GR**A**DE™

The **COMPLETE SOLUTION** for **Off-the-Chart** **Reading SUCCESS!**

PEARSON

Individual Results with a Group Reading Assessment

GRADE Ensures Success

Assessment is the key to instruction and intervention. It helps educators understand students' performance, determine if they are meeting expectations, and provide students with necessary instruction and intervention.

GRADE™ (Group Reading Assessment and Diagnostic Evaluation) is a normative diagnostic reading assessment that determines what developmental skills students have mastered and where they need instruction or intervention. With correlated follow-up instruction, *GRADE* offers a total solution for reading assessment and instruction.

Table of Contents

GRADE's accurate, in-depth, and easy-to-use evaluation will:

- **Save time** through whole-group administration.
- **Lead directly to instruction and intervention** with on-site scoring that provides assessment results immediately.
- **Track student growth** from PreK to Adult with two parallel forms and Growth Scale Values (GSVs).
- **Communicate assessment data** in a variety of meaningful ways with four group reports and four individual student reports.
- **Move through the assessment cycle easily and quickly to show progress** using related products that provide focused instruction.
- **Meet federal requirements of Reading First and No Child Left Behind** by diagnostically assessing essential elements of reading.

"Because the ability to obtain meaning from print depends so strongly on the development of accuracy in word recognition and reading fluency, both of the latter should be regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is apparent....Conceptual knowledge and comprehension strategies should (also) be regularly assessed in the classroom."

— Preventing Reading Difficulties in Young Children,
National Academy Press 1998

GRADE Snapshot

Grades:

PreK–Adult

Administration:

Teacher administered in group or individual settings 45–90 minutes, flexibly managed

One session or multiple, shorter sessions

Scores & Interpretations:

Stanines

Percentile Ranks

Grade Equivalents

Standard Scores

Normal Curve Equivalents

Growth Scale Values

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GRADE Total Solution:

Complete Solution for Grades PreK–Adult

Lead your PreK–Adult students through the instructional cycle with GRADE. Whether you are focused on meeting Reading First or AYP requirements, this complete solution will allow you to understand students' abilities, teach according to their needs, and evaluate their progress.

Grades PreK–3 Assess the 5 Essential Elements of Reading First

Measure critical early reading skills identified by the National Reading Panel and required by Reading First in *GRADE* Level P (PreK) through Level 3 (third grade).

Grades 4–Adult Assess Later Literacy Skills and Ensure AYP

Assessment of the essential elements of reading continues developmentally in *GRADE* Levels 4 (fourth grade) through Adult with Vocabulary, Sentence and Passage Comprehension subtests, as well as fluency with *Reading Fluency Indicator*. Listening Comprehension is also assessed continuously from PreK through Adult.

With *GRADE* assessment data and analysis, follow-up instruction, and appropriate intervention, educators will see students' progress in subsequent administrations. Using the *GRADE* assessment to guide instruction will ensure student success and help deliver Adequate Yearly Progress (AYP) gains.
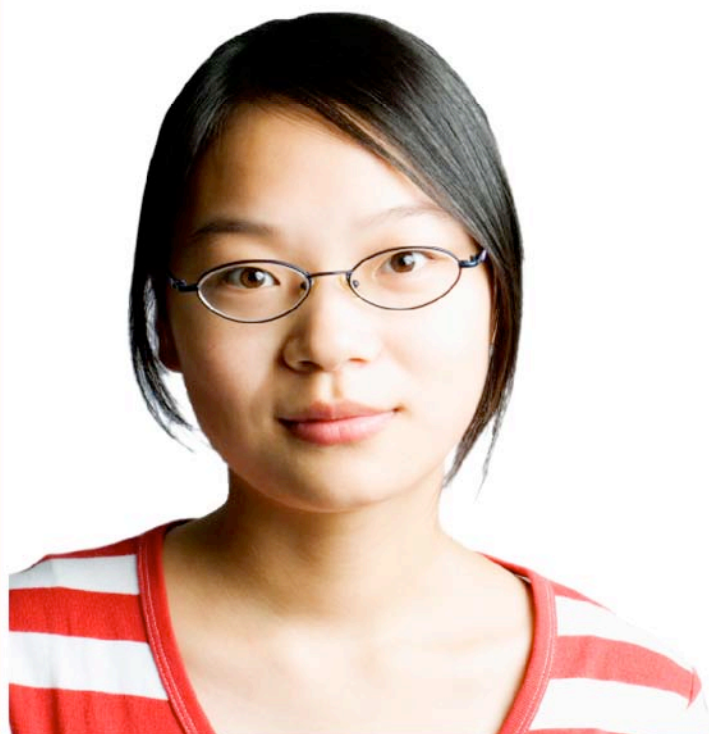
Early Literacy Skill	GRADE Subtest
Phonemic Awareness	Sound Matching
	Rhyming
	Same & Different Words
Phonics	Letter Recognition
	Phoneme-Grapheme
	Correspondence
Vocabulary	Word Meaning
	Vocabulary
Fluency	Through partner assessment, *Reading Fluency Indicator**
Comprehension	Sentence Comprehension
	Passage Comprehension
	Listening Comprehension

*See page 11.

Instructional Cycle: From Assessment through Instruction for Success

The GRADE *suite of products provides everything needed to assess, plan, and deliver focused instruction in reading and leads to reportable success. The cycle is simple and effective.*

STEP 1: ASSESS

Assess students to gauge baseline skills and observe progress each year. Score the tests by hand or by using convenient *GRADE* Scoring & Reporting Software.

STEP 2: ANALYZE

Analyze student results using a variety of diagnostic reports to pinpoint students' strengths and weaknesses and to plan targeted instruction.

STEP 3: INTERVENE

Intervene with correlated activities and exercises from *GRADE Resource Library, Head for Success,* and other Pearson programs.

STEP 4: REASSESS

Reassess with *GRADE* parallel forms to measure progress.

Proven to Work

Highly reliable and based on scientific research, GRADE *provides the components educators need to accurately and efficiently assess reading competencies.* GRADE *is based on the following rationales and corresponding research.*

GRADE recognizes that learning to read is not a singular, one-dimensional process. As students learn to read, they progress through a series of benchmarks, each representing different kinds of learning tasks. Though these tasks are generally sequential, they tend to overlap. To assess student progress in achieving these benchmarks, educators need to look at what is a developmentally appropriate activity for a student at each stage of the process. Each *GRADE* subtest allows educators to do just that and to determine where intervention is needed, recognizing students' differences so instruction can be more effective.

The critical foundation of reading starts in the early years

In Levels P and K, students' pre-reading and reading readiness is assessed in these ways:

- Visual Skills are assessed during the **Picture Matching** and **Picture Differences** subtests. These developmentally appropriate activities demonstrate whether students are able to distinguish differences, an essential skill at the beginning of reading development.

- The **Verbal Concepts** and **Picture Categories** subtests are prerequisites to vocabulary and comprehension development. These learning tasks represent the beginning benchmarks to developing reading skills.

- Phonological Awareness is assessed in **Sound Matching** and **Rhyming** subtests. Tasks best suited to measure phonological awareness vary across development. Phonological awareness is an underlying and critical dimension to early reading success and explains significant differences between good and poor readers. Sensitivity to speech sounds and sound-symbol correspondence of the alphabetic code are assessed in the **Sound Matching** subtest. The **Rhyming** subtest focuses on onset and rimes. Phonograms used were based on rank order of frequency in monosyllabic words. The assessment of phonemic awareness is key because of its link to reading comprehension.

- **Letter Recognition** is one of the Early Literacy Skills subtests. Knowledge of letter names is important in learning sound-symbol correspondence. Letter recognition is also related to students' acquisition of word-decoding skills.

- **Phoneme-Grapheme Correspondence** subtests focus on the three sequential phases of learning to read: differentiating graphic symbols, decoding letters to sounds, and using progressively high-order units of structure.

Vocabulary is an essential element in learning to read

GRADE assesses vocabulary in Levels K–Adult in three ways:

- **Word Reading** subtests help determine the grade or reading level through the use of target, distractor, and sight words. These words were selected through the noted research.

  Students' knowledge of sound-symbol mapping and recognition of frequently used spelling patterns are important in developing word recognition skills. There are pre-alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic phases of learning-to-read words.

  The speed at which students recognize words impacts fluency. Word reading or recognition is essential in the development of comprehension.

- **Word Meaning** and **Vocabulary** subtests also help determine the grade or reading level through the use of target words. These words were selected through the noted research. Word Meaning and Vocabulary are keys in overall reading ability and development and growth of reading skills.

Comprehension is the ultimate skill needed for reading success

In GRADE, comprehension is assessed in the following ways:

- **Sentence Comprehension** subtests require students to understand target words and the highest-level word in the sentence. These words were selected through the noted research.

