



Growth Expectations Setting Achievable Goals

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PROFESSIONAL PAPER

GROWTH EXPECTATIONS: SETTING ACHIEVABLE GOALS SCHOLASTIC READING INVENTORY

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INTRODUCTION

This paper describes how teachers can use Scholastic Reading Inventory (SRI), a test of reading comprehension developed by Scholastic Inc., to set reading growth goals and to evaluate students' responsiveness to instruction by evaluating actual fall-to-spring growth expectations.

Understanding and setting goals for individual student growth are critical parts of every teacher's role. By tracking student progress toward a goal, teachers can identify when students need additional challenge, targeted support, or intervention and make adjustments to their students' instruction as appropriate. Monitoring growth also helps educators determine if students are on track to meet state and federal achievement standards.

Scholastic Reading Inventory—administered three to five times a year—provides a useful tool for monitoring growth in reading comprehension over the school year. As teachers use SRI to track reading progress for students of varying levels of proficiency, questions arise about how much growth can be expected for each student from fall to spring. In order to best respond to students' individual needs, educators need guidance on these questions:

- **Is a year's growth the same for elementary, middle, and high school students?**
- **Is a year's growth on SRI the same for all students in a given grade level regardless of their performance in the fall?**
- **What is the typical level of growth on SRI for students in reading intervention classes?**
- **How much annual growth is reasonable to expect for each student?**

This paper seeks to address the above questions by providing data on the average yearly SRI growth as demonstrated by a large representative sample of students in Grades 3-10 of all abilities. This paper shows how educators can use the data from this analysis to understand how much growth to expect from their students.

The terms “expected growth” and “growth expectations” in this paper refer to the typical growth progression from fall to spring demonstrated by the sample of students in this study. In addition to providing data that describes typical growth, this paper demonstrates how teachers can use the information to set individual growth goals. The process of setting growth goals is particularly useful in cases where struggling readers need to exceed typical growth expectations in order to accelerate to grade-level performance.

THE SCHOLASTIC READING INVENTORY® (SRI)

SRI is a research-based, computer-adaptive reading assessment for Grades K-12 that measures a student's level of reading comprehension. SRI uses authentic passages of children's literature and non-fiction texts for reading selections. Questions are posed in a multiple choice context and include understanding of main idea causality, inference, drawing conclusions, and generalization.

Performance on SRI is reported as a Lexile® (L), a text-complexity measure that places reader and text on the same scale to forecast rate of reading comprehension. SRI reports directly on the scale used with the Lexile Framework® for Reading, a developmental scale developed by MetaMetrics, an educational research firm. The SRI Lexile scale for readers ranges from below 0L for beginning readers (BR) to above 1725L for advanced readers. Because of the vertical scale, SRI can be used to measure student reading ability regardless of grade level, and can provide more accurate growth measurements than assessments that can be interpreted across grade levels.

During each SRI administration, students are typically presented with 25 items from a bank of over 5,000 test questions. SRI presents questions that are targeted to each student's reading ability in order to measure his or her reading ability as accurately as possible. If the student answers incorrectly, the next question will be easier. If the student answers correctly, the next question will be harder. SRI "adapts" to the student's ability, adjusting the difficulty level of each question until the student's reading ability is accurately measured. The assessment is typically administered 3 to 5 times over the course of the year, and teachers can use the SRI reporting tool to generate reports that show individual student growth, as well as average yearly growth at the classroom level.

SRI GROWTH EXPECTATIONS ANALYSIS

To address the above questions about SRI growth expectations, the Scholastic Research & Validation team partnered with MetaMetrics to analyze Lexile growth from a large urban public school district located in the southeastern region of the United States. The district was selected because its demographics resembled national demographics—including proportion of students classified as needing special education services and as English learners—and the district used SRI widely for a number of years with a deep database for analysis. The district, like other districts across the nation, employed reading intervention strategies for struggling readers.

Participants

Student-level SRI scores for Grades 3-10 were collected each school year (SY) from 2002 to 2007. Each year, students in each grade level were assessed using SRI in the fall (September) and spring (May). In the data set, each grade level includes all pre- and posttest SRI scores collected for that grade over the six years studied. For example, the third grade level combines third graders from:

- SY01-02 with both Fall and Spring Lexile measures;
- SY02-03 with both Fall and Spring Lexile measures;
- SY03-04 with both Fall and Spring Lexile measures;
- SY04-05 with both Fall and Spring Lexile measures;
- SY05-06 with both Fall and Spring Lexile measures; and
- SY06-07 with both Fall and Spring Lexile measures.

Over the course of the six years, pre- and posttest SRI results were gathered from 373,880 students in Grades 3-10. The demographic characteristics of the students included in the data set for the last year of data collection are shown in Table 1.

Table 1.
Demographic Characteristics of Students From a Large Urban, Southeastern School District, 2006-2007

Grade Level	African American	Hispanic	White	Asian	Other Ethnicity	Free/Red. Lunch	ESOL ^a	ESE	Male
	%	%	%	%	%	%	%	%	%
3	28	24	38	3	7	52	17	24	52
4	27	24	40	3	7	49	11	25	52
5	26	24	41	3	6	48	8	24	51
6	28	23	40	3	7	47	5	23	52
7	27	22	43	3	5	43	5	21	51
8	28	23	42	2	5	42	6	21	51
9	29	21	43	2	4	36	6	15	51
10	28	20	44	2	4	32	7	12	50
All	28	23	41	3	5	44	8	21	51
U.S. Public Schools ^b	17	21	56	5	1	43	11	13	51 ^c

^aEnglish for Speakers of Other Languages.

