Efficient and accurate report options

GRADE report options give educators the flexibility to view the individual or classroom data they need in a variety of easy-to-read formats.

For fast, easy scoring of answer sheets, use GRADE™ Scoring & Reporting Software. This convenient software works for all levels of GRADE to calculate derived scores based on fall/spring normative data for on-level and out-of-level testing.

GRADE Scoring & Reporting Software is available in single-user and multi-user license editions, so you can use it on an individual classroom PC or on a school- or district-wide network. Enter student data directly by keyboard or from scanned GRADE Answer Sheets. You can also import information from another GRADE student database.
Individual Reports

- **Individual Score Summary:** This report shows raw score, Stanine, percentile, grade equivalent, standard score and NCE for each subtest followed by general descriptors of strengths or weaknesses. The total scores and Growth Scale Value (GSV) are included. One highlight of this report is the Diagnostic Analysis Summary showing criterion-referenced information broken down by number correct, number possible, and percent correct for each subtest and item type. The Stanine Profile gives an excellent visual representation of the student’s performance and strengths and weaknesses.

- **Individual Diagnostic Analysis:** In addition to the subtest and total test scores found on the Individual Score Summary, this report complements the Diagnostic Analysis Summary with narrative recommendations for interventions and a guide to specific support materials.

- **Individual Progress Report:** Designed to demonstrate student performance over time, this report displays both a graph and a chart indicating the results of each test administration with the GSV.

- **Parent Report:** Combining the best elements of each report, the report presents the Stanine Profile and the GSV progress graph with informative narrative outlining the student’s strengths and weaknesses.

Group Reports

- **Group Score Summary:** This group report is intended to give the classroom teacher an overall picture of how the group performed on each subtest. Each student’s subtest and total score totals are included along with an average GSV for the class.

- **Group Diagnostic Analysis by Item:** For each subtest, this item analysis report provides a chance for the teacher to see each student’s response to each item. Totals include local and national p-values for easy comparison along with a breakdown of correct and incorrect response totals.

- **Group Diagnostic Analysis by Error:** This report allows the classroom teacher to see the class average of error types. The class average can pinpoint which error type(s) were committed by the majority of students in the class.

- **Group Diagnostic Analysis by Type:** This report allows the classroom teacher to see the class average correct for each type of question found on each subtest. The totals also include the local to national average p-value comparison.

- **Group Progress Report:** Using the classroom average GSV, this report uses the graph and chart to show how the group progressed at each administration of the test.

- **Class Progress Report:** Charts all GSV scores for students in a particular class. Shows the distribution of GSV scores that make up the GSV average on the Group Progress Report.
Individual Score Summary - A. STUDENT

Description of Results

A Stanine score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or needs.

The Comprehension Composite measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage.

Vocabulary measures the ability to decode basic words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT’s weak performance on the Vocabulary subtest indicates a possible lack of opportunity to learn word meanings.

The Total Test raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT’s weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. STUDENT’s weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

Criterion referenced information broken down by Number Correct (NC), Number Possible (NP), and Percent Correct (%).

Stanine Chart

2. Diagnostic Analysis and Description of Results: Documents specific skills within each subtest. Highlights strengths and weaknesses.
### RECOMMENDATIONS

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT's weak performance may indicate a possible lack of word reading and vocabulary skills, or difficulty using comprehension strategies. The Reading Comprehension workbook for Levels 1 and 2 in the Building Reading Success Workbook series may be helpful for remediation and Levels 3 and 4 of the same series may be helpful for reinforcement.

**Vocabulary** measures the ability to decode basic words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT's weak performance on the Vocabulary subtest indicates a possible lack of opportunity to learn word meanings. The Vocabulary Building workbook for Levels 1, 2, and 3 and the Word Attack Skills workbook in the Building Reading Success Workbook series may be helpful for remediation and Levels 4, 5, and 6 in the same 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. STUDENT's weak Total Test performance suggests that assistance is needed to improve reading skills. STUDENT was administered Level 4 of the GRADE. The GRADE Resource Libraries (GRLs) may be helpful at Level 3 for remediation for activities, worksheets, and booklists.

