GMADE™

Scoring &
Reporting Software

PEARSON

GMADE report options give educators the flexibility to view the individual or classroom data they need in a variety of easy-to-read formats.
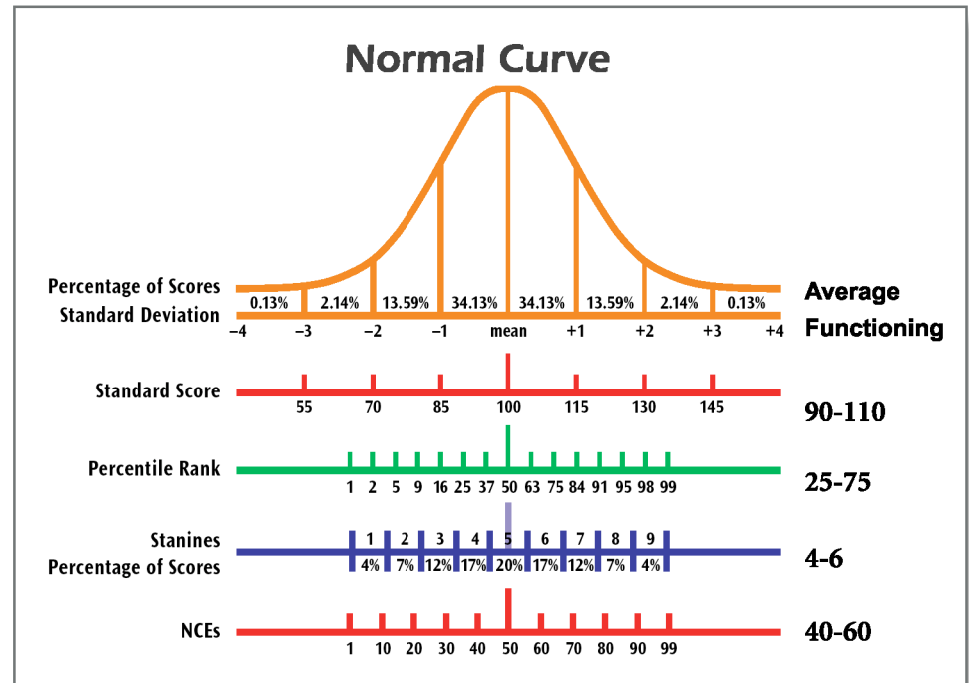
For fast, easy scoring of answer sheets, use *GMADE*™ Scoring & Reporting Software. This convenient software works for all levels of *GMADE* to calculate derived scores based on fall/spring normative data for on-level and out-of-level testing.

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.

Normal Curve

Percentage of Scores	0.13%	2.14%	13.59%	34.13%	34.13%	13.59%	2.14%	0.13%	**Average**
Standard Deviation	−4	−3	−2	−1	mean	+1	+2	+3	+4	**Functioning**

Standard Score	55	70	85	100	115	130	145	**90-110**

Percentile Rank	1 2 5 9 16 25 37 50 63 75 84 91 95 98 99	**25-75**

Stanines	1 2 3 4 5 6 7 8 9	**4-6**
Percentage of Scores	4% 7% 12% 17% 20% 17% 12% 7% 4%	

NCEs	1 10 20 30 40 50 60 70 80 90 99	**40-60**

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
District: EXAMPLE DIST,   Subdistrict:EXAMPLE DIST

GMADE

Group Mathematics Assessment and Diagnostic Evaluation   **On-Level   Spring Norms   Level 4, Form B**

Subtest	RS	Total	SS	%ile	NCE	Stanine	GE	Descriptor	GSV
Concepts and Communication	17		77	6	18	2		Weakness	
Operations and Computation	14		90	25	36	4		Average	
Process and Applications	17		103	58	54	5		Average	
TOTAL TEST		48	91	27	37	4	3.6	Average	494