- **Passage Comprehension** subtests assess important metacognitive strategies associated with the educational objectives identified by Bloom's taxonomy of level of learning in reading unfamiliar text. This subtest also looks at whether students are paying attention to decoding or comprehending, which points to developmental differences.

- **Oral Language** is assessed as part of the Listening Comprehension subtest. This is important because reading is a receptive language skill.

Standardized Measure of Assessment

GRADE was standardized and normed using the most up-to-date methodology. It provides raw scores from each of the subtests that can be converted to stanines. Composite and total test raw scores can be converted to stanines, standard scores, percentiles, normal curve equivalences, and grade equivalences. Reliability coefficients for alternate form and test-retest were in the .90 range. Concurrent and predictive validity was assessed using a variety of standardized reading assessments, including TerraNova, Iowa Test of Basic Skills, California Achievement Test, and others.

Year of standardization included:
- 11 GRADE assessment levels
- 16 subtests
- 2,290 items

Spring standardization:
- 16,408 PreK–12 students
- 122 sites nationwide

Fall standardization with the same materials:
- 17,024 students with the addition of postsecondary students
- 122 original + 12 other nationwide sites

Find more details about GRADE's background, development, standardization, and norming process in the Technical Manual.

Assess
Accurate, In-Depth, and Easy-to-Use Diagnostic Assessment Data

GRADE is a developmentally based, group-administered assessment of reading for pre-kindergarten to young adult students. Each level contains multiple sections or subtests. Each subtest contains questions or items designed to measure specific skills that are developmentally appropriate for that level. With *GRADE*'s rich assessment data, educators can:

- Determine group or individual reading placement
- Analyze reading strengths and weaknesses by classroom or individual

- Identify students who need remedial or enrichment programs
- Plan classroom instruction
- Develop Individual Education Plans (IEPs)
- Determine reading readiness skills
- Quickly get to know transfer students
- Help with vocational and postsecondary educational planning
- Measure growth from grade to grade
- Monitor progress during remediation

Full *GRADE* Coverage

GRADE covers a wide range of ages, from pre-kindergarten through adult.

Level	Description	Scoring
LEVEL P	Children in pre-kindergarten and early kindergarten	**Hand-Scored, Hand-Entry Software**
LEVEL K	Kindergarten, early first grade, and transitional first grade classrooms	
LEVEL 1	Second-semester first grade or students exposed to equivalent literacy instruction	**Hand-Scored, Hand-Entry Software (or) Scannable Booklets**
LEVEL 2	Students in second grade or who have equivalent literacy instruction	
LEVEL 3	Students in third grade or who have equivalent literacy instruction	
LEVELS 4–5–6	Upper elementary students who have at least fourth-grade literacy instruction	**Hand-Scored, Hand-Entry Software (or) Scannable Answer Sheets**
LEVEL M	Middle school (5th – 9th)	
LEVEL H	Adolescents and young adults in high school and beyond (9th – 12th)	

Out-of-Level Testing

GRADE is designed to allow out-of-level testing, so you can assess low-performing students at their functional level and identify skills they have mastered. Out-of-level norms charts provide score conversions when students have been given a level of *GRADE* above or below their current grade of enrollment. For more information, see page 33.

GRADE On-Level and Out-of-Level Administration

Level/Grade	Pre	Kdg	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
P	■	⠿												
K		■	⠿											
1		‖‖‖	■	⠿										
2			■	■	⠿									
3					■									
4						■								
5							■							
6								■						
M									■	■				
H											■	■		
A													■	■

■ On-level and reliable for all students (low-, middle, and high-readers)
Spring & Fall Normative Tables in Teacher's Scoring & Interpretive Manuals and Scoring & Reporting Software

‖‖‖‖ Level 1 appropriate only for high-readers in the spring of kindergarten
Level 1 should not be given to kindergarten students in the fall
Only Spring Normative Tables for kindergarten in Teacher's Scoring & Interpretive Manuals and Scoring & Reporting Software

• • • On-level and reliable only for low- and middle-readers
Spring & Fall Normative Tables in Teacher's Scoring & Interpretive Manuals and Scoring & Reporting Software

▒ Out- of-level and reliable only for very high- or very low-readers
Spring & Fall Normative Tables only in Out-of-Level Norms Supplement and Scoring & Reporting Software

Out-of-Level Norms booklet, page 1

Everything You Need to Assess with Success

GRADE's complete solution for reading assessment and instruction encompasses the following materials.

Classroom Sets

Provide everything needed for accurate assessment of 30 students, including the following:

- **Teacher's Administration Manual:** Scripts for giving directions and hints to keep students on task help teachers implement a smooth assessment. Color coded by level, each provides detailed information and examples for all parts of *GRADE* administration, as well as instructions for both forms for A and B.
- **Teacher's Scoring and Interpretive Manual:** Step-by-step instructions and detailed diagnostic information allow teachers to plan focused lessons based on assessment results. Each level's color-coded manual includes answer keys, norm tables, and diagnostic analysis worksheets for both forms.
- **Student Booklets:** Designed for maximum convenience and ease of use, these booklets are consumable at Levels PreK–3 and reusable at Levels 4 and up. Separate booklets are available for Form A and B. Booklets are color coded to match the corresponding teaching materials. Student booklets are scannable at Levels 1–3.
- **Answer Sheets:** For Levels 4–Adult, scannable sheets save time and make scoring tests more efficient.
  Components are available for individual purchase.

Also available:

- **Hand-Scoring Templates:** For Levels 4–Adult, these templates simplify the scoring process and ensure accurate scoring of student answer booklets and sheets.
- **Technical Manual:** Covering all *GRADE* levels, this manual provides an overview of *GRADE* and detailed information about every test and subtest of the assessment, as well as standardization, reliability, equivalency, and validity data.
- **Out-of-Level Norms Supplement:** Norms tables throughout this supplement help convert scores when students have been given a level of *GRADE* above or below their current grade of enrollment.

Reading Fluency Indicator

The companion assessment to *GRADE*, the *Reading Fluency Indicator* provides a concise, criterion-referenced measure of oral fluency, including rate, accuracy, and comprehension in just 5 to 10 minutes. It also provides a systematic approach to rating prosody, the ability to read with proper expression for Levels K–Adult.

Reading-Level Indicator

Designed to work with *GRADE*, this quick, norm-referenced reading screener identifies individuals reading at a second- to sixth-grade level and functional nonreaders (reading below a grade equivalent of 1.8). With its restricted range of results, this screener is reliable for students of the greatest concern when it comes to reading ability.

GRADE Resource Libraries

These CD libraries provide a direct link between test results and intervention. Hundreds of reproducible activities and on-level booklists are available and are correlated by item to the skills tested by *GRADE*. Learn more on page 28.

Head for Success

Students can work independently or in small or large groups with this workbook series correlated to *GRADE* subtests, targeting specific reading skill areas and meeting curriculum standards. Find more information on page 29.

GRADE Scoring & Reporting Software

Easy-to-use software offers added flexibility and efficiency for scoring large numbers of tests and provides clear, in-depth reports. It is available for hand-entry or scanning and is networkable.

Technical Requirements for *GRADE* Scoring & Reporting Software

System Requirements:
Windows - 2000, XP, Vista, or later; Pentium II, 300 MHz or Higher Macintosh - OS v10.3x (Panther) or later; PowerMac G3.

RAM:
128 MB available without scanning 512 MB available with scanning*
Scanning software compatible with PC only.
Note: Faster configurations provide faster installation and enhance software performance.

Available Hard-Drive Space:
100 MB with Java virtual machine; 60 MB without virtual machine

Monitor Settings:
24-bit

Supported Scanners:
iNSIGHT TM 2, iNSIGHT TM 4, OpScan® 6, OpScan® 8, OpScan® 10, ScanMark ES2260TM, ScanMark ES2800TM, OpScan 2*, OpScan 3*, OpScan 4*, OpScan 4U,* OpScan 5*, OpScan 7*, OpScan 21*, ScanMark 2250*, ScanMark 2500*, Scantron 8200, 8400 and 8600*
compatible, but no longer sold

Server Compatibility:
The Client/Server version of the Scoring and Reporting Software uses Microsoft SQL Server 2000 as its

backend database. Your organization must have a registered copy of SQL Server 2000 or 2005 in order for the software to function across a network. Although other database options are listed during database selection, only SQL Server 2000 and 2005 have been tested and approved for use with the *GRADE* and *GMADE* Client/Server Scoring and Reporting software.

Data Compatibility:
A numeric ID system for students, teachers, classes, and schools must be in place to use the software.

GRADE Scope & Sequence

Confidently assess core reading skills and measure AYP. Learn more about each subtest on the following pages.

