

# GMADE Group Math and Diagnostic Evaluation

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**What is it:** group administered - individual results

**What are GRADE and GMADE?**  
 GRADE (The Group Reading Assessment and Diagnostic Evaluation) and GMADE (The Group Mathematics Assessment and Diagnostic Evaluation) are norm-referenced diagnostic assessments, given BEFORE instruction to DRIVE instruction. They show students' performance by foundational skill, determine weak skills areas or "gaps" that require remediation and intervention, and strengths that can be used to build interventions or require enrichment.



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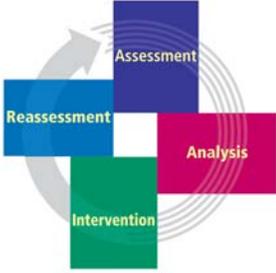
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**What is it:** a total solution



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### Scientifically research and norm referenced

Carefully developed to provide a broad sampling of appropriate reading competencies. The GRADE assessment was standardized in 2000 across the nation using:

- 33,000+ students
- Varying ethnicities
- Range of socioeconomic groups
- Both genders
- Special Needs students
- Regional/National groups



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### Scientifically research and norm referenced (continued)

GMADE's design is based on a yearlong internal research study of The National Council of Teachers of Mathematics (NCTM) standards. Scope & sequence plan was based on common math textbook series. The GMADE assessment was standardized in 2003 across the nation using:

- 26,000+ students
- Varying ethnicities
- Range of socioeconomic groups
- Both genders
- Special Needs students
- Regional/National groups

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### Components

Everything you need for accurate assessment. Scientifically researched based and highly reliable, GRADE and GMADE give you the components you need to conduct accurate, efficient reading and mathematics assessments.

- **Booklets** are designed to be student friendly, and are re-useable Levels 4-A to be more cost effective
- **Parallel forms** facilitate multiple testing options throughout the school year
- **Scannable Answer Sheets** available for Levels 1-A save time with efficient scoring of tests
- **Teacher's Administration Manuals** provide detailed scripts for giving tests and helpful hints to keep students on task

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**Components**

- **Teacher's Scoring & Interpretive Manuals** include detailed diagnostic information to help plan focused lessons based on test results
- **Technical Manual** details the scientific basis of GRADE and GMADE and the standardization/norming process, providing extra background information for reports to districts and state education agencies
- **Out-of-Level Norms Supplement** available for a complete range of scoring
- **Hand scoring Templates** simplify the scoring process and ensure accurate scoring of student answer sheets (Levels 4-A)
- **Scoring & Reporting software** provides added flexibility and efficiency for scoring large numbers of tests and writing clear, in-depth reports

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**What does it assess:** subtests

**GMADE**

- Concepts and Communication  
*Understanding Mathematic Symbols and Language*
- Operations and Computation  
*Addition, Subtraction, Multiplication, Division, Multiple Operations*
- Process and Application  
*Word Problems and Mathematical Reasoning.*

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**What does it assess:** subtests

**Subtests**

- Concepts and Communication
  - Understanding Mathematic Symbols and Language

intersecting lines

 Ⓐ	 ⓑ
 Ⓒ	 Ⓓ

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**What does it assess:** subtests

**Subtests**

- Operations and Computation
  - Addition, Subtraction, Multiplication, Division, Multiple Operations

Ex. 1

943
- 812
Work Area

- Ⓐ 136
- Ⓑ 132
- Ⓒ 135
- Ⓓ 131

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**What does it assess:** subtests

**Subtests**

- Process and Application
  - Word Problems and Mathematical Reasoning



Amy has 7 cookies in her lunch. She eats 6. How many are left?

- 6
- 1
- 2
- 3

What is the appropriate first step to take to solve the following problem? A clothing store is having an end-of-season final clearance sale. It advertises, "Take an additional 25% off the already reduced price." A sweater originally cost \$36, then was reduced to \$24 and placed on this final clearance rack. What percent of the original price was the final sale price?

- Ⓐ Divide \$24 by \$36
- Ⓑ Find 25% of \$24
- Ⓒ Find 25% of \$36
- Ⓓ Subtract \$24 from \$36

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**How does it analyze: software options**

- Hand score
  - All scoring and analysis can be done by hand with the scoring and interpretation manuals
- Hand Entry or Scanning Software
  - Software is available in hand entry (Mac/PC) or scanning (PC only), installed on one computer per CD, enter student responses and the program scores and interprets it
- Network (Client Server)
  - Available in hand entry (Mac/PC) or scanning (PC only), installed on the district server, comes with 3 licenses, additional licenses can be purchased, one time purchase
- Scoring Services
  - Customers send test forms out to be scored and reports generated, semi-annual or annual purchase

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**How does it analyze:** reports both individual and group

**Individual Reports** (*Individual Score Summary, Individual Diagnostic Analysis, Individual Progress, Parent*)

- Understand a student's strengths and weaknesses in the various subtests
- Breakdown of skills: number correct, percent correct
- Progress from administration to administration, year to year
- Easy to understand parent overview, available in Spanish and Portuguese




