GMADE™

Scoring & Reporting Software

SAMPLE REPORTS Level M

M

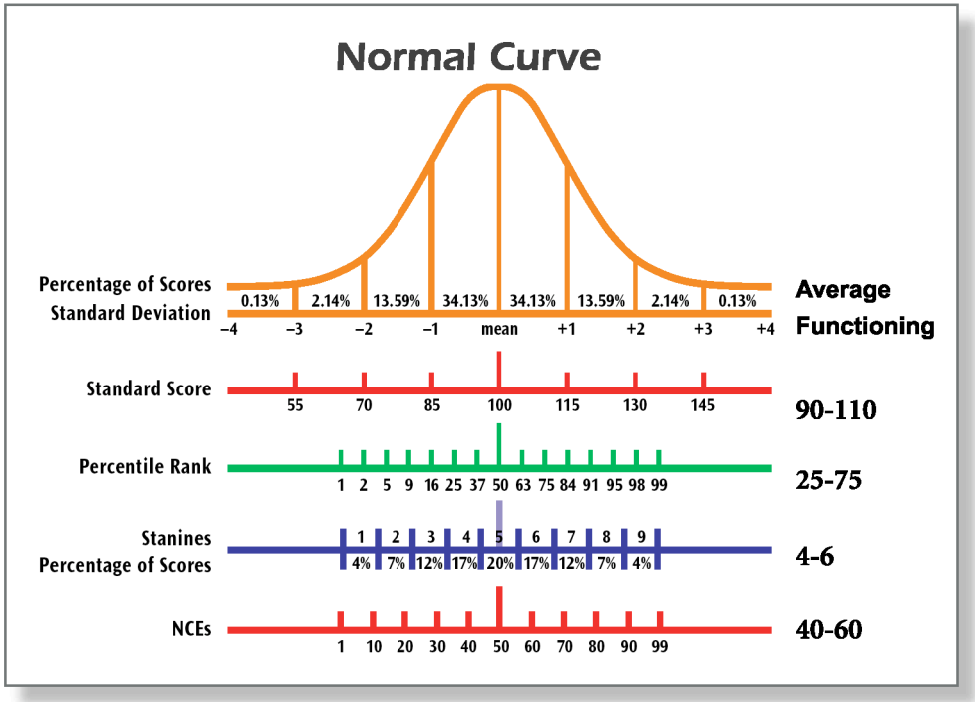
PEARSON

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.

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

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

Subtest	RS	Total	SS	%ile	NCE	Stanine	GE	Descriptor	GSV
Concepts and Communication	12		80	9	22	2		Weakness	
Operations and Computation	10		88	21	33	3		Weakness	
Process and Applications	9		83	13	26	3		Weakness	
TOTAL TEST		31	78	7	19	2	4.5	Weakness	498

Birth Date: 03/03/1992
Test Date: 05/21/2006
Grade: 8
Teacher/Examiner: FIRSTNAME LASTNAME
Class/Group: MATH
School: Example Middle

Diagnostic Analysis Summary

	NC	NP	%
Concepts and Communication			
Geometry	2	4	50%
Measurement	2	2	100%
Numeration	6	16	38%
Quantity	0	3	0%
Sequence	2	3	67%
Operations and Computation			
Addition	2	5	40%
Subtraction	3	5	60%
Multiplication	1	6	17%
Division	3	7	43%
Multiple Operations	1	1	100%
Whole Numbers	2	2	100%
Fractions	2	5	40%
Decimals	1	5	20%
Percents	2	3	67%
Exponents	0	1	0%
Signed Numbers	1	4	25%
Algebra	2	4	50%
Process and Applications			
Algebra	1	2	50%
Comparison	3	3	100%
Geometry	0	2	0%
Measurement	2	2	100%
Money	0	2	0%
Numeration	1	8	13%
Quantity	1	4	25%
Statistics	1	3	33%
Time	0	4	0%
One-Step	3	15	20%
Multiple-Step	4	10	40%
Process	2	5	40%

NC = Number Correct NP = Number Possible

weakness strengths

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 3 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 3 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 2 indicates below average overall performance in mathematics at this level.