^bSnyder & Dillow, 2010.

^cU.S. Census Bureau, 2008.

The data outlined above serve as the basis for the interpretations of growth expectations described in this paper. However, it is important to note that this data describes the performance for students with demographic characteristics that are specific to this southeastern school district. As Table 1 shows, the demographics of this sample are similar to those of the overall U.S. public school population, with the exception of the percentage of students represented by the African American, Caucasian, and Exceptional Student Education (ESE) groups. As reflected in the last two rows of Table 1, there is a higher proportion of African American students and a lower proportion of Caucasian students for this sample compared to the general U.S. public school population. There is also a higher percentage of students in the ESE category (the state's designation for any child or youth requiring special instruction or related services) than in the national population. When seeking to generalize to their own student population, educators should consider how the demographic characteristics of the observed sample from this southeastern school district compare to the demographics of their district or school.

Methodology

After analyzing data from this sample, MetaMetrics developed a table that documents the observed range of Fall-to-Spring Lexile growth. The table groups students by grade level based on their Fall Lexile measure. Within each grade, Lexile bands were created by rounding each student's Fall Lexile measure to the nearest 10L (e.g., a Lexile measure between 725L and 734L would fall into the 730L band). For example, in the 4th grade, 990 students had Fall Lexile measures that placed them in the 730L band. The mean Spring Lexile measure was computed for the students in each Lexile band by grade level.

Average Lexile growth was then calculated for each Lexile band by subtracting the mean Fall Lexile measure from the mean Spring Lexile measure. Finally, a regression analysis was conducted to smooth the data for ease of interpretation. To do this, a cubic regression equation was applied to the fall data set to fit the mean Lexile measure. A separate cubic regression equation was fit to the spring data set. The smoothed mean Fall Lexile measure and the smoothed mean Spring Lexile measure were computed for each Lexile band. The expected Lexile growth was again calculated for each Lexile band in each grade level by subtracting the smoothed mean Fall Lexile measure from the smoothed mean Spring Lexile measure.

Table A1, the data table in Appendix A, shows the smoothed mean Fall Lexile measure, the smoothed mean Spring Lexile measure, and the smoothed mean growth for each Fall Lexile band by grade level. Table 2 below shows an excerpt from the full data table, displaying a sample of seventh-grade data.

Table 2.**Excerpt from Appendix A: Using Fall Lexile measure in Grade 7 to estimate growth for the spring**

Grade	Fall Lexile Measure	Spring Lexile Measure	Fall-Spring Growth
7	600L	680L	80L
7	610L	688L	78L
7	620L	696L	77L
7	630L	705L	75L
7	640L	713L	73L
7	650L	722L	72L
7	660L	730L	71L
7	670L	739L	69L
7	680L	747L	68L
7	690L	756L	67L
7	700L	765L	65L

SRI Growth Expectations by Fall Lexile Measure

To determine the average Fall-to-Spring Lexile growth expectations for any student, teachers can follow a series of simple steps using the data in Table A1 (Appendix A). The steps are:

- 1) Locate the grade level of the student;
- 2) Round the student's Fall Lexile measure to the nearest 10L;
- 3) Identify the corresponding Fall Lexile Measure row;
- 4) Identify the Spring Lexile measure and Fall-to-Spring Growth expectation for that row.

For example, using the excerpt shown in Table 2, a reading intervention teacher can identify what average growth can be expected for a 7th grade student who has received a fall Lexile measure of 612L (a score that is roughly in the 10th percentile for Grade 7). The teacher would follow these four steps:

1) Locate the grade level of the student.

The teacher would find the 7th grade section of the table (already excerpted in Table 2).

2) Round the student's Fall Lexile measure to the nearest 10L.

The teacher would round the student's Lexile measure of 612L down to 610L.

3) Identify the corresponding Fall Lexile Measure row.

The highlighted row in Table 2 shows the 610L Fall Lexile band, (the range includes Lexile measures from 605L to 614L.)

4) Identify the Spring Lexile measure and Fall-to-Spring Growth expectations for that row.

The teacher can read across this row to see that students in this band averaged 688L in the spring, for an average fall-to-spring growth of 78L.

Based on this data, educators can reasonably expect a typical seventh-grade student who scores 612L in the fall to grow approximately 78L by the spring.

SRI Lexile Growth Needed to Achieve Grade-Level Performance

The next step is creating a growth plan for the student. Teachers can use the data in Table A1 to determine how much Lexile growth a struggling student will need to become proficient for the current grade level. It should be noted that because expected growth is an average, some students demonstrate growth greater than the average and some demonstrate less. Therefore, when setting yearly goals for students, especially struggling readers, the growth expectations for a particular grade can be viewed as a minimum starting point. In other words, students who start the year reading below grade level will likely need additional, targeted support to exceed the growth expectation for their Lexile band, in order to accelerate to grade-level performance.

