Table of Contents

Software License Agreement ........................................ 1
Introduction ............................................................... 5
Overview of the GRADE Scoring & Reporting Software ............ 5
Versions of the GRADE Software ....................................... 6
Getting Started ............................................................ 7
Installing the GRADE Software .......................................... 7
Opening the GRADE Software ........................................... 8
Updating the GRADE Software ......................................... 9
Uninstalling the GRADE Software ..................................... 10
Installing the GRADE Client/Server Software ....................... 11
Updating the GRADE Client/Server Software ......................... 15
Registering the GRADE Software ....................................... 16
Logging In ................................................................. 16
Setting up a District ..................................................... 17
Getting Around .......................................................... 18
Basic Navigation .......................................................... 18
Menu Functions .......................................................... 18
GRADE Software Home Screen ......................................... 20
Administration Setup ..................................................... 20
Enter Individual Student Data ........................................... 21
Enter Group Student Data ............................................... 21
Scan Answer Sheets (Scanning Version Only) ......................... 21
Run Reports .............................................................. 21
Import or Export Data .................................................... 21
Merge Data .............................................................. 22
Exit the GRADE Software .............................................. 22
Adding or Editing GRADE Users ....................................... 22
Backing up a GRADE Database ......................................... 23
Restoring a GRADE Database ........................................... 24
Deleting a GRADE Database ............................................ 25
Logging out and Exiting .................................................. 25
Administration Setup ..................................................... 27
Setting up Teacher Records ............................................. 27
To Add a Teacher ......................................................... 27
To Edit a Teacher ......................................................... 28
Setting up a Test Site ..................................................... 29
To Add a Test Site ........................................................ 30
To Edit a Test Site ........................................................ 31
Setting up Categories .................................................... 32
To Add a Category ....................................................... 32
To Edit a Category ....................................................... 33
Setting up Scanning Functionality (Scanning Version Only) ......... 34
Setting up Rosters ........................................................ 35
To Add a Roster .......................................................... 35
To Add Students to a Roster ............................................ 37
To Edit a Roster ......................................................... 37
To Delete a Roster ....................................................... 38
To Import a Roster ........................................................ 38
# Table of Contents, continued

- **Entering Individual Student Data** ........................................ 39
  - Selecting Individual Student Records for Viewing .................. 39
- **Adding a Test Record** .................................................. 40
- **Selecting a Class** ....................................................... 41
  - To Add a New Class ..................................................... 43
- **Selecting a Teacher** ..................................................... 43
  - To Add a New Teacher .................................................. 44
- **Entering Category Information** ......................................... 45
- **Selecting Method of Data Entry** ....................................... 45
  - Entering Raw Scores .................................................... 47
- **Opening a Test Record** ................................................ 49
- **Deleting a Test Record** ................................................ 49
  - Changing a Test Owner ................................................. 49
  - Deleting Student(s) ..................................................... 50
  - Adding a Student ....................................................... 50
- **Entering Group Student Data** .......................................... 52
  - Adding Students to the Group .................................... 55
  - Entering a Student Test Record .................................... 56
- **Scanning GRADE Software Data** ...................................... 58
  - Preparing Answer Sheets ............................................ 58
  - Creating Barcode Stickers With Avery® 5160 Labels ............... 58
    - Placing the Label on the Answer Sheet ......................... 60
  - Pre-slugging Answer Sheets With Student Information .......... 61
  - Scanning Data from Completed Answer Sheets .................... 62
  - Editing Scanned Forms .............................................. 66
    - To Edit Scanned Forms ............................................. 66
- **Viewing History** .......................................................... 74
- **Reporting** ................................................................. 75
  - Creating and Generating Reports .................................. 75
  - Browsing Existing Reports .......................................... 81
  - Building a Category Query .......................................... 82
- **Importing and Exporting Data** ....................................... 83
  - Importing Data ......................................................... 83
  - Exporting Data ........................................................ 85
- **Merging Data** ............................................................. 87
  - Exporting Individual Student Data ................................ 88
  - Exporting Group Student Data ..................................... 89
  - Importing Data From Another GRADE Database .................... 90
    - To Import an Individual ........................................... 91
    - To Import a Group .................................................. 92
- **Reference** ................................................................. 96
- **Technical Support** ....................................................... 97
- **Appendix A: Export File Variables** ................................ 98
- **Appendix B: GRADE Software Sample Reports** ...................... 103
IMPORTANT — READ CAREFULLY: This is a software license agreement ("License") between you ("Licensee") and NCS Pearson, Inc. ("Pearson" or "Licensor"), governing the copyright- and trade secret-protected Pearson Software ("Software"). By installing, copying, downloading, accessing, or otherwise using the Software, you agree to be bound by the terms of this License. If you do not agree to the terms of this License, Licensor is unwilling to license the Software to you. In such event, you may not use or install the Software, and you should promptly contact Licensor to obtain a refund.

The Software is protected by trade secret and copyright laws and international copyright treaties, as well as other intellectual property laws and treaties. The Software is licensed, not sold.

1. Definitions
   a. **Software.** Pearson Software, and any part thereof.
   b. **Printed Materials.** Any and all printed material that accompanies the Software.
   c. **Single Computer.** The one computer, personal data assistant (PDA), or any other electronic device on which Licensee is permitted to install and/or use the Software.
   d. **Networked Computer.** Any one computer, personal data assistant (PDA), or any other electronic device on which Licensee is permitted to install and/or use the Software that has access to files or applications residing on one or more connected computers.

2. License
   a. If Licensee purchases Single Computer, Licensee agrees to install only a single copy of the Software on one computer (the “Single Computer”).
   b. If Licensee purchases Network Software, Licensee may only install and use the Software on any Networked Computer or single computer physically located on Licensee’s campus.

3. Limitations and Restrictions
   a. Licensee agrees not to make the Software available for use through the Internet.
   b. Licensee agrees not to redistribute the Software.
   c. Licensee agrees not to reverse engineer, decompile, or disassemble the Software, except and only to the extent that such activity is expressly permitted by applicable law notwithstanding this limitation.
d. Licensee agrees not to rent, lease, or lend the Software.

e. Licensee agrees not to create derivative works based upon the Software, including extraction, in whole or in part, of any images.

f. Licensee agrees not to use the Software to load any unauthorized copyrighted third-party materials onto any Single Computer or Networked Computer.

4. Confidentiality. Licensee acknowledges and agrees that the Software is the confidential and proprietary information and trade secret of Licensor, and Licensee hereby covenants and agrees to exert its due diligence to prevent disclosure or copying of the Software and maintain the same as confidential. Licensee further covenants and agrees to recover, stop, and/or strictly limit any unauthorized disclosure relating to the Software which may occur.

5. WARRANTIES. THE SOFTWARE IS PROVIDED “AS IS” WITHOUT WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS, AND WITHOUT ANY WARRANTIES AS TO NONINFRINGEMENT OF ANY KIND.

6. WAIVER. LICENSEE AGREES THAT IN NO EVENT SHALL LICENSOR BE LIABLE FOR ANY DIRECT, SPECIAL, INDIRECT, OR CONSEQUENTIAL DAMAGES WHATSOEVER RESULTING FROM LOSS OF USE OF DATA, PROFITS OR BUSINESS INTERRUPTION, WHETHER IN AN ACTION OF CONTRACT, NEGLIGENCE, OR OTHER TORTIOUS CONDUCT, ARISING OUT OF OR IN CONNECTION WITH THE USE OR PERFORMANCE OF THE SOFTWARE OR ANY PART THEREOF.

7. Indemnification. Licensee agrees to indemnify and hold harmless Licensor, its suppliers, subsidiaries, parent companies, officers, and employees for any damages, including attorneys’ fees, asserted by any third party for any use of the Software.

8. Remedies. Licensee acknowledges that Licensor’s remedies at law for a breach or threatened breach of the provisions of this document are inadequate and hereby agrees that Licensor shall be entitled to equitable relief (including, without limitation, injunctive relief) for any breach or threatened breach of the terms of this document in addition to any other remedies at law or in equity available to Licensor. The terms of this document shall survive the termination of this License.


a. Without prejudice to any other rights, Licensor may terminate this License if Licensee fails to comply with the terms and conditions of this License.

b. In the event of termination, Licensee agrees to destroy all copies of the Software and all of its component parts and all Printed Materials.
10. **Copyright.** Licensee acknowledges and agrees that all copyrights in the Software, including but not limited to any images, photographs, animations, video, audio, music, text, and “applets” incorporated into the Software, the accompanying printed materials (“Printed Materials”), and any copies of the Software, are owned by Licensor.

11. **Reservation.** All rights not expressly granted under this License are reserved by Licensor.

12. **Assignment.** Licensor may, without any notice to Licensee, assign and transfer its obligations and rights under this License to any Pearson plc business unit. Licensee may not assign or transfer its rights and obligations to any party except with prior written approval from Licensor.

13. **Reasonable Efforts.** Licensee agrees to undertake reasonable effort to communicate and enforce all of the terms of this License to employees of Licensee who have access to the Software.

14. **Notification.** Licensee agrees to notify Licensor in writing of any unauthorized use within thirty days of becoming aware of said unauthorized use.

15. **No Waiver of Rights.** Licensee agrees that no delay or failure to take action represents a waiver of the Licensor's rights.

16. **Governing Law.** Licensee agrees that this License is governed by the laws of the State of Minnesota, United States of America, and Licensee agrees to be subject to personal jurisdiction in the state and federal courts of the State of Minnesota.

17. **Federal Government Terms and Conditions.** If Licensee is the United States Government or any agency or instrumentality thereof, the Products are provided with RESTRICTED RIGHTS. Use, duplication, or disclosure by the United States Government of the Products is subject to restriction as set forth in: (a) subparagraph (c)(1)(ii) of the Rights in Technical Data and Computer Software clause at DFAR 252.227-7013 (October 1988), if Licensee is subject to Department of Defense Federal Acquisition Regulations; or (b) FAR 52.227-19 (June 1987), if Licensee is not subject to the DFAR, but are the United States Government or an agency or instrumentality thereof. The Contractor, for purposes of such provisions, is NCS Pearson, Inc., 19500 Bulverde Road, San Antonio, TX 78259.

18. **Export Regulations.** Licensee agrees not to import, export, or reexport the Software in violation of U.S. export laws and regulations.
19. **No Joint Venture.** Licensee agrees that no joint venture, partnership, employment, or agency relationship exists between Licensee and Licensor as a result of this License or the use of the Software.

20. **Severability.** If any part of this License is determined to be invalid or unenforceable pursuant to applicable law, it shall not affect the validity of the entire License. Additionally, such invalid provision shall be deemed superseded by a valid, enforceable provision, and the remainder of the License shall continue in effect.

21. **Integration.** This License represents the entire agreement between Licensee and Licensor and supersedes any and all prior or contemporaneous communications between the Licensee and Licensor.

Any trademarks or trade names used on or in the Software are owned by or licensed to Pearson.

The names and data displayed in this manual are fictitious, used solely for the purpose of demonstrating the functionality of the system.
The Group Reading Assessment and Diagnostic Evaluation (GRADE™) is a norm-referenced, research-based instrument for the assessment of reading. The GRADE is usually group administered and is intended for use with pre-kindergarten through postsecondary students. It measures individual reading skills in pre-reading, reading readiness, vocabulary, comprehension, and oral language.

For more information about the uses and interpretation of the GRADE, refer to the following resources:

◆ GRADE Technical Manual
◆ GRADE Teacher’s Administration Manual  
  (choose from Levels P through A)
◆ GRADE Teacher’s Scoring & Interpretive Manual  
  (choose from Levels P through A)

Overview of the GRADE Scoring & Reporting Software

The GRADE Scoring & Reporting Software can be used on a Windows® or Macintosh® platform and allows users to complete the following tasks:

◆ Enter item responses or raw scores for all levels and forms of the GRADE software for conversion to normative scores
◆ Preview and print multiple types of individual and group reports
◆ Track students’ progress over time from the classroom to the district level
◆ Create student categories for disaggregation during batch reporting
◆ Export the derived scores (for use in statistical analysis) into a tab- or comma-delimited text file that can be viewed or edited in the Microsoft® Excel® application
Versions of the GRADE Software

The GRADE software provides a scalable solution to various scoring and reporting needs. Available versions are as follows:

♦ The GRADE software allows for recording and storing student responses, creating and editing groups, and producing individual and group reports. In this version, all data must be entered manually.

♦ The GRADE software with scanning has all the capabilities of the nonscanning version but includes scanning functionality. Scanning is accomplished with Scantron®’s OpScan or ES Series scanners. Scanning greatly reduces the data entry time and is an ideal solution for larger implementations of the software.

♦ The GRADE software with barcoding and pre-slugging adds additional functionality to the scanning version. Scan sheets can be pre-populated with student information using barcode labels that contain the student ID, or the bubble sheets themselves can be fed through a printer to fill in student demographic information.

♦ The GRADE client/server software adds network capability to the functionality of the GRADE software.

♦ The GRADE client/server software with scanning offers network capability along with the functionality of the GRADE software with scanning.

♦ The GRADE client/server software with barcoding and pre-slugging offers network capability along with the functionality of the GRADE software with scanning.

All versions of the GRADE software allow for exporting and importing data from one version to the next.
Getting Started

Check that your personal or office computer meets the minimum system requirements for the GRADE software. If you are not sure whether your machine meets these requirements, get help from your organization’s technical support department. Once you have verified that the minimum system requirements are met, proceed to the installation instructions.

System Requirements

<table>
<thead>
<tr>
<th>Platform</th>
<th>Operating System</th>
<th>Processor</th>
<th>RAM</th>
<th>Available Hard-Drive Space</th>
<th>Monitor Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td>2000, XP™, Vista®, or later</td>
<td>Pentium® II, 300 MHz or higher</td>
<td>128 MB available without scanning*</td>
<td>100 MB with Java™ virtual machine; 60 MB without Java virtual machine</td>
<td>24-bit</td>
</tr>
<tr>
<td>Macintosh</td>
<td>OS X v10.3x (Panther) or later</td>
<td>Power Mac G3</td>
<td>512 MB available with scanning*</td>
<td>100 MB with Java™ virtual machine; 60 MB without Java virtual machine</td>
<td>24-bit</td>
</tr>
</tbody>
</table>

*Scanning software compatible with PC only.

Note: Faster configurations provide faster installation and enhance software performance.

Installing the GRADE Software

You will need to have administrative privileges to install the software on your computer. To install the GRADE software, follow these steps:

1. Close all applications.
2. Insert the GRADE CD-ROM into the CD-ROM drive.
3. Follow the instructions for your operating system:
   
   **Windows Users:**
   
   Wait for the auto-launch to appear, and follow the onscreen instructions to install the GRADE software to your desktop.

   **Note:** If the auto-launch does not run, follow these steps:
   a. Double-click My Computer.
   b. Double-click your CD-ROM drive.
   c. Double-click the Setup.exe icon to begin installing.
After the GRADE software is installed, another installer will launch for the Java runtime environment™. If the proper version of the Java application is already installed, you will be asked if you would like to reinstall it. Click No to exit the installation. If the proper Java version is not installed, a license agreement will appear. Follow the onscreen prompts to complete installation of the Java runtime environment. You may be prompted to restart your computer once installation is complete.

Macintosh Users:

a. Double-click the CD icon that appears on your desktop.

b. Double-click the Setup icon.

c. Follow the onscreen instructions to install the GRADE software to your desktop.