Stanine Chart

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

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.

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Individual Diagnostic Analysis - A, STUDENT
District: EXAMPLE DIST SCHL

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

Subtest	RS	Total	SS	%ile	NCE	Stanine	GE	Descriptor	GSV
Concepts and Communication	12		80	9	22	2		Weakness	
Operations and Computation	10		88	21	33	3		Weakness	
Process and Applications	9		83	13	26	3		Weakness	
TOTAL TEST		31	78	7	19	2	4.5	Weakness	498

Birth Date: 03/03/1992
Test Date: 05/21/2005
Grade: 8
Teacher/Examiner: FIRSTNAME LASTNAME
Class/Group: MATH
School: Example Middle

Breakdown of types of errors the student is making.

Diagnostic Analysis Summary

Concepts and Communication	NC	NP	%
Geometry	2	4	50%
Measurement	2	2	100%
Numeration	6	16	38%
Quantity	0	3	0%
Sequence	2	3	67%

Operations and Computation	NC	NP	%
Addition	2	5	40%
Subtraction	3	5	60%
Multiplication	1	6	17%
Division	3	7	43%
Multiple Operations	1	1	100%
Whole Numbers	2	2	100%
Fractions	2	5	40%
Decimals	1	5	20%
Percents	2	3	67%
Exponents	0	1	0%
Signed Numbers	1	4	25%
Algebra	2	4	50%

Process and Applications	NC	NP	%
Algebra	1	2	50%
Comparison	3	3	100%
Geometry	0	2	0%
Measurement	2	2	100%
Money	0	2	0%
Numeration	1	8	13%
Quantity	1	4	25%
Statistics	1	3	33%
Time	0	4	0%
One-Step	3	15	20%
Multiple-Step	4	10	40%
Process	2	5	40%

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
10	14	0	4	0	2	5	1	1	0	2

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

RECOMMENDATIONS

HARRISON's **Total Test** Stanine score of 2 indicates below average overall performance in mathematics at this level.

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

The following comments refer to specific skill areas that have at least five items.
In the **Concepts and Communication** subtest, he answered half or fewer of the questions correct in the area of Numeration.
In the **Operations and Computation** subtest, he answered half or fewer of the questions correct in the areas of Addition, Multiplication, and Division.
In the **Process and Applications** subtest, he answered half or fewer of the questions correct in the area of Numeration.

To improve his 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*

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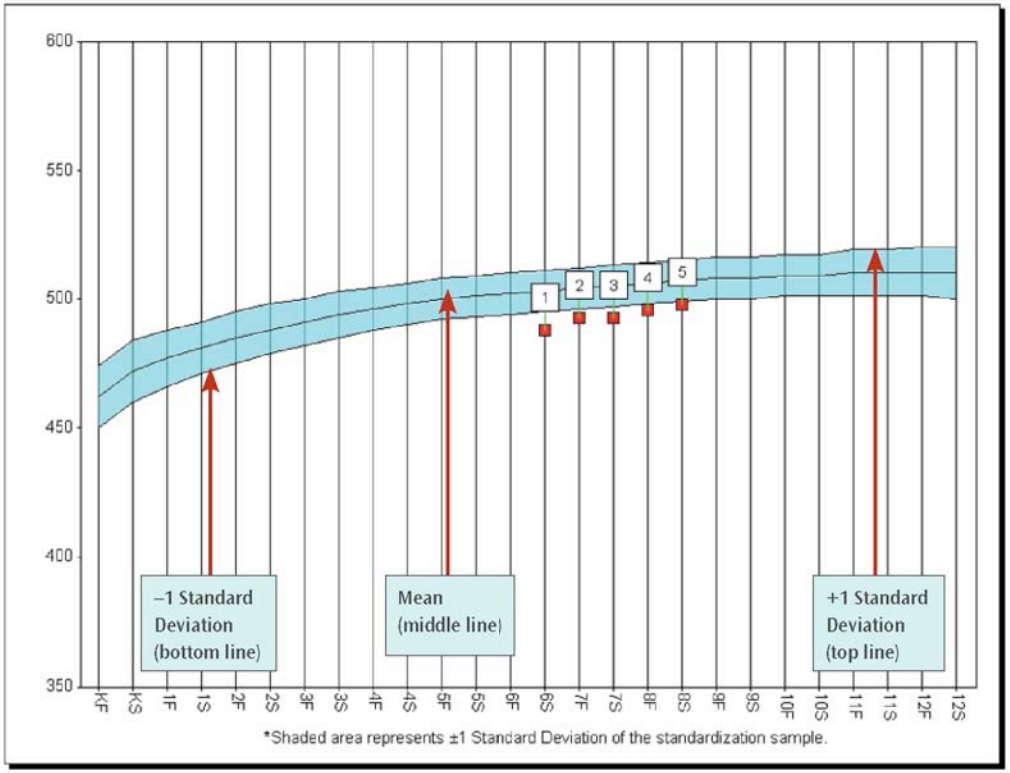
Individual Progress Report - A, STUDENT
District: EXAMPLE DIST SCHL