To begin building a growth plan, teachers must determine what Lexile measure to use as a target for grade-level performance. Grade-level proficiency can be defined as the Lexile measure of a student performing at the 50th percentile for the grade level, based on SRI national normative data. Table 3 shows the mean Spring Lexile measure at the 50th percentile in each grade, based on SRI Spring Normative data.

Table 3.
Spring Lexile Norms: 50th Percentile in Grades 3-10

Grade	50th Percentile Spring Target Lexile Measure
3	590L
4	700L
5	810L
6	880L
7	955L
8	1000L
9	1045L
10	1080L

¹ Currently, 20 states have aligned their state assessments with the Lexile Framework and are able to report the specific Lexile measure corresponding to grade-level proficiency in that state. If this alignment is available in your state, this could be used in place of 50th percentile. State alignments can be accessed in the Scholastic Achievement Manager (SAM) under SAM Resources (key word: Alignments).

² Normative data was developed from linking studies conducted with the Lexile Framework for Reading. One study consisted of a sample of 512,224 students in a medium-to-large state. These linking studies with the Lexile Framework are designed to provide information on how a given student performed in relation to other students of the same age or grade (using units such as percentiles, stanines, or Normal Curve Equivalents to make comparisons). See Appendix B for a table of SRI Spring Norms at selected percentiles in Grades 1-10.

To demonstrate how to estimate the Lexile growth needed to achieve grade-level performance, consider the previous example of a 7th grade student who received a Fall Lexile measure of 612L. Using the information in Table 3 and Table A1, the teacher can make the following calculations:

- In Grade 7, grade-level proficiency (the 50th percentile) is 955L (from Table 3).
- To make this proficiency target for Grade 7, the student starting at 612L will need to grow 343L (955L – 612L).
- The average student starting at 612L in Grade 7 is expected to grow 78L over the year (from Table A1).
- The student's reading intervention would need to accelerate the student by an additional 267L (343L – 78L) to reach the proficiency target for Grade 7.

To further illustrate, Table 4 provides specific examples of Fall Lexile measures for students performing below grade level. For each Fall Lexile measure, Table 4 displays both the growth expectations from Table A1 and the additional growth that would be needed to reach the target Spring Lexile measure.

Table 4.
Average Yearly Growth and Growth Needed to Reach 50th Percentile at Selected Fall Lexile Measures, Grades 3-10

Grade	Fall Lexile Measure	Spring Lexile Measure	Fall-Spring Growth	50th Percentile	Additional Growth Needed to Reach 50th Percentile
3	390L	549L	160L	590L	41L
4	510L	641L	131L	700L	59L
5	630L	739L	110L	810L	71L
6	700L	764L	65L	880L	115L
7	780L	837L	57L	955L	118L
8	840L	898L	58L	1000L	102L
9	880L	925L	45L	1045L	120L
10	930L	985L	55L	1080L	95L

For example, the Fall-Spring Growth column in Table 4 shows that the growth expectation for a third grader reading in the bottom quartile of the class, with a 390L in the fall, is about 160L. However, the last column shows that the reading intervention would need to accelerate the student 41L *beyond* the growth expectation in order to reach the 50th percentile (590L). Based on this information, an intervention teacher can set end-of-year performance goals for individual students. By articulating a growth goal to strive for, the teacher can design a realistic growth plan to better support students in accelerating toward grade-level performance.

SRI Growth Patterns Across Grades and Fall Lexile Levels

The growth expectations data in Table A1 can also provide important information about patterns in annual growth at different grade levels and different Lexile levels. Table 5 summarizes the growth expectations data across all grade levels. For ease of interpretation, the Fall Lexile measures are clustered into 100-Lexile zones, and the mean fall-spring growth for each Fall Lexile zone is presented for every grade. For example, among students who scored between 100L and 190L in the fall, the average growth for third graders was 268L, the average growth for fourth graders was 277L, the average growth for fifth graders was 268L, and so on.

Table 5.
Average Annual Growth by Smoothed Average Fall Lexile Range

Fall Lexile Zone	Grade							
	3	4	5	6	7	8	9	10
BR	329L	336L	318L	304L	336L	350L	329L	364L
100L-190L	268L	277L	268L	240L	262L	276L	258L	287L
200L-290L	216L	226L	222L	185L	199L	215L	198L	223L
300L-390L	174L	183L	185L	142L	152L	167L	150L	170L
400L-490L	143L	150L	155L	112L	117L	130L	115L	130L
500L-590L	117L	122L	128L	88L	90L	102L	87L	102L
600L-690L	96L	99L	106L	72L	72L	81L	68L	82L
700L-790L	79L	80L	87L	60L	60L	67L	55L	69L
800L-890L	65L	65L	70L	51L	52L	58L	47L	60L
900L-990L	50L	50L	54L	43L	46L	50L	41L	55L
1000L-1090L	33L	35L	38L	34L	40L	43L	36L	50L
1100L-1190L	12L	20L	21L	23L	32L	35L	30L	44L

The data presented in Table 5 support two general observations about patterns in Lexile growth at different grade levels and Lexile levels:

- 1) **Annual growth expectations are greater for students at lower Lexile ranges than at higher Lexile ranges.** The average growth of students with Fall Lexile measures less than 600L, regardless of grade level, is substantially greater than the average growth of students with Fall Lexile measures greater than 600L. In fact, at the highest Lexile ranges, annual progress on SRI is negligible; these students can be considered to have adequate reading comprehension ability necessary to read complex text. This pattern indicates that the lower the Fall Lexile measures, the higher the expected growth.
- 2) **With the exception of the lowest and highest ends of the Lexile scale, average growth tends to be higher in Grades 3-5 than in Grades 6-9.** Table 5 shows that there is a noticeable drop in the average gain between 5th and 6th grade for each Lexile range between 200L and 1000L. The average gain remains lower through middle school and into high school. This pattern indicates that students in lower grades tend to exhibit greater annual growth than students in upper grades.