Birth Date: 07/23/1995
Test Date: 05/28/2006
Grade: 4
Teacher/Examiner: FIRSTNAME LASTNAME
Class/Group: FOURTH LASTNAME
School: Example Elem

Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
Comparison	1	1	100%
Geometry	1	2	50%
Measurement	4	4	100%
Money	1	3	33%
Numeration	4	6	67%
Sequence	3	5	60%
Time	2	5	40%
Quantity	1	2	50%

Operations and Computation	NC	NP	%
Addition	3	6	50%
Subtraction	2	6	33%
Multiplication	4	6	67%
Division	5	6	83%
Whole Numbers	13	21	62%
Fractions	0	1	0%
Decimals	1	2	50%

Process and Applications	NC	NP	%
Geometry	2	2	100%
Measurement	1	5	20%
Money	2	4	50%
Numeration	8	13	62%
Sequence	1	1	100%
Statistics	1	1	100%
Time	2	2	100%
One-Step	12	19	63%
Multiple-Step	5	9	56%

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 2 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 4 indicates 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 5 indicates 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 4 indicates 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		2							
Operations and Computation				4					
Process and Applications					5				
TOTAL TEST				4					

☐ 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.

GM**A**DE

Group Mathematics Assessment and Diagnostic Evaluation

On-Level Spring Norms Level 4, Form B

Subtest	RS	Total	SS	%ile	NCE	Stanine	GE	Descriptor	GSV
Concepts and Communication	17		77	6	18	2		Weakness	
Operations and Computation	14		90	25	36	4		Average	
Process and Applications	17		103	58	54	5		Average	
TOTAL TEST		48	91	27	37	4	3.6	Average	494

Birth Date: 07/23/1995
Test Date: 05/28/2006
Grade: 4
Teacher/Examiner: FIRSTNAME LASTNAME
Class/Group: FOURTH LASTNAME
School: Example Elem

Breakdown of types of errors the student is making.

Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
Comparison	1	1	100%
Geometry	1	2	50%
Measurement	4	4	100%
Money	1	3	33%
Numeration	4	6	67%
Sequence	3	5	60%
Time	2	5	40%
Quantity	1	2	50%

Operations and Computation	NC	NP	%
Addition	3	6	50%
Subtraction	2	6	33%
Multiplication	4	6	67%
Division	5	6	83%
Whole Numbers	13	21	62%
Fractions	0	1	0%
Decimals	1	2	50%

Process and Applications	NC	NP	%
Geometry	2	2	100%
Measurement	1	5	20%
Money	2	4	50%
Numeration	8	13	62%
Sequence	1	1	100%
Statistics	1	1	100%
Time	2	2	100%
One-Step	12	19	63%
Multiple-Step	5	9	56%

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
15	9	1	0	7	0	0	0	0	2	0

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 4 indicates average overall performance in mathematics at this level.

Analysis shows that she did poorly in one of the subtests.

The following comments refer to specific skill areas that have at least five items.
In the **Concepts and Communication** subtest, she answered half or fewer of the questions correct in the area of Time.
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 area of Measurement.

To improve her skills, provide additional instruction and practice at these levels of the
Building Math Success workbooks:
Concepts and Communication, Intermediate
Operations and Computation, Intermediate
Process and Applications, Intermediate

