



The **GRADE** suite is designed to promote the four part cycle of learning.

Step 1: Assess

Assess students to gauge baseline skills and observe progress each year.

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.

Step 4: Reassess

Reassess with *GRADE* parallel forms to measure progress.

*The **GRADE** (Group Reading Assessment and Diagnostic Evaluation) is a diagnostic reading test that determines what developmental skills students Pre-K through 12th grade have mastered and where they need instruction, enrichment, or intervention.*

GRADE may be administered as a group assessment or individual student assessments with an outcome that provides both classroom results and individual diagnostics.

GRADE recognized 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. Each *GRADE* subtest allows educators to assess student progress in achieving these benchmarks and to develop more effective instruction.

GRADE assesses vocabulary in Levels K-Grade 12 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 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. Word Meaning and Vocabulary are keys in overall reading ability and development and growth of reading skills.



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.

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.