Number of Items by Level and Subtest — GRADE by Level and Form

Category	Subtest	P A	P B	K A	K B	1 A	1 B	2 A	2 B	3 A	3 B	4 A	4 B	5 A	5 B	6 A	6 B	M A	M B	H A	H B	A A	A B
Pre-Reading	**Visual Skills**	18	18																				
	Picture Matching	10	10																				
	Picture Differences	8	8																				
	Concepts	20	20																				
	Verbal Concepts	10	10																				
	Picture Categories	10	10																				
Reading Readiness	**Phonological Awareness**	26	26	26	26																		
	Sound Matching	12	12	12	12																		
	Rhyming	14	14	14	14																		
	Early Literacy Skills			24	24																		
	Print Awareness			4	4																		
	Letter Recognition			11	11																		
	Same & Different Words			9	9																		
	Phoneme-Grapheme			16	16																		
Vocabulary	**Word Reading**			10	10	20	20	28	28	30	30												
	Decodable			4	4	5	6	12	12	6	6												
	Irregular/Sight			6	6	15	14	16	16	24	24												
	Word Meaning					27	27	27	27														
	Decodable					15	19	16	15														
	Irregular/Sight					12	8	11	12														
	Vocabulary									30	30	35	35	35	35	35	35	40	40	40	40	40	40
	Nouns									11	12	12	10	10	8	8	9	13	13	15	15	9	7
	Verbs									7	7	10	10	13	13	12	8	12	12	12	12	10	13
	Adjectives									11	10	11	13	10	12	11	14	14	14	12	12	20	18
	Adverbs									1	1	2	2	2	2	3	3	1	1	1	1	1	2
	Prepositions															1	1						
Comprehension	**Sentence Comprehension**					19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
	Simple					14	13	12	10	10	12	3	6	3	4	4	4	6	6	3	4	1	3
	Compound					2	3	3	2	2	2	3	1	1	2	2	2	2	2	2	2		
	Complex					3	3	3	4	3	5	10	7	14	10	10	10	9	9	10	10	12	15
	Complicated							1	3	4		3	5	1	3	2	3	2	2	4	3	4	1
	Passage Comprehension # of passages by type/topic					8	8	7	7	7	7	6	6	6	6	6	6	6	6	6	6	6	6
	Fiction					6	4	2	1	2	2	2	1	1	3	3	3		1	1	1	1	1
	Science					1	2	1	2	2	2	1	2	1	2	3	2	3	2	1	2	2	2
	History									1			1	2				2	1	3		2	
	Practical						2	1	1	1	1	1		2	1			1	1				1
	Poem					1		1	2	1	1	1	1					1	1	1			
	Fable							2	1		1	1	1										
	Biography																1			2		1	2
	# of items by metacognitive skill					24	24	28	28	28	28	28	28	30	30	30	30	30	30	30	30	30	30
	Questioning					9	8	11	8	7	4	3	5	6	6	7	6	9	8	5	6	7	4
	Predicting					1	1	2	2	3	3	4	2	4	4	3	3	3	4	1	2	3	2
	Clarifying					11	11	10	13	13	15	15	16	10	10	8	10	11	9	14	12	13	16
	Summarizing					3	4	5	5	5	6	6	5	10	10	12	11	7	9	10	10	7	8
Oral Language	**Listening Comprehension**	18	18	18	18	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Vocabulary	10	10	12	12	7	7	3	2	1	1	4	4	3	3	6	5	4	4	4	4	4	3
	Grammar	8	8	3	3	6	6	8	9	10	10	8	7	8	9	5	5	4	5	6	6	4	4
	Idiom							1	1	3	2	2	2	2	2	2	3	3	3	2	2	2	2
	Inference			3	3	4	4	4	4	2	3	3	3	3	2	2	2	3	2	3	2	4	5
	Nonliteral							1	1	1	1		1	1	1	2	2	3	3	2	3	3	3

Bold indicates total number of items per skill.

Visual Skills

Students demonstrate that they understand the meaning of "same" and "different."

Picture Matching

- Items: Picture in a box followed by four pictures.
- Students: Select the identical picture to the one in the box.

Picture Differences

- Items: Four pictures where three are identical and one is slightly different.
- Students: Mark the picture that is different.
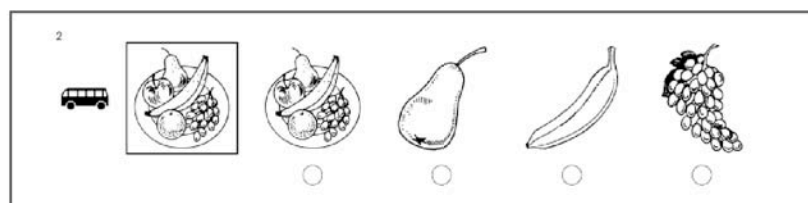
Level P   *Item for "Picture Matching" subtest*

Level P   *Teacher script for "Picture Differences" subtest*

Concepts

Students demonstrate their knowledge of basic conceptual words and ability to detect things that fit in a category.

Verbal Concepts

- **Items:** Four pictures and spoken stimulus text referring to size, shape, and position.
- **Students:** Mark picture indicated by the stimulus text.

Picture Categories

- **Items:** Four pictures – three go together; one does not belong.
- **Students:** Indicate the picture that does not belong.
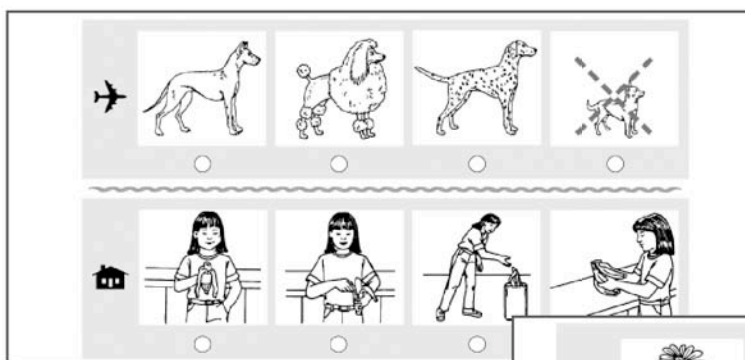
Level P
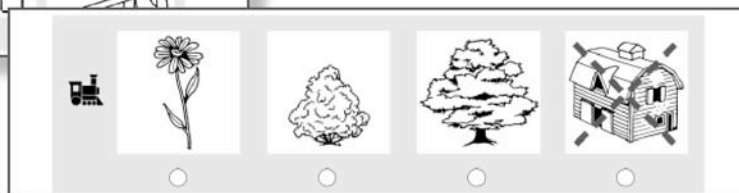
Level P   *Items for "Picture Categories" subtests*

Phoneme-Grapheme

Students demonstrate their ability to identify sound-letter correspondence.

- **Items:** Four letters and a spoken stimulus word.
- **Students:** Indicate the letter that makes the sound at the beginning or end of the stimulus word.

Level K   *Items for "Phoneme-Grapheme" subtests*

Phonological Awareness

Students demonstrate their ability to identify words that begin and end with the same sound and rhyme.

Sound Matching

- **Items**: Four pictures and spoken stimulus word.
- **Students:** In the first section, identify the picture with the same beginning sound as the stimulus word. In the second section, mark the picture with the same ending sound.

Rhyming

- Item: Four pictures and spoken stimulus word.
- Students: Denote the picture that rhymes with the stimulus word.

Stimulus word:

save

Level K   Item for "Sound Matching" subtest — beginning sound

off
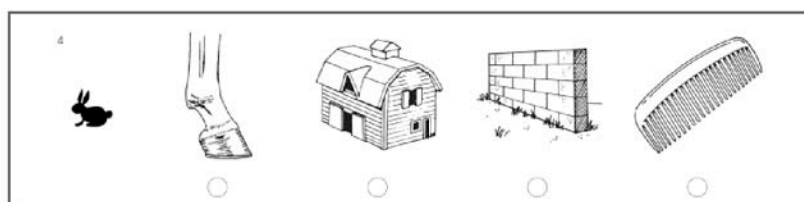
Level K   Item for "Sound Matching" subtest — ending sound

that
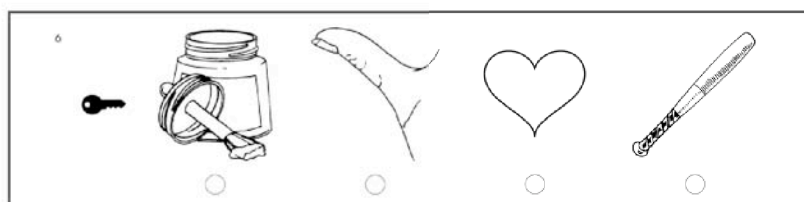
Level K   Item for "Rhyming" subtest

Early Literacy Skills

Students demonstrate their awareness of print and their ability to identify letters and words.

Verbal Concepts

- **Items:** Four pictures, letters, words, or sentences and spoken stimulus text.
- **Students:** Pinpoint the picture that is described by the stimulus text.