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*

GMADE

Group Mathematics Assessment and Diagnostic Evaluation   **Example Elem**
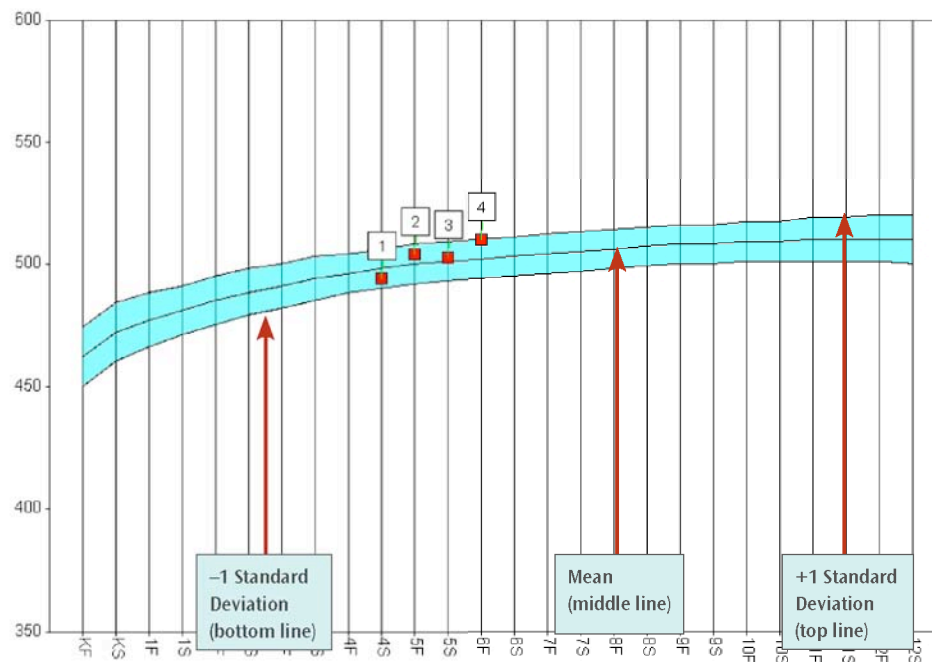
What is the Growth Scale Value (GSV)?

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.

Administrations of the GMADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	05/28/2006	4	4(B)	494	498	490-506
2	09/28/2006	5	5(A)	504	500	492-508
3	05/28/2007	5	5(B)	503	501	493-509
4	09/28/2007	6	6(A)	510	502	494-510

Shows each *GMADE* administration.

Student GSV(s) and the Normal Growth Curve

−1 Standard Deviation (bottom line)

Mean (middle line)

+1 Standard Deviation (top line)

*Shaded area represents ±1 Standard Deviation of the standardization sample.

Individual Progress Report

Tracks math progress over time

   a. Throughout the school year

   b. From grade to grade

GMADE

Group Mathematics Assessment and Diagnostic Evaluation   **On-Level   Spring Norms   Level 4, Form B**

STUDENT recently took the Group Mathematic 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 below shows STUDENT's test results. The Stanine chart reflects STUDENT's most recent test administration and shows his 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: 07/23/1995
Test Date: 05/28/2006
Grade: 4
Teacher/Examiner: FIRSTNAME LASTNAME
Class/Group: FOURTH LASTNAME
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		2							
Operations and Computation				4					
Process and Applications					5				
TOTAL TEST				4					

> 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 2 indicates below average performance on this subtest.
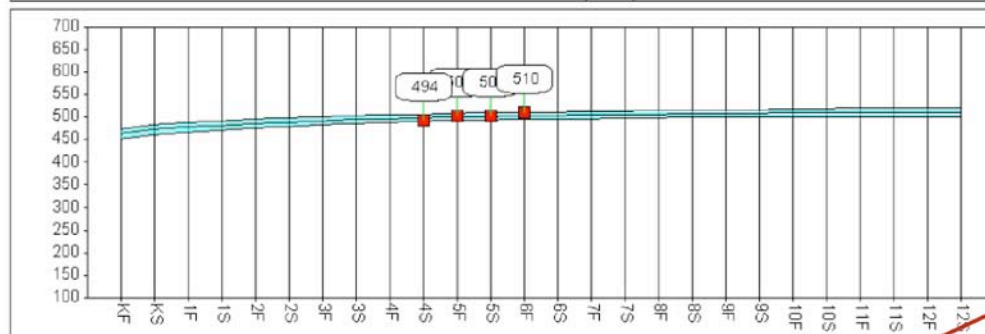
The **Operations and Computation** score indicates a student's ability to use basic operations (+,-,X,÷) with a variety of mathematical representations, as appropriate for this grade level. STUDENT's score of 4 indicates average performance on this subtest.

