

higher number.

\*Measures below OQ are reported as EM—Q where “EM” stands for “Emerging Mathematician”.

<i>Grade</i>	<i>Student Measures (25th to 75th percentile, Mid-Year)</i>
1	EM70Q to 205Q
2	130Q to 390Q
3	305Q to 555Q
4	455Q to 700Q
5	570Q to <u>820Q</u>
6	670Q to <u>915Q</u>
7	765Q to <u>1010Q</u>
8	845Q to <u>1090Q</u>
9	915Q to 1160Q
10	975Q to 1225Q
11 & 12	1030Q to 1280Q

## A Note About Grade Equivalent Scales

We created Quantile measures to be a more actionable measure of math ability than traditional grade equivalent scales. The main issue with a grade equivalent scale is that it's not an equal-interval scale. That leads to misinterpreting student growth. For example, it could lead someone to believe that a student who moves the same number of grade equivalents at one level on the scale (e.g., from 2.5 to 2.9) has “grown” the same amount as a student who moves the same number of grade equivalents at a different level on the scale (for example, from 8.5 to 8.9). But