Group Mathematics Assessment and Diagnostic Evaluation — **Example Middle**

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 ±1 Standard Deviation of the standardization sample.

Administrations of the GMADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	05/13/2004	6	6(A)	488	503	495-511
2	10/12/2004	7	M(A)	493	504	496-512
3	05/17/2005	7	M(B)	493	505	497-513
4	10/23/2005	8	M(A)	496	506	498-514
5	05/21/2006	8	M(B)	498	507	499-515

Shows each *GMADE* administration.

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

Individual Parent Report - A, STUDENT
District: EXAMPLE DIST SCHL

GMADE

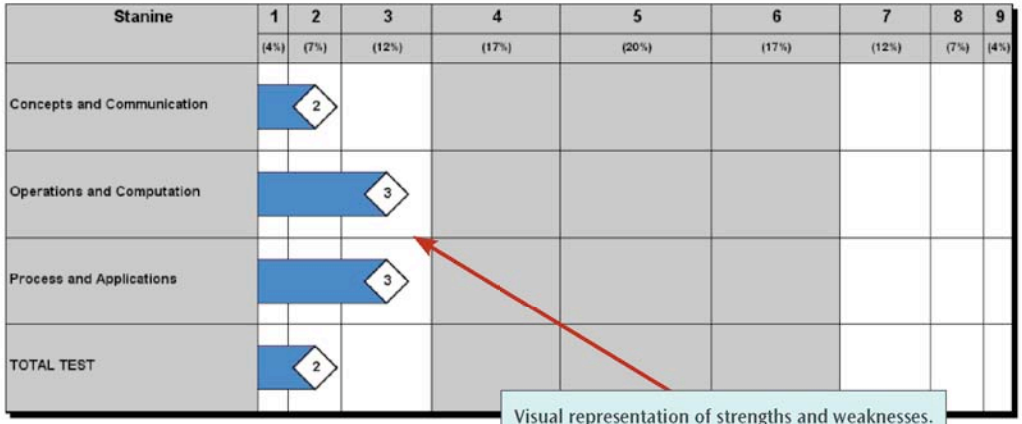
Group Mathematics Assessment and Diagnostic Evaluation — **On-Level Spring Norms Level M, Form B**

STUDENT recently took the Group Mathematic Assessment and Diagnostic Evaluation (GMADE). The GMADE is a test 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. The Growth Scale Value (GSV) graph demonstrates STUDENT's mathematic progress over time. The data point or mark on this graph represents STUDENT's mathematic performance. Please feel free to ask any questions about this report. You are an important part of STUDENT's mathematic success.

Description of report layout.