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 5 indicates 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 4 indicates average overall performance in mathematics at this level.

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

Growth Scale Value (GSV)

494   500   510

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 498 is average for fourth-grade students in the Spring. ; a GSV of less than 490 would reflect a lower mathematic performance and a GSV greater than 506 would reflect a higher mathematic performance for fourth-grade students in the Spring. **On this administration of the GMADE STUDENT obtained a GSV of 494.**

> Explanation of what a GSV is.

> **Parent Report**
> • Visual descriptions of the student's current math level
> • Narrative description of the subtests and student performance

GMADE

Group Mathematics Assessment and Diagnostic Evaluation	On-Level Spring Norms Level 4, Form B

Test Date: 05/17/2005 - 05/17/2005

Teacher/Examiner: FIRSTNAME LASTNAME

Grade: 4

School: Example Elem

Student's Name	Grade	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
A, LASTNAME	4	19	84	14	28	3	13	88	21	33	3	10	88	21	33	3	42	83	13	26	3	2.8	490
B, LASTNAME	4	25	107	68	60	6	14	90	25	36	4	17	103	58	54	5	56	100	50	50	5	4.8	499
C, LASTNAME	4	20	87	19	32	3	9	81	10	23	3	10	88	21	33	3	39	80	9	22	2	2.6	489
D, LASTNAME	4	17	77	6	18	2	13	88	21	33	3	8	81	10	23	3	38	79	8	21	2	2.5	488
E, LASTNAME	4	18	80	9	22	2	11	84	14	28	3	10	88	21	33	3	39	80	9	22	2	2.6	489
F, LASTNAME	4	20	87	19	32	3	21	108	70	61	6	10	88	21	33	3	51	94	34	42	4	4.1	496
G, LASTNAME	4	25	107	68	60	6	21	108	70	61	6	17	103	58	54	5	63	107	68	60	6	6.7	504
H, LASTNAME	4	20	87	19	32	3	19	100	50	50	5	10	88	21	33	3	49	92	30	39	4	3.8	495
I, LASTNAME	4	24	101	53	51	5	16	94	34	42	4	17	103	58	54	5	57	100	50	50	5	5.0	500
J, LASTNAME	4	15	73	4	12	2	8	78	7	19	2	6	75	5	15	2	29	72	3	11	1	1.7	482
J, LASTNAME	4	22	95	37	43	4	14	90	25	36	4	12	93	32	40	4	48	91	27	37	4	3.6	494

Average GSV: 493

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

GMADE

Group Diagnostic Analysis by Item - FOURTH GRADE
District: EXAMPLE DIST SCHL

Process and Applications — On-Level Spring Norms Level 4, Form B

Teacher/Examiner: FIRSTNAME LASTNAME Test Dates: 05/17/2005 - 05/17/2005 Grade: 4 School: Example Elem