Opening the GRADE Software

To open the GRADE software, follow these steps:

Windows Users:
Go to your computer’s Start menu. Select Programs ➔ Pearson ➔ GRADE ➔ GRADE.

Macintosh Users:
Double-click the GRADE icon located where you chose to install it.

–OR–

Go to Macintosh HD ➔ Applications ➔ GRADE ➔ GRADE.
The first time the GRADE software is run, you will be prompted to set up the application for “Only This User” or “All Users.” Please note that if you do not have administrative privileges to install software, you will want to select “Only This User.”

**Note:** When launching the G•MADE software, type “Admin” in the User Name field and “safety” in the Password field.

**Updating the GRADE Software**

Pearson may make periodic updates to this product. After you install the GRADE software, a window will appear prompting you to check for an update to the software and to select the frequency (*Never, Daily, Weekly, or Monthly*) with which the program will automatically check for updates in the future. (See **Figure 2**.) If an update is available, follow the onscreen instructions to complete it.
Your computer must be connected to the Internet to check for or download updates. Users will be automatically notified of updates when they log in to their software program, depending on the frequency selected. You can change this frequency at any time by opening the Help menu and selecting Check for Updates.

Figure 2. Software window

Uninstalling the GRADE Software

Follow these steps to uninstall the GRADE software:

Windows Users:

1. Click your computer’s Start button.
2. Select Programs ➔ Pearson ➔ GRADE ➔ Uninstall GRADE. The Uninstall Wizard will appear.
3. Follow the onscreen instructions to finish uninstalling.

Macintosh Users:

1. Drag the GRADE software folder and desktop icon to the trash.
2. Empty the trash.
Installing the GRADE Client/Server Software

The GRADE client/server software uses Microsoft SQL Server as its back-end database. Your organization must have a registered copy of SQL Server in order for the software to function across a network. Although other database options are listed during database selection, only SQL Server has been tested and approved for use with the GRADE client/server software. To install and run the program on the designated administrative computer, your system administrator must complete the following steps:

1. Create a database instance in SQL Server. For simplicity, it is best to name this database instance “GRADE.”
   
   **Note:** Do not create any tables in the database. The GRADE client/server software will do this for you later.

2. Create a database user with full database privileges but that is different from the SA user. A user name and password of “GRADE” may help simplify user configuration.

3. Install the GRADE client/server software on the designated administrative computer.

4. On the first run of the application, you will be asked to choose “Only This User” or “All Users.”
   
   ◆ If this computer is used by people other than the administrator, then “Only This User” is the recommended option.
   
   ◆ If only an administrator uses this machine, then either option may be selected.

5. Next you will be asked to choose a database location. (See Figure 3.) Select **Networked Database**, and click **Next**.
   
   **Note:** You may be prompted for your customer name and activation key. Locate this information on the Pearson Software Access Notification letter you received with your CD.
6. Next, you will be asked to select the database you want to use (see Figure 4). Click Add to create an initial database connection.

7. In the Database Connection window (see Figure 5), do the following:
   
a. In the pull-down menu for Server Type, select Microsoft SQL Server.
b. In the **Friendly Name** field, type the name of the database that you just created.

c. In the **Hostname** field, type the IP address of the server where the database is stored.

**Note:** The value in the **Port** field is the default for Microsoft SQL Server.

d. Enter in the applicable fields the user name, password, instance, and catalog for the database that you created.

e. Click **Test Connect**.

![Database Connection window](image)

**Figure 5. Database Connection window**

**Note:** If the software is correctly directed to your SQL Server database server, the GRADE client/server software will begin creating all of the tables needed for the application. The time this process will take depends on the speed of the machine you are using and the speed of your network and server connections.

a. Once the tables have been created, you may receive a message that your software is not configured for your database. Click **Yes** to configure the database.

b. When the **Activation** window appears (see **Figure 6**), enter your customer name and activation key, found on the Pearson Software Access Notification letter, in the applicable fields.

c. Click **Continue**.
8. After entering your customer name and activation key, you will be required to log in to the application. To do so, use the default login found on the Pearson Software Access Notification letter.

9. Create the user names and passwords needed to log in to the system. For instructions on adding users, see the Adding or Editing GRADE Users section of this manual.

**Note:** Only an administrative user can add or edit users.

10. After all users have been added to the system, you will need to install the software on each of the client machines that will use the GRADE client/server software.

11. Follow the software installation instructions located in the CD jewel case insert or in the Installing the GRADE Software section of this manual.

   a. When the software is first run, the user will be asked to choose either All Users or Only This User. Have the user select Only This User.

   b. Next, the user will be prompted to choose a local or networked database. Have the user select Networked Database and then follow step 7 of this section of the manual.

**Note:** If you will not be configuring the software, you may want to create a reference sheet showing your users how to do so. Once the user is connected to the database, he or she will be able to log in with the user name and password created for him or her. The next time the user logs in to the application, he or she will automatically be connected to the network database.
Updating the GRADE Client/Server Software

For instructions on updating the administrative copy of the GRADE client/server software, see the Updating the GRADE Software section of this manual.

**Note:** Only an administrative user can update the GRADE client/server software.

Once the administrative system has been updated, you will be prompted to restart the application. It is recommended that you check for updates at least once a month.

**Note:** A firewall or proxy server may disallow use of the Check for Updates feature. To update the administrative system while preserving network security, include a temporary exception on the proxy or firewall for the www.agssupport.com URL. The Check for Updates feature uses the standard http port 80.

When a user logs in after a successful update, he or she will be directed to Check for Updates for the most recent software version.

**Note:** So that other users are not locked out of the application, this is the only time that a nonadministrative user will be allowed to perform this action.

- If network security or lack of Internet access prevents the user from updating the application, he or she can update the application from a network location instead.

- All updates are made to the Contents folder, located as follows:
  - For Windows, go to C:\Program Files\Pearson\GRADE.
  - For Macintosh, refer to the GRADE software package contents.

If you experience any problems when updating your software, please contact Technical Support at 877-324-2401.
GRADESupport@Pearson.com
Registering the GRADE Software

To register the software, enter in the Activation window the customer name and activation key received with your GRADE software. (See Figure 7.) Then, click Continue.

![Activation window](image)

Figure 7. Activation window

Logging In

Enter the User Name and Password received with your GRADE software and then click the Login button. (See Figure 8.)

![Login window](image)

Figure 8. Login window

**Note:** When launching the GRADE software, type “Admin” in the User Name field and “safety” in the Password field.
Setting up a District

You will be prompted to indicate your school district and the district's ID number, as well as at least one school in the district and the school's ID number. (See Figure 9.) You can also add subdistricts and subdistrict ID numbers. Or, you can enter this information at a later time.

Figure 9. Setup screen

You can continue setting up the test site hierarchy by entering subdistricts, schools, and classes. Or, click Continue to go to the GRADE Home screen. Note that schools must exist in the database before test records can be entered. If you would like to continue with setup, go to the Administration Setup screen, where you can add subdistricts, schools, and classes.

Click Quit to quit the program without saving the entered data.
Getting Around

If you have used Windows in the past, you should have little trouble navigating the GRADE software. Users who are unfamiliar with Windows may need some help with navigation. Resources for using Windows are available on the Internet at www.microsoft.com. Resources for using Macintosh can be found at www.apple.com. Bookstores have additional materials for using both operating systems.

Basic Navigation

Use any of these methods to move through the program:

- Click the mouse.
- Press the Tab, Enter, Home, End, or arrow keys (← ↑ → ↓) on your keyboard.
- Tap the Space Bar to select buttons, radio buttons, or check boxes.

Menu Functions

Many functions of the GRADE software are accessed through the File and Help menus at the top of the screen. Your ability to initiate an action may depend on your user access status. On the following page are several actions that can be initiated through the File and Help menus.
<table>
<thead>
<tr>
<th>Menu and submenu</th>
<th>Action</th>
<th>User access type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>File</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit Users</td>
<td>Displays the Administration: Add/Edit Users screen</td>
<td>•</td>
</tr>
<tr>
<td>Backup/Restore</td>
<td>Allows the user to back up or restore a database</td>
<td>•</td>
</tr>
<tr>
<td>Log Out</td>
<td>Logs out the user and opens the Login screen</td>
<td>•</td>
</tr>
<tr>
<td><strong>Help</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help</td>
<td>Displays the Help files in Adobe portable document format (Adobe PDF® format)</td>
<td>•</td>
</tr>
<tr>
<td>Check for Updates</td>
<td>Looks for newer releases of the software (when updates available, user prompted to indicate whether to download now or later)</td>
<td>•</td>
</tr>
<tr>
<td>Send Log Files</td>
<td>Displays a Password entry dialog for entering the Customer Name and Activation Key</td>
<td>•</td>
</tr>
<tr>
<td>View Log Files</td>
<td>Displays the Log Viewer window with messages/errors generated by the application</td>
<td>•</td>
</tr>
<tr>
<td>Switch Databases</td>
<td>Displays the Database Location window that enables the user to switch databases (e.g., from a local to a networked database)</td>
<td>•</td>
</tr>
<tr>
<td>Update Activation Key</td>
<td>Displays the Activation window for entering Customer Name and Activation Key</td>
<td>•</td>
</tr>
<tr>
<td>Release Notes</td>
<td>Displays the Release Notes window with release information about GRADE and other Pearson software applications</td>
<td>•</td>
</tr>
</tbody>
</table>
After all required information has been entered in the setup screens, you will be able to initiate all GRADE software functions from the GRADE Home screen. (See Figure 10.)

Figure 10. GRADE Home screen

The following activities can be initiated by clicking the buttons on the left side of the Home screen or by clicking their associated icons at the top of the screen:

**Administration Setup**

- Add teachers
- Add test sites
- Add categories
- Choose options for scanning unmarked or double-marked answers (scanning version only)
- Add Rosters
- Select Scanner Type
Enter Individual Student Data
- Add new student information
- Edit existing student information
- Add new test record(s) for a student
- Edit existing test information
- Delete test record(s) (Administrative user only)
- Change test owner (Administrative user only)

Enter Group Student Data
- Enter test information for a group
- Select students to be included in a group
- Enter test information for each student in a group

Scan Answer Sheets (Scanning Version Only)
- Scan multiple groups of answer sheets
- Edit all errors or discrepancies before importing
- Import scanned data into the GRADE database
- Create barcode labels for answer sheets (scanners with a barcode reader will be able to identify students by this label upon import)
- Pre-slug answer sheets with student demographic information

Note: The Scan Answer Sheets button and icon will not appear unless you have purchased GRADE scanning capabilities. The barcode and pre-slug capability will not be functional if you have not purchased this feature.

Run Reports
- Generate reports by student, teacher, or test site (District, Subdistrict, School, or Class)
- Select multiple report options
- Run individual or group reports by test or grade level
- Generate reports for a selected date range

Import or Export Data
- Import student information into database
- Import teacher information into database
- Import Test Sites
- Update Student Demographics
- Export student information
Export student information and derived scores for a selected date range

**Merge Data**
- Move individual students from one GRADE database to another
- Move groups of students from one GRADE database to another

**Note:** To return to the Home screen from any of these six program screens, click on the Home icon.

**Exit the GRADE Software**
To exit the GRADE software application, click the Exit button on the toolbar. Or select Log Out from the File menu.

Additional functions can be performed using the File and Help menus at the top of the screen.

**Adding or Editing GRADE Users**
To add or edit users who have access to the GRADE software application, complete these steps:

1. Open the File menu, and click on Edit Users to display the Administration: Add/Edit Users window. (See Figure 11.)

![Figure 11. Administration: Add/Edit Users window](image)

2. To add a new user, do the following:
   a. Enter the new user's name and a password in the indicated fields. Click the Clear Fields button to clear the User Name and Password fields.
   b. Designate Basic or Administrative user by clicking the applicable radio button in the lower right-hand corner.
c. If required, select a supervisor from the pull-down menu.

d. Click Save to save changes, and then click Close. Or, just click Close to return to the Home screen without saving any changes.

3. To edit a current user, do the following:
   a. Click the current user information you want to edit.
   b. Change the desired information.
   c. Click Save to save the changes.

**Backing up a GRADE Database**

The Backup/Restore window allows you to back up the current database. It is also where to restore data saved on a particular date in cases where data may have been corrupted or lost.

1. Click Backup/Restore from the File menu to display the Backup/Restore window. (See Figure 12.)

   ![Figure 12. Backup/Restore window](image)

2. Click the Backup button to back up current information in the GRADE database.

   a. If the application can successfully create a backup file, the Backup Complete dialog box will appear. (See Figure 13.)
The date and time of the backup will appear in the Backup/Restore window.

Restoring a GRADE Database

Follow these steps to restore data saved on a previous date:

1. Click Backup/Restore from the File menu to display the Backup/Restore window. (See Figure 12.)
2. Select the backed-up database that you want to restore, and then click Restore.
3. Verify that you want to restore the selected database. (See Figure 14.)

Note: If the selected database is successfully restored, the Restore Complete dialog box will appear. (See Figure 15.)
Deleting a GRADE Database

To delete a backed-up database, do the following:

1. Click Backup/Restore from the File menu to display the Backup/Restore window. (See Figure 12.)
2. Click the backed-up database you want to delete.
3. Click the Delete button.

**Note:** The Backup/Restore function can be accessed only from the Home screen. If you try to access this function from another screen, the Requires Home Screen prompt will appear. (See Figure 16.)

![Figure 16. Requires Home Screen prompt](image)

**Note:** Clicking OK brings you to the Home screen, and clicking Cancel keeps you at the current screen.

Logging out and Exiting

To log out of the GRADE software application, follow these steps:

1. Click Log Out from the File menu. The Login window will then appear. (See Figure 17.)
2. You or another user can log in from the Login window by entering a user name and password and then clicking the Login button.
3. Click Cancel to go to the Database Location window. (See Figure 18.) Click Quit to exit the program.
Administration Setup

The Administration Setup screen allows the user to add, modify, or delete information in the GRADE software database by clicking the Teachers, Test Sites, Categories, or Scanning (scanning version only) tabs at the top of the screen.

Setting up Teacher Records

Clicking the Teachers tab allows you to set up and manage the teacher list. (See Figure 19.) All teachers in the database are listed (Inactive teacher records are displayed in light gray). An individual teacher can be added by clicking the Add button at the bottom of the screen. The Teacher Name, Teacher ID, and Status (Active or Inactive) can be changed by clicking the record and then clicking the Edit button.

![Figure 19. Administration Setup screen, Teachers tab](image)

To Add a Teacher

Complete these steps to add teachers to the GRADE database from the Teachers tab:

1. Click the Add button at the bottom of the screen.

2. Enter the new teacher’s name and ID number in the Add Teacher window. (See Figure 20.) Both the teacher’s name and ID number must be entered in order to save the new information.

3. Click Save at the bottom of the window to save the record. The name and ID number of the new record will appear as Active in the teacher list.
4. To exit the Add Teacher window without saving the new information, click Close.

![Add Teacher window](image)

**Figure 20. Add Teacher window**

**To Edit a Teacher**

To edit teacher information from the Teachers tab, do the following:

1. Select the teacher record you want to edit by clicking the teacher name once and then clicking Edit at the bottom of the screen. This will display the teacher’s name and ID number as well as his or her status (Active or Inactive). You may search for the teacher by entering the search information in the Quick Find field and indicating the search filter (Teacher Name, Teacher ID, or Status) with the Search By pull-down menu.

2. From the Edit Teacher window (see Figure 21), click the field you want to edit.

3. Click Save to save the change(s) and exit the Edit Teacher window. Or click Close to exit the Edit Teacher window without saving any change(s).

