![aimswebPLUS logo]

Who: All public and independent charter schools in Wisconsin   **Levels:** 4K-3rd grade

Administration: Individual / Group when on computers (headphones)

	Materials	**What is Screened**
4K	Randomized alphabet chart Colored pictures	Letter Naming Initial Letter Sounds
5K	Randomized alphabet chart Colored pictures	Letter Naming Auditory Vocabulary
1st	Colored pictures Paper	Auditory Vocabulary Oral Reading Fluency
2nd & 3rd	Computer & headphones Paper	Vocabulary Reading Comprehension Oral Reading Fluency

Duration: Untimed
Screening: 7-12 minutes for 4K-1st grade; 45-60 for 2nd & 3rd broken up over 2 days
Oral Reading Fluency: 2 stories, timed for 1 minute to measure mastered, fluent skills

Scores: Automatically calculated when responses are submitted

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For the first time in Wisconsin's history, all public and independent charter schools will use the aimswebPlus Early Literacy Screener to collect baseline data on literacy skills. The screener is brief, individually administered, and standardized. See the chart below for more explanations on what screener items are presented. For more information on Act 20, please see CESA 6's description or check out Wisconsin Department of Public Instruction (DPI).

4K	5K
Administered: Fall and Spring	**Administered: Fall, Winter and Spring**
Initial Sounds: Initial Sounds measures a student's ability to match a word to the initial sound made by the examiner (receptive language) and the ability to produce the initial sound when a word is spoken (expressive language). There are 4 colored pictures on each test page. Pictures used in this measure should be familiar to most kindergarten-aged children, and the examiner provides a name for each picture before asking about the word sounds. *Student looks at 4 color pictures and either points to the one that begins with a given letter sound or makes the sound that begins the word.*	**Initial Sounds:** Initial Sounds measures a student's ability to match a word to the initial sound made by the examiner (receptive language) and the ability to produce the initial sound when a word is spoken (expressive language). There are 4 colored pictures on each test page. Pictures used in this measure should be familiar to most kindergarten-aged children, and the examiner provides a name for each picture before asking about the word sounds. *Student looks at 4 color pictures and either points to the one that begins with a given letter sound or makes the sound that begins the word.*
Only Spring **Letter Word Sounds Fluency:** Letter Word Sounds Fluency measures a student's ability to make letter sounds, make the sound of 2-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. The student first sees 5 columns of that contain 3 letters. *Student says the sound(s) of visually presented letters, syllables, and words.*	**Letter Word Sounds Fluency:** Letter Word Sounds Fluency measures a student's ability to make letter sounds, make the sound of 2-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. The student first sees 5 columns that contain 3 letters. *Student says the sound(s) of visually presented letters, syllables, and words.*
	Letter Naming Fluency: Timed: 1 minute Letter Naming Fluency measures a student's knowledge of uppercase and lowercase letter names. *Student says the names of visually presented letters – all letters are on one page and in different fonts, some bold some not.*

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	Auditory Vocabulary:
	Auditory Vocabulary measures a student's knowledge of words commonly found in Kindergarten and 1st grade reading materials. If a student is unfamiliar with these common nouns, verbs, and adjectives, development of other reading-related skills may be at risk.
	The student sees a grid of 4 colored pictures on each test page and hears the examiner say the target word.
	Student points to the 1 of 4 pictures that matches an orally presented word.

1st GRADE	**2nd & 3rd GRADE**
Administered: Fall, Winter, Spring	**Administered: Fall, Winter and Spring**
Auditory Vocabulary: Auditory Vocabulary measures a student's knowledge of words commonly found in Kindergarten and 1st grade reading materials. If a student is unfamiliar with these common nouns, verbs, and adjectives, development of other reading-related skills may be at risk. The student sees a grid of 4 colored pictures on each test page and hears the examiner say the target word. *Student points to the 1 of 4 pictures that matches an orally presented word.*	*Computer Testing* **Vocabulary:** Target words are presented underlined with only enough context to identify each word's part of speech. This is untimed. Students can also have items read out loud through a Text-to-Speech option. *The student chooses from 4 multiple-choice answers to match the meaning of a given word.*
Oral Reading Fluency: The student sees a 1-page story and reads as much of the story as possible within 1 minute. Students read 2 stories. This is administered 1:1.	**Oral Reading Fluency:** The student sees a 1-page story and reads as much of the story as possible within 1 minute. Students read 2 stories. This is administered 1:1.
	Computer Testing **Reading Comprehension:**

Created by Tanya Olson, MA, M.Ed on 01/22/2025

| | Untimed. Students read several short passages (some scrolling may be required). The computer uses a split screen so the story stays on the left and questions are on the right.

Students answer several multiple-choice questions. |
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