Item Number	RS	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		St	N	N	M	N	N	$	N	M	N	G	N	N	S	$	N	M	G	N	N	N	M	$	T	$	M	N	T
Type		OS	OS	OS	OS	MS	OS	OS	OS	OS	OS	OS	MS	MS	OS	OS	OS	MS	MS	MS	OS	OS	OS	OS	MS	MS	OS	MS	OS
Student Name																													
A, LASTNAME	10	D	C	C	B	C	B	B	C	A	B	D	A	B	C	D	A	C	C	D	A	A	A	C	D	A	D	A	C
B, LASTNAME	17	B	C	B	C	D	A	D	B	A	B	A	B	C	B	D	B	D	C	D	C	A	A	C	C	A	D	A	C
C, LASTNAME	10	A	C	D	B	B	C	D	A	A	C	B	A	D	A	C	B	D	A	B	D	C	B	D	A	D	C	B	B
D, LASTNAME	8	C	B	A	A	C	B	C	D	B	A	B	C	D	B		B	D		D		A	A	C	B	A	C	C	D
E, LASTNAME	10	B	B	B		A	A	B	B	A	C	C	A	D	B	A	B	B	A	C	A	B	B	D	A	D	A	B	C
F, LASTNAME	10	B	B	A	B	B	C	D	B	C	A	D	B	C	A	D	B	D	A	D	C	B	A	C	C	A	B	B	C
G, LASTNAME	17	B	B	A	B	C	A	D	B	A	D	A	A	D	B	D	A	A	A	C	C	D	A	C	C	D	D	D	C
H, LASTNAME	10	A	B	C	A	C	A	D	B	C	A	D	B	A	C	B	B	B	C	D	A	A	D	C	C	D	B	B	C
I, LASTNAME	17	B	B	D	A	B	B	A	B	A	C		A	D	B	C	B	D	C	A	A	D	A	B	C	A	C	A	B
J, LASTNAME	6	C	A	B	C	A	C	D	A	A	B	D	B	B	C	B	C	A	C	D	A	B	B	C	A	B	A	A	B
K, LASTNAME	12	B	C	A	C	A	A	B	B	C	D	A	B	B	B	C	A	D	A	D	D	A	B	B	C	C	B	A	B

		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
Total Incorrect		5	7	9	8	7	6	5	4	4	9	10	6	6	5	7	4	5	6	4	8	9	5	9	5	7	8	6	7
Total Correct		6	4	2	3	4	5	6	7	7	2	1	5	5	6	4	7	6	5	7	3	2	6	2	6	4	3	5	4
Local p-value		.55	.36	.18	.27	.36	.45	.55	.64	.64	.18	.09	.45	.45	.55	.36	.64	.55	.45	.64	.27	.18	.55	.18	.55	.36	.27	.45	.36
National p-value		.95	.71	.61	.54	.61	.57	.61	.66	.31	.40	.59	.71	.33	.58	.65	.55	.37	.26	.50	.32	.59	.41	.39	.50	.32	.28	.67	.86
Difference		(.40)	(.35)	(.43)	(.27)	(.25)	(.12)	(.06)	(.02)	.33	(.22)	(.50)	(.26)	.12	(.03)	(.29)	.09	.18	.19	.14	(.05)	(.41)	.14	(.21)	.05	.04	(.01)	(.22)	(.50)

		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
Correct Answer		B	C	D	A	C	A	D	B	A	D	C	A	D	B	D	B	D	C	D	C	D	A	B	C	D	D	A	B
Response A		2	1	4	3	3	5	1	2	7	3	3	5	1	2	1	3	2	5	1	5	5	6	0	3	5	2	5	0
Response B		6	6	3	4	3	3	3	7	1	3	2	5	3	6	2	7	2	0	1	0	3	4	2	1	1	3	4	4
Response C		2	4	2	3	4	3	1	1	3	3	1	1	2	3	3	1	1	5	2	3	1	0	7	6	1	3	1	6
Response D		1	0	2	0	1	0	6	1	0	2	4	0	5	0	4	0	6	0	7	2	2	1	2	1	4	3	1	1
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**
G=Geometry M=Measurement $=Money N=Numeration S=Sequence St=Statistics T=Time		OS=One-Step MS=Multiple-Step

GMADE

Group Diagnostic Analysis by Error - FOURTH GRADE
District: EXAMPLE DIST   Subdistrict: EXAMPLE DIST

| **Group Mathematics Assessment and Diagnostic Evaluation** | | | | | | | | | | **On-Level   Fall Norms   Level 4, Form A** | |

