



## The Wisconsin Fundamental Reading Skills and Universal Reading Screener (aimswebPlus): Understanding the 2025–26 Re-norming

In Wisconsin, the fundamental reading skills and universal reading screener test is administered to students from 4K through 3rd grade to assess proficiency in key literacy skills. It identifies students needing additional support (bottom 25%) and aids in early literacy remediation plans, ensuring fair allocation of student support.

The test used is Pearson's aimswebPlus, which has been "re-normed" for the 2025–26 school year. This overview explains re-norming and its importance for understanding student performance.

**National Norms and Their Importance:** Wisconsin's reading screener is a comparative assessment, measuring student performance against national benchmarks (norms). These norms represent typical performance levels nationwide and help educators understand how students compare to their peers. These results can be used to identify trends, allocate resources, and target interventions. Teachers use them to identify student needs, recommend support, and tailor instruction.

**Test Norming and Re-norming:** Test norming involves administering a test to a representative group to establish typical scores and national context. This process is done under standardized conditions to ensure fairness and consistency. Tests are re-normed regularly to keep norms accurate and up to date.

**Importance of Re-norming:** Re-norming updates the comparison of scores to reflect current student skills, teaching methods, and expectations. Without regular updates, test scores might be compared to outdated data. Re-norming ensures scores reflect current performance, aiding teachers in making informed decisions about student support.

**Performance Differences During Re-norming:** As norms are refreshed to match today's student population, scores may look different from previous years or other tests. Differences in scores during a re-norming year don't mean students are doing better or worse overnight. Instead, scores reflect a more accurate, "right-sized" comparison based on up-to-date information.

**Establishing Performance Thresholds (From DPI):** Per Wisconsin statute, students below the 25th percentile must be engaged in diagnostic assessment and have a personal reading plan. Updated norms will ensure that we are using a highly accurate and valid assessment to identify the students most in need of personalized reading support.

**Pearson's Commitment to Valid and Reliable Data:** Pearson is dedicated to providing valid and reliable assessment data to support effective teaching and learning. Regular re-norming is a best practice and Pearson requirement, maintaining the integrity and relevance of assessments for the benefit of students and educators.