
TEMI AIM CHECK

ADMINISTRATION AND SCORING MANUAL

KINDERGARTEN

ENGLISH

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ADMINISTRATION INSTRUCTIONS

MAGNITUDE COMPARISONS

- *After passing out materials, say, Today we are going to work on math problems to show how much you have learned in our work together. It is very important that you pay attention and do your best work. We are making a graph of your scores and we want to see the scores go up!*
- **Who remembers what to do if you mark an answer and change your mind?** *Pause, call on volunteer. Yes, when you change your answer, cross out what you marked and mark the correct answer. Don't take time to erase. And remember to always work until you see the stop sign or until I say, "stop."*
- *Set the timer for 2 minutes.*
- **Turn to the page where you see shoes at the top.**
- *Pause. Eyes on me. Check that you have all students' attention.*
- **Hold your pencil up high where I can see it.** *Check that pencils are raised.*
- **We are going to work with numbers. You will see two numbers next to each other. You will circle the number that is bigger, or circle both numbers if they are the same.**
- **When I say, "begin," you will have 2 minutes to do as many items as you can.**
- **Ready? Begin.** *Start the timer.*
- *As students work, prepare for the next subtest, then circulate and say, "I like the way you are working hard and doing your own work... Remember, don't erase any answers if you change your mind. Cross out the wrong answer and mark the correct answer... If you get to the arrow, go to the next page and keep working until you get to the stop sign or until I say "stop."... Circle the number that is bigger or both numbers if they are the same.*
- *When the timer sounds, say, "Stop. Put your pencil down."*

NUMBER IDENTIFICATION

- *Set the timer for 2 minutes.*
- **Turn to the page where you see a monkey at the top.**
- *Pause. Eyes on me. Check that you have all students' attention.*
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **We are going to work with shapes and numbers. You will circle the number that shows how many shapes there are in all.**
- **When I say, "begin," you will have 2 minutes to do as many items as you can.**
- **Ready? Begin. Start the timer.**
- *As students work, prepare for the next subtest, then circulate and say, "I like the way you are working hard and doing your own work... Remember, don't erase any answers if you change your mind. Cross out the wrong answer and mark the correct answer... If you get to the arrow, go to the next page and keep working until you get to the stop sign or until I say "stop." ... Circle the number that shows how many shapes there are in all.*
- *When the timer sounds, say, "Stop. Put your pencil down."*

NUMBER SEQUENCES

- *Set the timer for 2 minutes.*
- **Turn to the page where you see a pig at the top.**
- *Pause. Eyes on me. Check that you have all students' attention.*
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **We are going to work with numbers. You will see two numbers and a blank in a box. You will circle the number that makes a three-number sequence.**
- **When I say, "begin," you will have 2 minutes to do as many items as you can.**
- **Ready? Begin. Start the timer.**
- *As students work, prepare for the next subtest, then circulate and say, "I like the way you are working hard and doing your own work... Remember, don't erase any answers if you change your mind. Cross out the wrong answer and mark the correct answer... If you get to the arrow, go to the next page and keep working until you get to the stop sign or until I say "stop." ... Circle the number that makes a three-number sequence.*
- *When the timer sounds, say, "Stop. Put your pencil down."*

QUANTITY RECOGNITION

- *Set the timer for 2 minutes.*
 - **Turn to the page where you see a mouse at the top.**
 - *Pause. Eyes on me. Check that you have all students' attention.*
 - **Hold your pencil up high where I can see it. Check that pencils are raised.**
 - **We are going to work with numbers. You will see some dots in a box. You will circle the number that shows how many dots there are in all.**
 - **When I say, "begin," you will have 2 minutes to do as many problems as you can.**
 - **Ready? Begin. Start the timer.**
 - *As students work, circulate and say, "I like the way you are working hard and doing your own work... Remember, don't erase any answers if you change your mind. Cross out the wrong answer and mark the correct answer... If you get to the arrow, go to the next page and keep working until you get to the stop sign or until I say "stop."... Circle the number that shows how many dots there are in all.*
 - *When the timer sounds, say, "Stop. Put your pencil down."*
-

Thank the students for doing their best work, and collect all materials. Make sure students' names are on the front of the tests.

SCORING PROCEDURES

You can use one of two methods to score the subtests. You can write on the student’s test or on the scoring sheet.

SCORING ON THE STUDENT’S TEST:

- Open the student booklet and go to the Magnitude Comparisons subtest section (*Shoes*).
- Find the TEMI scoring sheet. On the sheet, the correct answers to the items are listed (see below, right for an example). Note that for Magnitude Comparisons, “B” indicates that both answers are correct.
- Compare the student’s answers for each row with the answer keys in the “A” box in the scoring sheet.
 - Place a 1 next to each correct answer.
 - Place a 0 next to each incorrect answer.
- Add the number of correct answers in each row and write the total to the right of the row.
- Add the total number of correct answers on each page. Write this total at the bottom of the page.
- Add the total number of correct answers on all pages of the subtest. Write this total on the front of the Aim Check.
- Repeat the same procedure for all subtests (i.e., Number Identification, Number Sequences, Quantity Recognition).