Letter Recognition

- **Items:** Series of five letters.
- **Students:** Mark the letter the teacher names.

Same/Different Words

- **"Same Word" Items:** A word in a box followed by four words.
- **"Different Word" Items:** Four words – three identical, one different.
- **Students:** Select the word that is the same or different.
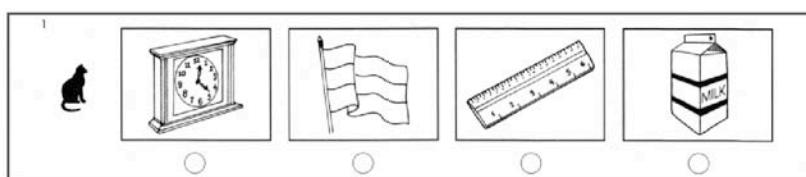
Level K   *Item for "Print Awareness" subtest*

2   Move down to the little sun (point). Look at the five letters by the sun. Find the letter *b*. Look at all the letters. Mark the letter *b*.

Level K   *Item for "Letter Recognition" subtest*

Level K   *Item for "Same Word" subtest*

Level K   *Item for "Different Word" subtest*

Word Reading

Students demonstrate their decoding and sight-word-recognition abilities.

- **Items:** Four or five words and a stimulus word. Subtests cover irregular and sight words.
- **Students:** Listen to the word read aloud, in a sentence, and repeated; then mark the word.

Level K

Level 3
Items for "Word Reading" subtests

Word Meaning

Students demonstrate their ability to read and understand words.

- **Items:** Target word in a box followed by four pictures. Subtests cover irregular and sight words.
- **Students:** Read word silently, then identify the picture that illustrates the meaning of the target word.

Level 2

Items for "Word Meaning" subtests

Vocabulary

Students demonstrate their knowledge and understanding of words.

- **Items:** Short phrase or sentence with a bolded target word followed by five possible definitions. Target words include phonetically irregular words.
- **Students:** Choose the correct meaning of the target word, which can be a noun, verb, adjective, adverb, or preposition.

Ex. glance to the side
a. slip
b. follow a shortcut
c. laugh
> d. take a quick look
e. lean over

Level M   *Item for "Vocabulary" subtests*

Sentence Comprehension

Students demonstrate their ability to comprehend a sentence as a whole or complete thought.

- **Items:** A sentence with a missing word followed by five possible answers. (No prior word knowledge needed.) Sentences can be simple, compound, complex, and complicated.
- **Students:** Select the missing word based on the context clues or sentence meaning.

Ex. It's _____ time to leave, so find your jacket.
a. watch
b. hurry
> c. almost
d. dinner
e. every

Students must understand the sentence as a whole.

1. It's important to teach young children how to get help in case of _____ .
a. celebration
b. emergency
c. community
d. babies
e. honesty

"Missing" target words represent all parts of speech.

7. The speaker talked at length, and the audience grew _____ .
a. up
b. bored
c. beards
d. peculiar
e. brilliant

Level 5   *Items for "Sentence Comprehension" subtests*

Passage Comprehension

Students demonstrate their ability to comprehend a passage.

- **Items:** Short, interesting passages (one or more paragraphs) in seven different genres, with supporting pictures and multiple-choice questions.
- **Students:** Read passage and answer multiple-choice questions. In Levels 1–2, this subtest measures students' questioning and clarifying ability; Level 3 also measures predicting and summarizing ability. In Levels 4–Adult, questions incorporate the metacognitive strategies of questioning, predicting, clarifying, and summarizing, as well as inclusion of a variety of sentence structures.

On hot days, Meg likes to jump in the lake. She stays in the cold water as long as she can. Meg's dad says, "Come on, little fish. It's time for lunch."

What does Meg do on hot days?
- She goes for a bike ride.
- She stays in the house.
- ☒ She jumps in the lake.
- She goes fishing.

What is this story about?
- a girl who looks like a fish
- a girl who likes to swim
- a fish that lives in the lake
- a girl who eats fish for lunch

Level 1   Items for "Passage Comprehension" subtests

Listening Comprehension

Students demonstrate their understanding of vocabulary, grammar, idioms, inferences, and nonliteral items in passages or sentences read aloud to them.

- **Items:** Four pictures.
- **Teachers:** Read aloud one or two sentences per item.
- **Students**: Mark the picture that conveys the meaning of what was read aloud.

Requires no student reading at all levels. Various items measure understanding of higher level vocabulary, non-literal language, and the ability to make inferences.

Level 5   Item for "Listening Comprehension" subtests

Analyze

Quickly and effectively identify students' strengths and weaknesses.

Once students have been assessed, analyze data to plan focused instruction. *GRADE* report options give educators the flexibility to view the individual or classroom data they need in a variety of easy-to-read formats. The eight reports are described on pages 22–27.

Generate reports in three ways:

- **By Hand:** *GRADE Teacher's Scoring & Interpretive Manual* provides step-by-step instructions and reproducible forms for scoring student responses and completing diagnostic analyses of their performance. Hand-scoring templates are available for Levels 4–Adult.

- **Technology:** *GRADE* Scoring & Reporting Software delivers fast, easy scoring of test booklets and answer sheets and works for all levels of *GRADE* to calculate derived scores based on fall/spring normative data for on-level and out-of-level testing. *GRADE* Scoring & Reporting Software is available in single-user and multi-user license editions, so you can use it on an individual classroom PC or on a school or district-wide network. Enter student data directly by keyboard or from scanned *GRADE* test booklets or answer sheets. You can also import information from another *GRADE* student database.

- **Scoring Service:** For large volumes of student answer sheets, Pearson will preprint student information on answer sheets, scan and score completed answer sheets, and/or report results in standard or custom reports.

Understanding Normative Data

Raw scores from *GRADE* or any assessment cannot be interpreted directly or compared because each subtest varies in types and numbers of items. For easier analysis, raw scores are converted into normative scores. With *GRADE* normative scores, educators summarize and interpret students' performances in comparison to students in the same grade ranges across the country. Several different normative scores are available and some are compared in the diagram on the opposite page.

- **Stanines:** Identify students' reading strengths and weaknesses with nine intervals representing various percentile bands over a normal curve.

- **Percentiles:** Easy to understand, percentiles indicate the percentage of students in the reference group who performed at or below a designated student's score.

- **Grade Equivalents (GE):** Establish the approximate grade level and month of typical development (50 percentile) in tenths of a grade. For example: first month of first grade equals 1.1; ninth month of first grade equals 1.9.

- **Standard Scores (SS):** A student with a Standard Score of 100 is at the 50th percentile. With each standard deviation, equaling 15 points, find how far a student's raw score is from average compared to others in that grade.

- **Normal Curve Equivalents (NCEs):** NCEs of 1, 50, and 99 are the same as the 1st, 50th, and 99th percentiles, respectively; however, each NCE is at equal intervals and thus allows more accurate comparisons and reporting.

- **Growth Scale Values (GSVs):** The most meaningful of all scores, GSVs are calibrated to one continuous scale from Grade 1 to 12 and allow educators to compare scores and determine progress across grade levels and from form to form.

Normal Curve

Percentage of Scores	0.13%	2.14%	13.59%	34.13%	34.13%	13.59%	2.14%	0.13%	**Average**
Standard Deviation	−4	−3	−2	−1	mean	+1	+2	+3	+4	**Functioning**

Standard Score — 55 70 85 100 115 130 145 — **90-110**

Percentile Rank — 1 2 5 9 16 25 37 50 63 75 84 91 95 98 99 — **25-75**

Stanines / Percentage of Scores — 1 2 3 4 5 6 7 8 9 / 4% 7% 12% 17% 20% 17% 12% 7% 4% — **4-6**