Birth Date: 03/03/1992
Test Date: 05/21/2006
Grade: 8
Teacher/Examiner: FIRSTNAME LASTNAME
Class/Group: MATH
School: Example Middle

Stanine Profile



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.

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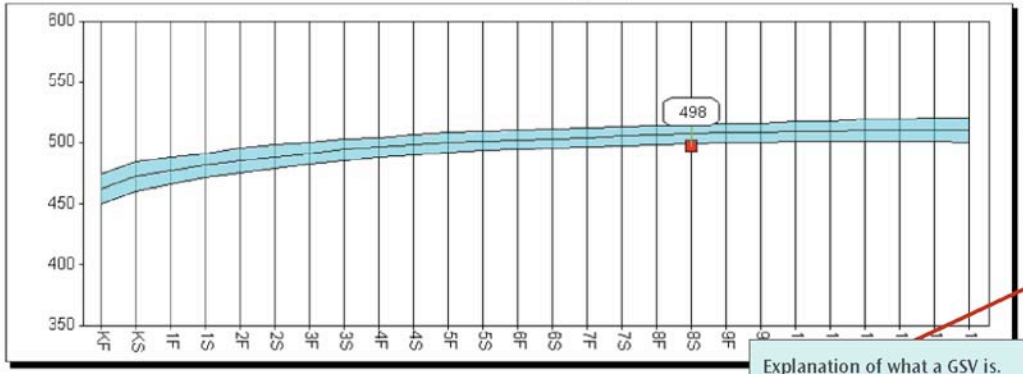
The **Process and Applications** score indicates a student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. STUDENT's score of 3 indicates below average performance on this subtest.

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 2 indicates below average overall performance in mathematics at this level.

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

Growth Scale Value (GSV)



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 507 is average for eigth-grade students in the Spring; a GSV of less than 499 would reflect a lower mathematic performance and a GSV greater than 515 would reflect a higher mathematic performance for eigth-grade students in the Spring. **On this administration of the GMADE STUDENT obtained a GSV of 498.**

Parent Report

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

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Group Score Summary - MATH
District: EXAMPLE DIST SCHL

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

Test Date: 05/21/2006 - 05/21/2006
Teacher/ Examiner: FIRSTNAME LASTNAME
Grade: 8
School: Example Middle

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	8	12	80	9	22	2	10	88	21	33	3	9	83	13	26	3	31	78	7	19	2	4.5	498
B, LASTNAME	8	18	94	34	42	4	13	96	39	44	5	12	91	27	37	4	43	91	27	37	4	7.2	505
C, LASTNAME	8	23	106	66	58	6	16	102	55	53	5	17	105	63	57	6	56	103	58	54	5	>12.8	512
D, LASTNAME	8	21	102	55	53	5	10	88	21	33	3	11	89	23	35	4	42	90	25	36	4	6.7	504
E, LASTNAME	8	15	87	19	32	3	8	84	14	28	3	10	84	14	28	3	33	81	10	23	3	5.0	500
F, LASTNAME	8	18	94	34	42	4	13	96	39	44	5	15	100	50	50	5	46	94	34	42	4	7.7	506
G, LASTNAME	8	15	87	19	32	3	10	88	21	33	3	11	89	23	35	4	36	84	14	28	3	5.3	501
H, LASTNAME	8	19	96	39	44	5	11	91	27	37	4	13	93	32	40	4	43	91	27	37	4	7.2	505
I, LASTNAME	8	12	80	9	22	2	10	88	21	33	3	12	91	27	37	4	34	82	12	25	3	5.0	500
J, LASTNAME	8	19	96	39	44	5	13	96	39	44	5	12	91	27	37	4	44	92	30	39	4	7.2	505
K, LASTNAME	8	14	85	16	29	3	13	96	39	44	5	13	93	32	40	4	40	88	21	33	3	6.2	503

Average GSV: 504

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

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Group Diagnostic Analysis by Item - MATH
District: EXAMPLE DIST SCHL