![Edit Teacher window](image)

**Figure 21. Edit Teacher window**

**Note:** If you mistakenly enter an existing teacher name while adding a new teacher record or editing an existing one, you will be notified that the record already exists. (See Figure 22.)
◆ Click Yes to create the record.

◆ Click No to return to the Add Teacher window.

Figure 22. Duplicate Name Warning prompt

Note: If you mistakenly enter an existing teacher ID number while adding a new teacher record or editing an existing one, you will be notified that the ID number already exists. (See Figure 23.)

Figure 23. Duplicate Warning dialog box

Setting up a Test Site

Clicking on the Test Sites tab allows you to set up and manage test sites. (See Figure 24.) You will start at the highest level (District) and then move down to the lower levels (Subdistrict, School, Class) by double-clicking the parent test site name. This will display a list of sites that are associated with the parent test site.

◆ Adding a new test site can be done at any level below the District level by clicking the Add button.

◆ A site name, ID number, or status can be changed by clicking a test site and then clicking Edit.
To Add a Test Site

Complete these steps to add a test site to the database from the Test Sites tab:

1. Using the test site buttons (Subdistrict, School, and Class) at the top of the screen, display the test site list you want to add to.

   **Note:** You cannot add a district using the Test Sites tab.

2. Click the Add button at the bottom of the screen to display the Add Subdistrict window, Add School window, or Add Class window (depending on which test site button you have previously selected). See **Figure 25**.

3. Enter the test site name and ID number. An ID number must accompany the test site name in order to save the new information.

4. Click the Save button at the bottom of the window to save the new information. The test site name and ID number of the new record will appear as Active in the applicable test sites list (Subdistrict, School, or Class). Or, click Close to exit the window without saving any change(s).
To Edit a Test Site

To edit test site information from the Test Sites tab, do the following:

1. Select the test site record you want to edit by clicking the test site name once and then clicking Edit at the bottom of the screen. (Use the Quick Find and Search By features to search for the test site record.) The test site name and ID number for a District, Subdistrict, School, or Class will appear, as well as its status (Active or Inactive). See Figure 26.

2. From the Edit Subdistrict window, Edit School window, or Edit Class window, click on the field(s) you want to edit.

3. Click Save to save the change(s) and exit the Edit window. Or click Close to exit the Edit window without saving any change(s).

Note: ID numbers must be unique within a level (e.g., all classes within a school must have unique ID numbers). If you mistakenly enter an existing test site ID number while adding a new test site record or editing an existing one, you will be notified that the ID number already exists.
Setting up Categories

Clicking the Categories tab allows you to set up and manage categories. All categories in the database will be listed here. (See Figure 27.)

Figure 27. Administration Setup window, Categories tab

To Add a Category

1. Click the numbered button (choose from 0 through 9) in Line A, B, C, or D for which you want to assign a new category.

   **Note:** The numbered buttons represent how the categories appear on the scannable form and can be used to access and edit a particular category.

2. Click Add at the bottom of the screen.

3. Add the text for the new category in the Add Category window. (See Figure 28.)

4. Click Save to save the new category. Or, click Close to exit the Add Category window without saving any change(s).
To Edit a Category

1. Click the button of the category you want to edit. Or click the category under Line A, B, C, or D at the bottom of the screen.

2. Click the Edit button to display the Edit Category window. (See Figure 29.)

3. Change the Category text.

4. Click Save to save the change(s), or click Close to exit the window without saving any change(s).
Setting up Scanning Functionality (Scanning Version Only)

Clicking the Scanning tab allows you to select Scanning Options. (See Figure 30.)

![Figure 30. Administration Setup screen, Scanning tab](image)

You can specify one or both of the following two options for scanned data:

- To mark all unanswered items on the scannable form as warnings for editing before importing
- To mark items with two or more answers as errors that must be edited before importing

You can also select the type of scanner you will be using with the GRADE software. If you do not make a selection, the software will default to the OpScan Series scanner setting.

- Configuration for OpScan Series scanners is done automatically, so you will not need to configure the scanner setting.
- If you are using an ES Series scanner, you will need to choose the correct configuration prior to scanning. If you need assistance with these settings, consult your local technical support department before contacting Pearson Technical Support.
Setting up Rosters

Clicking on the **Rosters** tab allows you to set up and manage rosters. All rosters in the database will be listed here. (See Figure 31.)

![Administration Setup window, Rosters tab](image)

**Figure 31.** Administration Setup window, Rosters tab

To Add a Roster

1. Click the **Add** button at the bottom of the screen.
2. Enter the ID Number for the roster in the **Add Rosters** screen (see Figure 32).
3. Enter the Test Date for the roster.
4. Click the **Select** button next to the **Class** text field to navigate to the correct class.
5. Click the **Select** button next to the **Teacher** text field to navigate to the correct teacher.
6. Optionally, you may add categories to your roster. Clicking on the **View Categories** button will display any categories stored in the database (see Figure 33).
7. Click the **Save Roster** button at the bottom of the screen.
Figure 32. Add Rosters screen

Figure 33. View Categories window
To Add Students to a Roster

A Roster must already exist and have been saved before you are able to add students to it.

1. You may access the roster either immediately after saving it or through the Rosters tab by clicking on the roster and then clicking the Edit button.

2. Click the Manage Students button at the bottom of the screen.

3. In the Update Students for Roster window (see Figure 34) you may select the students for the roster and click the Add button to add them to the roster.

4. If you need to remove any or all students you may select them from the Students in Roster list and click the Remove button.

5. Click the Update button to save your changes and return to the Add Rosters screen.

6. Click the Save Roster button to save the roster with the changes made to the students.

To Edit a Roster

To edit a roster, including which students reside in it, do the following:

1. On the Rosters tab (see Figure 31), highlight the roster you want to edit and click the Edit button.

2. You may change any fields you wish, including changing the students that are in your roster.

3. Click the Save Roster button at the bottom of the screen.
To Delete a Roster

To delete a roster, do the following:

1. On the Rosters tab (see Figure 31), highlight the roster you want to delete and click the Delete button.

2. When prompted, verify the rosters to be deleted.

To Import a Roster

To import a roster, do the following:

1. Click the Import button at the bottom of the screen.

2. In the Open prompt, double-click the file. Or click the filename once, and then click the Open button. The file will automatically import.

Figure 34.1 Open window for file selection.

3. The Import Results window will display.

Figure 34.2 Import results window.

4. Click OK.
Entering Individual Student Data

After entering all required administrative information in the GRADE software, you can enter student information. Click the Enter Individual Student Data button on the Home screen to access the Select or Add Student screen. (See Figure 35.) All student records that currently exist in the database are listed. You can add a student record or select one for editing or test administration. Student records can also be deleted from this screen.

![Select or Add Student screen](image)

Figure 35. Select or Add Student screen

Selecting Individual Student Records for Viewing

Using the Quick Find and Search By functions, you can search for students by Last Name, First Name, MI (Middle Initial), Birth Date, Sex, or ID Number. Also, the list of students can be sorted by clicking any column heading. The list will be ordered alphabetically by last name. Clicking the column heading again will sort the list in the reverse order.

You can view an individual student’s test records by doing either of the following:

- Double-click the row that has the student’s identifying information.
- Click the row once, and then click the Open Student button at the bottom of the screen.
The **Student Information** screen will appear, listing the selected student’s demographic information and his or her current test records. (See Figure 36.)

From this screen you can do the following:

- Add a new test record
- Open an existing test record
- Delete a test record
- Change a test owner

![Figure 36. Student Information screen showing Test Records](image)

**Note:** Only test records owned by the current user will be available for editing or deleting. New test records can be added by any user.

**Adding a Test Record**

To add a new test record, click **Add Test Record** on the **Student Information** screen. You must enter information from a test administration in the **Test Record: Information** screen. (See **Figure 37**.) Select the applicable class, teacher, and GRADE test information for the specific test record.

- The student’s **Grade** must be selected before a **Level** (i.e., test level) and **Form** can be selected.
- Values for **Level** are listed based on the **Grade** selected.
- **On Level** test form choices appear in black, **On Level** (special) test forms appear in blue, and **Out-of-Level** test forms appear in red.
Selecting a Class

The Select Class window allows you to select or add a class for a test administration. (See Figure 38.) You can locate a class using the Quick Find and Search By features, or you can sort classes by clicking the Site Name or ID Number column heading.
Figure 38. Select Class window (Subdistrict level not included in Administration Setup)

Buttons at the top of the window correspond to one of the available test site levels (Subdistrict, School, and Class) that were created in the Administration Setup screen.

- Clicking one of the buttons will list all sites in the selected sublevel that belong to the selected level.
- A level must be selected before a sublevel can be selected. For example, choosing a class involves first selecting a subdistrict (if indicated), then a school within the selected subdistrict, and finally a class within the selected school.
- Inactive classes are not shown.
- You can add a class using the Class option.
You can edit classes in the Administration Setup screen. (See Setting up a Test Site, under Administration Setup.)

**Note:** The GRADE software will manage the current hierarchy and will present a list of current classes to choose from on subsequent test site selections.

**To Add a New Class**

You can add a new class by clicking the **Add** button at the bottom of the window.

- In the **Add Class** window, add a new class by entering a site name and ID number. (See Figure 39.)
- Clicking **Save** will save the new class information and automatically add the newly created class to the test record.

![Add Class window](image)

**Figure 39. Add Class window**

**Note:** If the ID number you entered already exists in the database and within the current school, you will be prompted to enter a unique ID number.

**Selecting a Teacher**

The teacher list in the **Select Teacher** window can be sorted by clicking on column headings or by using the **Quick Find** and **Search By** features. (See Figure 40.) Select a teacher by clicking the teacher name once and then clicking **Select**.

- You can sort by **Teacher Name** or **Teacher ID**.
- Inactive teacher records are not shown.
Figure 40. Select Teacher window

To Add a New Teacher

A new teacher can be added by clicking the **Add** button. In the **Add Teacher** window, enter the **Teacher Name** and **Teacher ID**. (See Figure 41.)

- Clicking the **Save** button will save the new information and automatically add it to the test record.
- Clicking **Close** will return you to the teacher list without saving any new information.
Figure 41. Add Teacher window

**Note:** If the Teacher ID you entered already exists in the database, you will be asked to enter a unique ID number. If the Teacher Name already exists, you will be asked if you would like to create a new teacher record using the name you entered.

- Clicking Yes creates a new teacher record.
- Clicking No returns you to the Add Teacher window.

**Entering Category Information**

In the Test Record: Information screen (see Figure 37), click View Categories to view the current list of categories. To select or deselect a Category, click the applicable category line (A, B, C, or D) and number (choose from 0 through 9).

**Selecting Method of Data Entry**

Choose whether to enter scores by item or raw score. Click Item Entry or Raw Score Entry at the bottom of the Test Record: Information screen.

**Entering Item Responses**

If Item Entry is selected, the Test Record: Item Entry screen will appear. (See Figure 42.)

- All applicable subtests for the student (based on the selected Grade, Level, and Form) are listed under Subtest, on the left-hand side of the screen.
- The subtest for which scores are to be entered is highlighted.
The numbered items and labeled response-choice buttons for the subtest are listed under **Required**, in the middle of the screen.

- To clear a response you entered for an item, click the corresponding **Clear** button.
- Press the **Enter** key on your keyboard to skip an item and advance to the next one.
- Once all responses have been entered, you can confirm the student’s test data.
  - Click **Verify** at the bottom of the response-entry section of the screen.
  - Reenter responses under **Verify**, on the right-hand side of the screen.
  - Click **Check**.
    - Responses will be listed under **Required**, in the middle of the screen.
    - Discrepancies in keyed response options will be indicated by red tags labeled “Check.”
- Select the correct response option for any miskeyed responses.
- Once all miskeyed responses have been reentered, click **Score**. The new raw score will appear in the **Raw Score** column on the left-hand side of the screen. The following scoring rules apply:
If a subtest has no responses entered, the subtest raw score is reported as “NA.”

The subtest stanine score is reported as “NA” if there are fewer than six item responses for the subtest.

Composite derived scores are reported as “NA” if there are fewer than six item responses for any subtest that contributes to a composite, or fewer than six item responses in total across all subtests that do not report stanines.

The Total Test derived scores are reported as “NA” if any derived score for a subtest is “NA.”

When a set of subtest scores has been entered and scored, the GRADE software automatically advances to the next subtest in the list.

- You can select a different subtest for item entry by clicking the desired subtest listed in the Subtest section.

- Click the Back button to return to the Test Record: Information screen.

Note: If the Back button is selected, entered data will not be saved.

**Entering Raw Scores**

If Raw Score Entry is selected in the Test Record: Information screen (see Figure 37), the Raw Score Entry screen will appear. (See Figure 43.)

- Each subtest and composite for which data entry is required (based on the selected Grade, Level, and Form) is indicated by a blank field.

- To enter a score for a subtest or composite, click the corresponding RS or Sum field.
When the raw scores have been entered for each subtest, derived scores will be calculated.

- Click **Save** to save scores and return to the **Select or Add Student** screen. (See Figure 35.)

- Click **Back** to return to the **Test Record: Information** screen (if **Raw Score Entry** was the chosen score entry format) or the **Test Record: Item Entry** screen (if **Item Entry** was the chosen score entry format).

**Note:** If you attempt to change the score entry format for an existing test administration, you will be warned that doing so will delete all data previously entered and scored. (See Figure 44.) Click **Yes** to proceed without retaining the entered data. Click **No** to retain the entered data.
Opening a Test Record

You can open a specific test record in the Student Information screen (see Figure 36) by

- double-clicking the row displaying the test record, or
- clicking the row once and then clicking the Open Test Record button.

Deleting a Test Record

To delete a student's individual test record, do the following:

1. Highlight the record you want to delete in the Student Information screen.

2. Click the Delete Test Record button and then confirm the deletion (see Figure 45).

Figure 45. Confirm Deletion prompt

Note: You can delete only the test records that you own.

Changing a Test Owner

To change ownership of a test administration to a different user, complete the following steps:

1. In the Student Information screen (see Figure 36), click the Change Test Owner button.

2. Select your User Name from the list in the Change Test Owner window. (See Figure 46.)

3. Click Update.
Deleting Student(s)

To delete one or more students and their associated test records from the database, do the following:

1. Highlight the student record that you want to delete from the Select or Add Student screen. (See Figure 35.) To delete more than one student at a time, press the Ctrl key on your keyboard while clicking the student record(s) you want to delete.
2. Click the Delete Student button at the bottom of the screen.
3. When prompted, verify the student record(s) selected for deletion.

Note: Only an administrative user can delete student records.

Adding a Student

To add a new student, do the following:

1. Click the Add Student button at the bottom of the Select or Add Student screen. (See Figure 35.)
2. In the Student Information screen, enter the student's Last Name, First Name, MI (Middle Initial; optional), Birth Date, Sex, and ID Number. (See Figure 46.)
3. Click Save to save the new information.
4. If the ID number you entered already exists in the database, you will be asked to enter a different ID number.
5. If the other new student information (Last Name, First Name, Birth Date, and Sex) already exists in the database, you will be prompted to confirm the new student information. Clicking Yes creates a new student record; clicking No returns you to the Student Information screen.