Teacher/Examiner: FIRSTNAME LASTNAME   Test Dates: 10/05/2004 - 10/05/2004 Grade: 4   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	17	7	3	0	4	0	1	0	0	0	0
B, LASTNAME	14	10	4	0	5	0	0	0	0	0	0
C, LASTNAME	13	11	5	0	5	0	1	0	0	0	0
D, LASTNAME	19	5	3	0	2	0	0	0	0	2	0
E, LASTNAME	20	4	1	0	1	0	1	0	0	1	0
F, LASTNAME	18	6	2	0	4	0	0	0	0	1	0
G, LASTNAME	15	9	4	1	4	0	0	0	0	1	0
H, LASTNAME	11	12	3	1	8	0	1	0	0	1	1
I, LASTNAME	19	5	2	0	4	0	0	0	0	1	0
Class Average	**16**	**8**	**3**	**0**	**4**	**0**	**0**	**0**	**0**	**1**	**0**

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.

GMADE

Process and Applications | **On-Level Spring Norms Level 4, Form B**

Teacher/Examiner: FIRSTNAME LASTNAME   Test Dates: 05/17/2005 - 05/17/2005   Grade: 4   School: Example Elem

Student	RS	NP	%	Category							Type		Stanine
				Geometry	Measurement	Money	Numeration	Sequence	Statistics	Time	One-Step	Multiple-Step	
A, LASTNAME	10	28	36%	(1/2) 50%	(3/5) 60%	(1/4) 25%	(5/13) 38%	(0/1) 0%	(0/1) 0%	(0/2) 0%	(5/19) 26%	(5/9) 56%	3
B, LASTNAME	17	28	61%	(1/2) 50%	(4/5) 80%	(2/4) 50%	(7/13) 54%	(1/1) 100%	(1/1) 100%	(1/2) 50%	(12/19) 63%	(5/9) 56%	5
C, LASTNAME	10	28	36%	(0/2) 0%	(2/5) 40%	(2/4) 50%	(5/13) 38%	(0/1) 0%	(0/1) 0%	(1/2) 50%	(6/19) 32%	(4/9) 44%	3
D, LASTNAME	8	28	29%	(0/2) 0%	(3/5) 60%	(0/4) 0%	(4/13) 31%	(1/1) 100%	(0/1) 0%	(0/2) 0%	(4/19) 21%	(4/9) 44%	3
E, LASTNAME	10	28	36%	(1/2) 50%	(1/5) 20%	(1/4) 25%	(5/13) 38%	(1/1) 100%	(1/1) 100%	(0/2) 0%	(7/19) 37%	(3/9) 33%	3
F, LASTNAME	10	28	36%	(0/2) 0%	(2/5) 40%	(2/4) 50%	(4/13) 31%	(0/1) 0%	(1/1) 100%	(1/2) 50%	(7/19) 37%	(3/9) 33%	3
G, LASTNAME	17	28	61%	(0/2) 0%	(3/5) 60%	(3/4) 75%	(8/13) 62%	(1/1) 100%	(1/1) 100%	(1/2) 50%	(12/19) 63%	(5/9) 56%	5
H, LASTNAME	10	28	36%	(1/2) 50%	(1/5) 20%	(2/4) 50%	(5/13) 38%	(0/1) 0%	(0/1) 0%	(1/2) 50%	(5/19) 26%	(5/9) 56%	3
I, LASTNAME	17	28	61%	(1/2) 50%	(4/5) 80%	(1/4) 25%	(7/13) 54%	(1/1) 100%	(1/1) 100%	(2/2) 100%	(11/19) 58%	(6/9) 67%	5
J, LASTNAME	6	28	21%	(1/2) 50%	(1/5) 20%	(1/4) 25%	(2/13) 15%	(0/1) 0%	(0/1) 0%	(1/2) 50%	(3/19) 16%	(3/9) 33%	2
K, LASTNAME	12	28	43%	(0/2) 0%	(1/5) 20%	(1/4) 25%	(6/13) 46%	(1/1) 100%	(1/1) 100%	(2/2) 100%	(8/19) 42%	(4/9) 44%	4
Class Average % Correct			41%	27%	45%	36%	41%	55%	55%	45%	38%	47%	

Local average p-value				0.27	0.45	0.36	0.41	0.55	0.55	0.45	0.38	0.47	
National average p-value				0.43	0.38	0.49	0.56	0.58	0.95	0.68	0.56	0.47	
Difference				(0.15)	0.07	(0.13)	(0.15)	(0.03)	(0.40)	(0.23)	(0.17)	0.00	

Who in the class is struggling with Process and Application?

