GRADE/GMADE RTI

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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.
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 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
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
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
Why consider GRADE?

• 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
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
GRÁDE User-Friendly Procedures for Teachers and Students

- Questions not in difficulty order
  - Since GRÁDE 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 throughout 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
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, handscoring templates
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.
What does it assess: subtests

GRADE

▪ Pre-reading
  Visual Skills, Concepts

▪ Reading Readiness
  Phonological Awareness, Early Literacy Skills, Phoneme-Grapheme

▪ Vocabulary
  Word Reading, Word Meaning, Vocabulary

▪ Comprehension
  Sentence Comprehension, Passage Comprehension

▪ Oral Language
  Listening Comprehension
What does it assess: subtests

Phonemic Awareness
Students demonstrate their ability to identify sound-letter correspondence.
**What does it assess:** subtests

**Phonics**

Students demonstrate their ability to identify words that begin and end with the same sound and rhyme.
What does it assess: **subtests**

**Vocabulary**
Students demonstrate their knowledge and understanding of words and their meanings.
What does it assess: subtests

Comprehension
Students demonstrate their ability to comprehend a sentence as a whole or complete thought; their ability to comprehend a passage; and their understanding of vocabulary, grammar, idioms, inferences, and non-literal items in passages or sentences read silently and aloud.
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)
GRADE Components:  
Measure 5 Stages of the Reading Process

- 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)
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.
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
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
Individual Diagnostic Analysis Report

Diagnosis Analysis Summary

**Word Reading**
- N: Number Correct
- P: Number Possible
- %: Percentage

**Word Meaning**
- N: Number Correct
- P: Number Possible
- %: Percentage

**Vocabulary Comprehension**
- N: Number Correct
- P: Number Possible
- %: Percentage

**Passage Comprehension**
- N: Number Correct
- P: Number Possible
- %: Percentage

**Listening Comprehension**
- N: Number Correct
- P: Number Possible
- %: Percentage

**TOTAL TEST**
- N: Number Correct
- P: Number Possible
- %: Percentage

**RECOMMENDATIONS**

The **Vocabulary Composite** measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues. ARTHUR's average performance on the Vocabulary Composite indicates a knowledge of phonics, the exceptions to letter sound correspondence rules, and the ability both to read words and know their meanings. The Word Attack Skills workbook and the Vocabulary building workbook for Levels 1, 2, and 3 in the Building Reading Success Workbook series may be helpful for remediation.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. ARTHUR’s average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of the written material. The Reading Comprehension workbook for Levels 1 and 2 in the Building Reading Success Workbook series may be helpful for reinforcement.

The **Total Test raw score** can be converted to and viewed as multiple types of scores for overall reading skill assessment. ARTHUR's average Total Test performance suggests appropriate progress in reading. The Sounds & Symbols Early Reading Program may improve overall reading skills. ARTHUR was administered Level 1 of the GRADE. The GRADE Resource Libraries (GRLs) may be helpful at the same level as the test (Level 1) for activities, worksheets, and booklists.

**Listening Comprehension** measures understanding of language without printed cues. ARTHUR's average performance indicates oral language skills appropriate with the development level represented for Level 1.

**Individual Diagnostic Analysis**

1. Contains two of the charts from the Individual Score Summary - Subtest chart and Diagnostic Analysis
2. Recommendations section suggests a variety of resources to address weaknesses and enrich learning.
   - GRADE Resource Libraries (GRL)
   - Building Reading Success
   - Read for Success

**Recommends the level of GRADE Resource Library (GRL) to use with this student.**
Individual Progress Report

What is the Growth Scale Value (GSV)?

The Growth Scale Value (GSV) is a scale to track reading growth over time. It is similar to the norm-referenced scale used for child development assessments, but for adult or older students. It can be used as a benchmark for monitoring reading growth at the district level. Each GSV is an equal-interval scale of growth from 100 to 700. It can be used to compare a student's reading ability to a reference group of students in a particular grade. A GSV of 100 is average for fifth-grade students in the fall, a GSV of less than 150 would reflect a lower reading performance, a GSV of 650 would reflect a higher reading performance for beginning fifth graders. For students taking Level 2 and 3, GSVs will be plotted on the chart below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless they are being charted as a performance or struggled student.