NCEs — 1 10 20 30 40 50 60 70 80 90 99 — **40-60**
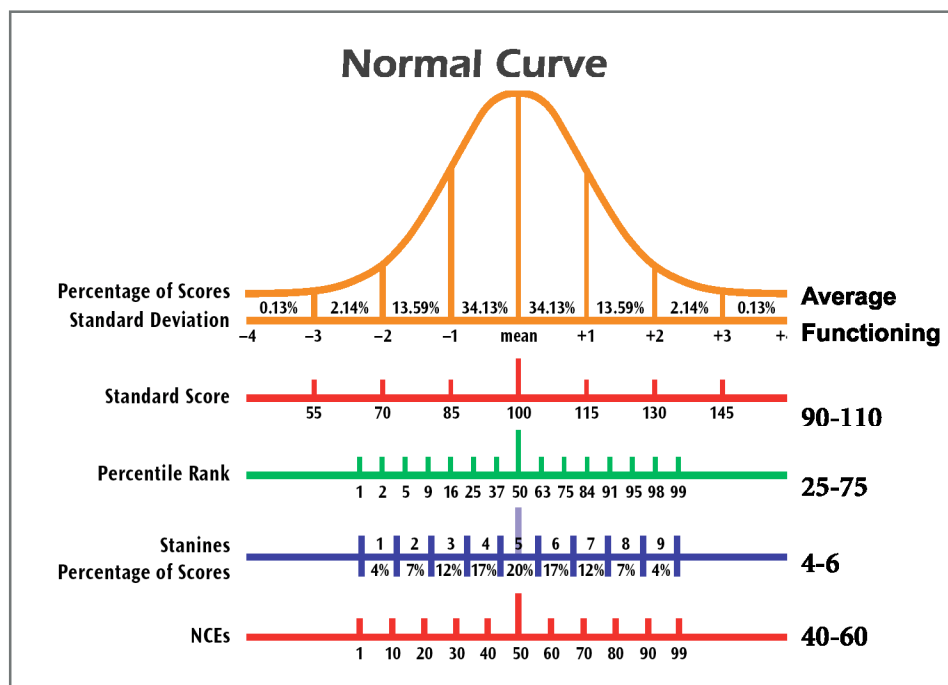
Interpretation in Action

- Student X scored in the 6th stanine for Phonological Awareness; 2nd stanine, Early Literacy Skills, Phoneme- Grapheme Correspondence and Word Reading; 5th stanine for Listening Comprehension. While Student X's skills in listening for and discriminating different sounds appear to be above average, his knowledge of print and sound-symbol correspondence is significantly low (in the bottom 11 percent).

- Student X's percentile of 10 on the Total Test means that he scored as high or higher than did only 10 percent of the normative sample for kindergarten students and that 90 percent scored higher than him.

- Student X's Total Test raw score of 58 equates to a grade equivalent of P.4 or the fourth month of the preschool year.

- Student X's standard score of 81 for the Total Test is more than one standard deviation below the mean, which occurs in less than 11 percent of kindergarten students, indicating his reading skills are significantly below average.

- This year, Student X's GSV was 41; last year it was 25. This 16-point gain illustrates growth in Student X's readiness skills even if his present performance is still below average.

Score Box

Individual Score Summary

Understand students' strengths and weaknesses at a glance.

Review and analyze student performance on one sheet. This report shows raw score, stanine, percentile, grade equivalent, standard score, normal curve equivalents, descriptor of performance, and Growth Scale Values as described on page 21. Reports generated by the *GRADE* Scoring & Reporting Software also provide the following:

• Narrative description of student strengths and weaknesses generated by the software.
• Diagnostic Analysis Summary shows criterion-referenced information broken down by number correct, number possible, and percent correct for each subtest and item type.
• Stanine chart visually demonstrating student performance to easily pinpoint areas of strengths and weaknesses.

Group Score Summary
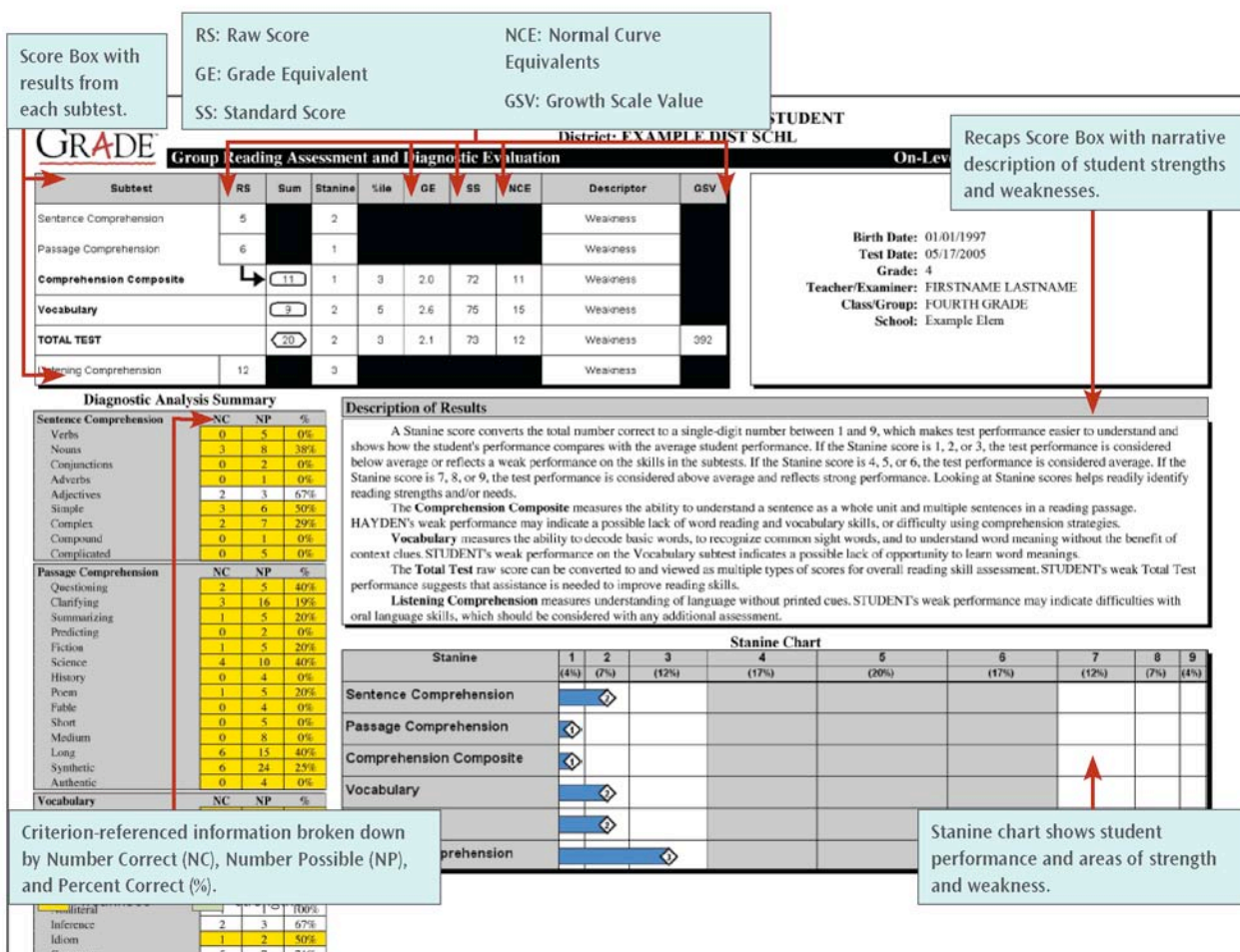
Get a snapshot of the class and easily create small groups accordingly.

See an overall picture of how the class performed on each subtest. This group report offers all students' subtest and total score totals like the Individual Score Summary report, as well as an average GSV for the class.

Individual Diagnostic Analysis

Automated recommendations help determine what to do next.

Better understand students' subtest scores with a breakdown of skills and how students scored in each area. Narrative recommendations for interventions and a guide to specific support materials are also provided as part of the software-generated reports.

Score Box with results from each subtest.

Criterion-referenced information broken down by Number Correct (NC), Number Possible (NP), and Percent Correct (%).

Recommends connected resources like *Building Reading Success* and *GRADE Reading Resource Library* to use with this student.

Group Diagnostic Analysis by Type

Quickly identify students that need more instruction on particular skills.

RS: Raw Score
NP: Number Possible

Quickly find the class average for each type of question per subtest. From this information, focus more closely on individual students or compare the class average with the local and national averages.

The p-value indicates the percentage of students locally and nationally (by class or grade) that answered the item correctly and reports the difference.

Group Diagnostic Analysis by Item

Simply drill down to the item level and provide individualized instruction.

Review students' individual responses to each item per subtest. Analyzing the selected wrong answers will give more information about students' understanding and help direct instruction. Also compare scores to local and national averages.

Parent Report

Present parents with professional reports on their children's progress in seconds.

Easily provide parents with an overview of their students' *GRADE* results using the software. Combining the best elements of each report, the Parent Report represents the Stanine Profile and the GSV progress graph with informative narrative outlining students' strengths and weaknesses.

Stanine Profile shows student performance and areas of strength and weakness.

