

# GM<sup>A</sup>DE™

## Scoring & Reporting Software



SAMPLE REPORTS Level 1

PEARSON

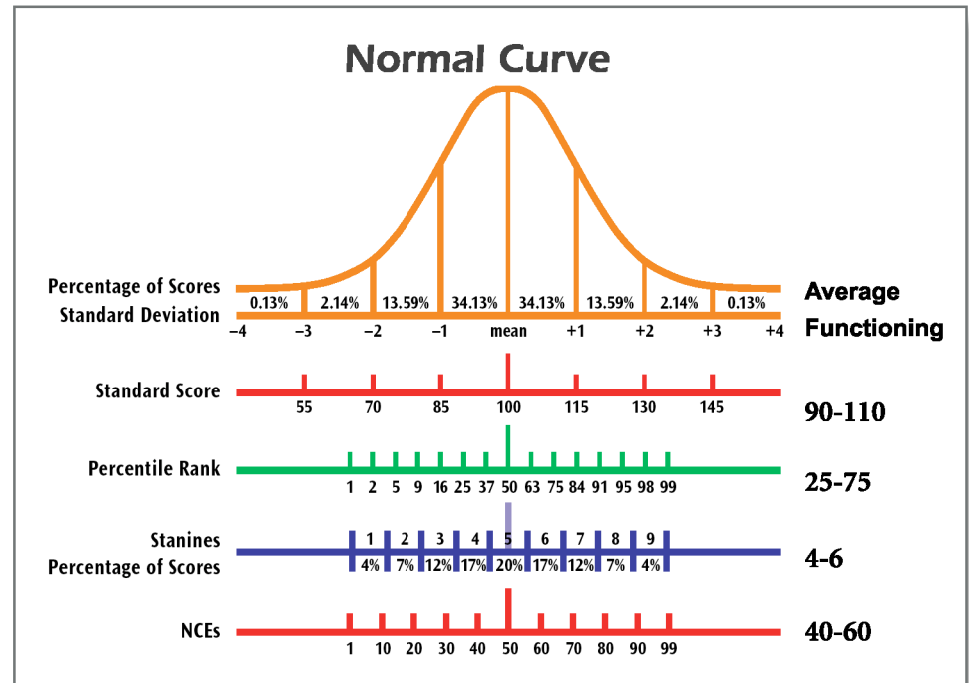
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# Efficient and accurate report options

***GMADE* 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 *GMADE*™ Scoring & Reporting Software. This convenient software works for all levels of *GMADE* to calculate derived scores based on fall/spring normative data for on-level and out-of-level testing.

*GMADE* 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 *GMADE* Answer Sheets. You can also import information from another *GMADE* 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.

Subtest Chart.

Individual Score Summary - A, STUDENT  
District: EXAMPLE DIST SCHL

Subtest	RS	Total	SS	%ile	NCE	Stanine	GE	Descriptor	GSV
Concepts and Communication	19		81	10	23	3		Weakness	
Operations and Computation	8		74	4	13	2		Weakness	
Process and Applications	11		73	4	12	2		Weakness	
<b>TOTAL TEST</b>		<b>38</b>	68	2	5	1	.3	Weakness	463

Birth Date: 09/06/1999  
Test Date: 05/17/2005  
Grade: 1  
Teacher/Examiner: FIRSTNAME LASTNAME  
Class/Group: FIRST GRADE  
School: Example Elem

Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
Geometry	1	2	50%
Sequence	4	7	57%
Money	1	1	100%
Quantity	5	6	83%
Comparison	3	3	100%
Numeration	4	7	57%
Measurement	1	1	100%
Time	0	1	0%
Operations and Computation	NC	NP	%
Addition	4	12	33%
Subtraction	4	12	33%
Process and Applications	NC	NP	%
Algebra	0	1	0%
Geometry	1	1	100%
Measurement	0	2	0%
Money	2	4	50%
Numeration	2	5	40%
Quantity	3	6	50%
Sequence	0	4	0%
Statistics	1	3	33%
Time	2	2	100%
One-Step	10	27	37%
Multiple-Step	1	1	100%

NC = Number Correct NP = Number Possible

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 mathematic strengths and/or needs.

The **Concepts and Communication** score indicates a student's performance in the five areas of NCTM standards focusing on the language, vocabulary, and representations of mathematics. STUDENT's score of 3 indicates below average performance on this subtest.