³As shown in the table, tenth grade mean growth in this data set tends to be higher than in the other upper grades. This pattern is found in other data sets collected by the district, including data on the state reading assessment, and was attributed to the fact that 10th grade is a year of particularly intense instruction because graduation is dependent on passing the 10th grade achievement test.

USING THE TABLES TO ESTIMATE GROWTH AND SET GOALS

Understanding how much Lexile growth a student might be expected to make on SRI from fall to spring can help teachers determine whether students need additional challenge, targeted support, or intervention. The following three examples show how educators and administrators can use the growth expectation tables to set reading growth goals.

Example 1: An On-Target Elementary School Student

Cindy is a fifth-grade student. Her school has been monitoring her reading comprehension with SRI since third grade, as delineated in Table 6. The first three columns of Table 6 show her grade level, the date of each SRI administration, and her resulting Lexile measure.

Table 6.
Cindy's SRI Fall Lexile Measure, Spring Lexile Measure, Expected Growth, and Actual Growth

Grade Level	Assessment Date	Fall Lexile Measure	Expected Growth	Actual Spring Lexile Measure	Actual Fall-Spring Growth
3	Sept 2002	672L	91L	830L	158L
4	Sept 2003	834L	66L	1064L	230L
5	Sept 2004	1070L	33L	1242L	172L

To estimate the annual growth expectation for Cindy, her teacher first locates the grade level in Table A1 that corresponds to Cindy's Fall SRI assessment, finds the row for her Fall Lexile measure, then identifies the growth expectation for that year. Again, the working definition of "growth expectation" is the amount of growth an average student at a particular Fall Lexile band in a particular grade can be expected to grow in one year, based on an empirical sample.

As shown in Table 6, the average growth at Cindy's Fall Lexile level for:

- Grade 3 is 91L;
- Grade 4 is 66L;
- Grade 5 is 33L.

The last two columns of Table 6 show the Spring Lexile measure that Cindy actually achieved at the end of the year, and her actual growth from fall to spring. By looking at these columns, we can see that Cindy has exceeded the growth expectation each year. Cindy's actual third-grade gain of 158L exceeded the average growth expectation for her initial Fall Lexile band. In fourth grade, Cindy made striking progress; her actual gain of 230L far exceeded the growth expectation compared to the average student in her fall band. She continued to outpace growth expectations in fifth grade, gaining 172L by the spring of fifth grade.

Overall, the numbers from Table A1 suggest that Cindy's reading level is consistently above average for her grade, and continues to grow more advanced as she progresses through school.

The teacher who observes this pattern should create a growth plan for Cindy that maintains her high-performing trajectory—for example, by helping her select more challenging reading material, exposing her to a variety of different genres, or helping her learn independent strategies for discerning word meaning and acquiring more sophisticated vocabulary. It should be noted that Cindy’s teachers should not expect that Cindy will continue to grow at a rate of 100L–200L a year, as the empirical data in Table A1 reveals that older, more proficient students grow in smaller increments.

Example 2: A Newcomer Middle School Student

Juan is an 8th grade student in a middle school reading intervention program. He came to the U.S. three years ago from South America with minimal English language skills. The school has been monitoring his reading comprehension with SRI since sixth grade. Table 7 shows Juan’s Fall Lexile measures at each grade level, the growth expectation from Table A1, and actual Fall-to-Spring growth. The table also shows the additional Lexile gain Juan would have needed to achieve each year to perform at the 50th percentile for his grade in the spring.

Table 7.
Juan’s SRI Performance, Fall Lexile Measure, Spring Lexile Measure, Expected Growth, and Actual Growth

Grade Level	Assessment Date	Fall	Expected Growth	Actual Spring Lexile Measure	Actual Fall-Spring Growth	50th Percentile Spring Lexile Measure	Additional Growth Needed to Reach 50th Percentile
6	Sept 2002	BR	304L	420L	420L	880L	460L
7	Sept 2003	520	96L	640L	120L	955L	315L
8	Sept 2004	695	73L	753L	58L	1000L	247L

To estimate the growth expectation for Juan using Table A1, his teacher follows the same procedure as in the first example. The teacher locates his grade level in the first column, his Fall Lexile measure in the second column, and his expected growth in the last column. Using this procedure, the teacher can see that a sixth-grade Fall SRI performance of BR (Beginning Reader) corresponds with an expected growth of 304L. For seventh and eighth grades, Table A1 indicates that average expected growth at Juan’s initial Lexile level is 96L and 73L, respectively.