Growth Scale Value (GSV) over time

–1 Standard Deviation (bottom line)

Mean (middle line)

+1 Standard Deviation (top line)

Explanation of the GSV
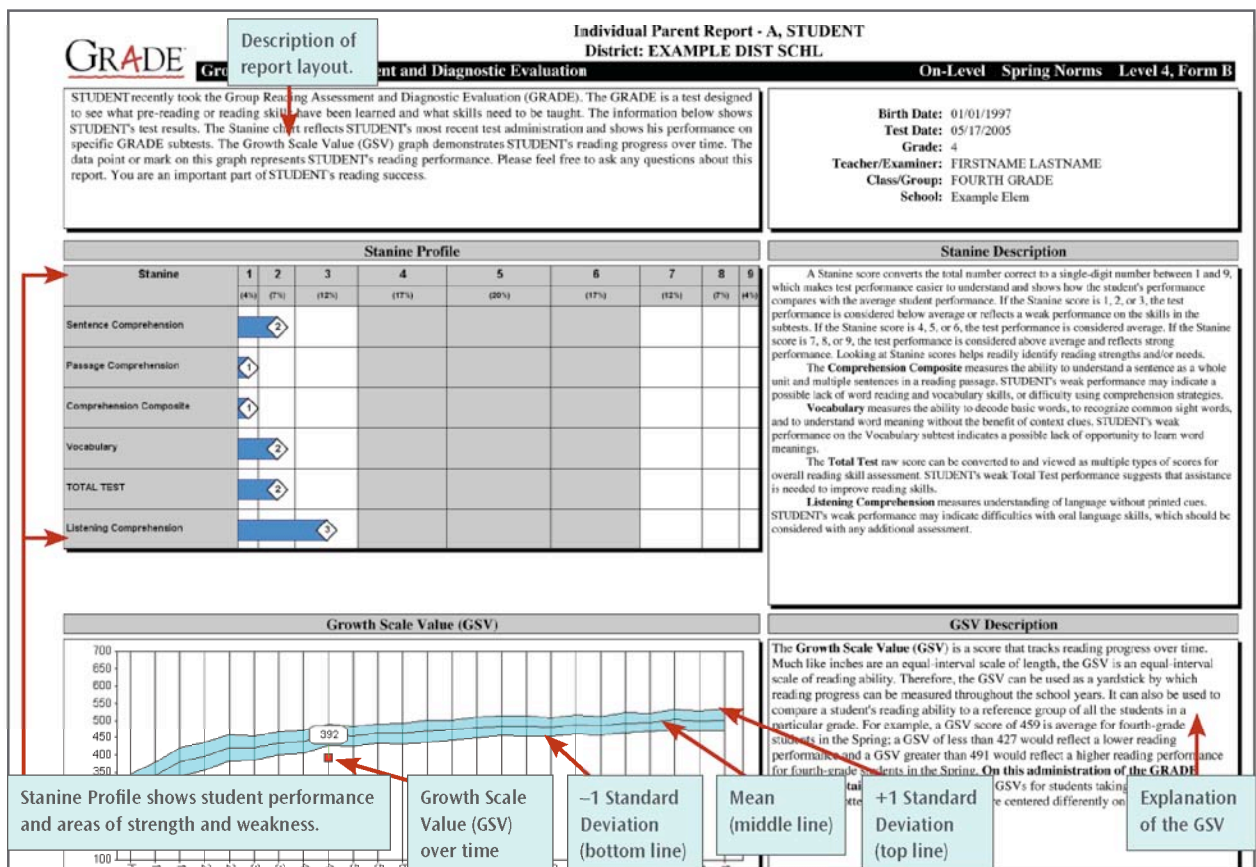
Individual Progress Report

Creation of progress reports for every student after each assessment is simple.

Demonstrate student performance over time with a graph and chart indicating the results of each test administration's GSVs plotted on a chart also showing +1 or –1 standard deviation (the normal expectation). You will see growth in GSV and movement on the graph in relationship to the norm. Because *GRADE* spans the grades, students' development can be plotted and followed over time.

Shows each *GRADE* administration.

Growth Scale Value (GSV) over time

–1 Standard Deviation (bottom line)

Mean (middle line)

+1 Standard Deviation (top line)
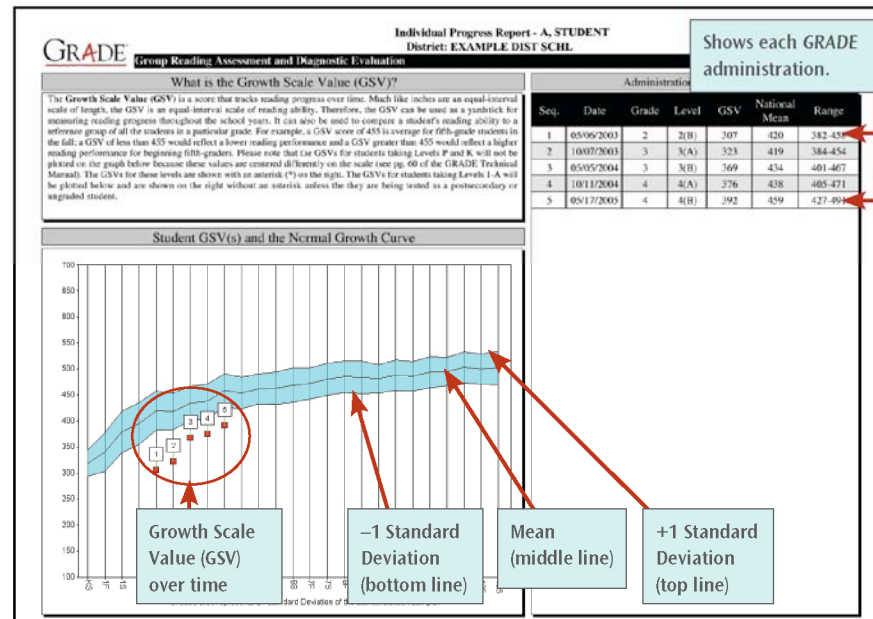
Group Progress Report

Easily chart the class average reading skills and watch the group grow over time.

Presents the class's average progress for each *GRADE* administration.

The class's average Growth Scale Values (GSVs) demonstrate progress over time.

Growth Scale Value (GSV) over time

–1 Standard Deviation (bottom line)

Mean (middle line)

+1 Standard Deviation (top line)
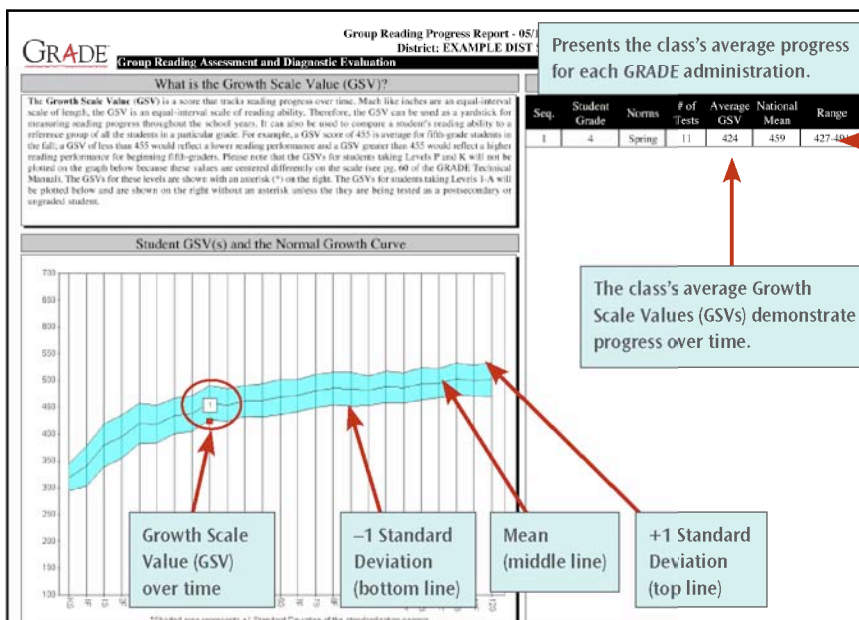
Capture class progress in a graph and chart of the average GSV from each administration of *GRADE*.

Intervene

Plan focused instruction directly linked to assessment results.

GRADE Resource Library and *Head for Success* were created to follow up *GRADE* assessment results with correlated activities. Pearson also provides other programs and materials that link to *GRADE* analyses. See the chart on pages 30–31.

GRADE Resource Library

This extensive Resource Library CD collection includes stimulating activities, worksheets, and booklists correlated to all *GRADE* items. All resources are reproducible for use with individual students, small groups, or an entire class. The *GRADE Resource Library* booklists contain 500 authors and titles, with various reading and interest levels. For targeted remediation, booklists are divided into the following four categories:

• Phonics / Decoding

• Compare and Contrast

• Drawing Conclusions

• Making Inferences

There is one Resource Library corresponding to each level of *GRADE*, PreK–Adult.

Level 1

Level 1

Level 6

Head for Success

Build reading skills with correlated lessons.

Head for Success workbooks provide lessons with guided practice specifically designed for students' areas of need. This series offers lessons with instruction, practice, and test practice specifically correlated to the subtests of *GRADE* so students will improve the skills they need the most. Available for Levels 1–5. Lessons in *Head for Success* are broader than the item-correlated Resource Libraries.

