GRADE Snapshot

GRADE Snapshot, Cont.

• Can be administered
  – Individually, in small groups, or to an entire class
• Eleven test levels
  – Can be given on level or out-of-level to match content and difficulty to students’ anticipated level
  – Each level has two forms, parallel in content and difficulty
• Normative scores available for each form
  – Grade-based, fall and spring
  – Standard scores, stanines, percentiles, NCEs, and grade equivalents
• Growth scale values (GSVs) for tracking growth over time

GRADE Snapshot (GRADE, Williams, 2001)

• Diagnostic tool
  – Provides individual student information about reading skills using the efficiencies of group-testing procedures
• Norm-referenced, research-based
• For pre-kindergarten through young adult postsecondary students
GRADE Philosophy: The Individual Learner

- Students are individuals
  - "One size" does not fit all
  - Students vary widely in their readiness to learn
  - The rate of acquisition of skills varies from one student to the next
- When students fail or fall below a “cut-score,” reasons for failure vary from student to student
  - Providing the same intervention for all, will not necessarily provide the same results.
- Information on an individual’s strengths and needs is the link to the most effective instructional strategies

The “Matthew Effect”

- Children with strong early literacy skills outperformed peers with fewer skills throughout school years (Stanovich, 1986)
  - If you come to school with limited vocabulary and conceptual knowledge, you lack the skills to maximize the educational experience
- Lack of numeracy skills is less evident at first, more evident in later grades
  - Early Childhood Longitudinal Study (ECLS) followed cohort of kindergarten students from 1998 to 3rd grade 2002
  - Lower achieving children in 3rd grade, began kindergarten with fewer literacy and numeracy entry skills
- Early assessment and intervention are crucial for preventing this downward trend

GRADE Test Specifications

- Based on extensive research
- Included explicit definitions of skills measured
- Incorporated a range of difficulty
- Ensured that content would be developmentally appropriate
- Established set criteria for item writing
GRADE Test Specifications

- Based on extensive research
- Included explicit definitions of skills measured
- Incorporated a range of difficulty
- Ensured that content would be developmentally appropriate
- Established set criteria for item writing

Why Consider GRADE??

- Eligible for Title I funding
- Addresses special needs of RTI students
- Compliant with the federal Reading First early reading Initiative
- Enables timely instructional intervention

Instructional Cycle
Everything You Need From Assessment through Instruction for Success

The GRADE & GMADE suite of products provides everything you need to assess, plan, and deliver your focused instruction in reading and math and leads you to reportable success. The cycle is simple and effective.
**Group Reading Assessment and Diagnostic Evaluation (GRADE)**

- Grades PK – Adult: 11 Levels, on grade and out-of-level testing
- 5 Components: Pre-Reading, Reading Readiness, Vocabulary, Comprehension, Oral Language
- Norm-referenced – Standard Scores and Percentiles available; Growth scale values
- Group or individual administration; two alternate forms
- Untimed – 45 – 90 minutes
- Materials: Administration manual for each level, teacher’s scoring and interpretive manuals, technical manual, answer sheets, handscoreing templates

---

**Instructional Design**

**STEP 1: ASSESS**

- Assess your students to gauge baseline skills and observe their progress each year. Score the tests by hand or by using convenient GRADE & GMADE Scoring & Reporting Software

---

**Instructional Design**

**STEP 2: ANALYZE**

- Analyze your students’ results using a variety of diagnostic reports to pinpoint their strengths and weaknesses and to plan targeted instruction.
**Instructional Design**

**STEP 3: INTERVENE**
- GRADE: Teachers can intervene with correlated activities and exercises from GRADE Resource Library, Head for Success, and other Pearson programs.

**STEP 4: REASSESS**
- Educators can then reassess with GRADE & GMADE parallel forms to measure your student's progress.
- This complete solution will allow you to understand your students' abilities, teach according to their needs, and evaluate their progress.

---

**GRADE**

<table>
<thead>
<tr>
<th>Area</th>
<th>GRADE Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological</td>
<td>Sound Matching</td>
</tr>
<tr>
<td></td>
<td>Rhyming</td>
</tr>
<tr>
<td>Letter Identification</td>
<td>Letter Recognition</td>
</tr>
<tr>
<td>Phonics</td>
<td>Phoneme-Grapheme Correspondence</td>
</tr>
<tr>
<td></td>
<td>Word Reading</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Word Meaning</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Sentence Comprehension</td>
</tr>
<tr>
<td></td>
<td>Passage Comprehension</td>
</tr>
<tr>
<td>Oral Language</td>
<td>Listening Comprehension</td>
</tr>
</tbody>
</table>
GRADE Components: Measure 5 Stages of the Reading Process

