GMADE™
Group Mathematics Assessment and Diagnostic Evaluation

Student Report | Student Sample1 Lastname 1

SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000501
BIRTH DATE: 05/29/2008
TEST DATE: 03/03/2020
GRADE: 1
LEVEL/FORM: Spring Level 2, Form A

The **Composite and Subtest Summary** shows which domains or subtests show strong, average, or weak performance for this student.

This student's **Total Test (Math)** score, an overall measure of mathematical ability, falls in the **"Average"** range.

The **Concepts and Communication** subtest addresses the language, vocabulary, and representations of mathematics. This student's score falls in the **"Weakness"** range.

The **Operations and Computation** subtest measures the ability to use the basic operations with a variety of mathematical representations, as appropriate for each stage of curriculum development. This student's score falls in the **"Average"** range.

The **Process and Applications** subtest measures the student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. This student's score falls in the **"Average"** range.

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 **Diagnostic Analysis Summary** provides more information about this student's mastery of specific math-related skills. In math skill domains (e.g., Concepts and Communication or Operations and Computation) for which a student's score is below average, the percent correct shown in the Diagnostic Analysis may help identify which specific skills may require further instruction to help improve overall mathematical ability.

A score below 75% correct generally indicates that the student has not mastered the skill at this grade level and may require further instruction; however, this should be interpreted with caution for any skills that are measured with fewer than four items.

Composite and Subtest Summary

Composite/Subtest	Number Correct	Number Attempted	Percent Correct	Descriptor
Total Test (Math)	61	76	76%	Average
Concepts & Communication	22	28	79%	Weakness
Operations & Computation	20	24	83%	Average
Process & Applications	19	24	68%	Average

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	4%	7%	12%	17%	20%	17%	12%	7%	4%
Concepts & Communication									
Operations & Computation									
Process & Applications									
Total Test (Math)									

Diagnostic Analysis Summary

Subtest/Skill	Number Correct	Number Possible	Number Attempted	Percent Correct
Concepts & Communication				
Comparison	3	4	4	75%
Money	2	5	5	40%
Numeration	7	8	8	88%
Quantity	5	6	6	83%
Sequence	3	3	3	100%
Time	2	2	2	100%
Operations & Computation				
Addition	9	12	12	75%
Subtraction	11	12	12	92%
Process & Applications				
Comparison	3	3	3	100%
Measurement	1	2	1	50%
Money	1	1	1	100%
Numeration	12	17	15	71%
Sequence	2	2	2	100%
Statistics	0	1	1	0%
Time	0	2	1	0%
One-Step	14	23	19	61%
Multiple-Step	5	5	5	100%

NS = Not Scored because the student did not attempt the test

Report Date: 04/02/2021

GMADE™
Group Mathematics Assessment and Diagnostic Evaluation

Student Report | Student Sample2 Lastname 2

SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000502
BIRTH DATE: 06/24/2008
TEST DATE: 03/03/2020
GRADE: 1
LEVEL/FORM: Spring Level 2, Form A

The **Composite and Subtest Summary** shows which domains or subtests show strong, average, or weak performance for this student.

This student's **Total Test (Math)** score, an overall measure of mathematical ability, falls in the **"Weakness"** range.

The **Concepts and Communication** subtest addresses the language, vocabulary, and representations of mathematics. This student's score falls in the **"Weakness"** range.

The **Operations and Computation** subtest measures the ability to use the basic operations with a variety of mathematical representations, as appropriate for each stage of curriculum development. This student's score falls in the **"Weakness"** range.

The **Process and Applications** subtest measures the student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. This student's score falls in the **"Average"** range.

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 **Diagnostic Analysis Summary** provides more information about this student's mastery of specific math-related skills. In math skill domains (e.g., Concepts and Communication or Operations and Computation) for which a student's score is below average, the percent correct shown in the Diagnostic Analysis may help identify which specific skills may require further instruction to help improve overall mathematical ability.

A score below 75% correct generally indicates that the student has not mastered the skill at this grade level and may require further instruction; however, this should be interpreted with caution for any skills that are measured with fewer than four items.