Figure 47. Student Information screen
Entering Group Student Data

This section of the GRADE software user’s manual describes the following functions for entering group test information:

- Entering test information for a selected group
- Selecting students to be included in the group
- Entering test information for each student in the group

Complete the following steps to begin entering group student data:

1. From the GRADE Home screen, click the Enter Group Student Data button. Or click the Enter Group Student Data icon at the top of the screen. The Group Test Information window will appear. (See Figure 48.)

![Figure 48. Group Test Information window](image)

2. Select the Test Date using the pull-down menus. The Norms field will automatically show “Spring” or “Fall” based on the Test Date entry.

3. To select the class, click the Select button to the right of the Class field. The Select Class window will appear (see Figure 49), which allows you to select or add a class for a test administration.

- Buttons at the top of the window represent each of the available test site levels (District, Subdistrict, School, and Class) that were created in Administration Setup.
- Clicking each button will show all sites in the selected sublevel that belong to the selected level.
A level must be selected before a sublevel can be selected. For example, choosing a class involves first selecting a district, then a subdistrict within the selected district, then a school within the selected subdistrict, and finally a class within the selected school.

Inactive classes are not shown.

You can also use the **Quick Find** and **Search By** features to search for the class.

The **Add** function is available only at the class level and only for Active classes.

---

**Figure 49. Select Class window**

**Note:** The program will maintain the current hierarchy and will present a list of current classes to choose from on subsequent test site selections.

4. After selecting **Class**, click the **Add** button. In the **Add Class** window (see **Figure 25**), you can add a new class for a group by entering a site name and ID number.

- Click **Save** to save class information and automatically select a newly created class for the test record.
- Click **Close** to return to a list of classes without saving any new information.

**Note:** If you mistakenly enter an existing class ID number while adding a new class record, you will be required to enter a different ID number.
5. To select a teacher, click the Select button to the right of the Teacher field.

6. From the Select Teacher window (see Figure 50), use the Quick Find and Search By features to search for the teacher record.

7. A teacher can be added by clicking the Add button.
   - You can sort the list of teachers by clicking on either column heading.
   - Inactive teachers are not shown.
   - Select a teacher name by either double-clicking the name or clicking the name once and then clicking Select.

![Select Teacher window]

Figure 50. Select Teacher window

- To add a new teacher to a group, click the Add button, and then enter the teacher name and ID number in the Add Teacher window. (See Figure 41.)
  - Click Save to save new teacher information and automatically select the newly created teacher for the test record.
  - Click Close to return to the list of teachers without saving any new information.
Note: If you mistakenly enter an existing teacher name while adding a new teacher record, you will be asked whether you would like to create a new teacher record with that name.

◆ Clicking Yes creates a new teacher record.
◆ Clicking No returns you to the Add Teacher window.

If you mistakenly enter an existing teacher ID number while adding a new teacher record, you will be asked to enter a different ID number.

Note: You cannot proceed without entering all information in the Group Test Information window. (See Figure 48.)

Adding Students to the Group

When all required Group Test Information is saved, students can be added to the group in the Group Test Select screen. (See Figure 51.)

Figure 51. Group Test Select screen

In the All Students list in the top half of the screen, add students to the group by either double-clicking the name or clicking the name once and then clicking Add.

◆ The student record will appear in the Group list in the lower portion of the screen.
◆ You can remove a student from a selected group by either double-clicking a highlighted name in the Group list or clicking the name and then clicking Remove at the bottom of the screen.
Entering a Student Test Record

1. When all students have been selected, click a student name, and then click the **Begin Test** button. Test entry will begin for the student you selected.

2. Enter the required information for the selected student’s test record. (See Figure 52.)

   - A **Grade** must be chosen before a **Level** and **Form** can be selected. You must select a **Grade** before selecting a **Level**, and you must select a **Level** before selecting a **Form**.

   - Values displayed in the **Level** pull-down menu are listed according to the selected student’s grade. **On-Level** form choices appear in black, **On-Level** (special) forms appear in blue, and **Out-of-Level** forms appear in red.

   **Note:** You can select only a Level 1 test for Grade K students if Spring Norms are used (i.e., Test Date Month = Jan.–June).

   - To select or deselect a **Category**, click on the applicable Line (A, B, C, or D) and number (choose from 0 through 9).

![Figure 52. Test Record: Information screen](image-url)
3. Click **Item Entry** at the bottom of the screen to enter and verify the student’s subtest item responses in the **Test Record: Item Entry** screen. (See Figure 42.) (Or, go to step 4 to enter the student’s subtest raw score responses.) After you have entered the student’s test scores, the **Group Test Select** screen will appear, and the record of the student whose scores you just entered will no longer appear in the **Group** list. To start score entry for the next student indicated, go to step 5.

4. Click **Raw Score Entry** at the bottom of the screen to enter the student’s subtest raw score responses in the **Raw Score Entry** screen. (See Figure 43.) After you have entered the student’s test scores, the program will return to the **Group Test Select** screen, and the record of the student whose scores you just entered will no longer appear in the **Group** list.

5. To start score entry for the next student indicated, do one of the following:
   - Click **Next** in the **Group Test Select** screen.
   - Click a different student record in the group, and then click **Next**.
Scanning GRADE Software Data

The GRADE software allows users to scan record forms rather than enter data by hand. Scannable versions of test forms for levels 1 and up are available and are required in order to use the GRADE scanning functionality. The scanning software is only available for Windows. The following Scantron scanners are compatible with the GRADE software:

- **ScanMark® ES Series**: All dual-head read with 48-channel reading (Barcoding functionality not available with these scanners)
- **OpScan/Insight Series**: All dual-head read, 48-channel models supported by ScanTools® 7.0

Preparing Answer Sheets

There are three ways to fill out student information on answer sheets.

The teacher or student can fill in bubbles associated with the required information using a pencil, a barcode label can be printed and affixed to the Name area of the form, or the software can pre-slug student information on to booklets or answer sheets.

Creating Barcode Stickers With Avery® 5160 Labels

To create barcodes for answer sheets, follow these steps:

1. Click on the **Scan Answer Sheets** button to open the scanning area of the software.

2. Click on the Preparation tab. (See Figure 53.)

3. Confirm that the Create Barcode Labels option is selected.
4. If printing by student, verify that the Select Students radio button is selected and click the **Prepare** button. If printing by roster, verify that the Select Roster radio button is selected and click the **Prepare** button.

5. If printing by students, select the students for whom you want labels created. Use **Shift + Click** to select a group of records in sequence or **Ctrl + Click** to select multiple random records. (See Figure 54.)

6. If printing by roster, select the roster for which you want labels created. (See Figure 55.)

7. Click the **Begin Prep** button.
The Barcode Labels window will open. (See Figure 56.)

Figure 56. Barcode Labels window

8. Click the **Print** button.

**Note:** When printing for the first time it is recommended that you only print one label. Once you have confirmed that the text alignment is correct you can select all or a range of records.

The print dialog box is displayed. (See Figure 57.)

Figure 57. Print Barcode Labels window

9. Select the printer.

10. Click **OK**.

11. Click **Cancel** to close the Merge Printing With PrintFlex dialog box.

**Placing the Label on the Answer Sheet**

Place the label vertically in the Name area of the answer sheet. Measure the distance from the left edge of the form to the middle of the label. Adjust
the barcode reader on your OpScan Series scanner to the approximate distance.

**Note:** It is important that the labels be placed in approximately the same location on each form so the barcode reader can retrieve the data from the label.

See [Scanning Data from Completed Answer Sheets](#) for details on how to load the completed answer sheet data into GRADE.

### Pre-slugging Answer Sheets With Student Information

**Note:** The pre-slugging functionality is available for GRADE forms Level 4 through A.

1. Click on the **Scan Answer Sheets** button.
2. Click on the Preparation tab. (See Figure 53.)
3. Confirm that the Pre-Slug Answer Sheets option is checked and set the test date (the default is the current date).
4. If pre-slugging by student, verify that the Select Students radio button is selected and click the **Prepare** button. If pre-slugging by roster, verify that the Select Roster radio button is selected and click the **Prepare** button.
5. If printing by students, select the students for whom you want to print answer sheets. Use **Shift + Click** to select a group of records in sequence or **Ctrl + Click** to select multiple random records. (See Figure 54.)
6. If printing by roster, select the roster for which you want to print answer sheets. (See Figure 55.)
7. Click the **Begin Prep** button.

![Figure 58. Merge Printing With PrintFlex window](#)

8. Click the **Print** button. (See Figure 58.)

**Note:** You may want to select one record to test before choosing to print answer sheets for all the selected records.
9. Select the Printer and click OK.

![Figure 59. Print Pre-Slugged Answer Sheets window](image)

If you see that the alignment is off, use the **Printer Alignment** button on the Print dialog box to adjust the location of the marks on the answer sheet. (See Figure 59.) The position can be adjusted up or down and the sizing can be adjusted left or right. Each increment is equal to 1/100th of an inch. (See Figure 60.)

![Figure 60. Printer Alignment window](image)

**Note:** If you are pre-slugging by roster, the process described above will have printed the header sheet. You will need to click the **Cancel** button on the **Merge Printing with PrintFlex** window, and then begin again with step 8 to pre-slug the answer sheets.

**Scanning Data from Completed Answer Sheets**

To scan data using the GRADE software, follow these instructions:

1. Ensure that the scanner is securely connected to the computer and that the power is on. If scanning answer sheets with barcodes (OpScan scanners only), confirm that the barcode reader is in the correct location.

**Note:** If you are using a serial connection for your scanner, be sure to turn on the scanner before starting your computer.
2. From the Home screen, click the Scan Answer Sheets button. If you are using an ES Series scanner, be sure you have completed the scanning setup outlined in the Setting up Scanning Functionality (Scanning Version Only) section of this manual before attempting to scan.

3. From the Load tab in the Process Answer Sheets window (see Figure 61), you can choose one of two settings for importing scanned data:
   - To import data directly from the scanner, select via scanner.
     The Barcodes check box should be selected when you are scanning answer sheets with barcode labels affixed to the front of the form.
   - To import a data file generated by scanning that has been completed remotely, select via file and then go to the Editing Scanned Forms section for next steps.

   **Note:** Because files are most often used for high-end scanners, leave the setting as via scanner if your scanner is a standard desktop model.

   ![Figure 61. Process Answer Sheets window, Load tab](Image)

4. Load your forms onto the scanner and click the Start button.
   - Current header sheet information is displayed at the top of the screen (School, Class, and Teacher); the student name, ID number, test level, and form associated with the current header sheet are listed below that. (See Figure 62.) The current booklet/answer sheet page number is displayed at the bottom.
When a new header sheet is scanned, the associated information will appear on the Load tab, and the information from the first header sheet and corresponding forms will be moved to the Edit tab. The Process Answer Sheets window will display all test forms as they are scanned.

Clicking the Stop button will stop the scanner, and the current data will be moved to the Edit tab. The following are the only other instances where scanning will stop:

- Page missing from booklet
- Wrong page scanned/scanner not recognizing page
- Header sheet missing
- Errors on header sheet
- Booklet blank
- Page previously scanned
When all forms have been scanned, a **Scanner Message** dialog box will appear indicating that the input hopper is empty. (See Figure 63.)

![Scanner Message dialog box](image)

**Figure 63. Scanner Message dialog box**

Next, the **End of Batch** dialog box will appear to notify you that scanning is complete. (See Figure 64.)

![End of Batch dialog box](image)

**Figure 64. End of Batch dialog box**
## Editing Scanned Forms

Clicking the Edit tab in the Process Answer Sheets window allows you to correct errors on scanned forms before importing data into the database. All color-coded errors and severe warnings must be corrected before data can be imported.

Any record(s) with errors will have colored fields to indicate the error type as follows:

- **Red** indicates errors, including missing or incorrectly bubbled required header fields or student identification fields, or incorrectly bubbled item responses (if this is set as an error in Administration Setup).
- **Orange** indicates severe warnings, including a school name and/or ID number that does not exist in the database, or a test level/student grade combination with no norms available.
- **Yellow** indicates minor warnings, including the following:
  - **School ID** exists in the database, but the **School Name** does not exist or is blank.
  - **Teacher ID** exists in the database, but the **Teacher Name** does not exist or is blank.
  - **Teacher Name** exists in the database, but the **Teacher ID** does not.
  - **Class ID** exists in the database, but the **Class Name** does not exist or is blank.
  - **Class Name** exists in the database, but the **Class ID** does not.

### To Edit Scanned Forms

You can choose to display only scanned data fields with errors or all scanned data fields.

1. Click the **Display** pull-down menu to select which form information to view.
   - You can choose to view either errors and warnings or all data on the form. (See Figure 65.)
   - For a description of the color-coded errors and warnings, go to the beginning of this section (Editing Scanned Forms).
2. Click Select Scan Group ID to view all scanned header sheets. All header sheets from the most recent scan job and those that have not been completely imported are listed here. (See Figure 66.)

- After selecting a header sheet entry, all associated test sheets will be listed just below Display.
- Errors and warnings will be color-coded according to severity (as previously discussed).

A header sheet can be deleted by clicking the Delete Group button on the right. (See Figure 67.)

- If you delete a header sheet, all associated test sheets will also be deleted.

Note: A header sheet will be marked only if there is an error/warning on it. Every header sheet must be checked for errors/warnings in associated booklets/test sheets.
3. Edit header sheet.

**Note:** You can select individual records from an imported scan group to edit. To do so, follow the instructions given at the bottom of Figure 68 and Figure 69.

- To select group records, search by school, class, or teacher.
- To select individual student records, search by student.

![Figure 67. Process Answer Sheets window, Edit tab showing all scanned data](image-url)
Figure 68. Process Answer Sheets window, Edit tab, group record search

Figure 69. Process Answer Sheets window, Edit tab, individual student record search
Clicking the Select Scan Group ID pull-down menu will list all header sheets with test sheets that have not been imported.

Header sheets with errors or warnings will appear in red, orange, or yellow, depending on the severity of error. Click the desired field at the bottom of the screen to edit information.

**Note:** If the Test Date is changed, you will be notified that the Test Date and Norms Used for all other scanned test records in that group will also change. (See Figure 70.)

- Click Yes to change the Test Date.
- Click No to cancel the change.

![Figure 70. Test Date Change prompt](image)

**Note:** If any test sheets associated with the selected header sheet have already been imported, no information for the header sheet can be edited.

4. Click the booklet/test sheet to display errors. Booklets/test sheets listed under header sheets will also appear in red, orange, or yellow if they contain an error or warning. (See Figure 71.)

- Clicking a booklet/test sheet will populate the area under Display with information from the selected test sheets.
- All errors/warnings will appear in the designated color (as just described).
- Test sheets can be deleted by clicking a booklet name and then clicking Delete Test. (See Figure 72.)
5. Click the field to edit. (See Figure 72.)
   - Item responses that are double-marked may be listed as an error, depending on the setting specified by the Administrator.
   - The current setting is listed above the test sheet list.

Note: An “X” will automatically appear in any item response field that does not have a response value.
6. Click the **Import** button to import scanned data. All test sheets and associated header sheets with no errors or severe warnings will be imported into the database. Test sheets with errors will not be imported but will still be listed under the associated header sheet.

- Once a test sheet has been imported, any information on the associated header sheet can no longer be edited.
- The **Test Date** and **Norms Used** come from the header sheet and cannot be edited on individual test sheets.
- If a header sheet still has errors, all associated test sheets will not be imported.

As you are importing, you will be notified of the following for each test group and associated header sheet:

- **Scan Date**, **School**, **Class**, and **Teacher**
◆ Number of test sheets imported successfully
◆ Number of test sheets that have errors and were not imported
◆ Any duplicate records that were skipped

When importing is completed, you will be informed of the total number of test sheets imported successfully, the number of test sheets with errors, and any duplicate records that were skipped.