The **Operations and Computation** score indicates a student's ability to use basic operations (+, -, X, ÷) with a variety of mathematical representations, as appropriate for this grade level. STUDENT's score of 2 indicates below average performance on this subtest.

The **Process and Applications** score indicates a student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. STUDENT's score of 2 indicates below average performance on this subtest.

The **TOTAL TEST** score can be converted to multiple normative or derived scores for overall mathematics skill assessment. STUDENT's **Total Test** Stanine score of 1 indicates below average overall performance in mathematics at this level.

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	(4%)	(7%)	(12%)	(17%)	(20%)	(17%)	(12%)	(7%)	(4%)
Concepts and Communication			3						
Operations and Computation		2							
Process and Applications		2							
TOTAL TEST	1								

Weakness Strengths

Visual Representation of strengths and weaknesses.

Individual Score Summary

1. Subtest chart and Stanine chart highlight overall performance: weakness, average strength.
2. Diagnostic Analysis and Description of Results: Documents specific skills within each subtest. Highlights strengths and weaknesses.

Subtest	RS	Total	SS	%ile	NCE	Stanine	GE	Descriptor	GSV
Concepts and Communication	19		81	10	23	3		Weakness	
Operations and Computation	8		74	4	13	2		Weakness	
Process and Applications	11		73	4	12	2		Weakness	
<b>TOTAL TEST</b>		38	68	2	5	1	.3	Weakness	463

Birth Date: 09/06/1999  
 Test Date: 05/17/2005  
 Grade: 1  
 Teacher/Examiner: FIRSTNAME LASTNAME  
 Class/Group: FIRST GRADE  
 School: Example Elem

Breakdown of types of errors the student is making.

### Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
Geometry	1	2	50%
Sequence	4	7	57%
Money	1	1	100%
Quantity	5	6	83%
Comparison	3	3	100%
Numeration	4	7	57%
Measurement	1	1	100%
Time	0	1	0%
Operations and Computation	NC	NP	%
Addition	4	12	33%
Subtraction	4	12	33%
Process and Applications	NC	NP	%
Algebra	0	1	0%
Geometry	1	1	100%
Measurement	0	2	0%
Money	2	4	50%
Numeration	2	5	40%
Quantity	3	6	50%
Sequence	0	4	0%
Statistics	1	3	33%
Time	2	2	100%
One-Step	10	27	37%
Multiple-Step	1	1	100%

NC = Number Correct NP = Number Possible

### Operations and Computation Error Type Analysis

Correct Answer	Incorrect Answer	Fact Error	Operation Error	Regrouping Error	Sign Error	Decimal Error	Renaming Error	Smaller from Larger Error	Arbitrary Error	Not Answered
8	16	9	3	0	0	0	0	2	1	1

Because some items involve more than one error, the total number of errors may not equal the total number of incorrect responses.

### RECOMMENDATIONS

STUDENT's **Total Test** Stanine score of 1 indicates below average overall performance in mathematics at this level.

Analysis shows that she did poorly in all three of the subtests.

The following comments refer to specific skill areas that have at least five items.

In the **Operations and Computation** subtest, she answered half or fewer of the questions correct in the areas of Addition and Subtraction.

In the **Process and Applications** subtest, she answered half or fewer of the questions correct in the areas of Numeration and Quantity.

To improve her skills, provide additional instruction and practice at these levels of the