Table 7 also shows the actual Spring Lexile measures that Juan achieved each year, along with his actual Fall-Spring Growth. Comparing Juan’s actual growth to the growth expectation, his teacher can see that his Lexile growth exceeded the growth expectation in sixth grade, and was slightly higher than the expectation in seventh grade. In eighth grade, Juan’s actual gain of 58L was 15L below the growth expectation of 73L.

A teacher monitoring his progress could conclude that Juan made significant progress in reading in sixth grade, and his growth stayed on track in seventh grade, but then lagged behind

what would have been expected for the average student scoring in his Fall Lexile band in eighth grade. The teacher needs to investigate reasons for Juan’s slowing progress in eighth grade and determine whether he needs a different or more intensive intervention.

The last column in Table 7, Additional Growth Needed to Reach 50th Percentile, provides additional information about setting growth goals for a student like Juan in an intervention program. The table shows that although Juan’s annual progress moved him far out of the Beginning Reader range, by eighth grade his Spring Lexile measure of 753L was still below grade-level performance (1000L at the 50th percentile for eighth grade). According to the last column, to achieve median performance for his grade level Juan would have had to gain an additional 460L in sixth grade, 315L in seventh grade, and 247L in eighth grade. By considering the amount of growth necessary for individual students to reach the 50th percentile, teachers can assess whether students in intervention programs are accelerating toward on-grade-level reading achievement, and create a growth plan that will help them make the necessary progress.

Example 3: A Ninth-Grade Intervention Class

Ms. Jackson is a reading specialist who teaches a Tier II intervention class in a high school. To aid with her planning prior to the start of the school year, she wants to determine approximately how much growth she can expect from students in each grade. For her tenth-grade intervention class, she has student data from the previous school year to help with her estimation. However, for the ninth-grade class She has no prior-year data. In order to determine average growth expectations for her ninth-grade students, Ms. Jackson turns to Table A1.

Ms. Jackson knows that students identified for Tier II intervention are typically performing in the Below Basic performance level on SRI. According to the SRI Technical Guide (Scholastic Inc., 2007, p. 36), in ninth grade, SRI Lexile measures of 649L and below are considered Below Basic. Therefore, Ms. Jackson finds the ninth-grade section of Table A1 and locates the 650L Fall Lexile band in the “Fall Lexile Measure” column. Following this row across, she sees that the expected Spring Lexile measure for this band is 717L, and average growth is 68L. Based on this information, Ms. Jackson has in mind that she will want her students to exceed a minimum growth goal of 68L for the year.

Next, Ms. Jackson uses Appendix C (p. 44) to look up the mean Spring Lexile measure for ninth graders performing at the 50th percentile for their grade. The table indicates that in the spring, the average performance for ninth graders at the 50th percentile is 1045L. Therefore, a ninth grader starting in the Below Basic performance level—649L to BR (0L)—would have to grow by a range of 396L to 1045L in order to reach the grade-level target.

Given this information, although Ms. Jackson expects a minimum gain of 68L from her ninth graders, her aim is to use intensive intervention to help students make three or four times that growth in order to accelerate them toward grade-level performance. This example also highlights the fact that for students who are reading far below grade level, even if they make substantial progress each year they may require two or more years of intensive intervention to achieve grade-level goals.

CONCLUSION

The analysis described in this paper provides teachers with information necessary to estimate annual growth expectations on SRI. Table A1 provides data on growth expectations for students in Grades 3-10, based on a Fall Lexile measure. This information can be used to answer critical questions about SRI growth:

- **Is a year's growth the same for elementary, middle, and high school students?**

The amount of growth students make between fall and spring tends to decrease as grade level increases, as indicated by data in Table 5. Hence the adage, "Students learning to read make greater gains than students reading to learn."

- **Is a year's growth the same for all students in a given grade level regardless of their Fall Lexile measure?**

Within each grade level, the average growth for students with lower Fall Lexile measures is greater than the average growth for students with higher Fall Lexile measures (as shown in Table 5). Students learning to read make greater gains than students reading to learn, regardless of their grade level.

- **What is the average growth expectation for students in reading intervention classes?**

Average growth expectation should be viewed as a function of the individual student's initial Lexile measure. Intervention teachers can use Table A1 to determine typical growth for their students as a cohort and as individuals and create growth plans that are based on Fall Lexile measure. Students participating in an intensive reading intervention should be expected to make additional gains beyond the average growth for their initial Lexile level. If gains are not made over time, an increase in intensity of services or a new placement may be needed.

The SRI growth expectations data reported here can help teachers and school leaders make important instructional decisions. Educators can use the information to set growth expectations, to gauge whether a student's growth is typical of students at similar reading levels, to understand variations in yearly growth across different grade levels and reading levels, and to determine whether individual students are responding to intervention and accelerating toward target performance goals.

Additionally, with this data schools have more precise and powerful tools to monitor and adjust intervention and instruction. By understanding that growth varies by starting point and grade level, schools can create achievement goals that are empirically based, obtainable, realistic, and, in the end, fair to all members of the learning community. With data based on average SRI growth in a representative group of students, this paper offers valuable contextual information for any educator using SRI to monitor and evaluate student reading progress.