**Note:** You will be notified if you are entering
◆ a student ID number that already exists in the database or
◆ a new student record whose demographic data matches an existing student record but has a different ID number.

In these instances, you can avoid duplicating data by
◆ importing the student record using the existing student in the database,
◆ skipping the test record,
◆ stopping the process to edit the student record before importing, or
◆ creating a new student record using the new ID number (if the student demographic information matches that of an existing student record).
**Viewing History**

All imported test sheets and associated header sheets are listed in History for 30 days from the latest scan job. (See Figure 73.) Header sheets are listed under **Scan Groups**. Clicking a header sheet will list all imported test sheets under **Test Records**.

![Figure 73. Scan Answer Sheets screen, History tab](image)
Reporting

The GRADE software allows you to create and generate a variety of reports. Only the individual reports are available when generating reports for a single student. Group reports are available when a teacher or class is chosen. All other reporting options/filters are unavailable until a student, teacher, or test site has been selected.

Creating and Generating Reports

To create and generate a report, do the following:

1. Click the Run Reports button on the GRADE Home screen, or the icon at the top of the screen, to display the Reporting screen. (See Figure 74.)

2. Select Report Context (Student, Teacher, or Test Site).
   - Select the Student(s) radio button (if it isn’t already selected) under the Run report by heading on the Context tab to run reports by student. (See Figure 75.)
   - Select a student by clicking on the student’s name to highlight it in the Students Available section. Press the Add button to move the student into the Selected Students section to add the student to the reports.
   - Remove a student by clicking on the student’s name to highlight it in the Selected Students section. Press the Remove button to move the student back to the Students Available section to remove the student from the reports. Press the Remove All button to move all students from the Selected Students section to the Students Available section.
Users can select multiple students by holding down the Ctrl key while highlighting individual students or the Shift key in order to select a concurrent group of students.

Select the Teacher(s) radio button (if it isn't already selected) under the Run report by heading on the Context tab to run reports by teacher. (See Figure 76.)

Select a teacher by clicking on the teacher's name to highlight it in the Teachers Available section. Press the Add button to move the teacher into the Selected Teachers section to add the teacher to the reports.

Remove a teacher by clicking on the teacher's name to highlight it in the Selected Teachers section. Press the Remove button to move the teacher back to the Teachers Available section to remove the teacher from the reports. Press the Remove All button to move all teachers from the Selected Teachers section to the Teachers Available section.

Users can select multiple teachers by holding down the Ctrl key while highlighting individual teachers or the Shift key in order to select a concurrent group of teachers.

Active teacher records will appear in black, and Inactive teacher records will appear in light gray. Both types of teacher records can be selected for reporting.
Selecting the Site(s) radio button in the **Run report by** section will allow you to run reports on all sublevels (e.g., Classes). The Test Sites Available section represents each of the available test site levels (District, Subdistrict, School, Class) that were created in Administration Setup. (See Figure 77.)

Select a test site by clicking on the test site’s name to highlight it in the **Test Sites Available** section. Press the Add button to move the test site into the **Selected Test Sites** section to add the test site to the reports.

Remove a test site by clicking on the test site’s name to highlight it in the **Selected Test Sites** section. Press the Remove button to move the test site back to the **Test Sites Available** section to remove the test site from the reports. Press the Remove All button to move all test sites from the Selected Test Sites section to the Test Sites Available section.

Users can select multiple test sites by holding down the Ctrl key while highlighting individual test sites or the Shift key in order to select a concurrent group of test sites.
3. Select reporting options by clicking on the Options tab on the Reporting screen. (See Figure 74.) Various report types will be available, depending on whether a report is being generated for a student, teacher, or test site:

- **Individual Score Summary** is available when Student, Teacher, Class, or All Sublevels is selected.

- **Individual Diagnostic Analysis** is available when Student, Teacher, Class, or All Sublevels is selected.

- **Individual Parent Report** is available when Student, Teacher, Class, or All Sublevels is selected.

**Note:** The Individual Parent Report is available in English, Spanish, and Portuguese versions. The Parent Report Language Options will appear when you select this reporting option (see Figure 78).
Figure 78. Parent Report Language Options

- **Individual Progress Report** is available when Student, Teacher, Class, or All Sublevels is selected. (The Level cannot be selected.)

- **Group Score Summary** is available when District, School or Class is the Test Site or when Teacher is selected.

- **Group Analysis by Item** is available when Class is the Test Site or when Teacher is selected.

- **Group Analysis by Type** is available when Class is the Test Site or when Teacher is selected.

- **Group Progress Report** is available when Test Site or Teacher is selected. (The Level cannot be selected.)

- **Group Class Progress Report** is available when Test Site or Teacher is selected.

**Note:** Report options differ depending on the record type:

- Only individual reports will be enabled when you are reporting on students.
All report types will be enabled when you are reporting on teachers or single classes.

When Group Score Summary is selected, you will be able to select which derived scores are included on the report. You can select sorting based on a score or alphabetically in ascending or descending order.

Only the Group Progress report will be enabled when you are reporting on a School or a higher-level test site. However, if Include Sublevels is checked, all reports will be enabled, and the applicable report types will be generated for all sublevels of the selected test site.

An example of each report is presented in Appendix B of this user’s manual.

4. Select Student Grade or Test Level. Reports can be narrowed down further to only those tests administered at a certain grade or test level. The default will be All Grades or All Levels, depending on the choice of grade or level.

5. Click the On Level and/or Out-of-Level check boxes to indicate whether the report will include On Level, Out-of-Level, or All tests.

6. Select the Sort By value (only available with the Group Score Summary Report) and the order type—ascending or descending.

7. Enter Date Range for test dates. Reports generated will be based on test dates within the specified date range. The format for starting and ending test dates is month, day, and year. If a date is not selected, the program will default to the current month, day, and year.

8. Use the Category query builder (for details on how to use this feature, refer to Building a Category query section of this manual) to further define what records you want included in the report.

9. Click Run Reports at the bottom of the screen. A Report Viewer will appear for reports on individual students. Reports on teachers and test sites will be stored as PDF files in time-stamped directories. Students not appearing in reports will be listed in a text file in a class directory.
For the Individual Diagnostic Analysis report you will have the option of saving the file in .pdf, .rtf, or .csv format. You can open the CSV file using Microsoft Excel to import the report data and manipulate it. Group Diagnostic Reports by teacher or test site will be stored as PDF and CSV files in time-stamped directories. Each type will have an icon to visually indicate which file is which. All other reports will be stored as PDF only. Students not appearing in reports will be listed in a text file in a class directory.

**Browsing Existing Reports**

You can view existing reports by clicking the Open Report Browser button at the bottom of the Reporting screen. This will display a list of time-stamped reports that have been previously generated. (See Figure 78.) You can view a report saved in PDF format by double-clicking it. To view a report saved in CSV format, select the report from the Report Viewer and click the Open button or just double-click on the report name. Microsoft Excel will launch, and the data will display on the active worksheet. You can also use the **Copy to . . .** button to save a copy of the file to a different location on your computer or network.

![Figure 79. Report Folder Browser window](image-url)
Building a Category Query

You can use the Categories section of the screen to include or exclude test records from a report.

1. Select a value from the Control pull-down menu.
2. Click the AND or the OR button.
3. Click the Add button.

The AND and OR buttons help you to include multiple conditions. Use AND if you are looking for test records that have both categories. Use OR if a test record has one or the other category. If you want to remove a category, click the Delete button. The Delete function removes the last category added. (See Figure 80.)

Figure 80. Query Builder window
Importing and Exporting Data

The GRADE software provides several options for importing and exporting GRADE data. The **Import or Export Data** screen allows you to do the following:

- Import student, teacher, and test site data
- Export a data file for use in a spreadsheet

To access the **Import or Export Data** screen, click the **Import or Export Data** icon at the top of the screen, or click the **Import or Export Data** button on the **Home** screen.

Importing Data

To import student or teacher data from the Import or Export Data screen, follow these steps:

1. Choose whether to import student data, teacher data, or test site data by using the pull-down menu in the **Import Students and Teachers** section at the top of the **Import or Export Data** screen. (See Figure 81.)

2. To replace existing student IDs when importing students, check the check box next to **Update Students**.

3. Click **Select File** to go to the **Open** window. (See Figure 82.)
4. To import a file into the GRADE database, double-click the file. Or, click the file name once, and then click the Open button. The file name will appear in the **Import or Export Data** screen.

**Note:** To be imported into the GRADE database, the data in a file must be in a comma- or tab-delimited format.

5. Click **Continue** to proceed to the **Assign Labels** screen, and follow the instructions for assigning labels to imported data.

(See Figure 83.)
6. Click the data row(s) that you want to import from the file. Then click the **Import** button at the bottom of the screen. If you want to import all data, click the **Select All** button.

- A student's ID number, first and last name, sex, and birth date are required to import an individual student data set.

- A teacher's name (first, last, or middle initial) and ID number are required to import an individual teacher data set.

**Note:** If you have selected “Update Duplicate Student IDs,” all imported students with matching names and birth dates in the GRADE database will have their Student IDs replaced with Student IDs from the imported file. If “Update Duplicate Student IDs” is not selected, imported data will be checked for duplicate names and ID numbers from the GRADE database. Duplicates from the imported file will be identified once importing is completed.

7. Click the **Back** button to return to the **Import or Export Data** screen.

**Exporting Data**

To export student data from the **Import or Export Data** screen, complete these steps:

1. From the **Export Research File** section of the **Import or Export Data** screen (see Figure 81), indicate the type of data you want to export:
- Export individual students’ basic demographic data (default).
- Export individual students’ basic demographic data and selected Total Test derived scores. Check the box(es) of the type(s) of Total Test derived scores to include in the export file.
- Export individual students’ basic demographic data and derived scores. Check the box(es) of the type(s) of Total Test and subtest derived scores to include in the export file.
- Export individual students basic demographic data, derived scores, and item responses. Check the box(es) of the type(s) of Total Test and subtest derived scores to include in the export file.

With the second, third, and fourth export options you have the choice of including School/Class and Teacher IDs in the file. You also have the choice to include the Category information for each test record.

2. Indicate a date range to include in the exported data file. Include all dates by clicking the Select All button. Or click the Specify Date Range button and indicate the range using the pull-down menus for Start and End test dates.

3. Click Continue to advance to the Location and Name of the Export File window. (See Figure 84.)

![Figure 84. Location and Name of the Export File window](image)

4. Enter a file name, then click Save, and then click OK on the verification prompt.
Merging Data

To merge data from the GRADE software, go to the Merge Data screen by clicking either the Merge Data button on the Home screen or the Merge Data icon at the top of the screen.

From the Merge Import and Export tab on the Merge Data screen (see Figure 85), select one of the following options:

- **Import Data From Another GRADE Database.** This allows you to import into your current GRADE database any data that were previously created in another GRADE database.

- **Export Individual Student Data.** This allows you to export individual students and their associated tests to a file that can be imported to another GRADE database. When imported, these tests will not be associated with any teacher or class. They will be reported on using only Individual Progress Reports.

- **Export Group Student Data.** This allows you to export groups of students and their associated tests to a file that can be imported to another GRADE database. When imported, all tests will remain associated with the original teacher and class. If data exist in the current database, they can be modified using the Merge Edit tab after they have been imported.

![Figure 85. Merge Data screen, Merge Import and Export tab](image-url)
Exporting Individual Student Data

To export individual student data, follow these steps:

1. Click on the Export Data button.

2. From the Select Students to Export screen (see Figure 86), press the Ctrl key on your keyboard while clicking each student whose data you wish to export. Click the Select All button to select all students in the database.

![Figure 86. Select Students to Export screen](image)

3. Click Continue to advance to the Location and Name of Merge File window. (See Figure 87.) Enter a file name, and then click Save.
4. Click **OK** in the **Export Complete** dialog box (see Figure 88) to return to the **Merge Data** screen.

**Exporting Group Student Data**

To export group student data, do the following:

1. Click the **Export Data** button from the **Merge Import and Export** tab of the **Merge Data** screen. (See **Figure 85**.)

2. From the **Select Students to Export** screen (see **Figure 86**), press the **Ctrl** key on your keyboard while clicking each student you want to select from the GRADE database. Click the **Select All** button to select all students.

3. Click **Continue** to advance to the **Location and Name of Merge File** window. (See Figure 87.)

4. Enter a file name, and then click **Save**.

5. Click **OK** in the **Export Complete** dialog box (see Figure 88) to return to the **Merge Data** screen.
Importing Data From Another GRADE Database

Complete these steps to import data from another database:

1. From the Merge Import and Export tab of the Merge Data screen (see Figure 85), click the Import Data button to locate the file you want to import.

2. Click the file you want to import from the Select a Merge File window (see Figure 89), and then click Open.

3. Click OK in the Import Details dialog box (see Figure 90) to return to the Merge Data screen.

4. Click the Merge Edit tab on the Merge Data screen to display the records in the selected file. (See Figure 91.) These files and records can now be opened for correction.
To Import an Individual

1. Click the **Merge Edit** tab on the **Merge Data** screen to display the student records in the selected file. (See Figure 91.) Records with errors are color-coded and must be edited before importing.

   ![Figure 91. Merge Data screen, Merge Edit tab](image)

2. Click the pull-down menu and select **Individual Student Merge** to view a list of all student records in the file.

3. Click a student record to edit and correct any errors. (See Figure 92.)

   ![Figure 92. Merge Data screen, Merge Edit tab showing individual import records](image)
4. After correcting any errors, click the Import button to display the results in the Import Report dialog box. (See Figure 93.)

Figure 93. Import Report dialog box

To Import a Group

1. Click the Merge Edit tab on the Merge Data screen to display the test records in the selected file. (See Figure 94.) Test records will be grouped by school, class, and teacher.

Note: Records with errors are color-coded and must be edited before importing.

Figure 94. Merge Data screen, Merge Edit tab showing imported group test records
2. Click the pull-down menu and select the applicable group in order to view a list of all student test records in that class. Group information is displayed at the bottom of the screen and can be edited to correct any errors. (See Figure 95.)

**Note:** You can select individual records from an imported group to edit. To do so, follow the instructions given at the bottom of Figure 96 and Figure 97.

- To select group records, search by school, class, or teacher.
- To select individual student records, search by student.

![Figure 95. Merge Data screen, Merge Edit tab showing imported group student records](image)
Figure 96. Merge Data screen, Merge Edit tab, group record search

Figure 97. Merge Data screen, Merge Edit tab, individual student search
3. Click a student test record to edit and correct any errors. (See Figure 98.)

![Merge Data screen, Merge Edit tab showing student record selected from imported student group records]

4. After correcting any errors, click the Import button to display the results in the Import Report dialog box. (See Figure 93.)