**Building Math Success** workbooks:

Concepts and Communication, Basic

Operations and Computation, Basic

Process and Applications, Basic

### Individual Diagnostic Analysis

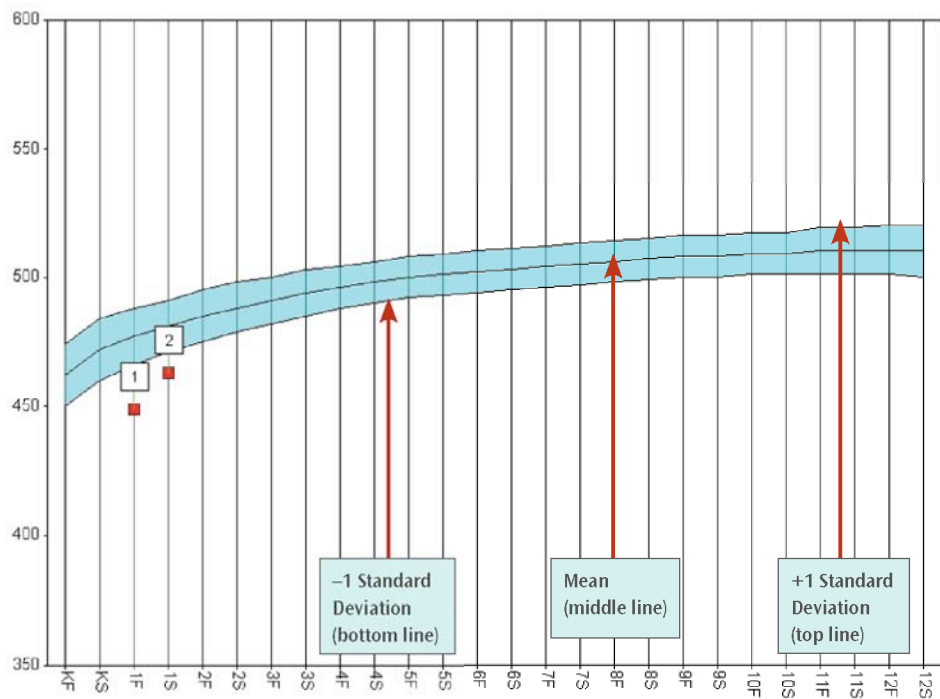
1. Contains two of the charts from the Individual Score Summary - Subtest chart and Diagnostic Analysis.
2. Recommendations section suggests a variety of resources to address weaknesses and enrich learning.
  - GMADE Resource Libraries (MRL)
  - Building Math Success
  - Head for Success



### What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks mathematic progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of mathematic ability. Therefore, the GSV can be used as a yardstick for measuring mathematic progress throughout the school years. It can also be used to compare a student's mathematic ability to a reference group of all the students in a particular grade. For example, a GSV score of 500 is average for fifth-grade students in the fall; a GSV of less than 492 would reflect a lower mathematic performance and a GSV greater than 508 would reflect a higher mathematic performance for beginning fifth-graders. The GSVs for students taking Levels R-H will be plotted below and are shown on the right without an asterisk.

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



\*Shaded area represents  $\pm 1$  Standard Deviation of the standardization sample.

### Administrations of the GMADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	10/11/2004	1	1(A)	449	477	466-488
2	05/17/2005	1	1(B)	463	481	471-491

Shows each GMADE administration.

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

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

Birth Date: 09/06/1999  
Test Date: 05/17/2005  
Grade: 1  
Teacher/Examiner: FIRSTNAME LASTNAME  
Class/Group: FIRST GRADE  
School: Example Elem

Description of report layout.

Stanine Profile									
Stanine	1	2	3	4	5	6	7	8	9
	(4%)	(7%)	(12%)	(17%)	(20%)	(17%)	(12%)	(7%)	(4%)
Concepts and Communication			3						
Operations and Computation		2							
Process and Applications		2							
TOTAL TEST	1								

Visual representation of strengths and weaknesses.

### Stanine Description

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 mathematic strengths and/or needs.

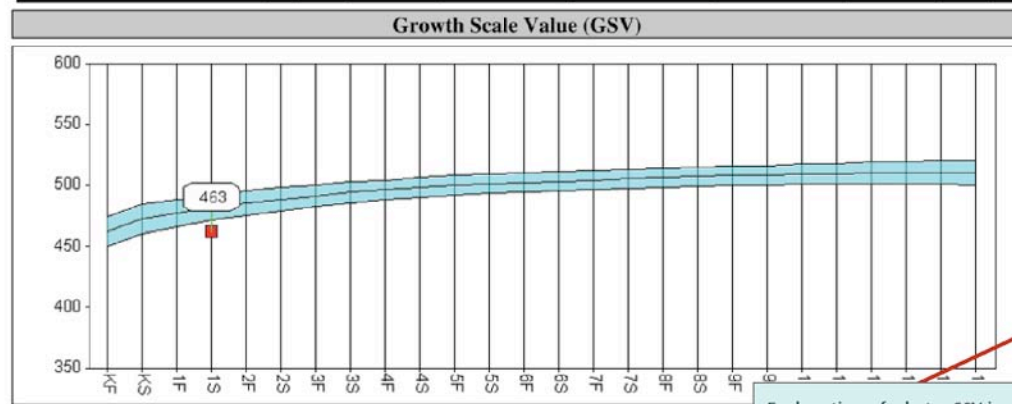
The **Concepts and Communication** score indicates a student's performance in the five areas of NCTM standards focusing on the language, vocabulary, and representations of mathematics. STUDENT's score of 3 indicates below average performance on this subtest.