- Pre-reading component
  - 2 subtests measure visual skills (Picture Matching and Picture Differences)
  - 2 subtests measure conceptual knowledge (Verbal Concepts and Picture Categories)
- Reading readiness component
  - 2 subtests measure phonological awareness (Sound Matching and Rhyming)
  - 3 subtests measure early literacy skills (Print Awareness, Letter Recognition, and Same and Different Words)
  - 1 subtest measures sound-symbol association (Phoneme-Grapheme Correspondence)

- Vocabulary Component
  - 3 subtests measure recognition and understanding of print vocabulary (Word Reading, Word Meaning, and Vocabulary)
- Comprehension Components
  - 2 subtests measure comprehension of text (Sentence Comprehension and Passage Comprehension)
- Oral Language Component
  - 1 subtest measures receptive language skills (Listening Comprehension)

The GRADE Battery Structure

- The structure of the GRADE Battery is based on these 5 stages or components of reading
- Each student takes only those subtests designed for his or her stage of reading
- Therefore, the GRADE battery is divided into 11 testing levels
11 GRADE Levels
• Each GRADE level
  – Provides a developmentally appropriate assessment of the kinds of skills involved at that stage of learning to read
  – Has two parallel testing forms
    • Designated Form A and Form B
    • Developed to be parallel in both content and difficulty

11 GRADE Levels
• Level P
  – For preschool and kindergarten children who are considered to be at the pre-reading stage
  – Have had no formal teaching of print
  – All subtest tasks are presented orally and visually, no requirement of print recognition
• Level K
  – For kindergarten and first-grade students
  – Have been exposed to a reading readiness curriculum that included letter naming and sound-symbol association

11 GRADE Levels
• Level 1
  – For kindergarten, first-grade, and second-grade students who are considered beginning or early readers
  – Have been taught a curriculum that included the reading of short passages composed of high-frequency words and decodable text
• Levels 2 and 3
  – For students with a basic sight word vocabulary and the ability to use decoding skills and known oral vocabulary to read new words
11 GRADE Levels

- Levels 4, 5, and 6
  - For students who have been exposed to basic reading instruction and are using reading to expand their vocabularies, language skills, and general knowledge
- Level M
  - For middle-school students who are ready to read more complex syntax, or sentence structures, using more difficult and less common vocabulary
- Level H
  - For high-school students who can comprehend text that is less literal and more inferential
- Level A
  - For advanced high-school students and postsecondary students who have been exposed to a more sophisticated vocabulary and can read and synthesize information, combining varied knowledge and points of view

GRADE User-Friendly Procedures for Teachers and Students

- Untimed administration
  - GRADE is a test of power, not speed
  - Untimed so students can attempt all items and thus supply teachers with the greatest amount of diagnostic information
  - Untimed to encourage students to make their best effort
  - Timed tests often increase students’ anxiety and decrease performance level
  - The goal is to understand what reading skills a student has acquired, not to see if he or she can demonstrate that knowledge in an anxiety-inducing, timed testing situation

GRADE User-Friendly Procedures for Teachers and Students

- Questions not in difficulty order
  - Since GRADE is not timed, questions are not arranged from easiest to hardest in each subtest
  - Increases the likelihood that students will finish each subtest and give best effort
  - When order is mixed, student is encouraged to attempt all questions because relatively easy ones are encountered on an irregular basis
  - Decreases the frustration level often experienced by students when questions are in order of difficulty
  - As questions get harder, some students start answering in a careless manner or quit responding
  - Having questions in mixed order encourages a consistent effort through out the test and provides the teacher with the most accurate diagnostic information about each student
Flexible Administration

- Levels P and K
  - Administered in four sessions
  - Small group or individual testing strongly encouraged for young children
    - If developmentally appropriate, Level P can be given individually with young child just pointing to his or her answers and the teacher marking the response
- Levels 1 through Level A
  - Administered in two sessions
- All sessions can be done on one day with breaks, or on separate days

GRADE: Multiple Methods for Scoring

- All levels: Score by hand using Answer Keys in Teacher’s Scoring & Interpretive Manuals
- Levels 1, 2, and 3:
  - Student Booklets scanned for electronic scoring and reporting
  - Hand-enter each question response
- Levels 4 through A:
  - Scan Answer Sheets
  - Score by hand with templates

Match Test Level to Ability Level

- GRADE can be given on-level or out-of-level
  - On-level testing is reliable for all students at that grade level
  - Out-of-level testing is reliable for very high- or very-low readers above or below the test level
  - See Handout #2 GRADE on-level and out-of-level administration
Available Materials

- Booklets are designed to be student friendly, and some are reusable for increased cost-effectiveness.
- Parallel forms facilitate multiple testing options throughout the school year.
- Scannable Booklets and/or Answer Sheets, available for Levels 1 – Adult, save time with efficient test scoring.

