Utilizing the GRADE Data to Drive Instruction

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What is the GRADE?

**GRADE**

*(The Group Reading Assessment and Diagnostic Evaluation)*

- Norm-referenced diagnostic assessments
- Given **BEFORE/DURING** instruction to **DRIVE** instruction
- Performance by foundational skill
- Determine weak skills areas or “gaps” that require remediation and intervention,
What is it: a total solution

- Assessment
- Analysis
- Intervention
- Reassessment
Why use the GRADE or any assessment for that matter?
Why?

- We want to compare our students to other students to see how they are doing.
- We want to evaluate the effectiveness of core instruction.
- We want to identify strengths and weaknesses for individual students/groups.
- We want to see where students/groups need additional instruction.
- We want to measure student growth over time.
Background on the Three Main Types of Assessment that Inform Practice:

SUMMATIVE

DIAGNOSTIC

FORMATIVE
Summative Data:
Tells us if students “got there” successfully, once instruction is complete

Diagnostic Data:
Provide a deeper understanding and information that allows us to “zone in” on the right type of instruction and/or supports needed to promote achievement

Formative data allows us to:
• Understand students’ baseline performance & ongoing growth
• Monitor progress toward successful performance
• Adjust instruction based on data
Where does the GRADE Fit Within the Broader Assessment Picture?

Diagnostic

Summative

Formative

Data-Based Decision Making
GRADE Philosophy:
The Individual Learner

- Students are individuals
- When students fail or fall below a “cut-score,” reasons for failure vary from student to student

Information about an individual’s strengths and needs is the link to the most effective instructional strategies
GRADE Snapshot

- Group Administered
- Eleven test levels
- Normative scores available for each form
- Growth scale values (GSVs) for tracking growth over time.
Scientifically Researched and Norm Referenced

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

- 33,000+ students
- Varied ethnicities
- Range of socioeconomic groups
- Both genders
- Special Needs students
- Regional/National groups
What makes this a great tool?

- Diagnostics for pinpointing areas of intervention
- Recommended activities for intervention
- Valuable data for pre-referral teams
- Ability to track individual/group progress over time
Components

- **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
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

**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

![Vocabulary subtest](image-url)
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.
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
Available Scores:

- **Raw score** ~ total number of correct answers
- **Standard score** ~ Scores that have an average range of 85-115 and a mean of 100
- **Stanines** ~ a scoring range of 1-9 with a mean of 5
- **Percentile Rank** ~ to compare/rank with a standardized group of same-aged peers
- **NCE** ~ Normal Curved Equivalence - based on percentiles 1-99, with a mean score of 50
- **Growth Scale Value** ~ equal interval measurement of reading achievement so progress can be tracked over time
- **Total test score** ~ scores for the combined 3 subtests
- **Age / Grade equivalents** ~ comparison to equivalent age or grade based norms
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

Recommendations:

The Vocabulary Composite measures the ability to decode phonetically regular words, to recognize common sight words, and to understand words 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 and reading. The Words & Symbols Mastery 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, workbooks, and books.

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
   - Need 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 that tracks reading progress over time. Much like indices are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a reference for measuring reading progress throughout the school year. It can also be used to compare a student’s reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for 5th grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for entering 5th graders. Please note that the GSVs for students entering 5th grade are not plotted on the graph because these values are entered differently on the scale (see pg 60 of the GRADE Technical Manual). The GSVs for these levels are shown on an appendix C on the right. The GSVs for students entering Levels 1-3 will be plotted below and are shown on the right without an appendix unless they are being tested as a perquisite or upgraded student.

Student GSV(s) and the Normal Growth Curve

- +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.
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

![Table showing GMADE Group Score Summary]

**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

**Group Diagnostic Analysis by Type - SUMMER SCHOOL**

**Teacher/Examiner:** Lawman  
**Test Date:** 06/15/04  
**Grade:** 4  
**School:** Rice Creek  
**Level 4, Form A**

<table>
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<th>Student</th>
<th>Raw Score</th>
<th>Number Possible</th>
<th>%</th>
<th>Raw</th>
<th>Number Possible</th>
<th>%</th>
<th>X</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>F</th>
<th>%</th>
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<td>(2/6) 33%</td>
<td>(2/6) 33%</td>
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<td>(6/6) 100%</td>
<td>(6/6) 100%</td>
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<td>(6/6) 100%</td>
<td>(6/6) 100%</td>
<td>(6/6) 100%</td>
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<td>(5/6) 83%</td>
<td>(6/6) 100%</td>
<td>(6/6) 100%</td>
<td>(6/6) 100%</td>
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<td>(5/6) 100%</td>
<td>(5/6) 100%</td>
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<td>56%</td>
<td>(4/6) 67%</td>
<td>(2/6) 33%</td>
<td>(2/6) 33%</td>
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<td>(10/21) 48%</td>
<td>(0/1) 0%</td>
<td>(2/2) 100%</td>
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</table>

| Class Average % Correct | 65% | 65% | 72% | 58% | 67% | 17% | 75% |
| Local average p-value  | .92 | .61 | .72 | .58 | .67 | .17 | .75 |
| National average p-value | .92 | .62 | .60 | .42 | .51 | .49 | .75 |
| Difference             | (.10) | (.01) | .12 | .16 | .08 | (.32) | (.01) |

**KEY**

- **Operation:** Addition, Subtraction, Multiplication, Division
- **Composition:** Addition, Subtraction, Multiplication, Division

**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

<table>
<thead>
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<th>Student Name</th>
<th>Grade</th>
<th>School</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>A</td>
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<td>A</td>
<td>A</td>
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<td>EVAN</td>
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<td>B</td>
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<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
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</table>

Question Type - refers to higher cognitive skills required to answer comprehensive questions. Individual student error analysis. Determine which questions your students found difficult or easy. Is there a common response pattern? For the individual or the class?
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.
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 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.
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 and math areas. Built to be used in small groups or individually, this workbook series addresses Word Attack Skills, Sounds, Vocabulary, Reading Comprehension.
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.
What makes this a great RTI tool?

- Parallel Forms
- Out of level norms
- Diagnostics for pinpointing areas of intervention
- Recommended activities for intervention
- Valuable data for pre-referral teams
Questions??