The **Operations and Computation** score indicates a student's ability to use basic operations (+, -, X, ÷) with a variety of mathematical representations, as appropriate for this grade level. STUDENT's score of 2 indicates below average performance on this subtest.

The **Process and Applications** score indicates a student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. STUDENT's score of 2 indicates below average performance on this subtest.

The **TOTAL TEST** score can be converted to multiple normative or derived scores for overall mathematics skill assessment. STUDENT's **Total Test** Stanine score of 1 indicates below average overall performance in mathematics at this level.

Describes each subtest and student's performance on each subtest.



Explanation of what a GSV is.

### GSV Description

The **Growth Scale Value (GSV)** is a score that tracks mathematic progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of mathematic ability. Therefore, the GSV can be used as a yardstick by which mathematic progress can be measured throughout the school years. It can also be used to compare a student's mathematic ability to a reference group of all the students in a particular grade. For example, a GSV score of 481 is average for first-grade students in the Spring; a GSV of less than 471 would reflect a lower mathematic performance and a GSV greater than 491 would reflect a higher mathematic performance for first-grade students in the Spring. **On this administration of the GMADE STUDENT obtained a GSV of 463.**

### Parent Report

- Visual descriptions of the student's current math level
- Narrative description of the subtests and student performance



# Group Score Summary - FIRST GRADE

District: EXAMPLE DIST SCHL

## Group Mathematics Assessment and Diagnostic Evaluation

On-Level Spring Norms Level 1, Form B

Test Date: 05/17/2005 - 05/17/2005  Teacher/ Examiner: FIRSTNAME LASTNAME  Grade: 1  School: Example Elem		Concepts and Communication					Operations and Computation					Process and Applications					Total Test							
		RS	SS	%ile	NCE	Stanine	RS	SS	%ile	NCE	Stanine	RS	SS	%ile	NCE	Stanine	RS	SS	%ile	NCE	Stanine	GE	GSV	
		Student's Name		Grade																				
A, LASTNAME		1	20	82	12	25	3	19	97	42	46	5	16	82	12	25	3	55	82	12	25	3	1.0	473
B, LASTNAME		1	25	99	47	49	5	16	90	25	36	4	18	87	19	32	3	59	87	19	32	3	1.2	475
C, LASTNAME		1	19	81	10	23	3	8	74	4	13	2	11	73	4	12	2	38	68	2	5	1	.3	463
D, LASTNAME		1	23	91	27	37	4	12	82	12	25	3	16	82	12	25	3	51	79	8	21	2	.8	470
E, LASTNAME		1	24	95	37	43	4	12	82	12	25	3	19	90	25	36	4	55	82	12	25	3	1.0	473
F, LASTNAME		1	25	99	47	49	5	20	100	50	50	5	21	94	34	42	4	66	96	39	44	5	1.6	481
G, LASTNAME		1	22	89	23	35	4	12	82	12	25	3	14	79	8	21	2	48	76	5	16	2	.7	469
H, LASTNAME		1	27	113	81	68	7	19	97	42	46	5	21	94	34	42	4	67	97	42	46	5	1.7	482
I, LASTNAME		1	26	106	66	58	6	11	80	9	22	2	19	90	25	36	4	56	83	13	26	3	1.1	474
J, LASTNAME		1	20	82	12	25	3	19	97	42	46	5	16	82	12	25	3	55	82	12	25	3	1.0	473

Average GSV: 473

### 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 - FIRST GRADE

District: EXAMPLE DIST SCHL

Process and Applications

On-Level Spring Norms Level 1, Form B

Teacher/Examiner:

FIRSTNAME LASTNAME

Test Dates:

05/17/2005 - 05/17/2005

Grade: 1

School:

Example Elem

Item Number	1	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	
Category	G	N	Q	S	Q	St	T	\$	A	M	N	\$	Q	Q	\$	N	St	Q	Q	S	T	N	M	S	N	\$	St	S	
Type	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	OS	MS	OS	OS	
Student Name	RS																												
A, LASTNAME	16	B	B	C	C	B	C	C	C	C	B	A	C	B	B	C	C	B	A	C	A	C	C	B	C	D	C	C	D
B, LASTNAME	18	B	C	C	B	C	D	C	D	C	C	B	B	A	C	B	D	B	A	B	A	D	B	C	A	D	B	D	D
C, LASTNAME	11	A	A	B	C	C	B	C	D	B	C	C	C	A	B	C	C	A	B	C	B	D	D	B	B	D	B	C	C
D, LASTNAME	16	A	B	B	B	B	C	C	D	C	C	A	D	B	B	B	C	B	D	C	C	C	C	B	D	C	B	A	
E, LASTNAME	19	A	B	A	B	C	C	C	D	B	C	A	D	B	B	C	B	B	C	C	A	D	B	C	A	D	B	C	D
F, LASTNAME	21	A	B	D	B	C	D	C	C	C	C	A	C	A	C	B	C	B	A	C	A	D	C	C	A	D	B	C	D
G, LASTNAME	14	A	B	B	C	A	D	C	C	B	C	D	C	A	B	B	C	C	A	C	C	B	C	C	A	C	B	B	D
H, LASTNAME	21	A	B	B	B	B	C	C	D	C	B	A	D	A	B	B	C	B	A	C	A	D	C	C	A				
I, LASTNAME	19	A	C	C	C	B	D	C	C	A	D	A	B	A	B	B	C	D	A	C	B	D	B	C	A	D	C	C	D
J, LASTNAME	16	B	C	C	B	B	C	C	D	B	B	A	D	C	D	B	C	C	A	B	B	D	C	C	A	D	C	C	C

Total Incorrect	3	4	6	4	5	6	0	4	5	7	3	6	4	3	3	2	4	3	2	5	3	7	2	3	2	5	4	4
Total Correct	7	6	4	6	5	4	10	6	5	3	7	4	6	7	7	8	6	7	8	5	7	3	8	7	8	5	6	6
Local p-value	.70	.60	.40	.60	.50	.40	1.0	.60	.50	.30	.70	.40	.60	.70	.70	.80	.60	.70	.80	.50	.70	.30	.80	.70	.80	.50	.60	.60
National p-value	.99	.96	.90	.88	.81	.94	.45	.67	.79	.94	.93	.63	.95	.44	.65	.86	.94	.84	.88	.88	.60	.95	.77	.98	.93	.82	.89	.97
Difference	(.29)	(.36)	(.50)	(.28)	(.31)	(.54)	.55	(.07)	(.29)	(.64)	(.23)	(.23)	(.35)	.26	.05	(.06)	(.34)	(.14)	(.08)	(.38)	.10	(.65)	.03	(.28)	(.13)	(.32)	(.29)	(.37)

Correct Answer	A	B	C	B	B	D	C	D	C	B	A	D	A	B	B	C	B	A	C	A	D	B	C	A	D	B	C	D
Response A	7	1	1	0	1	0	0	0	1	0	7	0	6	0	0	0	1	7	0	5	0	0	0	7	0	0	0	1
Response B	3	6	4	6	5	1	0	0	4	3	1	2	3	7	7	1	6	1	2	3	1	3	2	2	0	5	2	0
Response C	0	3	4	4	4	5	10	4	5	6	1	4	1	2	3	8	2	1	8	2	2	6	8	1	1	4	6	2
Response D	0	0	1	0	0	4	0	6	0	1	1	4	0	1	0	1	1	1	0	0	7	1	0	0	8	0	1	6
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

Is there a common response pattern for the individual or the class?

Question type

Key

Category

Type

A=Algebra G=Geometry M=Measurement \$=Money N=Numeration Q=Quantity S=Sequence St=Statistics T=Time