Composite and Subtest Summary

Composite/Subtest	Number Correct	Number Attempted	Percent Correct	Descriptor
Total Test (Math)	50	71	63%	Weakness
Concepts & Communication	20	27	71%	Weakness
Operations & Computation	12	22	50%	Weakness
Process & Applications	18	22	64%	Average

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	4%	7%	12%	17%	20%	17%	12%	7%	4%
Concepts & Communication									
Operations & Computation									
Process & Applications									
Total Test (Math)									

Diagnostic Analysis Summary

Subtest/Skill	Number Correct	Number Possible	Number Attempted	Percent Correct
Concepts & Communication				
Comparison	3	4	4	75%
Money	0	5	4	0%
Numeration	7	8	8	88%
Quantity	5	6	6	83%
Sequence	3	3	3	100%
Time	2	2	2	100%
Operations & Computation				
Addition	6	12	10	50%
Subtraction	6	12	12	50%
Process & Applications				
Comparison	3	3	3	100%
Measurement	1	2	1	50%
Money	NS	1	0	
Numeration	12	17	14	71%
Sequence	2	2	2	100%
Statistics	0	1	1	0%
Time	0	2	1	0%
One-Step	16	23	19	70%
Multiple-Step	2	5	3	40%

NS = Not Scored because the student did not attempt the test

Report Date: 04/02/2021

GMADE™
Group Mathematics Assessment and Diagnostic Evaluation

Student Report | Student Sample3 Lastname 3

SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000503
BIRTH DATE: 07/11/2008
TEST DATE: 03/03/2020
GRADE: 1
LEVEL/FORM: Spring Level 2, Form A

The **Composite and Subtest Summary** shows which domains or subtests show strong, average, or weak performance for this student.

This student's **Total Test (Math)** score, an overall measure of mathematical ability, falls in the **"Weakness"** range.

The **Concepts and Communication** subtest addresses the language, vocabulary, and representations of mathematics. This student's score falls in the **"Weakness"** range.

The **Operations and Computation** subtest measures the ability to use the basic operations with a variety of mathematical representations, as appropriate for each stage of curriculum development. This student's score falls in the **"Average"** range.

The **Process and Applications** subtest measures the student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. This student's score falls in the **"Average"** range.

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 **Diagnostic Analysis Summary** provides more information about this student's mastery of specific math-related skills. In math skill domains (e.g., Concepts and Communication or Operations and Computation) for which a student's score is below average, the percent correct shown in the Diagnostic Analysis may help identify which specific skills may require further instruction to help improve overall mathematical ability.

A score below 75% correct generally indicates that the student has not mastered the skill at this grade level and may require further instruction; however, this should be interpreted with caution for any skills that are measured with fewer than four items.

Composite and Subtest Summary

Composite/Subtest	Number Correct	Number Attempted	Percent Correct	Descriptor
Total Test (Math)	55	72	69%	Weakness
Concepts & Communication	19	26	68%	Weakness
Operations & Computation	18	22	75%	Average
Process & Applications	18	24	64%	Average

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	4%	7%	12%	17%	20%	17%	12%	7%	4%
Concepts & Communication									
Operations & Computation									
Process & Applications									
Total Test (Math)									

Diagnostic Analysis Summary

Subtest/Skill	Number Correct	Number Possible	Number Attempted	Percent Correct
Concepts & Communication				
Comparison	2	4	3	50%
Money	1	5	4	20%
Numeration	6	8	8	75%
Quantity	5	6	6	83%
Sequence	3	3	3	100%
Time	2	2	2	100%
Operations & Computation				
Addition	10	12	12	83%
Subtraction	8	12	10	67%
Process & Applications				
Comparison	3	3	3	100%
Measurement	1	2	1	50%
Money	NS	1	0	
Numeration	12	17	16	71%
Sequence	2	2	2	100%
Statistics	0	1	1	0%
Time	0	2	1	0%
One-Step	15	23	21	65%
Multiple-Step	3	5	3	60%

NS = Not Scored because the student did not attempt the test

Report Date: 04/02/2021

GMADE™
Group Mathematics Assessment and Diagnostic Evaluation

Student Report | Student Sample4 Lastname 4

SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000504
BIRTH DATE: 08/21/2008
TEST DATE: 03/03/2020
GRADE: 1
LEVEL/FORM: Spring Level 2, Form A

The **Composite and Subtest Summary** shows which domains or subtests show strong, average, or weak performance for this student.

This student's **Total Test (Math)** score, an overall measure of mathematical ability, falls in the **"Weakness"** range.

The **Concepts and Communication** subtest addresses the language, vocabulary, and representations of mathematics. This student's score falls in the **"Weakness"** range.

The **Operations and Computation** subtest measures the ability to use the basic operations with a variety of mathematical representations, as appropriate for each stage of curriculum development. This student's score falls in the **"Weakness"** range.

The **Process and Applications** subtest measures the student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. This student's score falls in the **"Average"** range.