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

Answer: Measurement and Multiple-Step problems. 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 Measurement and Multiple-Step problems.
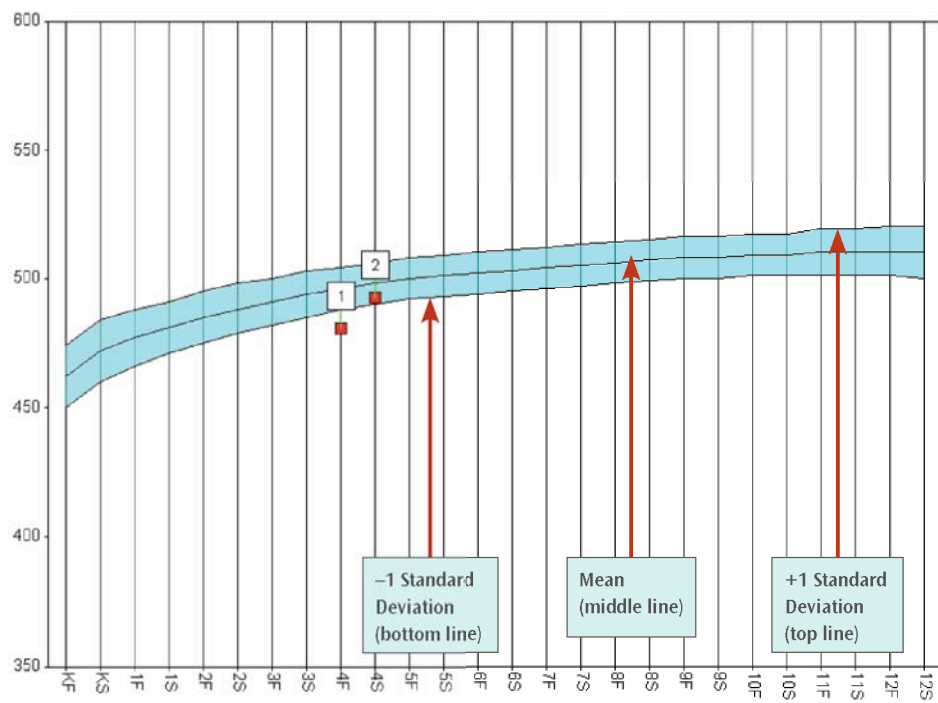
Group Diagnostic Analysis by Type

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.

GMADE

Group Mathematics Assessment and Diagnostic Evaluation   **Example Elem**

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.

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.

Student GSV(s) and the Normal Growth Curve

−1 Standard Deviation (bottom line)

Mean (middle line)

+1 Standard Deviation (top line)

*Shaded area represents ±1 Standard Deviation of the standardization sample.