**Listening Comprehension** measures understanding of language without printed cues. STUDENT's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.
**What is the Growth Scale Value (GSV)?**

The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches 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 yardstick for measuring reading progress throughout the school years. 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 fifth-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 beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph 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 tested as a postsecondary or ungraded student.

**Administrations of the GRADE**

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**Student GSV(s) and the Normal Growth Curve**

- Shows each GRADE administration.
STUDENT recently took the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a test designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information below shows STUDENT's test results. The Stanine chart reflects STUDENT's most recent test administration and shows his performance on specific GRADE subtests. The Growth Scale Value (GSV) graph demonstrates STUDENT's reading progress over time. The data point or mark on this graph represents STUDENT's reading performance. Please feel free to ask any questions about this report. You are an important part of STUDENT's reading success.

**Stanine Profile**

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**Stanine Description**

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- **Vocabulary** measures the ability to decode basic words, to recognize common sight words, and to understand word meanings without the benefit of context clues. STUDENT's weak performance on the Vocabulary subtest indicates a possible lack of opportunity to learn word meanings.

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- **Listening Comprehension** measures understanding of language without printed cues. STUDENT's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

**Growth Scale Value (GSV)**

The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches 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 yardstick by which reading progress can be measured throughout the school years. 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 459 is average for fourth-grade students in the Spring; a GSV of less than 427 would reflect a lower reading performance and a GSV greater than 491 would reflect a higher reading performance for fourth-grade students in the Spring. On this administration of the GRADE, STUDENT obtained a GSV of 392. (The GSVs for students taking Levels P and K will not be plotted because these values are centered differently on the GSV scale.)

**Parent Report**

- Visual descriptions of the student's current reading level
- Narrative description of the subtests and student performance
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**Average GSV:** 424

**Group Score Report**
- Quick view of group and individual performance:
  - Which students are performing well?
  - Which students are struggling?
  - What is the class as a whole learning?
  - What is the class as a whole struggling with?
- Quick reference for “red flags”
- Look at stanine scores
  - 1-3 weaknesses
  - 7-9 strengths
## Group Diagnostic Analysis by Item - FOURTH GRADE

**District:** EXAMPLE DIST SCHL

**Teacher/Examiner:** FIRSTNAME LASTNAME

**Test Dates:** 05/17/2005 - 05/17/2005

**Grade:** 4

**School:** Example Elem

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| Total Correct   | 5 | 3 | 4 | 2 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 6 | 2 | 2 | 4 | 3 | 6 | 4 | 5 | 5 | 4 | 5 | 5 | 6 | 7 | 5 | 6 |
| Local p-value   | .45 | .27 | .36 | .18 | .45 | .45 | .35 | .55 | .45 | .45 | .36 | .36 | .55 | .18 | .18 | .36 | .27 | .55 | .36 | .45 | .45 | .36 | .45 | .45 | .55 | .64 | .45 | .55 |
| National p-value | .88 | .39 | .85 | .78 | .65 | .74 | .73 | .67 | .73 | .80 | .80 | .56 | .58 | .54 | .70 | .76 | .32 | .67 | .63 | .54 | .60 | .60 | .65 | .53 | .63 | .58 | .65 | .61 |
| Difference      | (.43) | (.12) | (.40) | (.60) | (.20) | (.29) | (.18) | (.22) | (.25) | (.44) | (.20) | (.03) | (.36) | (.52) | (.40) | (.05) | (.12) | (.27) | (.09) | (.15) | (.24) | (.20) | (.06) | (.08) | (.06) |