Concepts and Communication — **On-Level Spring Norms Level M, Form B**

Teacher/Examiner: FIRSTNAME LASTNAME Test Dates: 05/21/2006 - 05/21/2006 Grade: 8 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		Q	S	N	M	N	N	N	G	N	N	G	N	S	N	Q	G	N	N	N	G	N	N	Q	N	S	N	N	M
Student Name	RS																												
A, LASTNAME	12	C	C	A	C	B	C	B	D	C	B	C	D	A	C	B	A	A	C	A	B	A	D	C	B	B	B	C	D
B, LASTNAME	18	C	B	A	C	A	B	B	A	D		C	D	A	B	C	A	A	C	C	D	A	C	A	C	B	A	C	D
C, LASTNAME	23	D	B	A	C	A	B	C	A	D	D	C	C	A	B	C	C	A	B	B	B	A	C	A	B	B	A	C	A
D, LASTNAME	21	D	B	A	B	A	C	B	A	D	D	C	C	B		C	D	A	B	B	B	A	D	A	B	C	A	A	D
E, LASTNAME	15	D	C	B	B	A	B	B	B	D	C	B	D	B	B	B	D	C	B	B	B	D	D	B	C	B	A	A	D
F, LASTNAME	18	D	C	B	C	C	B	C	C	B	C	A	D	A	C	C	D	A	B	C	B	A	D	A	A	B	A	A	D
G, LASTNAME	15	B	C	A	B	A	B	B	B	B	C	C	C	A	C	B	D	A	A	B	B	A	D	A	C	C	A	A	D
H, LASTNAME	19	C	B	B	C	B	B	B	A	B	B	B	D	C	B	C	D	A	B	B	C	A	D	A	B	B	A	A	D
I, LASTNAME	12	C	C	A	B	B	B	B	A	C	D	A	B	B	B	C	C	C	D	B	C	A	C	A	B	B	B	A	C
J, LASTNAME	19	C	B	A	C	B	B	B	C	D	D	C	D	B	C	C	D	A	B	B	B	A	B	A	B	C	A	A	C
K, LASTNAME	14	C	B		B	A		C	B	B	D	B		A	B	C	B	B	B	B	B	B	D	A	C	B	A	B	A

Total Incorrect	7	5	4	5	5	3	8	6	6	6	5	5	5	5	3	5	3	4	3	3	2	4	2	5	3	2	4	4
Total Correct	4	6	7	6	6	8	3	5	5	5	6	6	6	6	8	6	8	7	8	8	9	7	9	6	8	9	7	7
Local p-value	.36	.55	.64	.55	.55	.73	.27	.45	.45	.45	.55	.55	.55	.55	.73	.55	.73	.64	.73	.73	.82	.64	.82	.55	.73	.82	.64	.64
National p-value	.77	.89	.85	.62	.56	.85	.73	.86	.77	.40	.61	.74	.52	.77	.70	.85	.69	.74	.43	.87	.68	.78	.82	.56	.87	.69	.74	.91
Difference	(.41)	(.34)	(.21)	(.07)	(.01)	(.12)	(.46)	(.41)	(.32)	.05	(.06)	(.19)	.03	(.22)	.03	(.30)	.04	(.10)	.30	(.14)	.14	(.14)	(.00)	(.01)	(.14)	.13	(.10)	(.27)

Correct Answer	D	B	A	C	A	B	C	A	D	D	C	D	A	B	C	D	A	B	B	B	A	D	A	B	B	A	A	D
Response A	0	0	7	0	6	0	0	5	0	0	2	0	6	0	0	2	8	1	1	0	9	0	9	1	0	9	7	2
Response B	1	6	3	5	4	8	8	3	4	2	3	1	4	6	3	1	1	7	8	8	1	1	1	6	8	2	1	0
Response C	6	5	0	6	1	2	3	2	2	3	6	3	1	4	8	2	2	2	2	2	0	3	1	4	3	0	3	2
Response D	4	0	0	0	0	0	0	1	5	5	0	6	0	0	0	6	0	1	0	1	1	7	0	0	0	0	0	7
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