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 **Diagnostic Analysis Summary** provides more information about this student's mastery of specific math-related skills. In math skill domains (e.g., Concepts and Communication or Operations and Computation) for which a student's score is below average, the percent correct shown in the Diagnostic Analysis may help identify which specific skills may require further instruction to help improve overall mathematical ability.

A score below 75% correct generally indicates that the student has not mastered the skill at this grade level and may require further instruction; however, this should be interpreted with caution for any skills that are measured with fewer than four items.

Composite and Subtest Summary

Composite/Subtest	Number Correct	Number Attempted	Percent Correct	Descriptor
Total Test (Math)	53	64	66%	Weakness
Concepts & Communication	19	23	68%	Weakness
Operations & Computation	14	19	58%	Weakness
Process & Applications	20	22	71%	Average

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	4%	7%	12%	17%	20%	17%	12%	7%	4%
Concepts & Communication									
Operations & Computation									
Process & Applications									
Total Test (Math)									

Diagnostic Analysis Summary

Subtest/Skill	Number Correct	Number Possible	Number Attempted	Percent Correct
Concepts & Communication				
Comparison	3	4	4	75%
Money	NS	5	0	
Numeration	6	8	8	75%
Quantity	5	6	6	83%
Sequence	3	3	3	100%
Time	2	2	2	100%
Operations & Computation				
Addition	6	12	8	50%
Subtraction	8	12	11	67%
Process & Applications				
Comparison	2	3	2	67%
Measurement	1	2	1	50%
Money	NS	1	0	
Numeration	15	17	15	88%
Sequence	2	2	2	100%
Statistics	0	1	1	0%
Time	0	2	1	0%
One-Step	17	23	19	74%
Multiple-Step	3	5	3	60%

NS = Not Scored because the student did not attempt the test

Report Date: 04/02/2021

GMADE™
Group Mathematics Assessment and Diagnostic Evaluation

Student Report | Student Sample5 Lastname 5

SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000505
BIRTH DATE: 09/25/2008
TEST DATE: 03/03/2020
GRADE: 1
LEVEL/FORM: Spring Level 2, Form A

The **Composite and Subtest Summary** shows which domains or subtests show strong, average, or weak performance for this student.

This student's **Total Test (Math)** score, an overall measure of mathematical ability, falls in the **"Weakness"** range.

The **Concepts and Communication** subtest addresses the language, vocabulary, and representations of mathematics. This student's score falls in the **"Weakness"** range.

The **Operations and Computation** subtest measures the ability to use the basic operations with a variety of mathematical representations, as appropriate for each stage of curriculum development. This student's score falls in the **"Weakness"** range.

The **Process and Applications** subtest measures the student's ability to take the language and concepts of mathematics and apply the appropriate operation(s) and computation to solve a word problem. This student's score falls in the **"Average"** range.

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 **Diagnostic Analysis Summary** provides more information about this student's mastery of specific math-related skills. In math skill domains (e.g., Concepts and Communication or Operations and Computation) for which a student's score is below average, the percent correct shown in the Diagnostic Analysis may help identify which specific skills may require further instruction to help improve overall mathematical ability.

A score below 75% correct generally indicates that the student has not mastered the skill at this grade level and may require further instruction; however, this should be interpreted with caution for any skills that are measured with fewer than four items.

Composite and Subtest Summary

Composite/Subtest	Number Correct	Number Attempted	Percent Correct	Descriptor
Total Test (Math)	44	68	55%	Weakness
Concepts & Communication	17	21	61%	Weakness
Operations & Computation	9	23	38%	Weakness
Process & Applications	18	24	64%	Average

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	4%	7%	12%	17%	20%	17%	12%	7%	4%
Concepts & Communication									
Operations & Computation									
Process & Applications									
Total Test (Math)									

Diagnostic Analysis Summary

Subtest/Skill	Number Correct	Number Possible	Number Attempted	Percent Correct
Concepts & Communication				
Comparison	3	4	3	75%
Money	NS	5	0	
Numeration	5	8	8	63%
Quantity	4	6	5	67%
Sequence	3	3	3	100%
Time	2	2	2	100%
Operations & Computation				
Addition	5	12	11	42%
Subtraction	4	12	12	33%
Process & Applications				
Comparison	3	3	3	100%
Measurement	1	2	1	50%
Money	NS	1	0	
Numeration	12	17	16	71%
Sequence	2	2	2	100%
Statistics	0	1	1	0%
Time	0	2	1	0%
One-Step	16	23	21	70%
Multiple-Step	2	5	3	40%

NS = Not Scored because the student did not attempt the test

Report Date: 04/02/2021