| Response A      | 3 | 5 | 4 | 2 | 5 | 0 | 6 | 3 | 4 | 1 | 2 | 1 | 6 | 3 | 6 | 2 | 3 | 0 | 1 | 3 | 5 | 3 | 1 | 1 | 1 | 0 | 6 |
| Response B      | 5 | 3 | 1 | 5 | 2 | 3 | 1 | 2 | 1 | 3 | 2 | 4 | 3 | 2 | 1 | 3 | 6 | 3 | 2 | 3 | 0 | 4 | 3 | 2 | 6 | 0 | 5 | 2 |
| Response C      | 2 | 3 | 4 | 1 | 2 | 5 | 1 | 5 | 1 | 2 | 4 | 2 | 4 | 2 | 3 | 2 | 2 | 1 | 2 | 4 | 5 | 1 | 2 | 2 | 3 | 4 | 7 | 3 | 1 |
| Response D      | 1 | 2 | 2 | 1 | 3 | 3 | 1 | 5 | 5 | 3 | 4 | 0 | 3 | 2 | 4 | 1 | 6 | 4 | 0 | 5 | 2 | 5 | 0 | 3 | 3 | 2 |
| Response E      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key**

- **Q=Questioning**
- **C=Clarifying**
- **S=Summarizing**
- **P=Predicting**

**Question type –** refers to higher cognitive skills required to answer comprehensive questions.

**Is there a common response pattern?**

**For the individual or the class?**

**Individual student error analysis.**

Determine which questions your students found difficult or easy.
### Group Diagnostic Analysis by Type - FOURTH GRADE

**District:** RICE CREEK DIST SCHL  
**On-Level Spring Norms Level 4, Form B**

| Teacher/Examiner: DEBRA LANGLEY  
<table>
<thead>
<tr>
<th><strong>Student</strong></th>
<th><strong>RS</strong></th>
<th><strong>NP</strong></th>
<th><strong>%</strong></th>
<th><strong>Passage Origin</strong></th>
<th><strong>Passage Type</strong></th>
<th><strong>Passage Length</strong></th>
<th><strong>Question Type</strong></th>
<th><strong>Score</strong></th>
<th><strong>Grade</strong></th>
<th><strong>School:</strong> Rice Creek Elem</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. MAXWELL</td>
<td>7</td>
<td>28</td>
<td>25%</td>
<td>(6/24) 25%</td>
<td>(A) 25%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
</tr>
<tr>
<td>C. ANTONINA</td>
<td>20</td>
<td>28</td>
<td>71%</td>
<td>(1/28) 71%</td>
<td>(S) 50%</td>
<td>(F) 50%</td>
<td>(0.5) 15%</td>
<td>(1.0) 15%</td>
<td>(2.5) 20%</td>
<td></td>
</tr>
<tr>
<td>D. HANNAH</td>
<td>10</td>
<td>28</td>
<td>36%</td>
<td>(6/28) 10%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
<td></td>
</tr>
<tr>
<td>D. PAGE</td>
<td>8</td>
<td>28</td>
<td>29%</td>
<td>(7/28) 25%</td>
<td>(A) 25%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
</tr>
<tr>
<td>B. TRAN</td>
<td>1</td>
<td>28</td>
<td>4%</td>
<td>(2/28) 4%</td>
<td>(A) 25%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
</tr>
<tr>
<td>J. ARIEL</td>
<td>11</td>
<td>28</td>
<td>39%</td>
<td>(3/28) 10%</td>
<td>(A) 25%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
</tr>
<tr>
<td>L. LINDSEY</td>
<td>22</td>
<td>28</td>
<td>79%</td>
<td>(7/28) 79%</td>
<td>(S) 50%</td>
<td>(F) 50%</td>
<td>(0.5) 15%</td>
<td>(1.0) 15%</td>
<td>(2.5) 20%</td>
<td></td>
</tr>
<tr>
<td>L. KEEGAN</td>
<td>11</td>
<td>28</td>
<td>39%</td>
<td>(3/28) 10%</td>
<td>(A) 25%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
</tr>
<tr>
<td>N. NATALIE</td>
<td>18</td>
<td>28</td>
<td>64%</td>
<td>(5/28) 50%</td>
<td>(S) 50%</td>
<td>(F) 50%</td>
<td>(0.5) 15%</td>
<td>(1.0) 15%</td>
<td>(2.5) 20%</td>
<td></td>
</tr>
<tr>
<td>S. HAYDEN</td>
<td>6</td>
<td>28</td>
<td>21%</td>
<td>(1/28) 3%</td>
<td>(A) 25%</td>
<td>(S) 30%</td>
<td>(F) 30%</td>
<td>(0.6) 15%</td>
<td>(1.2) 15%</td>
<td>(2) 20%</td>
</tr>
<tr>
<td>W. DYLAN</td>
<td>14</td>
<td>28</td>
<td>50%</td>
<td>(7/28) 50%</td>
<td>(S) 50%</td>
<td>(F) 50%</td>
<td>(0.5) 15%</td>
<td>(1.0) 15%</td>
<td>(2.5) 20%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Class Average %</strong></th>
<th><strong>42%</strong></th>
<th><strong>43%</strong></th>
<th><strong>32%</strong></th>
<th><strong>53%</strong></th>
<th><strong>41%</strong></th>
<th><strong>43%</strong></th>
<th><strong>38%</strong></th>
<th><strong>32%</strong></th>
<th><strong>35%</strong></th>
<th><strong>38%</strong></th>
<th><strong>46%</strong></th>
<th><strong>47%</strong></th>
<th><strong>39%</strong></th>
<th><strong>45%</strong></th>
<th><strong>36%</strong></th>
</tr>
</thead>
</table>