5. Click on the “X” in the upper right-hand corner to exit the Import Report dialog box and return to the Merge Data screen. The screen will be clear of any records except those still containing errors.
   - Click the Merge History tab on the Merge Data screen to review the Merge Data history.
   - Click a merge data import group to review individual student records in that group.
   - Click the Home button at the bottom of the screen to return to the GRADE Home screen.
Reference

Technical Support

Technical support is available for the GRADE software:

For Customer or Technical Support
800-328-5999
210-504-3055 International
EACustomerService@Pearson.com
http://www.pearsonassessments.com/learningassessments
## Appendix A:
### Export File Variables

<table>
<thead>
<tr>
<th>GRADE Field</th>
<th>Levels</th>
<th>Export Type</th>
<th>Score/Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Middle Initial</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Birth Date</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Test Date</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>School ID</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td>SCHOOL/CLASS ID</td>
</tr>
<tr>
<td>Class</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Class ID</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td>SCHOOL/CLASS ID</td>
</tr>
<tr>
<td>Teacher</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Teacher ID</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td>TEACHER ID</td>
</tr>
<tr>
<td>Grade</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Norms</td>
<td>ALL</td>
<td>DEMO, TOT TEST, ALL, RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Sound Matching Raw Score</td>
<td>P, K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Rhyming Raw Score</td>
<td>P, K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Phonological Awareness Raw Score</td>
<td>P, K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Phonological Awareness Stanine</td>
<td>P, K</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Picture Matching Raw Score</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Picture Differences Raw Score</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Visual Skills Raw Score</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Visual Skills Stanine</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Verbal Concepts Raw Score</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Picture Categories Raw Score</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Concepts Raw Score</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Concepts Stanine</td>
<td>P</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Listening Comprehension Raw Score</td>
<td>ALL</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Listening Comprehension Stanine</td>
<td>ALL</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
</tbody>
</table>
### Appendix A continued:
#### Export File Variables

<table>
<thead>
<tr>
<th>GRADE Field</th>
<th>Levels</th>
<th>Export Type</th>
<th>Score/Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Awareness Raw Score</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Letter Recognition Raw Score</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Same &amp; Different Words Raw Score</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Early Literacy Skills Raw Score</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Early Literacy Skills Stanine</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Phoneme-Grapheme Correspondence Raw Score</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Phoneme-Grapheme Correspondence Stanine</td>
<td>K</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Word Reading Raw Score</td>
<td>K, 1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Word Reading Stanine</td>
<td>K, 1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Word Meaning Raw Score</td>
<td>1, 2</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Word Meaning Stanine</td>
<td>1, 2</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Vocabulary Raw Score</td>
<td>3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Vocabulary Stanine</td>
<td>3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Vocabulary Percentile</td>
<td>4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>PERCENTILE</td>
</tr>
<tr>
<td>Vocabulary Grade Equivalent</td>
<td>4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>GRADE EQUIVALENT</td>
</tr>
<tr>
<td>Vocabulary Scaled Score</td>
<td>4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>SCALED SCORE</td>
</tr>
<tr>
<td>Vocabulary NCE</td>
<td>4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>NCE</td>
</tr>
<tr>
<td>Vocabulary Composite Raw Score</td>
<td>1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Vocabulary Composite Stanine</td>
<td>1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Vocabulary Composite Percentile</td>
<td>1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>PERCENTILE</td>
</tr>
<tr>
<td>Vocabulary Composite Grade Equivalent</td>
<td>1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>GRADE EQUIVALENT</td>
</tr>
<tr>
<td>Vocabulary Composite Standard Score</td>
<td>1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>STANDARD SCORE</td>
</tr>
<tr>
<td>Vocabulary Composite NCE</td>
<td>1, 2, 3</td>
<td>ALL, RESPONSES</td>
<td>NCE</td>
</tr>
</tbody>
</table>
## Appendix A continued:
### Export File Variables

<table>
<thead>
<tr>
<th>GRADE Field</th>
<th>Levels</th>
<th>Export Type</th>
<th>Score/Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Comprehension Raw Score</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Sentence Comprehension Stanine</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Passage Comprehension Raw Score</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Passage Comprehension Stanine</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Comprehension Composite Raw Score</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Comprehension Composite Stanine</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Comprehension Composite Percentile</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>PERCENTILE</td>
</tr>
<tr>
<td>Comprehension Composite Grade Equivalent</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>GRADE EQUIVALENT</td>
</tr>
<tr>
<td>Comprehension Composite Standard Score</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>STANDARD SCORE</td>
</tr>
<tr>
<td>Comprehension Composite NCE</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>ALL, RESPONSES</td>
<td>NCE</td>
</tr>
<tr>
<td>Total Test Raw Score</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>RAW</td>
</tr>
<tr>
<td>Total Test Stanine</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>STANINE</td>
</tr>
<tr>
<td>Total Test Percentile</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>PERCENTILE</td>
</tr>
<tr>
<td>Total Test Grade Equivalent</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>GRADE EQUIVALENT</td>
</tr>
<tr>
<td>Total Test Standard Score</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>STANDARD SCORE</td>
</tr>
<tr>
<td>Total Test NCE</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>NCE</td>
</tr>
<tr>
<td>Total Test GSV</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>GSV</td>
</tr>
<tr>
<td>Sound Matching Items</td>
<td>P, K</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Rhyming Items</td>
<td>P, K</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Picture Matching Items</td>
<td>P</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Picture Differences Items</td>
<td>P</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Verbal Concepts Items</td>
<td>P</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Picture Categories Items</td>
<td>P</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension Items</td>
<td>ALL</td>
<td>RESPONSES</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix A continued:
### Export File Variables

<table>
<thead>
<tr>
<th>GRADE Field</th>
<th>Levels</th>
<th>Export Type</th>
<th>Score/Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Awareness Items</td>
<td>K</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Letter Recognition Items</td>
<td>K</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Same &amp; Different Words Items</td>
<td>K</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Phoneme-Grapheme Items</td>
<td>K</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Word Reading Items</td>
<td>K, 1, 2, 3</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Word Meaning Items</td>
<td>1, 2</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Items</td>
<td>3, 4, 5, 6, M, H, A</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Sentence Comprehension Items</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Passage Comprehension Items</td>
<td>1, 2, 3, 4, 5, 6, M, H, A</td>
<td>RESPONSES</td>
<td></td>
</tr>
<tr>
<td>Category A0</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A1</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A2</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A3</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A4</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A5</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A6</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A7</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category A9</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B0</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B1</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B2</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B3</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B4</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B5</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B6</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B7</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
</tbody>
</table>
### Appendix A continued: Export File Variables

<table>
<thead>
<tr>
<th>GRADE Field</th>
<th>Levels</th>
<th>Export Type</th>
<th>Score/Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category B8</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category B9</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C0</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C1</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C2</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C3</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C4</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C5</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C6</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C7</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C8</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category C9</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D0</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D1</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D2</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D3</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D4</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D5</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D6</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D7</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D8</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
<tr>
<td>Category D9</td>
<td>ALL</td>
<td>TOT TEST, ALL, RESPONSES</td>
<td>CATEGORIES</td>
</tr>
</tbody>
</table>

DEMO – Demographics only  
TOT TEST – Demographics and Total Test scores only  
ALL – Demographics and all scores  
RESPONSES - Demographics, all scores and item responses  
SCHOOL/CLASS ID – Include School/Class ID  
TEACHER ID – Include Teacher ID  
CATEGORIES – Include Categories  
RAW – Include Raw Scores  
STANINE – Include Stanine Scores  
PERCENTILE – Include Percentile Scores  
GRADE EQUIVALENT – Include Grade Equivalent Values  
STANDARD SCORE – Include Standard Scores  
NCE – Include NCE Scores  
GSV – Include GSV Scores
Appendix B:
GRADE Software
Sample Reports

Sample Individual Diagnostic Analysis Report ......................... 104
Sample Individual Score Summary Report ............................ 105
Sample Individual Progress Report ................................. 106
Sample Individual Parent Report .................................. 107
Sample Spanish Individual Parent Report .......................... 108
Sample Group Score Summary Report ................................ 109
Sample Group Diagnostic Analysis by Item Report, page 1 ....... 110
Sample Group Diagnostic Analysis by Item Report, page 2 ...... 111
Sample Group Diagnostic Analysis by Item Report, page 3 ...... 112
Sample Group Diagnostic Analysis by Item Report, page 4 ...... 113
Sample Group Diagnostic Analysis by Type Report, page 1 ...... 114
Sample Group Diagnostic Analysis by Type Report, page 2 ...... 115
Sample Group Diagnostic Analysis by Type Report, page 3 ...... 116
Sample Group Diagnostic Analysis by Type Report, page 4 ...... 117
Sample Group Diagnostic Analysis by Type Report, page 5 ...... 118
Sample Group Reading Progress Report ............................ 119
Sample Group Score Summary Report: District .................... 120
Individual Diagnostic Analysis - SAMPLE, STUDENT B.
District: SAMPLE DISTRICT

<table>
<thead>
<tr>
<th>Test Date: 09/17/2014</th>
<th>Grade: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Examiner: TEACHER FOUR</td>
<td>Class/Group: HOMEROOM CLASS</td>
</tr>
<tr>
<td>School: SAMPLE SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

**Birth Date:** 01/01/2000

**Diagnostic Analysis Summary**

<table>
<thead>
<tr>
<th>Test Type</th>
<th>NC</th>
<th>NP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight, or Irregular</td>
<td>2</td>
<td>15</td>
<td>13%</td>
</tr>
<tr>
<td>Decodable</td>
<td>3</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>Sight, or Irregular</td>
<td>1</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Decodable</td>
<td>6</td>
<td>15</td>
<td>40%</td>
</tr>
<tr>
<td>Verbs</td>
<td>0</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Prepositions</td>
<td>0</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>Summarize</td>
<td>2</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>Adverbs</td>
<td>0</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Adjectives</td>
<td>2</td>
<td>3</td>
<td>66%</td>
</tr>
<tr>
<td>Simple</td>
<td>4</td>
<td>14</td>
<td>29%</td>
</tr>
<tr>
<td>Complex</td>
<td>0</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Compound</td>
<td>0</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Clarifying</td>
<td>3</td>
<td>8</td>
<td>38%</td>
</tr>
<tr>
<td>Questioning</td>
<td>4</td>
<td>11</td>
<td>36%</td>
</tr>
<tr>
<td>Summarizing</td>
<td>0</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Predicting</td>
<td>0</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Fiction</td>
<td>5</td>
<td>18</td>
<td>28%</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Poem</td>
<td>1</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Short</td>
<td>2</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>Medium</td>
<td>3</td>
<td>9</td>
<td>33%</td>
</tr>
<tr>
<td>Long</td>
<td>2</td>
<td>6</td>
<td>33%</td>
</tr>
</tbody>
</table>

**NC = Number Correct  NP = Number Possible**

### RECOMMENDATIONS

The **Vocabulary Composite** measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT’s weak performance on the Vocabulary Composite may indicate a lack of knowledge of phonics rules and/or overdependence on the rules. It may also demonstrate difficulties in recognizing words and knowing their meanings. There is a potential for problems with developing good comprehension skills. The Word Attack Skills workbook and the Vocabulary Building workbook for Levels 1, 2, and 3 in the Building Reading Success Workbook series may be helpful for remediation.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT’s average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of the written material. The Reading Comprehension workbook for Levels 1 and 2 in the Building Reading Success Workbook series may be helpful for remediation.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT’s weak Total Test performance suggests that assistance is needed to improve reading skills. The Sounds to Letters workbook in the Building Reading Success Workbook series may be helpful for remediation and the Sounds & Symbols Early Reading Program may improve overall reading skills. STUDENT was administered Level 1 of the GRADE. The GRADE Resource Libraries (GRLs) may be helpful at Level P for remediation for activities, worksheets, and booklists.

**Listening Comprehension** measures understanding of language without printed cues. STUDENT’s weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.
Individual Score Summary - SAMPLE, STUDENT B.

District: SAMPLE DISTRICT

Group Reading Assessment and Diagnostic Evaluation

- On-Level
- Fall Norms
- Level 1, Form A

Diagnostic Analysis Summary

<table>
<thead>
<tr>
<th>Test</th>
<th>NC (Number Correct)</th>
<th>NP (Number Possible)</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td>14</td>
<td>15</td>
<td>93%</td>
</tr>
<tr>
<td>Sight, irregular</td>
<td>14</td>
<td>15</td>
<td>93%</td>
</tr>
<tr>
<td>Decodable</td>
<td>4</td>
<td>5</td>
<td>80%</td>
</tr>
<tr>
<td>Word Meaning</td>
<td>9</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Sight, irregular</td>
<td>9</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Decodable</td>
<td>10</td>
<td>15</td>
<td>67%</td>
</tr>
<tr>
<td>Sentence Comprehension</td>
<td>12</td>
<td>14</td>
<td>83%</td>
</tr>
<tr>
<td>Prepositions</td>
<td>5</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>Nouns</td>
<td>5</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>Adverbs</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Adjectives</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Simple</td>
<td>13</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>Complex</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Compound</td>
<td>1</td>
<td>2</td>
<td>50%</td>
</tr>
</tbody>
</table>

Passage Comprehension

<table>
<thead>
<tr>
<th>Section</th>
<th>NC (Number Correct)</th>
<th>NP (Number Possible)</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Clarifying</td>
<td>4</td>
<td>11</td>
<td>36%</td>
</tr>
<tr>
<td>Summarizing</td>
<td>3</td>
<td>4</td>
<td>75%</td>
</tr>
<tr>
<td>Predicting</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Fiction</td>
<td>12</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3</td>
<td>67%</td>
</tr>
<tr>
<td>Poem</td>
<td>2</td>
<td>3</td>
<td>67%</td>
</tr>
<tr>
<td>Short</td>
<td>5</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Medium</td>
<td>7</td>
<td>9</td>
<td>78%</td>
</tr>
<tr>
<td>Long</td>
<td>4</td>
<td>6</td>
<td>67%</td>
</tr>
</tbody>
</table>

Listening Comprehension

<table>
<thead>
<tr>
<th>Section</th>
<th>NC (Number Correct)</th>
<th>NP (Number Possible)</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>5</td>
<td>80%</td>
</tr>
<tr>
<td>Inference</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 identify reading strengths and needs.

The Vocabulary Composite measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT’s average performance on the Vocabulary Composite indicates a knowledge of phonics, the exceptions to letter-sound correspondence rules, and the ability to read words and know their meanings.

The Comprehension Composite measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT’s strong performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of the written material.

The Total Test raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT’s strong Total Test performance suggests future success in reading.

Listening Comprehension measures understanding of language without printed cues. STUDENT’s average performance indicates oral language skills appropriate with the development level represented for Level 1.
What is the Growth Scale Value (GSV)?

The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick for measuring reading progress throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless they are being tested as a postsecondary or ungraded student.

Administrations of the GRADE

<table>
<thead>
<tr>
<th>Seq.</th>
<th>Date</th>
<th>Grade</th>
<th>Level</th>
<th>GSV</th>
<th>National Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/22/2014</td>
<td>1</td>
<td>l(A)</td>
<td>378</td>
<td>340</td>
<td>303-377</td>
</tr>
<tr>
<td>2</td>
<td>09/17/2014</td>
<td>1</td>
<td>l(A)</td>
<td>293</td>
<td>340</td>
<td>303-377</td>
</tr>
</tbody>
</table>

*Shaded area represents ±1 Standard Deviation of the standardization sample.
STUDENT recently took the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a test designed to see what pre-reading or reading 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 her performance on specific GRADE subtests. The Growth Scale Value (GSV) graph demonstrates STUDENT’s reading progress over time. The data point or mark on this graph represents STUDENT’s reading performance. Please feel free to ask any questions about this report. You are an important part of STUDENT’s reading success.

