

SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000504
BIRTH DATE: 08/21/2008
GRADE: 1

A **Stanine** score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or 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 Sample4'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.

Word Reading measures the ability to decode phonetically regular words and to recognize common sight words. Student Sample4's weak performance on the Word Reading subtest may indicate a lack of knowledge of the phonics rules and/or an overdependence on the rules.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. Student Sample4's weak performance may indicate a possible lack of word reading and vocabulary skills, or difficulty using comprehension strategies.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. Student Sample4's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. Student Sample4's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

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 379 is average for Grade 1 students in the Spring; a GSV of less than 339 would reflect a lower reading performance and a GSV greater than 419 would reflect a higher reading performance for students beginning Grade 1.

On this administration of the GRADE, Student Sample4 obtained a GSV of 305.

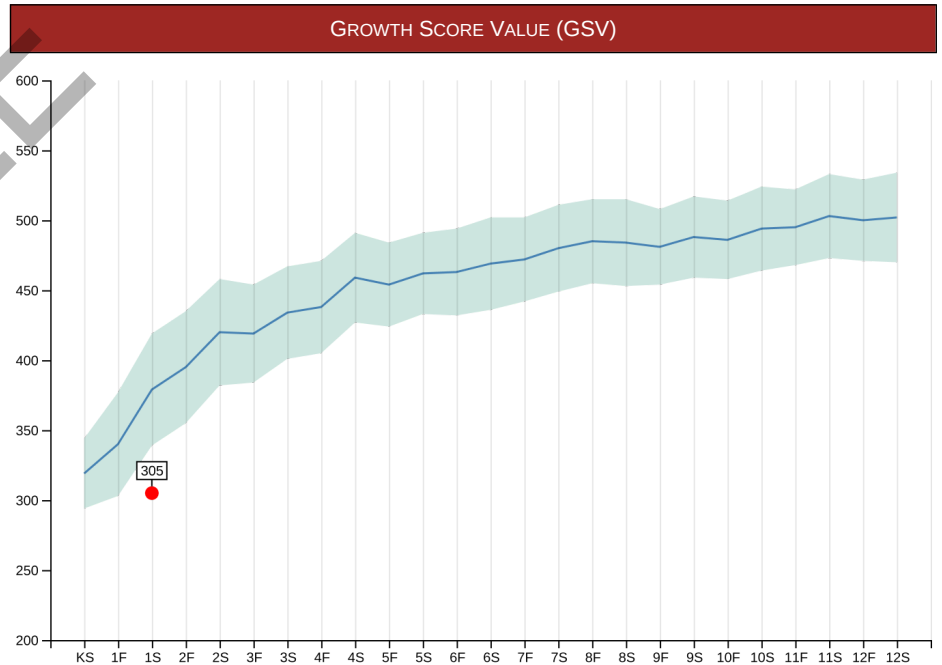
Student Sample4 recently took the *Group Reading Assessment and Diagnostic Evaluation (GRADE)*. The GRADE is a test designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information below shows Student Sample4's test results.

The **Stanine Chart** reflects Student Sample4's most recent test administration on 03/03/2020 and shows their performance on specific GRADE subtests on the Spring Level 2, Form A test.

The **Growth Scale Value (GSV)** graph demonstrates Student Sample4's reading progress over time. The data point or mark on this graph represents Student Sample4's current reading performance.

Please feel free to ask any questions about this report. You are an important part of Student Sample4's reading success.

| STANINE CHART | | | | | | | | | |
|-------------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Stanine | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Vocabulary Composite | | | | | | | | | |
| Word Reading | | | | | | | | | |
| Word Meaning | | | | | | | | | |
| Comprehension Composite | | | | | | | | | |
| Sentence Comprehension | | | | | | | | | |
| Passage Comprehension | | | | | | | | | |
| Listening Comprehension | | | | | | | | | |
| Total Test (Reading) | | | | | | | | | |



SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000505
BIRTH DATE: 09/25/2008
GRADE: 1

A **Stanine** score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or 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 Sample5'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.

Word Reading measures the ability to decode phonetically regular words and to recognize common sight words. Student Sample5's weak performance on the Word Reading subtest may indicate a lack of knowledge of the phonics rules and/or an overdependence on the rules.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. Student Sample5's weak performance may indicate a possible lack of word reading and vocabulary skills, or difficulty using comprehension strategies.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. Student Sample5's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. Student Sample5's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

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 379 is average for Grade 1 students in the Spring; a GSV of less than 339 would reflect a lower reading performance and a GSV greater than 419 would reflect a higher reading performance for students beginning Grade 1.