**Local average p-value:**  
- 0.43  
- 0.32  
- 0.33  
- 0.41  
- 0.43  
- 0.38  
- 0.32  
- 0.35  
- 0.38  
- 0.46  
- 0.47  
- 0.39  
- 0.45  
- 0.36

**National average p-value:**  
- 0.54  
- 0.69  
- 0.50  
- 0.57  
- 0.50  
- 0.55  
- 0.69  
- 0.55  
- 0.59  
- 0.54  
- 0.61  
- 0.57  
- 0.54  
- 0.44

**Difference:**  
- 0.11  
- 0.37  
- 0.03  
- 0.16  
- 0.07  
- 0.17  
- 0.37  
- 0.21  
- 0.22  
- 0.08  
- 0.14  
- 0.17  
- 0.08  
- 0.08

**Key:**  
- Passage Origin: A=Authentic  S=Synthetic  
- Passage Type: Fc=Fiction  Hs=History  Pp=Practical  Sc=Science  Ps=Poem  Fb=Fable  B=Biography  
- Passage Length: S=Short  M=Medium  L=Long  
- Question Type: Q=Questioning  Ca=Clarifying  Sa=Summarizing  Pa=Predicting

---

**Question:** What is an area of strength for this class?  
**Answer:** Fiction

**Who in the class is struggling with sentence comprehension?**

---

**Group Diagnostic Analysis by Type:**  
1. Identifies specific error patterns  
2. Identifies mastery levels of subtests and specific skills  
3. Shows group and individual strengths and weaknesses within the subtest.
The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches 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 yardstick for measuring reading progress throughout the school years. 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 fifth-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 beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph 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 tested as a postsecondary or ungraded student.

### Administration of the GRADE

<table>
<thead>
<tr>
<th>Seq.</th>
<th>Student Grade</th>
<th>Norms</th>
<th># of Tests</th>
<th>Average GSV</th>
<th>National Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>Spring</td>
<td>11</td>
<td>424</td>
<td>459</td>
<td>427-491</td>
</tr>
</tbody>
</table>

*Shows each GRADE administration.*

---

**Group Progress Report**
- Shows class average GSV
- Tracks reading progress of the whole class over time
  - Throughout the school year
  - From grade to grade
What is the Growth Scale Value (GSV)?

The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches 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 yardstick for measuring reading progress throughout the school years. 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 fifth-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 beginning fifth graders. Please note that the GSVs for students taking Levels P and K will be plotted on a separate graph because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual).

Student GSV(s) and the Normal Growth Line

- Mean (middle line)
- +1 Standard Deviation (top line)
- -1 Standard Deviation (bottom line)

GSV Range for Test Level

Students in the class in alphabetical order

Class Progress Report
- Distribution of the student GSV scores in a particular class
- Graph reflects the GSV range for a particular test level
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- Reducing data entry and scoring errors
- Offering a menu of service choices
- Allowing for the selection of specific reports

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- Scanning and scoring completed answer booklets or answer sheets
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- Generating electronic or printed paper reports ready for distribution
- Offering options for customized reports
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