**Birth Date:** 01/01/2000  
**Test Date:** 09/17/2014  
**Grade:** 1  
**Teacher/Examiner:** TEACHER FOUR  
**Class/Group:** HOMEROOM CLASS  
**School:** SAMPLE SCHOOL

**Stanine Profile**

<table>
<thead>
<tr>
<th>Stanine</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL TEST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 tested 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 reading strengths and/or needs. The Vocabulary Composite measures the ability to decode phonetically regular words, to recognize common sight words, and understand word meaning without the benefit of context clues. STUDENT’s weak performance on the Vocabulary Composite may indicate a lack of knowledge of phonics rules and/or overdependence on the rules. It may also demonstrate difficulties in recognizing words and knowing their meanings. There is a potential for problems with developing good comprehension skills.

The Comprehension Composite measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT’s average performance indicates a clear understanding of the content, an ability to comprehend a variety of text, and success at applying strategies to the comprehension of the written material. STUDENT’s weak performance on the Comprehension Composite may indicate difficulties with developing good comprehension skills.

The Total Test raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT’s weak Total Test performance suggests that assistance is needed to improve reading skills.

**Growth Scale Value (GSV)**

The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick by which reading progress can be measured throughout the school years. It can also be used to compare a student’s reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 340 is average for first-grade students in the Fall; a GSV of less than 303 would reflect a lower reading performance and a GSV greater than 377 would reflect a higher reading performance for first-grade students in the Fall. On this administration of the GRADE STUDENT obtained a GSV of 293. (The GSVs for students taking Levels P and K will not be plotted because these values are centered differently on the GSV scale.)
Informe para padres de familia - SAMPLE, STUDENT B.

El informe trata sobre la evaluación grupal para la valoración y el diagnóstico de la lectura (Group Reading Assessment and Diagnostic Evaluation o GRADE, por sus siglas en inglés). GRADE es una prueba diseñada para determinar qué destrezas de preparación para la lectura o de lectura han aprendido los estudiantes y qué destrezas se deben enseñar. La información que se encuentra en la continuación muestra los resultados de la prueba de STUDENT. Primero, el perfil de las calificaciones estaninas muestra los resultados de la prueba más reciente que tomó STUDENT y su desempeño en cada sección específica de la prueba GRADE. Después, la gráfica del valor en la escala de desarrollo (Growth Scale Value, o GSV en inglés) muestra el progreso en la lectura que ha tenido STUDENT con el paso del tiempo. El punto o la marca de datos de esta gráfica representa el desempeño en la lectura de STUDENT. Por favor, no dude en hacernos llegar cualquier pregunta que tenga acerca de este informe. Usted tiene un papel muy importante en el éxito de STUDENT en la lectura.

### Fecha de nacimiento
01/01/2000

### Fecha de prueba
09/22/2014

### Grado escolar
1

### Maestro/Administrador de la Clase/Grupo
TEACHER FOUR HOMEROOM CLASS

### Escuela
SAMPLE SCHOOL

#### Descripción de las calificaciones estaninas

 Una calificación estanina convierte el número total de respuestas correctas en un número de un solo dígito entre el 1 y el 9. Esto permite entender más fácilmente el desempeño en la prueba, y el mismo tiempo naranja en el que el estudiante se encuentra en el promedio en comparación con el desempeño promedio de los estudiantes de su grado. Si la calificación estanina es de 1, 2, 3, 4, 5, 6, 7, 8, 9, se considera que el desempeño es bajo; si es de 10, se considera que el desempeño es normativo; si es de 11, se considera que el desempeño es alto. Si la calificación estanina es de 10, se considera que el desempeño es muy alto. Si la calificación estanina es de 11, se considera que el desempeño es excepcional. Si la calificación estanina es de 12, se considera que el desempeño es excelencia.

#### Descripción del valor en la escala de desarrollo

 El valor en la escala de desarrollo (GSV, por sus siglas en inglés) es una calificación que mide el progreso en la lectura con el paso del tiempo. Así como las pulgadas son una escala de intervalos iguales de longitud, el GSV es una escala de intervalos iguales de la habilidad para leer. Por lo tanto, el GSV es como una “regla” que mide el progreso en la lectura a lo largo de los años escolares. También puede usarse para comparar la habilidad para la lectura de un estudiante con un grupo de referencia, formado por todos los estudiantes que cursan un grado en particular. Por ejemplo: una calificación de GSV de 340 se considera una estatura para los estudiantes de 1er grado en el otoño; una calificación de GSV de menos de 303 reflejaría un desempeño en la lectura más bajo; y una calificación de GSV de más de 377 reflejaría un desempeño en la lectura más alto para los estudiantes de 1er grado en el otoño. En esta administración del GRADE, STUDENT obtuvo una calificación de GSV de 378. (Las calificaciones de GSV de los estudiantes que toman los niveles P y K no se marcarán en la gráfica porque estos valores se ubican de forma diferente en la escala de GSV).
# Group Score Summary

## Group Reading Assessment and Diagnostic Evaluation

### On-Level Fall Norms Level 1, Form A

**Test Dates:** 09/17/2014 - 09/22/2014  
**District:** SAMPLE DISTRICT  
**School:** SAMPLE SCHOOL

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT B. SAMPLE</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT B. SAMPLE</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT C. SAMPLE</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT D. SAMPLE</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Word Reading</th>
<th>Word Meaning</th>
<th>Vocabulary Composite</th>
<th>Sentence Comprehension</th>
<th>Passage Comprehension</th>
<th>Comprehension Composite</th>
<th>Total Test</th>
<th>Listening Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT B. SAMPLE</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>1</td>
<td>&lt;K.4</td>
<td>57</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT B. SAMPLE</td>
<td>18</td>
<td>7</td>
<td>19</td>
<td>37</td>
<td>6</td>
<td>59</td>
<td>1.4</td>
<td>164</td>
</tr>
<tr>
<td>STUDENT C. SAMPLE</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td>&lt;K.3</td>
<td>62</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT D. SAMPLE</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>&lt;K.4</td>
<td>55</td>
<td>2</td>
</tr>
</tbody>
</table>

Average GSV: 315

Report printed for: Pearson QA  
Report Date: 09/22/2014
| 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 | 29 | 30 |
|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Item Type   | S | S | S | S | D | S | D | S | S | D | S | S | D | S | D | S | S | D | S | S | S | S | S | S | S | S | S | S |
| Target Word | today | ocean | women | young | earn | enjoy | eight | engine | super | world | done | smile | example | bargain | scent | equest | bought | place | continue | month | sign | imagine | island | taught | sight | few | since | grow | sure | know |

**STUDENT A. SAMPLE**

| Response | A | D | A | C | A | E | C | A | D | B | A | D | B | A | D | E | C | B | A | E | D | A | D | B | A | C | D | E |
| Correct Answer | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response A | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response C | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response D | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response E | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
### Group Diagnostic Analysis by Item - HOMEROOM CLASS

**Teacher/Examiner:** TEACHER THREE  
**Test Dates:** 09/17/2014 - 09/17/2014  
**Grade:** 3  
**School:** SAMPLE SCHOOL

### Vocabulary

**Vocabulary On-Level**  
**Fall Norms**  
**Level 3, Form A**

| 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 | 29 | 30 |
|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Part of Speech | Aj | N | Aj | N | V | Aj | V | Aj | N | N | Aj | V | Aj | N | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V |
| Target Word | fresh | final | final | model | model | model | model | model | model | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe | ripe |
| Student Name | STUDENT A, SAMPLE | 16 | A | D | B | B | D | D | C | D | C | B | B | C | A | D | C | C | D | C | D | C | D | C | A | A | D |

| Total Incorrect | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| Local p-value | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| National p-value | 84 | 83 | 77 | 73 | 73 | 73 | 65 | 84 | 72 | 87 | 66 | 54 | 58 | 51 | 72 | 68 | 71 | 80 | 61 | 48 | 35 | 54 | 70 | 81 | 29 | 25 | 60 | 50 | 30 | 51 |
| Difference | 1.04 | 0.08 | 0.37 | 0.53 | 0.63 | 0.66 | 0.67 | 0.64 | 0.42 | 0.51 | 0.28 | 0.32 | 0.29 | 0.30 | 0.31 | 0.31 | 0.32 | 0.33 | 0.34 | 0.35 | 0.36 | 0.37 | 0.38 | 0.39 | 0.40 | 0.41 | 0.42 | 0.43 | 0.44 | 0.45|

### Correct Answer

| Response A | B | D | C | B | C | A | D | A | B | C | D | C | A | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D |
| Correct Answer | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response B | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response D | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 |

### Key

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Ne/Noun</th>
<th>V/VVerb</th>
<th>Aj/Adjective</th>
<th>Av/Adverb</th>
</tr>
</thead>
</table>
## Group Diagnostic Analysis by Item - HOMEROOM CLASS

**District:** SAMPLE DISTRICT  
**Student Count:** 1

**Teacher/Examiner:** TEACHER THREE  
**Test Dates:** 09/17/2014 - 09/17/2014  
**Grade:** 3  
**School:** SAMPLE SCHOOL

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Part of Speech</th>
<th>Type of Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aj</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td>Av</td>
<td>Cp</td>
</tr>
<tr>
<td>3</td>
<td>N</td>
<td>Cx</td>
</tr>
<tr>
<td>4</td>
<td>V</td>
<td>S</td>
</tr>
<tr>
<td>5</td>
<td>Aj</td>
<td>S</td>
</tr>
<tr>
<td>6</td>
<td>N</td>
<td>S</td>
</tr>
<tr>
<td>7</td>
<td>Aj</td>
<td>Cd</td>
</tr>
<tr>
<td>8</td>
<td>Av</td>
<td>Cp</td>
</tr>
<tr>
<td>9</td>
<td>V</td>
<td>Cd</td>
</tr>
<tr>
<td>10</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>11</td>
<td>V</td>
<td>S</td>
</tr>
<tr>
<td>12</td>
<td>V</td>
<td>S</td>
</tr>
<tr>
<td>13</td>
<td>V</td>
<td>S</td>
</tr>
<tr>
<td>14</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>15</td>
<td>Aj</td>
<td>Cx</td>
</tr>
<tr>
<td>16</td>
<td>N</td>
<td>S</td>
</tr>
<tr>
<td>17</td>
<td>Aj</td>
<td>Cd</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td>Cx</td>
</tr>
<tr>
<td>19</td>
<td>N</td>
<td>Cd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>RS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT A. SAMPLE</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>C</th>
<th>A</th>
<th>B</th>
<th>D</th>
<th>A</th>
<th>C</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Incorrect</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Correct</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Local p-value</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>National p-value</td>
<td>98.87</td>
<td>83.85</td>
<td>83.86</td>
<td>56.67</td>
<td>53.85</td>
<td>71.50</td>
<td>83.75</td>
<td>59.91</td>
<td>63.90</td>
<td>50</td>
<td>17</td>
<td>25</td>
<td>.41</td>
<td>.09</td>
<td>.37</td>
</tr>
<tr>
<td>Difference</td>
<td>02</td>
<td>.13</td>
<td>.17</td>
<td>.13</td>
<td>.44</td>
<td>.15</td>
<td>.17</td>
<td>.14</td>
<td>.33</td>
<td>.47</td>
<td>.15</td>
<td>.29</td>
<td>.17</td>
<td>.25</td>
<td>.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>A</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>C</th>
<th>A</th>
<th>B</th>
<th>D</th>
<th>A</th>
<th>C</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Response B</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Response C</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Response D</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Response E</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Key**

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Type of Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=Noun  V=Verb  Aj=Adjective  Av=Adverb  P=Preposition  C=Conjunction</td>
<td>S=Simple  Cp=Compound  Cx=Complex  Cd=Complicated</td>
</tr>
</tbody>
</table>

Report printed for: Pearson QA  
**CONFIDENTIAL**  
**Report generated by GRADE version 3.9.**  
**Report Date: 09/22/2014**  
**Page 3 of 10**  
Copyright © 2002, 2006-2007 NCS Pearson, Inc. All rights reserved.
## Group Diagnostic Analysis by Item - HOMEROOM CLASS

**District:** SAMPLE DISTRICT  
**Student Count:** 1  
**Teacher/Examiner:** TEACHER THREE  
**Test Dates:** 09/17/2014 - 09/17/2014  
**Grade:** 3  
**School:** SAMPLE SCHOOL

### Passage Comprehension On-Level

<table>
<thead>
<tr>
<th>Passage Number</th>
<th>Passage Origin</th>
<th>Passage Type</th>
<th>Passage Length</th>
<th>Item Number</th>
<th>Question Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authentic</td>
<td>Poem</td>
<td>Short</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Medium</td>
<td>2</td>
<td>Q</td>
</tr>
<tr>
<td>3</td>
<td>Synthetic</td>
<td>Science</td>
<td>Long</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>Synthetic</td>
<td>Practical</td>
<td>Medium</td>
<td>4</td>
<td>P</td>
</tr>
<tr>
<td>5</td>
<td>Synthetic</td>
<td>Science</td>
<td>Short</td>
<td>5</td>
<td>Q</td>
</tr>
<tr>
<td>6</td>
<td>Synthetic</td>
<td>History</td>
<td>Long</td>
<td>6</td>
<td>C</td>
</tr>
<tr>
<td>7</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>7</td>
<td>C</td>
</tr>
<tr>
<td>8</td>
<td>Synthetic</td>
<td>Practical</td>
<td>Long</td>
<td>8</td>
<td>Q</td>
</tr>
<tr>
<td>9</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>9</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>Synthetic</td>
<td>Science</td>
<td>Long</td>
<td>10</td>
<td>C</td>
</tr>
<tr>
<td>11</td>
<td>Synthetic</td>
<td>Science</td>
<td>Short</td>
<td>11</td>
<td>C</td>
</tr>
<tr>
<td>12</td>
<td>Synthetic</td>
<td>History</td>
<td>Long</td>
<td>12</td>
<td>C</td>
</tr>
<tr>
<td>13</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>13</td>
<td>C</td>
</tr>
<tr>
<td>14</td>
<td>Synthetic</td>
<td>Science</td>
<td>Long</td>
<td>14</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>Synthetic</td>
<td>History</td>
<td>Long</td>
<td>15</td>
<td>C</td>
</tr>
<tr>
<td>16</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>16</td>
<td>C</td>
</tr>
<tr>
<td>17</td>
<td>Synthetic</td>
<td>Practical</td>
<td>Long</td>
<td>17</td>
<td>Q</td>
</tr>
<tr>
<td>18</td>
<td>Synthetic</td>
<td>Science</td>
<td>Long</td>
<td>18</td>
<td>C</td>
</tr>
<tr>
<td>19</td>
<td>Synthetic</td>
<td>History</td>
<td>Long</td>
<td>19</td>
<td>S</td>
</tr>
<tr>
<td>20</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>20</td>
<td>P</td>
</tr>
<tr>
<td>21</td>
<td>Synthetic</td>
<td>Science</td>
<td>Long</td>
<td>21</td>
<td>S</td>
</tr>
<tr>
<td>22</td>
<td>Synthetic</td>
<td>History</td>
<td>Long</td>
<td>22</td>
<td>S</td>
</tr>
<tr>
<td>23</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>23</td>
<td>S</td>
</tr>
<tr>
<td>24</td>
<td>Synthetic</td>
<td>Practical</td>
<td>Long</td>
<td>24</td>
<td>C</td>
</tr>
<tr>
<td>25</td>
<td>Synthetic</td>
<td>Science</td>
<td>Long</td>
<td>25</td>
<td>C</td>
</tr>
<tr>
<td>26</td>
<td>Synthetic</td>
<td>History</td>
<td>Long</td>
<td>26</td>
<td>C</td>
</tr>
<tr>
<td>27</td>
<td>Synthetic</td>
<td>Fiction</td>
<td>Short</td>
<td>27</td>
<td>Q</td>
</tr>
<tr>
<td>28</td>
<td>Synthetic</td>
<td>Practical</td>
<td>Long</td>
<td>28</td>
<td>C</td>
</tr>
</tbody>
</table>