Available Materials

- Teacher’s Administration Manuals provide detailed scripts for giving tests and helpful hints to keep students on task.
- Teacher’s Scoring & Interpretive Manuals include detailed diagnostic information to help plan focused lessons based on test results.
Available Materials

- Handscoring Templates simplify the scoring process and ensure accurate scoring of student answer booklets and answer sheets.
- Scoring & Reporting software provides added flexibility and efficiency for scoring large numbers of tests and writing clear, in-depth reports.

GRADE Multiple Applications

- Measuring Growth
  - Because the levels are psychometrically linked, results can be used to monitor progress during the school year and from one grade to the next
- Research
  - The GRADE growth scale values (GSVs) can be used for gathering longitudinal data using the same metric across multiple test levels
  - Skills can be studied on a wide age range and over a number of years, from early elementary through high school
  - The parallel forms for each level can be used to research the effectiveness of various instructional strategies

GRADE Multiple Applications

- Placement and planning
  - Results can be used to place students in appropriate instructional groups for enrichment or remedial assistance
  - Since GRADE can be given individually, or to small groups, results can be used to develop Individual Education Plans (IEPs)
  - Using the parallel forms for pre- and post-testing, results can be used to document a response to intervention (RTI) plan or similar pre-referral program
Normative or Derived Scores

- Reference a student's performance to a single group of interest
- For GRADE, the reference groups are based on grade and time of school year (fall or spring)
  - Level P includes age-based norms for children 4:0 through 6:11
- GRADE normative scores include standard scores, percentile ranks, normal curve equivalents, and stanines

Interpreting Standard Scores

- Indicates the distance of a student’s raw score from average, taking into account the variability of scores among students of that grade
- Mean of 100 and a standard deviation of 15
  - SS of 85 to 115 = 68 percent of the group
  - SS below 85 or above 115 = ~16 percent
  - SS below 70 or above 130 = ~2 to 3 percent
- Equal interval scale of measurement
  - Can add, subtract, multiply, & divide
- Must get the same standard score next year to demonstrate a year of growth

Interpreting Percentiles

- Percentile rank indicates the percentage of students in the reference group who performed at or below a specific student’s score.
- Percentile of 86 means the student scored as high or higher than 86 percent of the normative sample.
- Percentiles are an ordinal or rank-order scale of measurement.
  - Not an equal-interval scale of measurement
  - Can not add, subtract, multiply, or divide
Normal Curve Equivalents

• Referred to as NCEs
• Range from 1 to 99, with a mean of 50 and a standard deviation of 21.06
• Are based on percentiles but have been statistically converted to an equal-interval scale of measurement
  – Can be averaged
  – Useful for reporting data

GRADE Resource Library
Providing a direct link between test results and intervention

• This extensive resource library collection includes stimulating activities, worksheets, and booklists correlated to all GRADE™ (Group Reading Assessment and Diagnostic Evaluation) items. All resources are reproducible for use with individual students, small groups, or an entire class.
GRADE Resource Library
Providing a direct link between test results and intervention

- The GRADE Reading Resource Library booklists contain 500 authors and titles, with various reading and interest levels. For targeted remediation, booklists are divided into the four categories: Phonics/Decoding, Compare and Contrast, Drawing Conclusions, and Making Inferences.
- There is one Resource Library corresponding to each level of GRADE, from PreK-Adult.

Head for Success Reading
Helping students in Grades 1-5 build a strong foundation of reading skills

- Head for Success Reading Workbooks were developed to provide instruction and practice for the literacy skills tested by GRADE. It can be used with individuals or small groups to remediate areas of weakness identified by student performance on GRADE.
- The Head for Success program features lessons with instruction, practice, and test practice specifically correlated to the subtests of GRADE, so students will improve the skills they need the most.

Building Reading Success

- The Building Reading Success workbook series offers practice in phonological awareness, word attack skills, vocabulary building, and reading comprehension in 11 levels from PreK-Adult.
- Lessons can be used for take-home practice, extended learning, and follow-up by the individual student or individuals in a group setting.
- Practice exercises have a range of difficulty extending slightly below and above the levels of each individual workbook, meaning lessons can be used to both remediate and challenge.