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GLOSSARY

Expected Growth. The average yearly SRI growth demonstrated by a comparative sample of students.

Growth Expectation. A reasonable estimate of a given student's projected fall-to-spring SRI growth, based on the average growth demonstrated by students of the same grade and fall Lexile measure in a comparative sample.

Normative Data. Information on the performance demonstrated by students in a large sample that is demographically representative of the U.S. public school population. These data can be used to provide information on how a given student performed in relation to other students of the same age or grade (using units such as percentiles, stanines, or Normal Curve Equivalents to make comparisons).

Smoothed Data. Smoothed data is the result of applying a mathematical function, such as a polynomial equation or a moving average, to a data set in order to make long term-trends and patterns in the data more apparent. The function filters the data by removing high-frequency fluctuations; these fluctuations are often referred to as "noise" and may obscure the underlying trend/pattern by causing data values to fall above and below the values that would be predicted by the trend/pattern. Sources of "noise" can include imprecision in the measurement device, individual variations within the members of a group, and environmental effects that may differentially impact the members of a group.

APPENDIX A

Table A1.
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 3	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
3	BR	382	329
3	100	398	298
3	110	401	291
3	120	405	285
3	130	409	279
3	140	413	273
3	150	417	267
3	160	421	261
3	170	426	256
3	180	430	250
3	190	435	245
3	200	439	240
3	210	444	235
3	220	449	229
3	230	454	225
3	240	459	220
3	250	465	215
3	260	470	210
3	270	476	206
3	280	481	202
3	290	487	197
3	300	493	193
3	310	499	189
3	320	505	185
3	330	511	181
3	340	517	177
3	350	523	174
3	360	530	170
3	370	536	166
3	380	543	163

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 3	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
3	390	549	160
3	400	556	156
3	410	563	153
3	420	569	150
3	430	576	147
3	440	583	144
3	450	590	141
3	460	598	138
3	470	605	135
3	480	612	133
3	490	619	130
3	500	627	127
3	510	634	125
3	520	642	122
3	530	649	120
3	540	657	118
3	550	665	115
3	560	673	113
3	570	680	111
3	580	688	109
3	590	696	107
3	600	704	105
3	610	712	103
3	620	720	101
3	630	728	99
3	640	736	97
3	650	744	95
3	660	753	93
3	670	761	91
3	680	769	90
3	690	777	88
3	700	786	86

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 3 & 4	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
3	710	794	85
3	720	802	83
3	730	811	81
3	740	819	80
3	750	827	78
3	760	836	77
3	770	844	75
3	780	853	73
3	790	861	72
3	800	870	70
3	810	878	69
3	820	887	67
3	830	895	66
3	840	904	64
3	850	912	63
3	860	921	61
3	870	929	60
3	880	938	58
3	890	946	57
3	900	955	55
3	910	963	54
3	920	972	52
3	930	980	51
3	940	989	49
3	950	997	48
3	960	1005	46
3	970	1014	44
4	BR	390	336
4	100	406	306
4	110	410	300
4	120	414	294
4	130	418	288

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 4	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
4	140	422	283
4	150	427	277
4	160	431	271
4	170	436	266
4	180	440	260
4	190	445	255
4	200	450	250
4	210	455	245
4	220	460	240
4	230	465	235
4	240	470	230
4	250	475	226
4	260	481	221
4	270	486	216
4	280	492	212
4	290	497	208
4	300	503	203
4	310	509	199
4	320	515	195
4	330	521	191
4	340	527	187
4	350	533	183
4	360	539	179
4	370	545	176
4	380	552	172
4	390	558	169
4	400	565	165
4	410	571	162
4	420	578	158
4	430	585	155
4	440	591	152
4	450	598	149

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 4	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
4	460	605	146
4	470	612	143
4	480	619	140
4	490	626	137
4	500	634	134
4	510	641	131
4	520	648	129
4	530	655	126
4	540	663	123
4	550	670	121
4	560	678	118
4	570	685	116
4	580	693	113
4	590	701	111
4	600	708	109
4	610	716	107
4	620	724	104
4	630	732	102
4	640	740	100
4	650	748	98
4	660	756	96
4	670	764	94
4	680	772	92
4	690	780	90
4	700	788	88
4	710	796	86
4	720	804	85
4	730	812	83
4	740	821	81
4	750	829	79
4	760	837	78
4	770	845	76

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grades 4 & 5	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
4	780	854	74
4	790	862	73
4	800	870	71
4	810	879	69
4	820	887	68
4	830	896	66
4	840	904	65
4	850	913	63
4	860	921	62
4	870	930	60
4	880	938	59
4	890	947	57
4	900	955	56
4	910	964	54
4	920	972	53
4	930	981	51
4	940	989	50
4	950	998	48
4	960	1006	47
4	970	1015	45
4	980	1024	44
4	990	1032	43
4	1000	1041	41
4	1010	1049	40
4	1020	1058	38
4	1030	1066	37
4	1040	1075	35
4	1050	1083	34
4	1060	1092	32
5	BR	371	318
5	100	392	292
5	110	397	287