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**Individual Diagnostic Analysis Report**

**Individual Diagnostic Analysis**

1. Contains list of the data from the Individual Score Summary, Standard and Diagnostic Analysis
2. Recommendations section suggests a variety of measures to address weaknesses and growth learning
  - GRADE Resource Library (RL)
  - Reading Strategy
  - Read for Success

Recommend the level of GRADE Resource Library (RL) to use with the student




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**Individual Progress Report**

**Individual Progress Report**

Track reading progress over time

- a. Track progress for the entire year
- b. Track growth in grade




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**How does it analyze:** reports both individual and group

**Group Reports** (*Group Score Summary, Group Diagnostic Analysis by Item, Error, and Type, Group Progress Report*)

- Overall picture of how the class or school performs on each subtest
- Class/ school averages for types of questions answered correctly and incorrectly
- Review of individual/class responses to each item per subtest
- Class/ school average of common errors per subtest
- Capture class progress from administration to administration, year to year




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**How does it analyze:** reports both individual and group

Group Score Summary - SUMMER SCHOOL  
 GRADE Mathematics Assessment and Diagnostic Evaluation  
 Spring Norms Level 4, Form A

Test Date: 05/15/04  
 Teacher: Laeman  
 Grade: 4  
 School: Rice Creek

Student's Name	Grade	Concepts and Communication				Operations and Computation				Process and Application				Total Test				
		IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	IS	
Clark, Laura	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Clark, Rebecca	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Coil, Nick	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Doroshok, Michael	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ramus, Gabie	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Thompson, Wyatt	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>Class Average</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

Individual Growth Scale Value (GSV) are used between administrations or year to year.

The Average GSV is useful for determining whether an individual's GSV is above or below the class average.

GMADE delivers flexibility, students and scores can be grouped by Class, Grade or System.




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**How does it analyze:** Group

Group Diagnostic Analysis by Item - SUMMER SCHOOL  
 GRADE Mathematics Assessment and Diagnostic Evaluation  
 Spring Norms Level 4, Form A

Teacher: Laeman  
 Grade: 4  
 School: Rice Creek

Item	Item Description	% Correct							
1	...	85%	85%	87%	72%	85%	87%	17%	75%
2	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	...	...	...	...
12	...	...	...	...	...	...	...	...	...
13	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	...	...
16	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	...	...
25	...	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...	...	...
29	...	...	...	...	...	...	...	...	...
30	...	...	...	...	...	...	...	...	...
31	...	...	...	...	...	...	...	...	...
32	...	...	...	...	...	...	...	...	...
33	...	...	...	...	...	...	...	...	...
34	...	...	...	...	...	...	...	...	...
35	...	...	...	...	...	...	...	...	...
36	...	...	...	...	...	...	...	...	...
37	...	...	...	...	...	...	...	...	...
38	...	...	...	...	...	...	...	...	...
39	...	...	...	...	...	...	...	...	...
40	...	...	...	...	...	...	...	...	...
41	...	...	...	...	...	...	...	...	...
42	...	...	...	...	...	...	...	...	...
43	...	...	...	...	...	...	...	...	...
44	...	...	...	...	...	...	...	...	...
45	...	...	...	...	...	...	...	...	...
46	...	...	...	...	...	...	...	...	...
47	...	...	...	...	...	...	...	...	...
48	...	...	...	...	...	...	...	...	...
49	...	...	...	...	...	...	...	...	...
50	...	...	...	...	...	...	...	...	...
51	...	...	...	...	...	...	...	...	...
52	...	...	...	...	...	...	...	...	...
53	...	...	...	...	...	...	...	...	...
54	...	...	...	...	...	...	...	...	...
55	...	...	...	...	...	...	...	...	...
56	...	...	...	...	...	...	...	...	...
57	...	...	...	...	...	...	...	...	...
58	...	...	...	...	...	...	...	...	...
59	...	...	...	...	...	...	...	...	...
60	...	...	...	...	...	...	...	...	...
61	...	...	...	...	...	...	...	...	...
62	...	...	...	...	...	...	...	...	...
63	...	...	...	...	...	...	...	...	...
64	...	...	...	...	...	...	...	...	...
65	...	...	...	...	...	...	...	...	...
66	...	...	...	...	...	...	...	...	...
67	...	...	...	...	...	...	...	...	...
68	...	...	...	...	...	...	...	...	...
69	...	...	...	...	...	...	...	...	...
70	...	...	...	...	...	...	...	...	...
71	...	...	...	...	...	...	...	...	...
72	...	...	...	...	...	...	...	...	...
73	...	...	...	...	...	...	...	...	...
74	...	...	...	...	...	...	...	...	...
75	...	...	...	...	...	...	...	...	...
76	...	...	...	...	...	...	...	...	...
77	...	...	...	...	...	...	...	...	...
78	...	...	...	...	...	...	...	...	...
79	...	...	...	...	...	...	...	...	...
80	...	...	...	...	...	...	...	...	...
81	...	...	...	...	...	...	...	...	...
82	...	...	...	...	...	...	...	...	...
83	...	...	...	...	...	...	...	...	...
84	...	...	...	...	...	...	...	...	...
85	...	...	...	...	...	...	...	...	...
86	...	...	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...	...	...
91	...	...	...	...	...	...	...	...	...
92	...	...	...	...	...	...	...	...	...
93	...	...	...	...	...	...	...	...	...
94	...	...	...	...	...	...	...	...	...
95	...	...	...	...	...	...	...	...	...
96	...	...	...	...	...	...	...	...	...
97	...	...	...	...	...	...	...	...	...
98	...	...	...	...	...	...	...	...	...
99	...	...	...	...	...	...	...	...	...
100	...	...	...	...	...	...	...	...	...