### Student Name

<table>
<thead>
<tr>
<th>Student Name</th>
<th>RS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT A. SAMPLE</td>
<td></td>
</tr>
</tbody>
</table>
## Group Diagnostic Analysis by Item - HOMEROOM CLASS

### District: SAMPLE DISTRICT

**Student Count:** 1

**Listening Comprehension On-Level Fall Norms Level 3, Form A**

**Teacher/Examiner:** TEACHER THREE

**Test Dates:** 09/17/2014

**Grade:** 3

**School:** SAMPLE SCHOOL

### Key

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Vc=Vocabulary</th>
<th>Gr=Grammar</th>
<th>Id=Idiom</th>
<th>In=Inference</th>
<th>N=Nonliteral</th>
</tr>
</thead>
</table>

### Table

<table>
<thead>
<tr>
<th>Item Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Type</td>
<td>Gr</td>
<td>Id</td>
<td>Gr</td>
<td>Gr</td>
<td>Vc</td>
<td>In</td>
<td>Gr</td>
<td>Gr</td>
<td>N</td>
<td>Gr</td>
<td>Gr</td>
<td>In</td>
<td>Gr</td>
<td>Id</td>
<td>Gr</td>
<td>Id</td>
<td>Gr</td>
</tr>
<tr>
<td><strong>Student Name</strong></td>
<td>STUDENT A. SAMPLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response A</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Response B</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Response C</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Response D</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Response E</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Results

- **Total Incorrect:** 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1
- **Total Correct:** 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0
- **Local p-value:** 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0
- **National p-value:** 0.98, 0.96, 0.89, 0.64, 0.88, 0.41, 0.96, 0.60, 0.70, 0.95, 0.94, 0.88, 0.97, 0.83, 0.89, 0.95, 0.99
- **Difference:** (0.98), (0.96), (0.89), (0.64), (0.88), (0.41), (0.96), (0.60), (0.70), (0.95), (0.94), (0.88), (0.97), (0.83), (0.89), (0.95), (0.99)

### Critical Information

- **Student Name:** STUDENT A. SAMPLE
- **Report Date:** 09/22/2014
- **Report printed for:** Pearson QA
- **Report generated by GRADE version 3.9**
- **Confidentiality:** CONFIDENTIAL
- **Copyright © 2002, 2006-2007 NCS Pearson, Inc. All rights reserved.**
<table>
<thead>
<tr>
<th>Student</th>
<th>RS</th>
<th>NP</th>
<th>%</th>
<th>Sight, or Irregular</th>
<th>Decodable</th>
<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE, STUDENT B</td>
<td>18</td>
<td>20</td>
<td>90%</td>
<td>(14/15) 93%</td>
<td>(4/5) 80%</td>
<td>7</td>
</tr>
<tr>
<td>SAMPLE, STUDENT B</td>
<td>4</td>
<td>20</td>
<td>20%</td>
<td>(2/15) 13%</td>
<td>(2/5) 40%</td>
<td>2</td>
</tr>
<tr>
<td>SAMPLE, STUDENT C</td>
<td>7</td>
<td>20</td>
<td>35%</td>
<td>(4/15) 27%</td>
<td>(3/5) 60%</td>
<td>3</td>
</tr>
<tr>
<td>SAMPLE, STUDENT D</td>
<td>7</td>
<td>20</td>
<td>35%</td>
<td>(4/15) 27%</td>
<td>(3/5) 60%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Class Average % Correct</strong></td>
<td>45%</td>
<td></td>
<td><strong>40%</strong></td>
<td></td>
<td><strong>60%</strong></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>RS</td>
<td>NP</td>
<td>%</td>
<td>Sight, or Irregular</td>
<td>Decodable</td>
<td>Stanine</td>
</tr>
<tr>
<td>---------------------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>---------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>SAMPLE, STUDENT B.</td>
<td>19</td>
<td>27</td>
<td>70%</td>
<td>(9/12) 75%</td>
<td>(10/15) 67%</td>
<td>5</td>
</tr>
<tr>
<td>SAMPLE, STUDENT B.</td>
<td>7</td>
<td>27</td>
<td>26%</td>
<td>(1/12) 8%</td>
<td>(6/15) 40%</td>
<td>1</td>
</tr>
<tr>
<td>SAMPLE, STUDENT C.</td>
<td>5</td>
<td>27</td>
<td>19%</td>
<td>(0/12) 0%</td>
<td>(5/15) 33%</td>
<td>1</td>
</tr>
<tr>
<td>SAMPLE, STUDENT D.</td>
<td>3</td>
<td>27</td>
<td>11%</td>
<td>(1/12) 8%</td>
<td>(2/15) 13%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Class Average % Correct</strong></td>
<td><strong>31%</strong></td>
<td><strong>23%</strong></td>
<td><strong>38%</strong></td>
<td><strong>31%</strong></td>
<td><strong>23%</strong></td>
<td><strong>38%</strong></td>
</tr>
</tbody>
</table>

Local average p-value: .23 .38
National average p-value: .71 .74
Difference: (.48) (.36)
<table>
<thead>
<tr>
<th>Student</th>
<th>RS</th>
<th>NP</th>
<th>%</th>
<th>Verbs</th>
<th>Prepositions</th>
<th>Nouns</th>
<th>Adverbs</th>
<th>Adjectives</th>
<th>Simple</th>
<th>Complex</th>
<th>Compound</th>
<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE, STUDENT B</td>
<td>17</td>
<td>19</td>
<td>89 %</td>
<td>(4/4) 100%</td>
<td>(1/2) 50%</td>
<td>(8/6) 83%</td>
<td>(2/2) 100%</td>
<td>(5/5) 100%</td>
<td>(13/14) 93%</td>
<td>(3/3) 100%</td>
<td>(1/2) 50%</td>
<td>8</td>
</tr>
<tr>
<td>SAMPLE, STUDENT C</td>
<td>4</td>
<td>19</td>
<td>21 %</td>
<td>(0/4) 0%</td>
<td>(0/2) 0%</td>
<td>(2/6) 33%</td>
<td>(0/2) 0%</td>
<td>(2/5) 40%</td>
<td>(4/14) 29%</td>
<td>(0/3) 0%</td>
<td>(0/2) 0%</td>
<td>4</td>
</tr>
<tr>
<td>SAMPLE, STUDENT D</td>
<td>5</td>
<td>19</td>
<td>26 %</td>
<td>(2/4) 50%</td>
<td>(0/2) 0%</td>
<td>(3/6) 50%</td>
<td>(0/2) 0%</td>
<td>(0/5) 0%</td>
<td>(4/14) 29%</td>
<td>(0/3) 0%</td>
<td>(1/2) 50%</td>
<td>4</td>
</tr>
<tr>
<td>Class Average % Correct</td>
<td></td>
<td></td>
<td>37 %</td>
<td>38%</td>
<td>13%</td>
<td>46%</td>
<td>25%</td>
<td>41%</td>
<td>25%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Local average p-value | .38 | .12 | .46 | .25 | .40 | .41 | .25 | .25 |
| National average p-value | .46 | .45 | .45 | .41 | .41 | .43 | .37 | .56 |
| Difference            | .08 | .32 | .01 | .16 | .01 | .02 | .12 | .31 |
## Group Diagnostic Analysis by Type - HOMEROOM CLASS

**Teacher/Examiner:** TEACHER FOUR  
**Test Dates:** 09/17/2014 - 09/22/2014  
**Grade:** 1  
**School:** SAMPLE SCHOOL

### District: SAMPLE DISTRICT  
**Student Count:** 4

### Student Results

<table>
<thead>
<tr>
<th>Student</th>
<th>RS</th>
<th>NP</th>
<th>%</th>
<th>Fiction</th>
<th>Science</th>
<th>Poem</th>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
<th>Questioning</th>
<th>Clarifying</th>
<th>Summarizing</th>
<th>Predicting</th>
<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE, STUDENT B</td>
<td>16</td>
<td>24</td>
<td>67%</td>
<td>(12/18)</td>
<td>67%</td>
<td>(2/3)</td>
<td>67%</td>
<td>(2/3)</td>
<td>67%</td>
<td>(5/9) 56%</td>
<td>(1/3) 33%</td>
<td>(1/3) 33%</td>
<td>(0/3) 0%</td>
<td>7</td>
</tr>
<tr>
<td>SAMPLE, STUDENT B</td>
<td>24</td>
<td>29%</td>
<td>(5/18)</td>
<td>26%</td>
<td>(1/3)</td>
<td>33%</td>
<td>(0/3)</td>
<td>33%</td>
<td>(0/3) 0%</td>
<td>(0/3) 0%</td>
<td>(0/3) 0%</td>
<td>(0/3) 0%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SAMPLE, STUDENT C</td>
<td>10</td>
<td>24</td>
<td>42%</td>
<td>(8/18)</td>
<td>44%</td>
<td>(0/3)</td>
<td>0%</td>
<td>(0/3)</td>
<td>0%</td>
<td>(0/3) 0%</td>
<td>(1/3) 33%</td>
<td>(1/3) 33%</td>
<td>(0/3) 0%</td>
<td>5</td>
</tr>
<tr>
<td>SAMPLE, STUDENT D</td>
<td>7</td>
<td>24</td>
<td>29%</td>
<td>(6/18)</td>
<td>33%</td>
<td>(1/3)</td>
<td>33%</td>
<td>(1/3)</td>
<td>33%</td>
<td>(1/3) 33%</td>
<td>(1/3) 33%</td>
<td>(1/3) 33%</td>
<td>(0/3) 0%</td>
<td>4</td>
</tr>
</tbody>
</table>

### Class Average % Correct

- Fiction: 43%
- Science: 33%
- Poem: 42%
- Short: 31%
- Medium: 53%
- Long: 42%
- Questioning: 59%
- Clarifying: 30%
- Summarizing: 38%
- Predicting: 50%

### Local and National Average p-values

- Local average p-value:
  - Fiction: .43
  - Science: .33
  - Poem: .42
  - Short: .31
  - Medium: .53
  - Long: .42
  - Questioning: .59
  - Clarifying: .30
  - Summarizing: .38
  - Predicting: .50

- National average p-value:
  - Fiction: .40
  - Science: .41
  - Poem: .39
  - Short: .41
  - Medium: .40
  - Long: .38
  - Questioning: .43
  - Clarifying: .38
  - Summarizing: .38
  - Predicting: .51

- Difference:
  - Fiction: .03
  - Science: (.08)
  - Poem: .02
  - Short: (.11)
  - Medium: .12
  - Long: .03
  - Questioning: .16
  - Clarifying: (.09)
  - Summarizing: .00
  - Predicting: (.01)

### Key

- **F** = Fiction
- **H** = History
- **P** = Practical
- **Sc** = Science
- **Po** = Poem
- **Fb** = Fable
- **Bi** = Biography
- **S** = Short
- **M** = Medium
- **L** = Long
- **Q** = Questioning
- **C** = Clarifying
- **S** = Summarizing
- **P** = Predicting

---

Report printed for: Pearson QA  
CONFIDENTIAL  
Report generated by GRADE version 3.9  
Copyright © 2002, 2006-2007 NCS Pearson, Inc. All rights reserved.
### Group Diagnostic Analysis by Type - HOMEROOM CLASS

**District:** SAMPLE DISTRICT  
**Student Count:** 4

**Teacher/Examiner:** TEACHER FOUR  
**Test Dates:** 09/17/2014 - 09/22/2014  
**Grade:** 1  
**School:** SAMPLE SCHOOL

<table>
<thead>
<tr>
<th>Student</th>
<th>RS</th>
<th>NP</th>
<th>%</th>
<th>Vocabulary</th>
<th>Inference</th>
<th>Grammar</th>
<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE, STUDENT A</td>
<td>16</td>
<td>17</td>
<td>94%</td>
<td>(4/5) 80%</td>
<td>(4/4) 100%</td>
<td>(8/8) 100%</td>
<td>6</td>
</tr>
<tr>
<td>SAMPLE, STUDENT B</td>
<td>1</td>
<td>17</td>
<td>6%</td>
<td>(0/5) 0%</td>
<td>(1/4) 25%</td>
<td>(0/8) 10%</td>
<td>1</td>
</tr>
<tr>
<td>SAMPLE, STUDENT C</td>
<td>6</td>
<td>17</td>
<td>35%</td>
<td>(2/5) 40%</td>
<td>(1/4) 25%</td>
<td>(3/8) 38%</td>
<td>1</td>
</tr>
<tr>
<td>SAMPLE, STUDENT D</td>
<td>5</td>
<td>17</td>
<td>29%</td>
<td>(0/5) 0%</td>
<td>(1/4) 25%</td>
<td>(2/8) 25%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Class Average % Correct**  
- Vocabulary: 41%  
- Inference: 40%  
- Grammar: 44%  
- Stanine: 41%

**Local average p-value**  
- .40  
- .44  
- .41

**National average p-value**  
- .89  
- .88  
- .85

**Difference**  
- (.49)  
- (.45)  
- (.44)
The Growth Scale Value (GSV) is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick for measuring reading progress throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders. Please note that the GSV's for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless they are being tested as a postsecondary or ungraded student.

### Administrations of the GRADE

<table>
<thead>
<tr>
<th>Seq.</th>
<th>Student Grade</th>
<th>Norms</th>
<th># of Tests</th>
<th>Average GSV</th>
<th>National Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1(A)</td>
<td>Fall</td>
<td>4</td>
<td>315</td>
<td>340</td>
<td>303-377</td>
</tr>
<tr>
<td>2</td>
<td>3(A)</td>
<td>Fall</td>
<td>1</td>
<td>415</td>
<td>419</td>
<td>384-454</td>
</tr>
</tbody>
</table>

*Shaded area represents ±1 Standard Deviation of the standardization sample.*
## Group Score Summary

### Group Reading Assessment and Diagnostic Evaluation

**On-Level** | **Fall Norms** | **Level 1, Form A**
---|---|---

**Test Dates:** 09/17/2014 - 09/22/2014

**District:** SAMPLE DISTRICT

<table>
<thead>
<tr>
<th><strong>Student's Name</strong></th>
<th><strong>Grade</strong></th>
<th><strong>Word Reading</strong></th>
<th><strong>Word Meaning</strong></th>
<th><strong>Vocabulary Composite</strong></th>
<th><strong>Sentence Comprehension</strong></th>
<th><strong>Passage Comprehension</strong></th>
<th><strong>Comprehension Composite</strong></th>
<th><strong>Total Test</strong></th>
<th><strong>Listening Comprehension</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT B. SAMPLE</td>
<td>1</td>
<td>18</td>
<td>7</td>
<td>19</td>
<td>5</td>
<td>37</td>
<td>6</td>
<td>59</td>
<td>1.4</td>
</tr>
<tr>
<td>STUDENT B. SAMPLE</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>(&lt;1)</td>
<td>(-K.8)</td>
</tr>
<tr>
<td>STUDENT C. SAMPLE</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>(&lt;1)</td>
<td>(-K.8)</td>
</tr>
<tr>
<td>STUDENT D. SAMPLE</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>(&lt;1)</td>
<td>(-K.8)</td>
</tr>
</tbody>
</table>

**Average GSV:** 315