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 5	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
5	120	402	282
5	130	407	277
5	140	412	272
5	150	417	267
5	160	422	262
5	170	427	257
5	180	433	253
5	190	438	248
5	200	444	244
5	210	449	239
5	220	455	235
5	230	460	231
5	240	466	227
5	250	472	222
5	260	478	218
5	270	484	214
5	280	490	210
5	290	496	207
5	300	503	203
5	310	509	199
5	320	515	196
5	330	522	192
5	340	528	188
5	350	535	185
5	360	541	182
5	370	548	178
5	380	555	175
5	390	561	172
5	400	568	169
5	410	575	166
5	420	582	163
5	430	589	160

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 5	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
5	440	596	157
5	450	603	154
5	460	610	151
5	470	618	148
5	480	625	145
5	490	632	143
5	500	640	140
5	510	647	138
5	520	654	135
5	530	662	132
5	540	669	130
5	550	677	128
5	560	685	125
5	570	692	123
5	580	700	121
5	590	708	118
5	600	716	116
5	610	723	114
5	620	731	112
5	630	739	110
5	640	747	108
5	660	763	103
5	670	771	101
5	680	779	99
5	690	787	98
5	700	795	96
5	710	803	94
5	720	811	92
5	730	819	90
5	740	828	88
5	750	836	86
5	760	844	85

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 5	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
5	770	852	83
5	780	861	81
5	790	869	79
5	800	877	78
5	810	885	76
5	820	894	74
5	830	902	73
5	840	910	71
5	850	919	69
5	860	927	68
5	870	935	66
5	880	944	64
5	890	952	63
5	900	961	61
5	910	969	59
5	920	977	58
5	930	986	56
5	940	994	55
5	950	1003	53
5	960	1011	51
5	970	1019	50
5	980	1028	48
5	990	1036	47
5	1000	1044	45
5	1010	1053	43
5	1020	1061	42
5	1030	1070	40
5	1040	1078	38
5	1050	1086	37
5	1060	1095	35
5	1070	1103	33
5	1080	1111	32

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grades 5 & 6	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
5	1090	1119	30
5	1100	1128	28
5	1110	1136	26
5	1120	1144	25
5	1130	1152	23
5	1140	1161	21
5	1150	1169	19
5	1160	1177	17
6	BR	357	304
6	100	370	270
6	110	373	264
6	120	377	257
6	130	380	251
6	140	384	244
6	150	388	238
6	160	392	232
6	170	396	226
6	180	400	220
6	190	405	215
6	200	409	209
6	210	414	204
6	220	419	199
6	230	423	194
6	240	428	189
6	250	434	184
6	260	439	179
6	270	444	175
6	280	450	170
6	290	455	166
6	300	461	162
6	310	467	157
6	320	473	153

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 6	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
6	330	479	150
6	340	485	146
6	350	492	142
6	360	498	138
6	370	505	135
6	380	511	132
6	390	518	128
6	400	525	125
6	410	532	122
6	420	539	119
6	430	546	116
6	440	553	113
6	450	560	111
6	460	567	108
6	470	575	105
6	480	582	103
6	490	590	100
6	500	598	98
6	510	605	96
6	520	613	94
6	530	621	92
6	540	629	90
6	550	637	88
6	560	645	86
6	570	653	84
6	580	662	82
6	590	670	80
6	600	678	79
6	610	687	77
6	620	695	76
6	630	704	74
6	640	712	73

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 6	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
6	650	721	71
6	660	729	70
6	670	738	69
6	680	747	67
6	690	756	66
6	700	764	65
6	710	773	64
6	720	782	63
6	730	791	62
6	740	800	61
6	750	809	60
6	760	818	59
6	770	827	58
6	780	836	57
6	790	845	56
6	800	854	55
6	810	864	54
6	820	873	53
6	830	882	52
6	840	891	51
6	850	900	51
6	860	909	50
6	870	919	49
6	880	928	48
6	890	937	47
6	900	946	47
6	910	955	46
6	920	965	45
6	930	974	44
6	940	983	43
6	950	992	43
6	960	1001	42

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grades 6 & 7	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
6	970	1010	41
6	980	1020	40
6	990	1029	39
6	1000	1038	38
6	1010	1047	37
6	1020	1056	36
6	1030	1065	35
6	1040	1074	34
6	1050	1083	33
6	1060	1092	32
6	1070	1101	31
6	1080	1110	30
6	1090	1119	29
6	1100	1127	28
6	1110	1136	27
6	1120	1145	25
6	1130	1154	24
6	1140	1162	23
6	1150	1171	21
6	1160	1179	20
6	1170	1188	18
6	1180	1196	17
6	1190	1205	15
6	1200	1213	14
6	1210	1221	12
6	1220	1230	10
7	BR	389	336
7	100	397	298
7	110	400	290
7	120	402	282
7	130	405	275
7	140	407	268

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 7	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
7	150	410	261
7	160	414	254
7	170	417	247
7	180	420	241
7	190	424	234
7	200	428	228
7	210	431	222
7	220	435	216
7	230	440	210
7	240	444	204
7	250	448	199
7	260	453	193
7	270	458	188
7	280	463	183
7	290	468	178
7	300	473	173
7	310	478	169
7	320	484	164
7	330	489	160
7	340	495	155
7	350	501	151
7	360	507	147
7	370	513	143
7	380	519	139
7	390	525	135
7	400	531	132
7	410	538	128
7	420	545	125
7	430	551	122
7	440	558	118
7	450	565	115
7	460	572	112