On this administration of the GRADE, Student Sample5 obtained a GSV of 321.

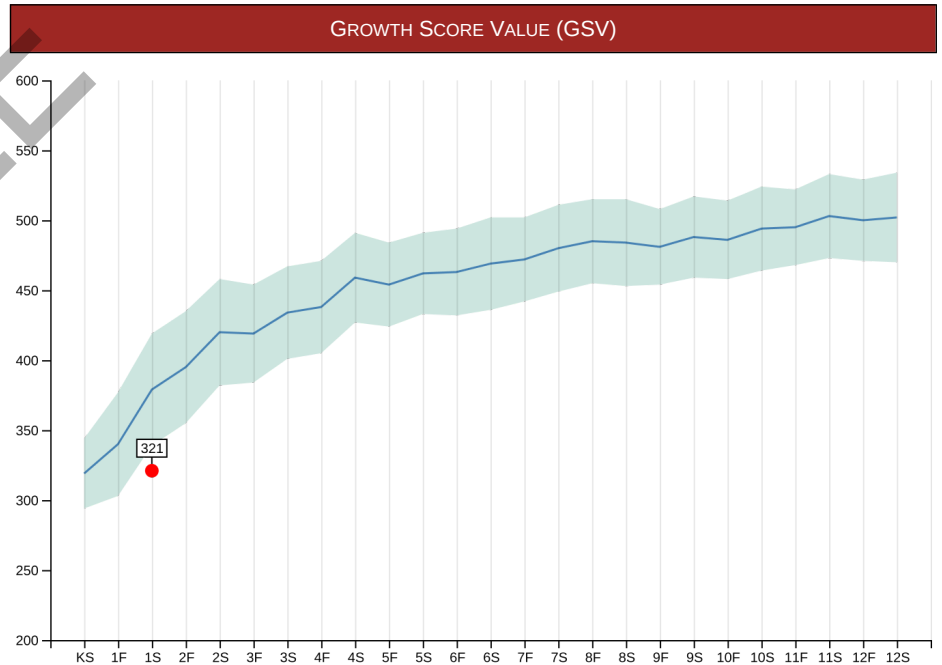
Student Sample5 recently took the *Group Reading Assessment and Diagnostic Evaluation (GRADE)*. The GRADE is a test designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information below shows Student Sample5's test results.

The **Stanine Chart** reflects Student Sample5's most recent test administration on 03/03/2020 and shows their performance on specific GRADE subtests on the Spring Level 2, Form A test.

The **Growth Scale Value (GSV)** graph demonstrates Student Sample5's reading progress over time. The data point or mark on this graph represents Student Sample5's current reading performance.

Please feel free to ask any questions about this report. You are an important part of Student Sample5's reading success.

| STANINE CHART | | | | | | | | | |
|-------------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Stanine | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Vocabulary Composite | | | | | | | | | |
| Word Reading | | | | | | | | | |
| Word Meaning | | | | | | | | | |
| Comprehension Composite | | | | | | | | | |
| Sentence Comprehension | | | | | | | | | |
| Passage Comprehension | | | | | | | | | |
| Listening Comprehension | | | | | | | | | |
| Total Test (Reading) | | | | | | | | | |



SCHOOL: Pearson School 5
DISTRICT: Pearisontown District

STUDENT NUMBER: SSID000502
BIRTH DATE: 06/24/2008
GRADE: 1

A **Stanine** score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or 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 Sample2'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.

Word Reading measures the ability to decode phonetically regular words and to recognize common sight words. Student Sample2's weak performance on the Word Reading subtest may indicate a lack of knowledge of the phonics rules and/or an overdependence on the rules.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. Student Sample2's weak performance may indicate a possible lack of word reading and vocabulary skills, or difficulty using comprehension strategies.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. Student Sample2's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. Student Sample2's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

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 379 is average for Grade 1 students in the Spring; a GSV of less than 339 would reflect a lower reading performance and a GSV greater than 419 would reflect a higher reading performance for students beginning Grade 1.

On this administration of the GRADE, Student Sample2 obtained a GSV of 331.