	Page 2 Top 4 Rows	
	A	S
1 st Row	3-2-1-B	
2 nd Row	8-4-7-9	
3 rd Row	13-11-10-B	
4 th Row	13-11-7-10	
Subtotal		

(Note: this example is from a First Grade Aim Check.)

SCORING ON THE SCORING SHEET:

- Make copies of the Scoring Sheet (one for each student).
- Find the TEMI scoring sheet. On the sheet, the correct answers to the items are listed (see below for an example). Note that for Magnitude Comparisons, “B” indicates that both answers are correct.
- Compare the student’s answers for each row with the answer keys in the “A” box in the scoring sheet.
 - Slash incorrect answers.
 - Slash blank answers.
 - Draw a line through rows that are entirely blank.
- Add the number of correct answers in each row and write the total to the right of the row.
- Calculate subtotals and totals, and record them on the Scoring Sheet.
- Repeat the same procedure for all subtests (i.e., Number Identification, Number Sequences, and Quantity Recognition).

Number Sequences (NS)

	Page 4		Page 5	
	A	S	A	S
1 st Row	8 -3-1	2	24-29 -22	1
2 nd Row	13- 14 -15	2	33-32- 26	2
3 rd Row	16 -18- 7	1	31-37 -41	1
4 th Row	20-27-14	1	40-40-41	0
Subtotal	6		4	

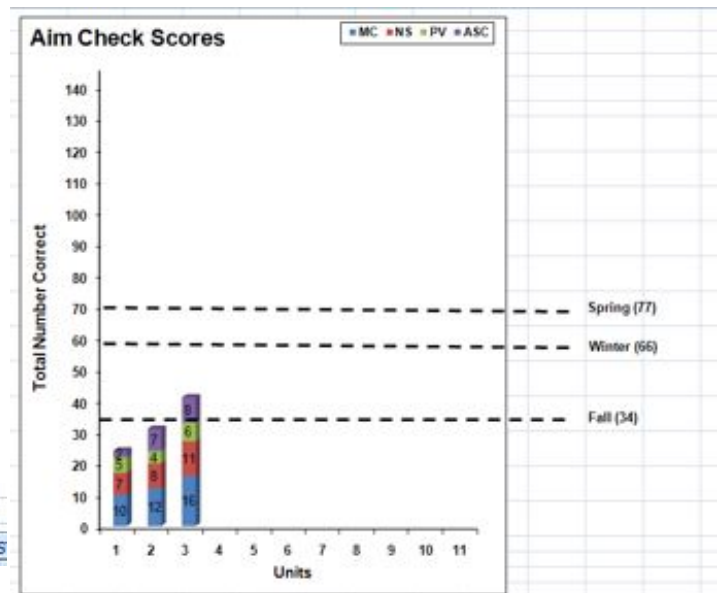
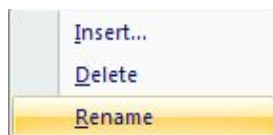
CHARTING STUDENT SCORES

Once you are done scoring each student's test, the results can be charted in the TEMI Progress Monitoring Excel program. You will administer the TEMI Aim Check to Tier 2 students and record the data for each unit on a bi-weekly basis. You will be able to automatically see a bar graph that shows the progress of each Tier 2 student across units.

- Click on the tab labeled "student 1".
- At the top of the page, type in the student's school, grade, teacher, and name.
- Next, type in the date and subscale scores for the Aim Check:
 - MC = magnitude comparisons
 - NID = number identification
 - NS = number sequences
 - QR = quantity recognition
- The total score will be calculated for you automatically.

	A	B	C	D	E	F	G	H	I
1	School:	Sample Elementary							
2	Grade:	1							
3	Teacher:	Ms. Jones							
4	Student:	John Doe							
5									
6	Unit	Form	Date	MC	NS	PV	ASC	Total	
7	1	A	10/30/2009	10	7	5	2	24	
8	2	B	11/13/2009	12	8	4	7	31	
9	3	C	12/4/2009	15	11	6	8	41	
	4	D						0	

- Now, look at the graph.
- You can monitor student progress compared to the benchmark (25th percentile score) line for fall, winter, and spring.
- Repeat the process for all of your Tier 2 students. To change worksheets, click on the tabs at the bottom of the screen (see example below).
- If you'd like student names on the tabs, you can right click on the tab (on a PC) and click "Rename." On Macs, you simply need to click directly on the label several times, and a cursor will appear.



(Note: this example is from a First Grade Aim Check.)

EXAMINING THE DATA FOR INSTRUCTIONAL DECISION MAKING

- Review the data for each subtest and the total bar graph for each unit.
- Is the bar graph showing a steady increasing slope towards reaching the 25th percentile score?
- Are scores on certain subtests consistently rising (for example, Magnitude Comparisons) while others are not?

SCORING SHEETS

Score sheets for TEMI Aim Checks A – E follow this page. See pp. 6-7 for instructions on using the sheets for scoring.