G=Geometry M=Measurement N=Numeration Q=Quantity S=Sequence

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Group Diagnostic Analysis by Error - MATH
District: EXAMPLE DIST SCHL

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

Teacher/Examiner: FIRSTNAME LASTNAME Test Dates: 05/21/2006 - 05/21/2006 Grade: 8 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	10	14	0	4	0	2	5	1	1	0	2
B, LASTNAME	13	11	0	6	1	1	4	0	0	1	0
C, LASTNAME	16	8	0	4	0	1	2	1	0	0	0
D, LASTNAME	10	14	0	7	1	1	4	1	0	1	0
E, LASTNAME	8	16	1	4	2	1	5	2	0	1	1
F, LASTNAME	13	11	0	5	0	0	4	1	1	1	0
G, LASTNAME	10	14	0	5	0	3	2	1	1	1	3
H, LASTNAME	11	13	0	6	0	1	4	2	0	1	0
I, LASTNAME	10	14	0	7	0	1	3	1	1	1	0
J, LASTNAME	13	11	0	2	2	2	5	1	0	1	0
K, LASTNAME	13	11	1	5	1	2	3	0	1	0	0
Class Average	**12**	**12**	**0**	**5**	**1**	**1**	**4**	**1**	**0**	**1**	**1**

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.

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Group Diagnostic Analysis by Type - MATH
District: EXAMPLE DIST SCHL

Concepts and Communication — **On-Level Spring Norms Level M, Form B**

Teacher/Examiner: FIRSTNAME LASTNAME Test Dates: 05/21/2006 - 05/21/2006 Grade: 8 School: Example Elem

Student	RS	NP	%	Category					Stanine
				Geometry	Measurement	Numeration	Quantity	Sequence	
A, LASTNAME	12	28	**43%**	(2/4) 50%	(2/2) 100%	(6/16) 38%	(0/3) 0%	(2/3) 67%	2
B, LASTNAME	18	28	**64%**	(2/4) 50%	(2/2) 100%	(9/16) 56%	(2/3) 67%	(3/3) 100%	4
C, LASTNAME	23	28	**82%**	(3/4) 75%	(1/2) 50%	(13/16) 81%	(3/3) 100%	(3/3) 100%	6
D, LASTNAME	21	28	**75%**	(4/4) 100%	(1/2) 50%	(12/16) 75%	(3/3) 100%	(1/3) 33%	5
E, LASTNAME	15	28	**54%**	(2/4) 50%	(1/2) 50%	(10/16) 63%	(1/3) 33%	(1/3) 33%	3
F, LASTNAME	18	28	**64%**	(2/4) 50%	(2/2) 100%	(9/16) 56%	(3/3) 100%	(2/3) 67%	4
G, LASTNAME	15	28	**54%**	(3/4) 75%	(1/2) 50%	(9/16) 56%	(1/3) 33%	(1/3) 33%	3
H, LASTNAME	19	28	**68%**	(2/4) 50%	(2/2) 100%	(11/16) 69%	(2/3) 67%	(2/3) 67%	5
I, LASTNAME	12	28	**43%**	(1/4) 25%	(0/2) 0%	(8/16) 50%	(2/3) 67%	(1/3) 33%	2
J, LASTNAME	19	28	**68%**	(3/4) 75%	(1/2) 50%	(12/16) 75%	(2/3) 67%	(1/3) 33%	5
K, LASTNAME	14	28	**50%**	(1/4) 25%	(0/2) 0%	(8/16) 50%	(2/3) 67%	(3/3) 100%	3
Class Average % Correct			**60%**	**57%**	**59%**	**61%**	**64%**	**61%**	
Local average p-value				0.57	0.59	0.61	0.64	0.61	
National average p-value				0.80	0.77	0.69	0.76	0.76	
Difference				(0.23)	(0.17)	(0.08)	(0.13)	(0.15)	

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: None. The class as a whole is performing below the national average p-value in all areas.