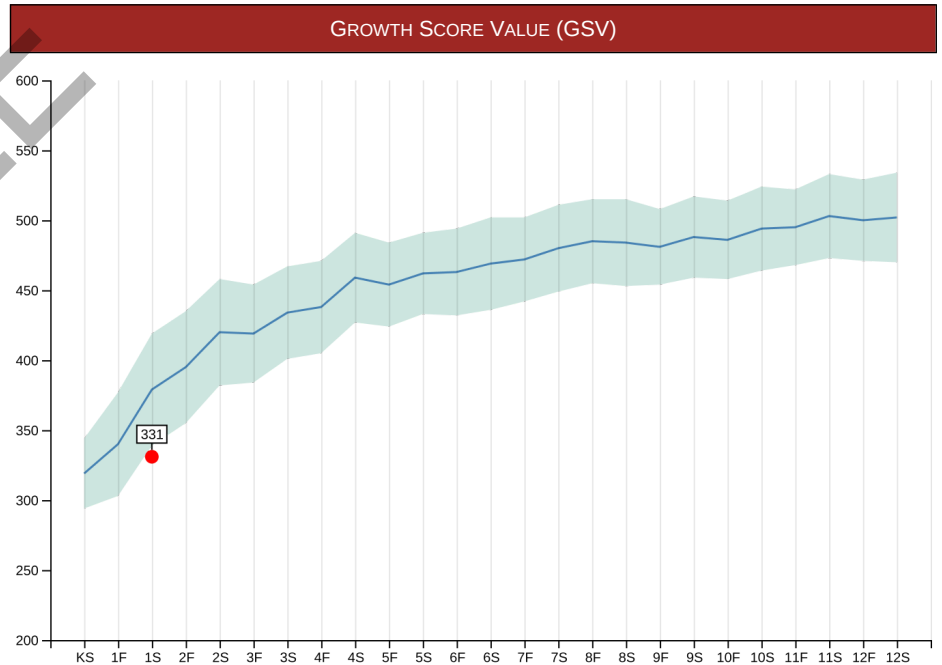
Student Sample2 recently took the *Group Reading Assessment and Diagnostic Evaluation (GRADE)*. The GRADE is a test designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information below shows Student Sample2's test results.

The **Stanine Chart** reflects Student Sample2's most recent test administration on 03/03/2020 and shows their performance on specific GRADE subtests on the Spring Level 2, Form A test.

The **Growth Scale Value (GSV)** graph demonstrates Student Sample2's reading progress over time. The data point or mark on this graph represents Student Sample2's current reading performance.

Please feel free to ask any questions about this report. You are an important part of Student Sample2's reading success.

| STANINE CHART | | | | | | | | | |
|-------------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Stanine | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Vocabulary Composite | | | | | | | | | |
| Word Reading | | | | | | | | | |
| Word Meaning | | | | | | | | | |
| Comprehension Composite | | | | | | | | | |
| Sentence Comprehension | | | | | | | | | |
| Passage Comprehension | | | | | | | | | |
| Listening Comprehension | | | | | | | | | |
| Total Test (Reading) | | | | | | | | | |



SCHOOL: Pearson School 5
DISTRICT: Pearsontown District

STUDENT NUMBER: SSID000503
BIRTH DATE: 07/11/2008
GRADE: 1

A **Stanine** score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or 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 Sample3'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.

Word Reading measures the ability to decode phonetically regular words and to recognize common sight words. Student Sample3's weak performance on the Word Reading subtest may indicate a lack of knowledge of the phonics rules and/or an overdependence on the rules.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. Student Sample3's weak performance may indicate a possible lack of word reading and vocabulary skills, or difficulty using comprehension strategies.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. Student Sample3's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. Student Sample3's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

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 379 is average for Grade 1 students in the Spring; a GSV of less than 339 would reflect a lower reading performance and a GSV greater than 419 would reflect a higher reading performance for students beginning Grade 1.

On this administration of the GRADE, Student Sample3 obtained a GSV of 331.