<table>
<thead>
<tr>
<th>Seq</th>
<th>Date</th>
<th>Grade</th>
<th>Level</th>
<th>GSV</th>
<th>National Mean</th>
<th>Range</th>
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<tr>
<td>1</td>
<td>10/12/2004</td>
<td>1</td>
<td>1/A</td>
<td>341</td>
<td>340</td>
<td>205-377</td>
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<td>10/13/2005</td>
<td>1</td>
<td>1/B</td>
<td>348</td>
<td>370</td>
<td>230-419</td>
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</table>

-1 Standard Deviation

Mean

+1 Standard Deviation

Individual Reading Progress Report
Tracks reading progress over time
a. Throughout the school year
b. From grade to grade

Shows each GRADE administration

Student GSV(s) and the Normal Growth Curve

*Shaded area represents ±1 Standard Deviation of the standardization sample.
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
How does it analyze: reports both individual and group

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

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
How does it analyze: Group

<table>
<thead>
<tr>
<th>Student</th>
<th>Raw Score</th>
<th>Number Possible</th>
<th>%</th>
<th>Operation</th>
<th>Composition</th>
<th>Stanine</th>
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</thead>
<tbody>
<tr>
<td>Bork, Isaura</td>
<td>6</td>
<td>9</td>
<td>52</td>
<td>(3/6) 17%</td>
<td>(3/6) 17%</td>
<td>(3/6) 17%</td>
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<td>Camp, Rebecca</td>
<td>14</td>
<td>24</td>
<td>58%</td>
<td>(6/8) 83%</td>
<td>(4/6) 67%</td>
<td>(4/6) 67%</td>
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<tr>
<td>Eder, Nick</td>
<td>22</td>
<td>24</td>
<td>52%</td>
<td>(6/6) 100%</td>
<td>(4/5) 67%</td>
<td>(5/6) 100%</td>
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<tr>
<td>Greskop, Michael</td>
<td>52</td>
<td>24</td>
<td>71%</td>
<td>(3/5) 62%</td>
<td>(3/5) 63%</td>
<td>(6/6) 100%</td>
</tr>
<tr>
<td>Ramos, Gabe</td>
<td>33</td>
<td>24</td>
<td>56%</td>
<td>(5/8) 62%</td>
<td>(5/6) 100%</td>
<td>(8/8) 100%</td>
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<tr>
<td>Tollman, Wlatt</td>
<td>13</td>
<td>24</td>
<td>54%</td>
<td>(4/6) 67%</td>
<td>(3/5) 63%</td>
<td>(3/6) 52%</td>
</tr>
</tbody>
</table>

Class Average % Correct: 65% 60% 61% 72% 58% 67% 17% 75%

**Local and National average p-value** indicates the percentage of students in this level who responded correctly to each item during standardization.

**These percentiles show which mathematical operations might pose 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.**
How does it analyze: group reports
STEP 3: INTERVENE

- GRADE: Teachers can Intervene with correlated activities and exercises from GRADE Resource Library, Head for Success, and other Pearson programs.
**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
**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 booklists for remediation, on level, and enrichment practice.

- 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.

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

**Building Success**
- Available for Levels PreK-High School, this workbook series, correlated to GRADE, reinforces and reviews specific reading areas. Built to be used in small groups or individually, this workbook series addresses Word Attack Skills, Sounds, Vocabulary, Reading Comprehension, Concepts and Communication.
  - The *Building Reading Success* workbook series offers practice in phonological awareness, word attack skills, vocabulary building, and reading comprehension in 11 levels from PreK to 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.
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.
Instructional Design
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.
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
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.
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
### Fig. 2.17
GRADE on-level and out-of-level administration

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<tr>
<th>Level/Grade</th>
<th>Pre</th>
<th>Kdg</th>
<th>Gr 1</th>
<th>Gr 2</th>
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<th>Gr 4</th>
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<th>Gr 7</th>
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<th>Gr 10</th>
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</table>

- **On-level and reliable for all students (low-, middle, and high-readers)**
  Spring & Fall Normative Tables in Teacher’s Scoring & Interpretive Manuals and Scoring & Reporting Software

- **Level 1 appropriate only for high-readers in the spring of kindergarten**
  Level 1 should not be given to kindergarten students in the fall
  Only Spring Normative Tables for kindergarten in Teacher’s Scoring & Interpretive Manuals and Scoring & Reporting Software

- **On-level and reliable only for low- and middle-readers**
  Spring & Fall Normative Tables in Teacher’s Scoring & Interpretive Manuals and Scoring & Reporting Software

- **Out-of-level and reliable only for very high- or very low-readers**
  Spring & Fall Normative Tables only in Scoring & Reporting Software
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.
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.
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.
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
Questions

Misty Sprague with Training (719)557-2849
misty.sprague@pearson.com

Or

Call 1-877-324-2401 (Option 3)
www.pearsondiagnostics.com