GMADE™
Group Mathematics Assessment and Diagnostic Evaluation

# Student Summary 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 | RS | Stanine | %ile | GE | SS | NCE | Descriptor | GSV |
|---|---|---|---|---|---|---|---|---|
| **Total Test (Math)** | 61 | 4 | 30 | 2.2 | 92 | 39 | Average | 485 |
| Concepts & Communication | 22 | 3 | 16 | | 85 | 29 | Weakness | |
| Operations & Computation | 20 | 5 | 50 | | 100 | 50 | Average | |
| Process & Applications | 19 | 4 | 25 | | 90 | 36 | 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 Summary 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 | RS | Stanine | %ile | GE | SS | NCE | Descriptor | GSV |
|---|---|---|---|---|---|---|---|---|
| **Total Test (Math)** | 50 | 3 | 10 | 1.3 | 81 | 23 | Weakness | 477 |
| Concepts & Communication | 20 | 2 | 7 | | 78 | 19 | Weakness | |
| Operations & Computation | 12 | 2 | 9 | | 80 | 22 | Weakness | |
| Process & Applications | 18 | 4 | 23 | | 89 | 35 | 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

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Group Mathematics Assessment and Diagnostic Evaluation

# Student Summary 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 | RS | Stanine | %ile | GE | SS | NCE | Descriptor | GSV |
|---|---|---|---|---|---|---|---|---|
| **Total Test (Math)** | 55 | 3 | 16 | 1.6 | 85 | 29 | Weakness | 480 |
| Concepts & Communication | 19 | 2 | 5 | | 75 | 15 | Weakness | |
| Operations & Computation | 18 | 4 | 34 | | 94 | 42 | Average | |
| Process & Applications | 18 | 4 | 23 | | 89 | 35 | 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 Summary 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 | RS | Stanine | %ile | GE | SS | NCE | Descriptor | GSV |
|---|---|---|---|---|---|---|---|---|
| **Total Test (Math)** | 53 | 3 | 13 | 1.5 | 83 | 26 | Weakness | 479 |
| Concepts & Communication | 19 | 2 | 5 | | 75 | 15 | Weakness | |
| Operations & Computation | 14 | 3 | 14 | | 84 | 28 | Weakness | |
| Process & Applications | 20 | 4 | 32 | | 93 | 40 | 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 Summary 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 | RS | Stanine | %ile | GE | SS | NCE | Descriptor | GSV |
|---|---|---|---|---|---|---|---|---|
| **Total Test (Math)** | 44 | 2 | 5 | 1.1 | 76 | 16 | Weakness | 474 |
| Concepts & Communication | 17 | 1 | 3 | | 72 | 11 | Weakness | |
| Operations & Computation | 9 | 1 | 2 | | 70 | 8 | Weakness | |
| Process & Applications | 18 | 4 | 23 | | 89 | 35 | 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