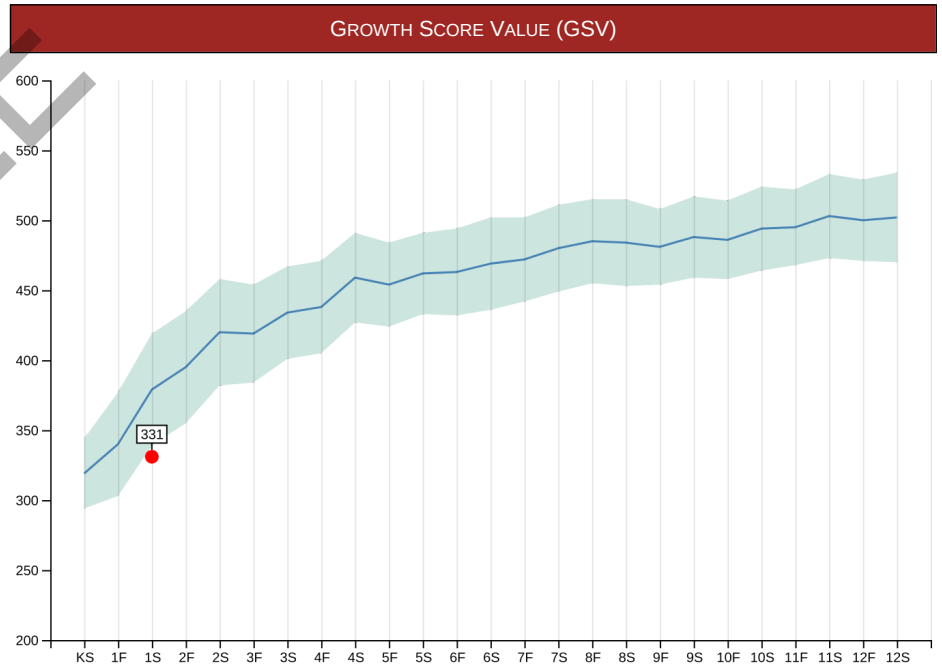
Student Sample3 recently took the *Group Reading Assessment and Diagnostic Evaluation (GRADE)*. The GRADE is a test designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information below shows Student Sample3's test results.

The **Stanine Chart** reflects Student Sample3's most recent test administration on 03/03/2020 and shows their performance on specific GRADE subtests on the Spring Level 2, Form A test.

The **Growth Scale Value (GSV)** graph demonstrates Student Sample3's reading progress over time. The data point or mark on this graph represents Student Sample3's current reading performance.

Please feel free to ask any questions about this report. You are an important part of Student Sample3's reading success.

| STANINE CHART | | | | | | | | | |
|-------------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Stanine | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Vocabulary Composite | | | | | | | | | |
| Word Reading | | | | | | | | | |
| Word Meaning | | | | | | | | | |
| Comprehension Composite | | | | | | | | | |
| Sentence Comprehension | | | | | | | | | |
| Passage Comprehension | | | | | | | | | |
| Listening Comprehension | | | | | | | | | |
| Total Test (Reading) | | | | | | | | | |



SCHOOL: Pearson School 5
DISTRICT: Pearisontown District

STUDENT NUMBER: SSID000501
BIRTH DATE: 05/29/2008
GRADE: 1

A **Stanine** score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or 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 Sample1'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.

Word Reading measures the ability to decode phonetically regular words and to recognize common sight words. Student Sample1's weak performance on the Word Reading subtest may indicate a lack of knowledge of the phonics rules and/or an overdependence on the rules.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. Student Sample1's weak performance may indicate a possible lack of word reading and vocabulary skills, or difficulty using comprehension strategies.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. Student Sample1's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. Student Sample1's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

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 379 is average for Grade 1 students in the Spring; a GSV of less than 339 would reflect a lower reading performance and a GSV greater than 419 would reflect a higher reading performance for students beginning Grade 1.

On this administration of the GRADE, Student Sample1 obtained a GSV of 332.

Student Sample1 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 Sample1's test results.

The **Stanine Chart** reflects Student Sample1's most recent test administration on 03/03/2020 and shows their performance on specific GRADE subtests on the Spring Level 2, Form A test.

The **Growth Scale Value (GSV)** graph demonstrates Student Sample1's reading progress over time. The data point or mark on this graph represents Student Sample1's current reading performance.

Please feel free to ask any questions about this report. You are an important part of Student Sample1's reading success.

| STANINE CHART | | | | | | | | | |
|-------------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Stanine | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Vocabulary Composite | | | | | | | | | |
| Word Reading | | | | | | | | | |
| Word Meaning | | | | | | | | | |
| Comprehension Composite | | | | | | | | | |
| Sentence Comprehension | | | | | | | | | |
| Passage Comprehension | | | | | | | | | |
| Listening Comprehension | | | | | | | | | |
| Total Test (Reading) | | | | | | | | | |