Local and National average p-value indicates the percentage of students in the norm who responded correctly to each item during administration.

These percentages show which mathematical operations might cause difficulty for each student. Individual correct responses can be compared to class average.

Class Average show whether student or entire class had difficulty performing operations on whole numbers, fractions, or decimals.




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**How does it analyze:** group reports

The screenshot displays a complex data table titled 'GRADE Group Diagnostic Analysis by Test'. The table has multiple columns, including 'Student Name', 'Grade', 'Reading', 'Math', and 'Writing'. It contains rows of data for individual students, with some cells highlighted in yellow. Below the table, there are three callout boxes: one with a yellow background stating 'Students who score 80% or higher together with required to answer comprehension questions', one with a red background stating 'Individual student score ranges, however, indicate our students need additional work', and one with a blue background stating 'If there is a common theme across the test results of the class'.

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**Intervention:** GRL, Building Success, Head for Success

Plan focused instruction directly linked to assessment results

- GMADE Resource Libraries
- GRADE Resource Libraries
- Head for Success
- Building Success



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**Intervention:** GRL, Building Success, Head for Success

Plan focused instruction directly linked to assessment results

- GRADE and GMADE Resource Libraries**
- Teaching activities & worksheets dealing with the same skill areas covered by GRADE/GMADE on a searchable CD, eleven CDs, one for each level, offer activities, worksheets, and booklets for remediation, on level, and enrichment practice.



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**Intervention: GRL, Building Success, Head for Success**

**Building Success**

Available for Levels PreK-High School, this workbook series, correlated to GRADE and GMADE, reinforces and reviews specific reading and math areas. Built to be used in small groups or individually, this workbook series addresses Word Attack Skills, Sounds, Vocabulary, Reading Comprehension, Concepts and Communication, Operations and Computation, and Process and Application.



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**Intervention: GRL, Building Success, Head for Success,**

**Head for Success**

Workbooks (Levels 1-5 only) build reading and math skills with correlated activities. Lessons include guided practice for students' areas of need. This series offers lessons with instruction, practice, and test practice specifically correlated to the subtests of GRADE and GMADE and can also be used as a stand alone supplemental curriculum.



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**What makes this a great RTI tool?**

**Parallel Forms**

To test and re-test in a short period of time. Parallel forms facilitate multiple testing options throughout the school year

**Out of level norms- Looking at progress regardless of level.**

Each GRADE and GMADE level covers the expectations for that level, a student can be administered a test 2-3 years below or above their grade level and have norms that represent taking the Level tests at a specific grade level.

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### What makes this a great RTI tool?

#### Diagnostics for pinpointing areas of intervention

GRADE and GMADE reports tell you not only WHAT subtests a student is weak or strong in, but WHY their performance is weak or strong. Reports break down each subtest by item content and can be used to pinpoint specific areas of intervention.

#### Recommended activities for intervention

GRADE and GMADE intervention materials were created to follow up assessment results with correlated activities. All resources are reproducible for use with individual students, small groups, or entire classes.

#### Valuable data for pre-referral teams

The data you obtain from GRADE and GMADE will provide valuable information to your school's pre-referral team and help them determine if further assessment or support is required.



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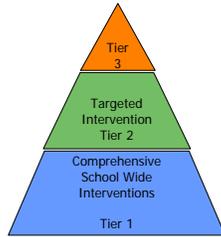
### What Tier can GRADE and GMADE be used in?

**Answer:** GRADE and GMADE are versatile assessments that can be utilized for all three tiers:

**Tier 1:** Use with all students to determine planning and placement

**Tier 2:** Based on results from the initial assessment, determine which students are struggling that require intervention and create interventions based on report data. Assess a month or so later, compare scores from Form A to Form B, and determine whether or not the intervention was effective.

**Tier 3:** Report data from both assessments can demonstrate the intervention was not effective as well as pinpoint weak areas that need to be further assessed and will require additional support.



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### A complete solution: Assess, Analyze, Intervene, Reassess

#### Assess

- To determine baseline skills

#### Analyze

- To pinpoint strengths and weaknesses and plan targeted instruction

#### Intervene

- With GRADE and GMADE Resource Libraries, Head for Success and other supplemental materials

#### Reassess

- With GRADE and GMADE parallel forms to measure progress and determine if the intervention was successful



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