OS=One-Step MS=Multiple-Step



# Group Diagnostic Analysis by Error - FIRST GRADE

District: **EXAMPLE DIST SCHL**

## Group Mathematics Assessment and Diagnostic Evaluation

On-Level Spring Norms Level 1, Form B

Teacher/Examiner: FIRSTNAME LASTNAME

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

Grade: 1

School: Example Elem

Student	Correct Answer	Incorrect Answer	Fact Error	Operation Error	Regrouping Error	Sign Error	Decimal Error	Renaming Error	Smaller from Larger Error	Arbitrary Error	Not Answered
A, LASTNAME	19	5	3	2	0	0	0	0	1	0	0
B, LASTNAME	16	8	5	3	0	0	0	0	1	0	0
C, LASTNAME	8	16	9	3	0	0	0	0	2	1	1
D, LASTNAME	12	12	8	3	0	0	0	0	1	1	0
E, LASTNAME	12	12	6	5	2	0	0	0	2	0	0
F, LASTNAME	20	4	0	2	1	0	0	0	1	0	0
G, LASTNAME	12	12	8	4	0	0	0	0	1	1	0
H, LASTNAME	19	5	3	0	1	0	0	0	1	0	0
I, LASTNAME	11	13	7	5	2	0	0	0	0	0	1
J, LASTNAME	19	5	3	2	1	0	0	0	0	0	0
<b>Class Average</b>	<b>15</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

Note: Because some items involve more than one error, the total number of errors may not equal the total number of incorrect answers.

Specifies what type of common errors individual students are making as well as the class as a whole.

### 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 - FIRST GRADE**  
**District: EXAMPLE DIST SCHL**

**Process and Applications**

**On-Level Spring Norms Level 1, Form B**

Teacher/Examiner: FIRSTNAME LASTNAME Test Dates: 05/17/2005 - 05/17/2005 Grade: 1 School: Example Elem

Student	RS	NP	%	Category									Type		Summe
				A	G	M	\$	N	Q	S	St	T	OS	MS	
A, LASTNAME	16	28	57%	(1/1) 100%	(0/1) 0%	(1/2) 50%	(0/4) 0%	(4/5) 80%	(5/6) 83%	(2/4) 50%	(2/3) 67%	(1/2) 50%	(16/27) 59%	(0/1) 0%	3
B, LASTNAME	18	28	64%	(1/1) 100%	(0/1) 0%	(1/2) 50%	(3/4) 75%	(2/5) 40%	(3/6) 50%	(4/4) 100%	(2/3) 67%	(2/2) 100%	(17/27) 63%	(1/1) 100%	3
C, LASTNAME	11	28	39%	(0/1) 0%	(1/1) 100%	(0/2) 0%	(2/4) 50%	(2/5) 40%	(3/6) 50%	(0/4) 0%	(1/3) 33%	(2/2) 100%	(10/27) 37%	(1/1) 100%	2
D, LASTNAME	16	28	57%	(1/1) 100%	(1/1) 100%	(1/2) 50%	(3/4) 75%	(4/5) 80%	(3/6) 50%	(1/4) 25%	(1/3) 33%	(1/2) 50%	(16/27) 59%	(0/1) 0%	3
E, LASTNAME	19	28	68%	(0/1) 0%	(1/1) 100%	(1/2) 50%	(3/4) 75%	(4/5) 80%	(2/6) 33%	(4/4) 100%	(2/3) 67%	(2/2) 100%	(18/27) 67%	(1/1) 100%	4
F, LASTNAME	21	28	75%	(1/1) 100%	(1/1) 100%	(1/2) 50%	(2/4) 50%	(4/5) 80%	(3/6) 50%	(4/4) 100%	(3/3) 100%	(2/2) 100%	(20/27) 74%	(1/1) 100%	4
G, LASTNAME	14	28	50%	(0/1) 0%	(1/1) 100%	(1/2) 50%	(2/4) 50%	(2/5) 40%	(4/6) 67%	(2/4) 50%	(1/3) 33%	(1/2) 50%	(13/27) 48%	(1/1) 100%	2
H, LASTNAME	21	28	75%	(1/1) 100%	(1/1) 100%	(2/2) 100%	(3/4) 75%	(3/5) 60%	(5/6) 83%	(3/4) 75%	(1/3) 33%	(2/2) 100%	(21/27) 78%	(0/1) 0%	4
I, LASTNAME	19	28	68%	(0/1) 0%	(1/1) 100%	(1/2) 50%	(1/4) 25%	(4/5) 80%	(6/6) 100%	(2/4) 50%	(2/3) 67%	(2/2) 100%	(19/27) 70%	(0/1) 0%	4
J, LASTNAME	16	28	57%	(0/1) 0%	(0/1) 0%	(2/2) 100%	(3/4) 75%	(3/5) 60%	(3/6) 50%	(2/4) 50%	(1/3) 33%	(2/2) 100%	(16/27) 59%	(0/1) 0%	3
<b>Class Average %</b>			<b>61%</b>	<b>50%</b>	<b>70%</b>	<b>55%</b>	<b>55%</b>	<b>64%</b>	<b>62%</b>	<b>60%</b>	<b>53%</b>	<b>85%</b>	<b>61%</b>	<b>50%</b>	