Group Progress Report

- Shows class average GSV

- Tracks math progress of the whole class over time

  a. Throughout the school year

  b. From grade to grade

GMADE™

Group Mathematics Assessment and Diagnostic Evaluation

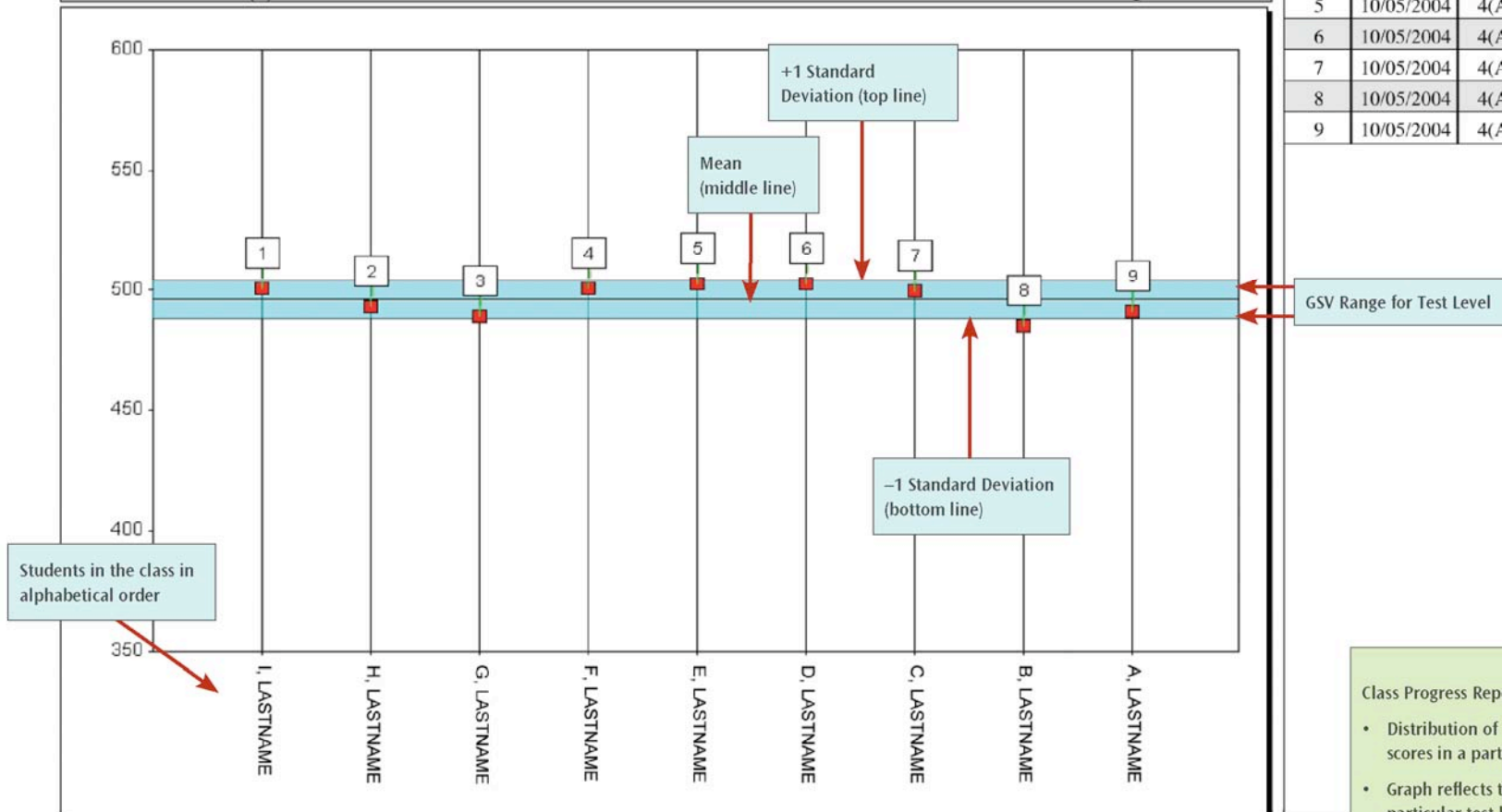Grade: 4   Norms: Fall

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.

Administrations of the GMADE

Seq.	Date	Level	GSV
1	10/05/2004	4(A)	501
2	10/05/2004	4(A)	493
3	10/05/2004	4(A)	489
4	10/05/2004	4(A)	501
5	10/05/2004	4(A)	503
6	10/05/2004	4(A)	503
7	10/05/2004	4(A)	500
8	10/05/2004	4(A)	485
9	10/05/2004	4(A)	491

Student GSV(s) and the Normal Growth Line

National Mean: 496   Range: 488 - 504

+1 Standard Deviation (top line)

Mean (middle 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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