Building Reading Success
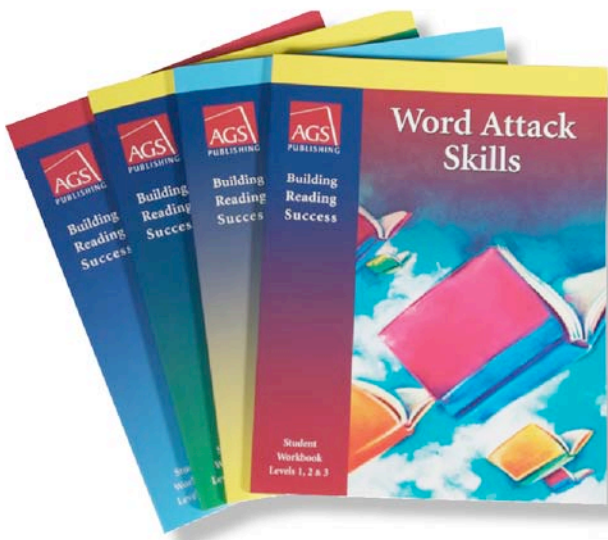
Available for Levels PreK-Adult, this workbook series, correlated to *GRADE*, reinforces and reviews specific reading skill areas. Built to be used in small groups or individually, this workbook series addresses Vocabulary Building, Reading Comprehension, Word Attack Skills (Decoding), and Sounds to Letters (Phonics).

More Solutions for Striving Students

Match Pearson's full line of products to meet your students' needs at Levels PreK–Adult.

	If *GRADE* test reports indicate the following CHALLENGES	Then turn to these Pearson SOLUTIONS
PRE-READING	**VISUAL SKILLS** (Tested at level P) 　Picture Matching 　Picture Differences	Sing, Spell, Read & Write (PreK) Opening the World of Learning (PreK) *GRADE* Resource Library (PreK)
	CONCEPTS (Tested at level P) 　Verbal Concepts 　Picture Categories	Sing, Spell, Read & Write (PreK) Opening the World of Learning (PreK) *GRADE* Resource Library (PreK)
READING READINESS	**PHONOLOGICAL AWARENESS** (Tested at levels P–K) 　Sound Matching 　Rhyming	Sing, Spell, Read & Write (PreK–K) Opening the World of Learning (PreK) MCP ''Plaid'' Phonics (K) Words Their Way (K) *GRADE* Resource Library (PreK–K) Good Habits, Great Readers (K)
	EARLY LITERACY SKILLS (Tested at level K) 　Print Awareness 　Letter Recognition 　Same & Different Words	Sing, Spell, Read & Write (K) MCP ''Plaid'' Phonics (K) Words Their Way (K) *GRADE* Resource Library (K) Good Habits, Great Readers (K)
	PHONEME-GRAPHEME (Tested at level K)	Sing, Spell, Read & Write (K) MCP ''Plaid'' Phonics (K) Words Their Way (K) *GRADE* Resource Library (K) Good Habits, Great Readers (K)
VOCABULARY	**WORD READING** (Tested at levels K–3) 　Decodable 　Irregular/Sight	Sing, Spell, Read & Write (K–2) MCP ''Plaid'' Phonics (K–3) Keystones for Reading (1–3) Words Their Way (K–3) QuickReads (2–3) *GRADE* Resource Library (K–3) Head for Success (1–3) Good Habits, Great Readers (K–3)
	WORD MEANING (Tested at levels 1–2) 　Decodable 　Irregular/Sight	Sing, Spell, Read & Write (1–2) MCP ''Plaid'' Phonics (1–2) Keystones for Reading (1–2) Words Their Way (1–2) QuickReads (1–2) *GRADE* Resource Library (1–2) Head for Success (1–2) Good Habits, Great Readers (1–2)
	VOCABULARY (Tested at levels 3–Adult) 　Nouns 　Verbs 　Adjectives 　Adverbs	The Write Direction: Skills for Super Writers (3–5) MCP Phonics Word Study (3–6) Keystones for Reading (3–8) Words Their Way (3–5) QuickReads (3–6) *GRADE* Resource Library (3–Adult) Head for Success (3–5) Good Habits, Great Readers (3–5)
READING READINESS	**LISTENING COMPREHENSION** (Tested at Levels P–Adult) 　Vocabulary 　Grammar 　Idiom 　Inference 　Nonliteral	Sing, Spell, Read & Write (PreK–2) Opening the World of Learning (PreK–K) *GRADE* Resource Library (PreK–Adult) Head for Success (1–5)

	If *GRADE* test reports indicate the following CHALLENGES	Then turn to these Pearson SOLUTIONS

COMPREHENSION	SENTENCE COMPREHENSION
	(Tested at levels 1–Adult)
	  Simple
	  Compound
	  Complex
	  Complicated
		Comprehension Plus (1–6)
		Sing, Spell, Read & Write (1–2)
		Keystones for Reading (1–8)
		The Write Direction: Skills for Super Writers (3–5)
		QuickReads (2–6)
		GRADE Resource Library (1–Adult)
		Head for Success (1–5)
		Good Habits, Great Readers (1–5)

	PASSAGE COMPREHENSION
	(Tested at Levels 1–Adult)
	
	# of passages by type/topic
	  Fiction
	  Science
	  History
	  Practical
	  Poem
	  Fable
		Little Celebrations (1–3)
		  Fiction 216, Science 43, History 11, Practical 45
		Dominie Collections (1–6)
		  Fiction 308, Science 129, History 58, Practical 21, Fables 1
		Ready Readers (1–3)
		  Fiction 71, Science 7, Practical 4, Poems 4, Fables 3
		MCP Early Chapter Books (2–4 per DRA levels)
		  Fiction 25, Science 17, History 5, Practical 3
		iOpeners (1–6)
		  Science 45, History 28, Practical 18
		Book Treks (3–5)
		  Fiction 9, Science 10, History 2, Practical 2
		Keystones for Reading (1–8)
		  Fiction 21, Science 15, History 16, Practical 18
		Comprehension Plus (1–6)
		  Fiction 70, Science 32, History 18, Practical 14, Poem 1, Fable 1
		GRADE Resource Library (1–Adult)
		Head for Success (1–5)
		Good Habits, Great Readers (1–5)

	# of items by metacognitive skills
	  Questioning
	  Predicting
	  Clarifying
	  Summarizing
		Comprehension Plus (1–6)
		Keystones for Reading (1–8)
		MCP ''Plaid'' Phonics (1–3)
		MCP Phonics Word Study (4–6)
		QuickReads (2–6)
		GRADE Resource Library (1–Adult)
		Head for Success (1–5)
		Good Habits, Great Readers (K–5)

FLUENCY **(Tested by Reading Fluency Indicator)**	READING TIME	QuickReads (2–6) Poetry Works! (PreK–6) Rhythm 'n' Rhymes (1–3) Leveled Libraries (K–3) *GRADE* Resource Library (PreK–Adult) Good Habits, Great Readers (K–5)
	MISCUES	QuickReads (2–6) Poetry Works! (PreK–6) Rhythm 'n' Rhymes (1–3) Leveled Libraries (K–3) *GRADE* Resource Library (PreK–Adult) Good Habits, Great Readers (K–5)
	COMPREHENSION	QuickReads (2–6) Poetry Works! (PreK–6) Rhythm 'n' Rhymes (1–3) Leveled Libraries (K–3) *GRADE* Resource Library (PreK–Adult) Good Habits, Great Readers (K–5)

Reassess

Measure student progress and AYP.