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

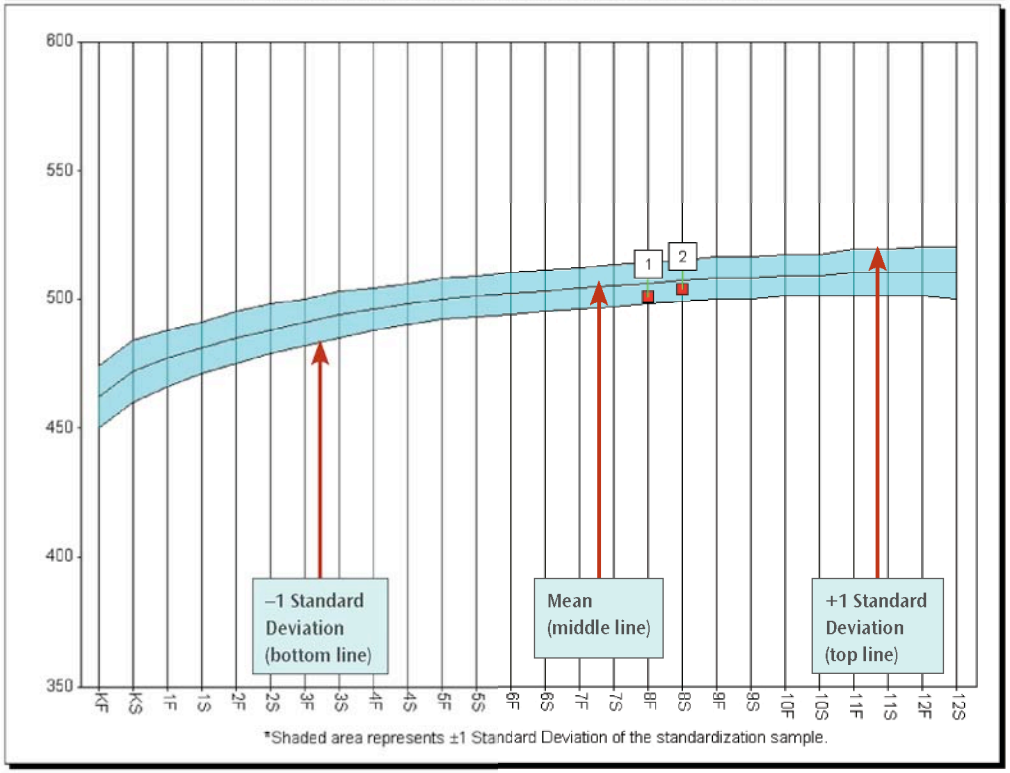
Group Mathematics Progress Report - 10/23/2005 - 05/21/2006
District: EXAMPLE DIST SCHL

Group Mathematics Assessment and Diagnostic Evaluation — **Example Middle**

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 ±1 Standard Deviation of the standardization sample.

Administrations of the GMADE

Seq.	Student Grade	Norms	# of Tests	Average GSV	National Mean	Range
1	8	Fall	2	501	506	498-514
2	8	Spring	11	504	507	499-515

Shows each *GMADE* administration.