Local average p-value				0.50	0.70	0.55	0.55	0.64	0.62	0.60	0.53	0.85	0.61	0.50	
National average p-value				0.79	0.99	0.86	0.69	0.93	0.80	0.93	0.92	0.52	0.83	0.82	
Difference				(0.29)	(0.29)	(0.31)	(0.14)	(0.29)	(0.19)	(0.33)	(0.39)	0.33	(0.22)	(0.32)	

Question: What area in math is the class as a whole performing well in?

Answer: Time. The p-values indicate the class as a whole is below the national average range and will need remediation in all math areas except for understanding Time.

Who in the class is struggling with Process and Application?

**Key**

Category														
A=Algebra G=Geometry M=Measurement \$=Money N=Numeration Q=Quantity S=Sequence St=Statistics T=Time OS=One														

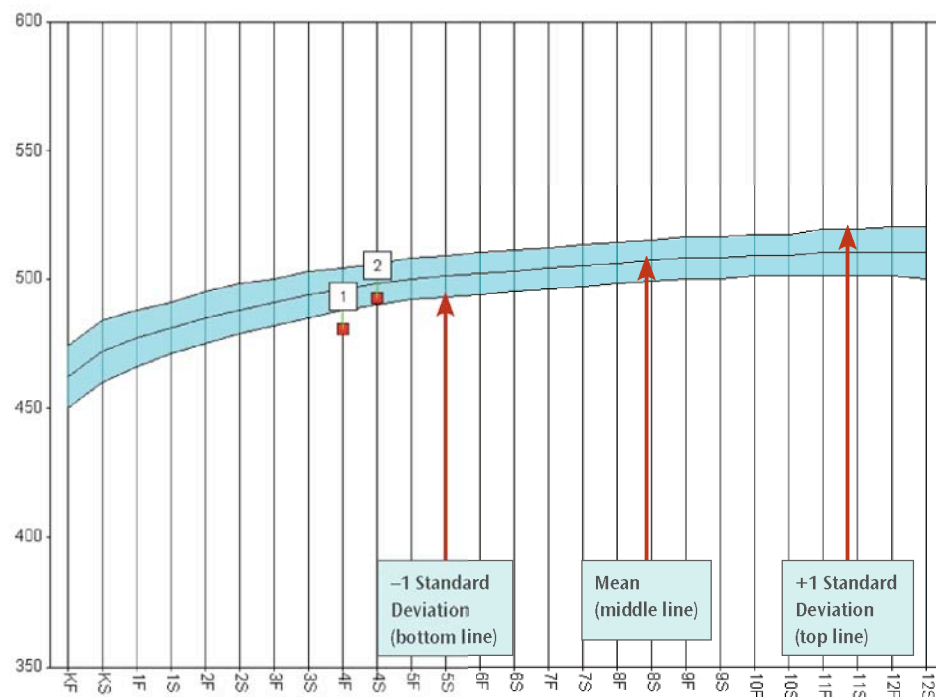
**Group Diagnostic Analysis by Type**

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.

### What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks mathematic progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of mathematic ability. Therefore, the GSV can be used as a yardstick for measuring mathematic progress throughout the school years. It can also be used to compare a student's mathematic ability to a reference group of all the students in a particular grade. For example, a GSV score of 500 is average for fifth-grade students in the fall; a GSV of less than 492 would reflect a lower mathematic performance and a GSV greater than 508 would reflect a higher mathematic performance for beginning fifth-graders. The GSVs for students taking Levels R-H will be plotted below and are shown on the right without an asterisk.

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



### Administrations of the GMADE

Seq.	Student Grade	Norms	# of Tests	Average GSV	National Mean	Range
1	4	Fall	2	481	496	488-504
2	4	Spring	11	493	498	490-506

Shows each GMADE administration.