There are several ways to reassess with *GRADE*. After targeted skills are taught, students can be reassessed with Form B or an appropriate out-of-level form. This second assessment will measure progress and identify students' skills gained. Testing can be done at minimum intervals of twelve weeks using the forms appropriate for each student's level or appropriate out-of-level form. The chart on page 33 lists what levels can be administered to each grade for normative scoring on level and out-of-level.
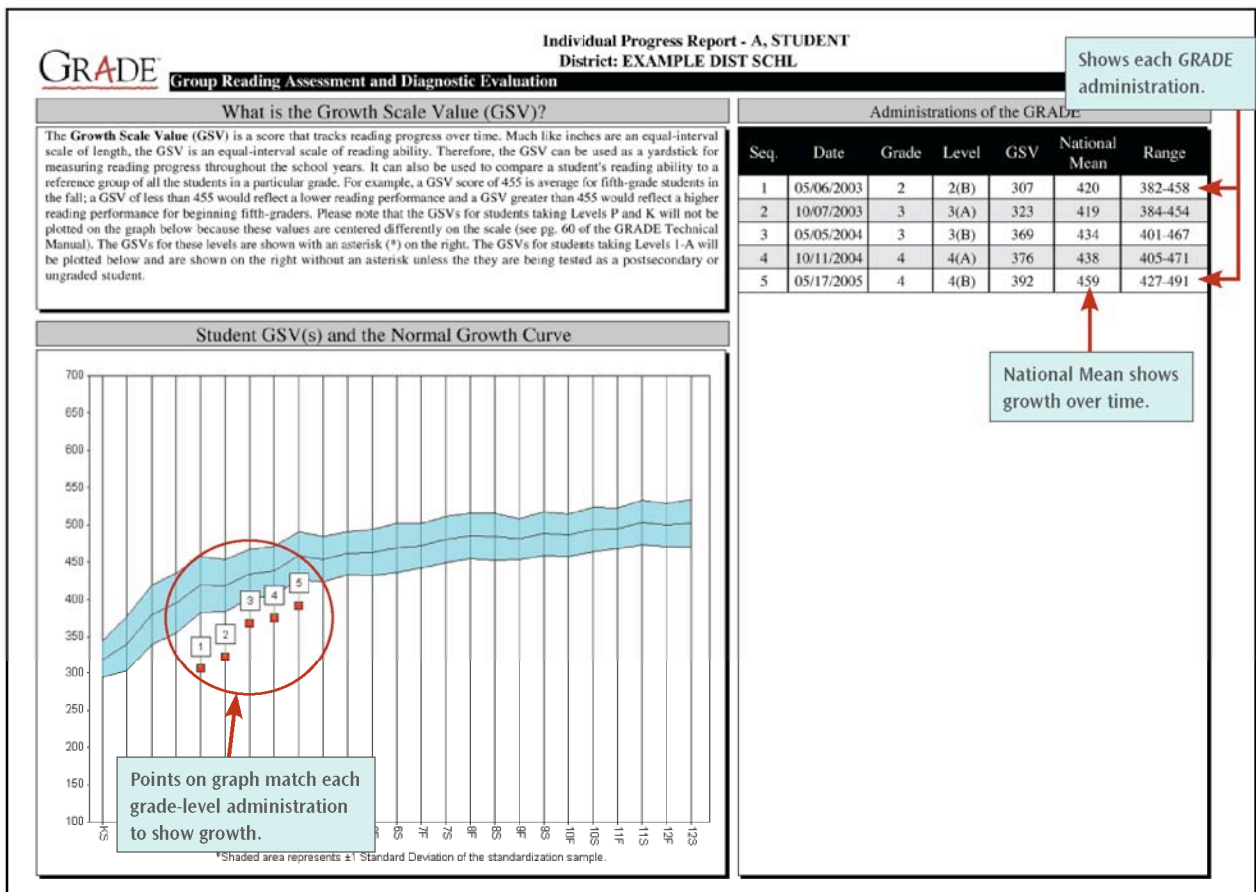
Out-of-Level Norms

Assess students at a range of abilities.

Each *GRADE* level contains questions that cover the appropriate skills expectation for that grade level. It also includes a slightly enhanced range of more difficult or easier items to more accurately determine what skills students know. Therefore, in addition to testing on-level students, some levels of *GRADE* can also be administered "out-of-level," as shown in the table below.

GRADE On-Level and Out-of-Level Administration

Level/Grade	Pre	Kdg	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
P														
K														
1														
2														
3														
4														
5														
6														
M														
H														
A														

■ On-level and reliable for all students (low-, middle-, and high-readers)
Spring & Fall Normative Tables in Teacher's Scoring & Interpretive Manuals and Scoring & Reporting Software

|||||| Level 1 appropriate only for high-readers in the spring of kindergarten
Level 1 should not be given to kindergarten students in the fall
Only Spring Normative Tables for kindergarten in Teacher's Scoring & Interpretive Manuals and Scoring & Reporting Software

• • • On-level and reliable only for low- and middle-readers
• • • Spring & Fall Normative Tables in Teacher's Scoring & Interpretive Manuals and Scoring & Reporting Software

▨ Out- of-level and reliable only for very high- or very low-readers
Spring & Fall Normative Tables only in Out-of-Level Norms Supplement and Scoring & Reporting Software

Key to Norms Tables

KEY

Total RS	=	Total Raw Score; Number of Correct Answers	WR	=	Word Reading
S	=	Stanine	WM	=	Word Meaning
%ile	=	Percentile	SC	=	Sentence Comprehension
GE	=	Grade Equivalent	PP	=	Passage Comprehension
SS	=	Standard Score (Mean = 100, SD = 15)	LC	=	Listening Comprehension
NCE	=	Normal Curve Equivalent			
GSV	=	Growth Scale Value			
A	=	Form A			
B	=	Form B			

Note: Extremely low or high scores indicate that the student should have taken a lower or higher GRADE level. These scores may not be a true indication of the student's skills because the items in this GRADE level were either too difficult or too easy. If the student scored below an NCE of 1 or at the 9th stanine, you may want to test the student again with a different level.

GRADE On-Level and Out-of-Level Administration Chart

GRADE Authors and Developers

Author – Kathleen Williams, Ph.D.

Dr. Kathleen T. Williams has been a classroom and remedial reading teacher, speech pathologist for both PreK and K–12, and school psychologist for K–12. She has also taught at the graduate and undergraduate levels. For more than 16 years, she has been engaged in the development and publishing of assessment and curriculum materials. She is currently at the College Board.

Dr. Williams has authored tests, including the *Reading Fluency Indicator*, the *Group Mathematics Assessment and Diagnostic Evaluation*, the *Math-Level Indicator*, the *Group Reading Assessment and Diagnostic Evaluation*, the *Reading-Level Indicator*, and the *Expressive Vocabulary Test*. She has served as a technical consultant for several large government studies on early childhood development and is a frequent presenter of continuing education workshops in the areas of reading, oral language, vocabulary development, and writing assessment and intervention.

Senior Consultant – Jack Cassidy, Ph.D.

Currently at Texas A&M University - Corpus Christi, Dr. Jack Cassidy is the Director of the Center for Educational Development, Evaluation and Research (CEDER) and Associate Dean for the College of Education with responsibility for graduate programs. He has served as the president of the College Reading Association (CRA) and the International Reading Association (IRA). More than 70 of his articles have appeared in educational journals, and he has also authored several reading programs. Dr. Cassidy is a former elementary and secondary teacher, reading specialist, K–12 reading supervisor, and national consultant.

Senior Consultant – S. Jay Samuels, Ph.D.

Dr. S. Jay Samuels is a professor in the Department of Educational Psychology and Curriculum and Instruction and serves on the Governing Council for the Center for Research in Perception, Learning, and Cognition at the University of Minnesota. He is the former director of the Minnesota Reading Research Project. Dr. Samuels has also authored numerous books on reading.
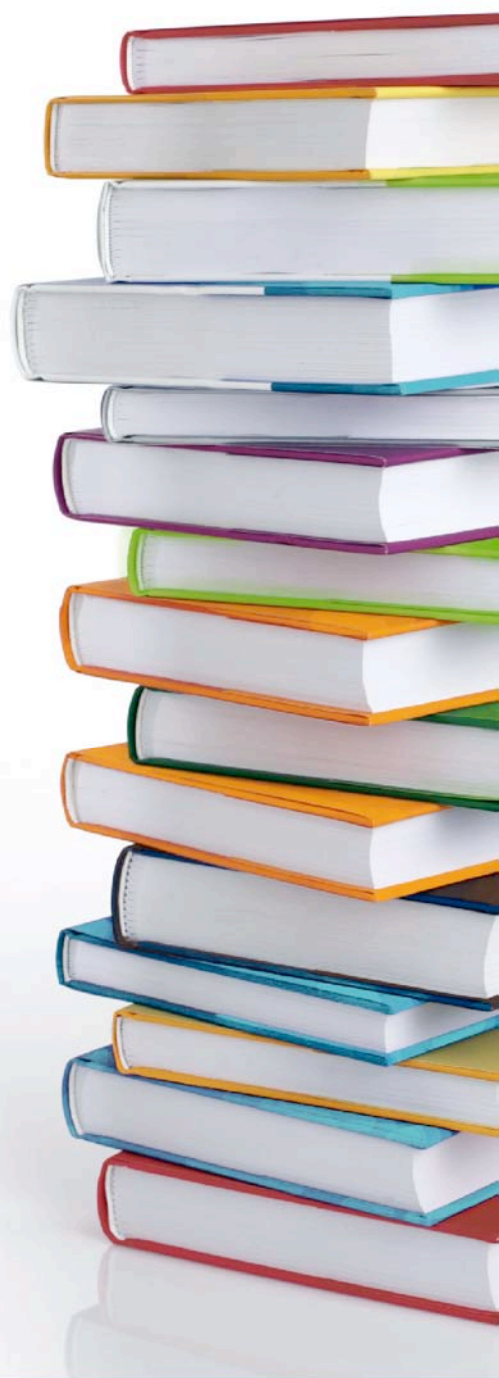
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