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

Class Progress Report
SEVEN LASTNAME

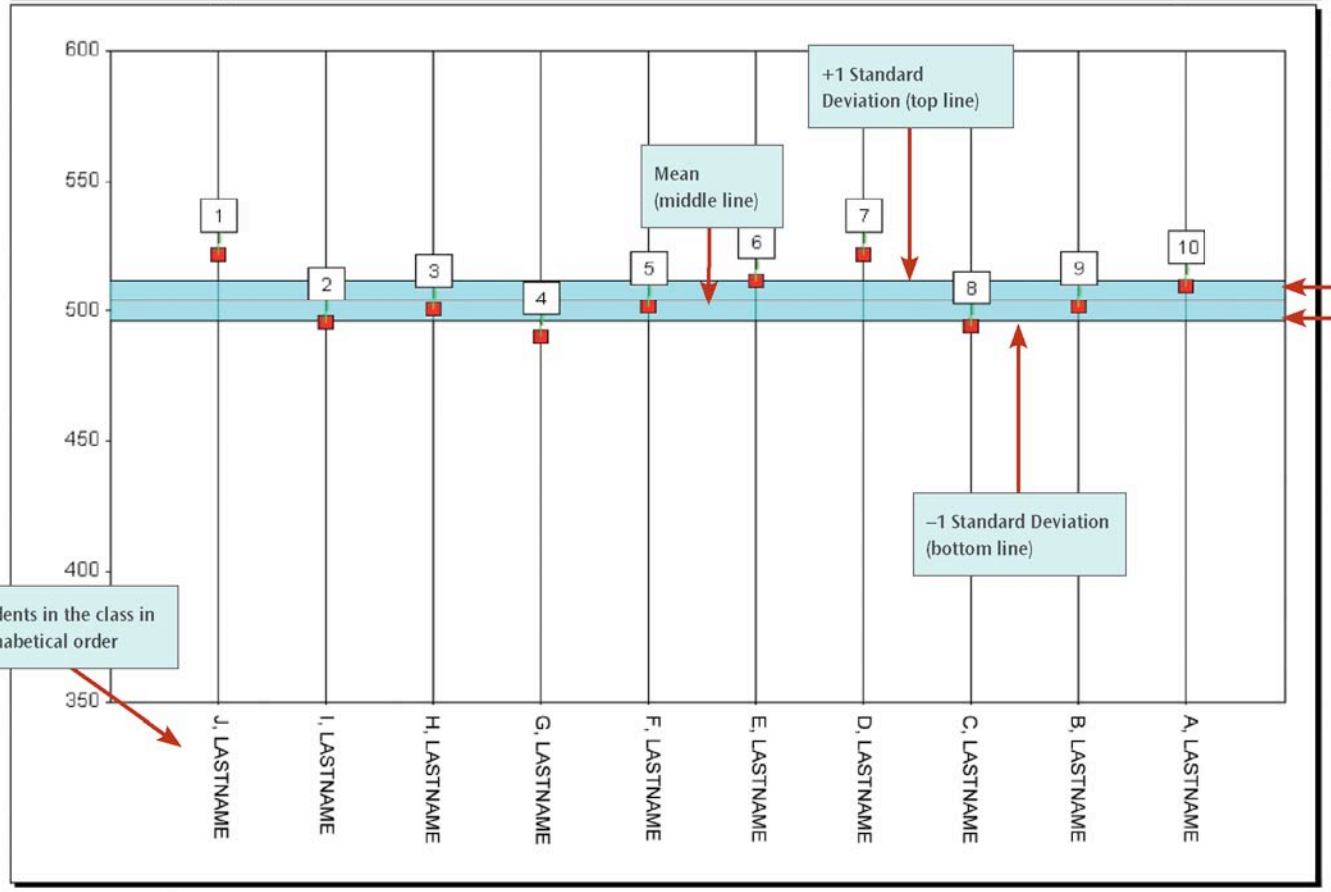
Group Mathematics Assessment and Diagnostic Evaluation Grade: 7 Norms: Fall

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.

Student GSV(s) and the Normal Growth Line

National Mean: 504 Range: 496 - 512



Administrations of the GMADE

Seq.	Date	Level	GSV
1	09/05/2007	M(A)	522
2	09/05/2007	M(A)	496
3	09/05/2007	M(A)	501
4	09/05/2007	M(A)	490
5	09/05/2007	M(A)	502
6	09/05/2007	M(A)	512
7	09/05/2007	M(A)	522
8	09/05/2007	M(A)	494
9	09/05/2007	M(A)	502
10	09/05/2007	M(A)	510

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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