last day of the fall and winter benchmarking periods. Clearly identify the intervention program being used from the pre-populated interventions in aimswebPlus.
4. It is recommended that the teacher or paraprofessional providing the instruction be responsible for progress monitoring those in their intervention group. However, other personnel may complete progress monitoring as long as they have been trained during the current school year.
5. Students who are both EL and have an IEP only need to be monitored by one person.
6. K-8 special education teachers must ensure that the students on their case load with reading, writing, and/or math goals are progress monitored in aimswebPlus using the appropriate measures, unless otherwise noted in the IEP or Tier 3 plan.
7. Instructional Coach or designee will monitor aimswebPlus progress monitoring data once a month and update as needed. Additionally, it is recommended that the MTSS team debrief with the principal to discuss any students demonstrating intensive needs or not responding to instruction.

**Creating & Setting Progress Monitoring Goals in aimswebPlus**

1. Goals will be written to a minimum of the 26<sup>th</sup>ile. Survey Level Assessments (SLAs) **must** be given if student's benchmark score is at or below the 10<sup>th</sup> percentile to determine the appropriate grade level for progress monitoring. The progress monitoring measure used must match the skill deficit and intervention.
2. aimswebPlus writing is not administered as a benchmark assessment at any time throughout the year. For students who complete NWEA MAP, the Language Use score can provide some idea of general language expression skills, including writing. If writing is identified as a skill deficit, the Written Expression probes are used to identify a student's baseline for progress monitoring. Written Expression may be administered whole class or individually.
3. Math assessments may be used for progress monitoring on an "as needed" basis for students demonstrating skill deficits in mathematics.

## How Often Should We Be Progress Monitoring Students

- **Tier 3** students should be progress monitored every two weeks.
- **Tier 2** students should be progress monitored every two weeks if they receive a regular, frequent, and specific intervention using a district-wide Tier 2 approved program in addition to regular Tier 1 supports. All other Tier 2 students should be progress monitored as determined by the MTSS team.
- **IEP students and those in the referral process** should be progress monitored every week in their qualifying area(s).

### Suggested Progress Monitoring Measures for Grades K-8<sup>th</sup> Grade

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Reading</b>	mCLASS DIBELS	mCLASS DIBELS	mCLASS DIBELS				ORF SRF Maze		
<b>Writing</b>		TWW CWS							
<b>Math</b>	NNF	NCF-P MFF-1D	Classic M-CAP MCF						

**LNF** Letter Naming Fluency – *digital record form*  
**LWSF** Letter Word Sounds Fluency – *digital record form*  
**NWF** Nonsense Word Fluency – *digital record form*  
**ORF** Oral Reading Fluency – *digital record form*  
**SRF** Silent Reading Fluency – *TestNav (starting in 4<sup>th</sup> grade)*  
**Maze** Classic Maze – *paper-pencil*

**TWW** Classic AIMSweb Written Expression – Total Words Written – *paper-pencil*  
**CWS** Classic AIMSweb Written Expression – Correct Writing Sequences – *paper-pencil*

**NNF** Number Naming Fluency – *digital record form*  
**NCF-P** Number Comparison Fluency – Pairs – *digital record form*  
**MFF-1D** Math Fact Fluency – 1 Digit – *digital record form*  
**M-CAP** Classic AIMSweb Math Concepts & Applications – *paper-pencil*  
**MCF** Mental Computation Fluency – *TestNav (starting in 2<sup>nd</sup> grade)*

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