#### Group Progress Report

- Shows class average GSV
- Tracks math progress of the whole class over time
  - Throughout the school year
  - From grade to grade



### What is the Growth Scale Value (GSV)?

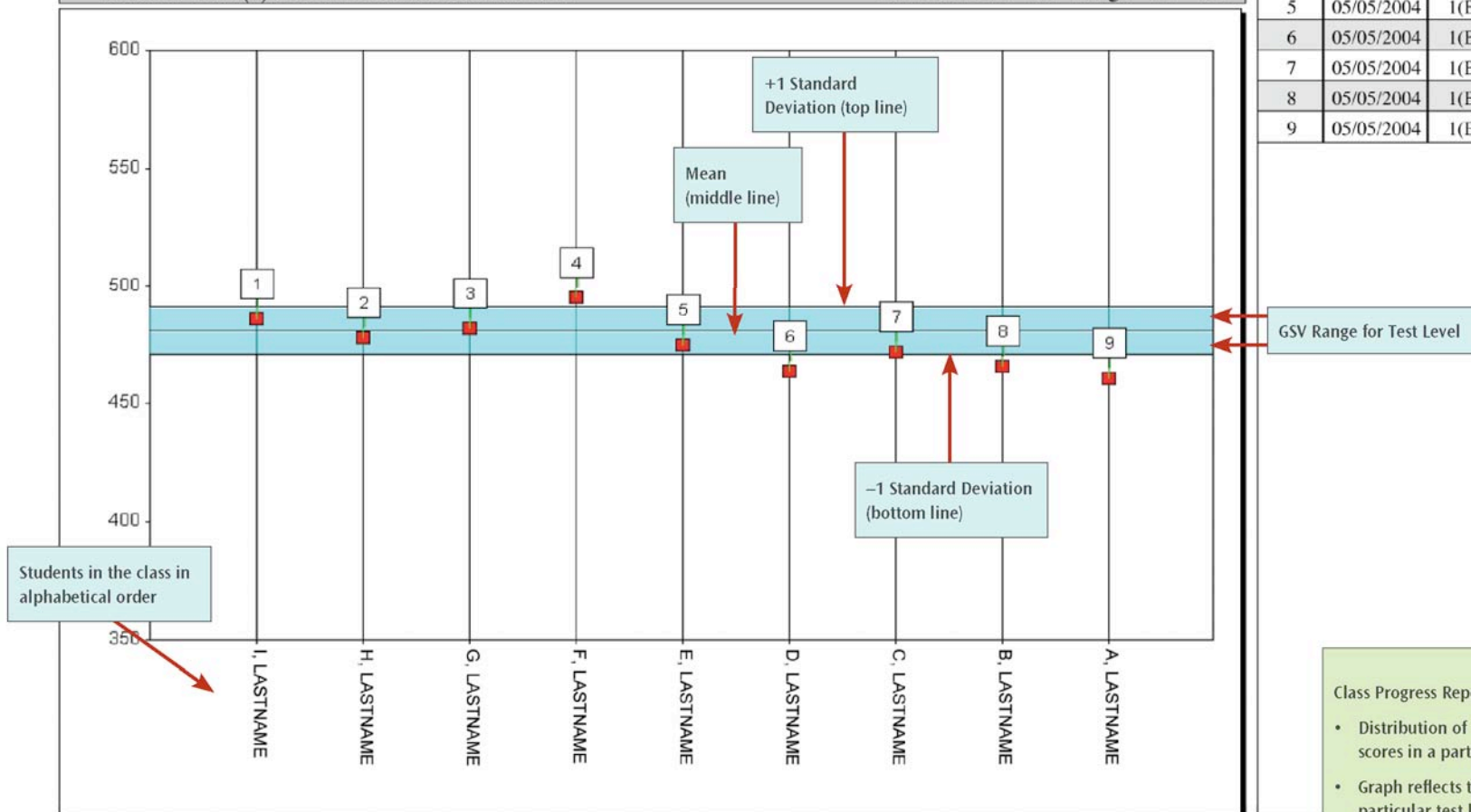
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### Administrations of the GMADE

Seq.	Date	Level	GSV
1	05/05/2004	1(B)	486
2	05/05/2004	1(B)	478
3	05/05/2004	1(B)	482
4	05/05/2004	1(B)	495
5	05/05/2004	1(B)	475
6	05/05/2004	1(B)	464
7	05/05/2004	1(B)	472
8	05/05/2004	1(B)	466
9	05/05/2004	1(B)	461

### Student GSV(s) and the Normal Growth Line

National Mean: 481 Range: 471 - 491



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