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 7	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
7	470	579	109
7	480	586	107
7	490	594	104
7	500	601	101
7	510	608	99
7	520	616	96
7	530	624	94
7	540	631	92
7	550	639	90
7	560	647	88
7	570	655	86
7	580	663	84
7	590	671	82
7	600	680	80
7	610	688	78
7	620	696	77
7	630	705	75
7	640	713	73
7	650	722	72
7	660	730	71
7	670	739	69
7	680	747	68
7	690	756	67
7	700	765	65
7	710	774	64
7	720	783	63
7	730	792	62
7	740	801	61
7	750	810	60
7	760	819	59
7	770	828	58
7	780	837	57

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 7	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
7	790	846	57
7	800	855	56
7	810	865	55
7	820	874	54
7	830	883	54
7	840	892	53
7	850	902	52
7	860	911	51
7	870	920	51
7	880	930	50
7	890	939	50
7	900	949	49
7	910	958	48
7	920	967	48
7	930	977	47
7	940	986	47
7	950	996	46
7	960	1005	45
7	970	1014	45
7	980	1024	44
7	990	1033	44
7	1000	1043	43
7	1010	1052	42
7	1020	1061	42
7	1030	1071	41
7	1040	1080	40
7	1050	1089	40
7	1060	1098	39
7	1070	1108	38
7	1080	1117	37
7	1090	1126	37
7	1100	1135	36

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grades 7 & 8	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
7	1110	1144	35
7	1120	1153	34
7	1130	1162	33
7	1140	1171	32
7	1150	1180	31
7	1160	1189	30
7	1170	1198	29
7	1180	1207	28
7	1190	1216	26
7	1200	1225	25
7	1210	1233	24
7	1220	1242	22
7	1230	1250	21
7	1240	1259	19
7	1250	1267	18
7	1260	1276	16
7	1270	1284	15
8	BR	404	350
8	100	413	313
8	110	415	305
8	120	418	298
8	130	420	290
8	140	423	283
8	150	426	276
8	160	429	269
8	170	433	263
8	180	436	256
8	190	440	250
8	200	443	244
8	210	447	237
8	220	451	231
8	230	455	226

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 8	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
8	240	460	220
8	250	464	214
8	260	469	209
8	270	473	204
8	280	478	198
8	290	483	193
8	300	488	188
8	310	493	184
8	320	499	179
8	330	504	174
8	340	510	170
8	350	515	166
8	360	521	161
8	370	527	157
8	380	533	153
8	390	539	150
8	400	545	146
8	410	552	142
8	420	558	139
8	430	565	135
8	440	571	132
8	450	578	128
8	460	585	125
8	470	592	122
8	480	599	119
8	490	606	116
8	500	613	114
8	510	620	111
8	520	628	108
8	530	635	106
8	540	643	103
8	550	650	101

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 8	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
8	560	658	98
8	570	666	96
8	580	674	94
8	590	682	92
8	600	690	90
8	610	698	88
8	620	706	86
8	630	714	84
8	640	722	83
8	650	730	81
8	660	739	79
8	670	747	78
8	680	756	76
8	690	764	75
8	700	773	73
8	710	782	72
8	720	790	71
8	730	799	69
8	740	808	68
8	750	817	67
8	760	825	66
8	770	834	65
8	780	843	64
8	790	852	63
8	800	861	62
8	810	870	61
8	820	879	60
8	830	889	59
8	840	898	58
8	850	907	57
8	860	916	56
8	870	925	56

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 8 & 9	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
8	880	934	55
8	890	944	54
8	900	953	53
8	910	962	53
8	920	972	52
8	930	981	51
8	940	990	51
8	950	999	50
8	960	1009	49
8	970	1018	49
8	980	1027	48
8	990	1037	47
8	1000	1046	47
8	1010	1055	46
8	1020	1065	45
8	1030	1074	44
8	1040	1083	44
8	1050	1093	43
8	1060	1102	42
8	1070	1111	42
8	1080	1120	41
8	1090	1130	40
8	1100	1139	39
8	1110	1148	38
8	1120	1157	38
8	1130	1166	37
8	1140	1175	36
8	1150	1184	35
8	1160	1194	34
8	1170	1203	33
8	1180	1212	32
8	1190	1220	31

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grades 8 & 9	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
8	1200	1229	30
8	1210	1238	29
8	1220	1247	27
8	1230	1256	26
8	1240	1265	25
8	1250	1273	24
8	1260	1282	22
8	1270	1290	21
8	1280	1299	19
8	1290	1307	18
8	1300	1316	16
8	1310	1324	15
8	1320	1332	13
8	1330	1341	11
9	BR	383	329
9	100	392	292
9	110	395	285
9	120	398	278
9	130	400	271
9	140	403	264
9	150	406	257
9	160	410	250
9	170	413	243
9	180	417	237
9	190	421	231
9	200	424	225
9	210	428	219
9	220	433	213
9	230	437	207
9	240	441	202
9	250	446	196
9	260	451	191

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 9	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
9	270	455	186
9	280	460	181
9	290	465	176
9	300	471	171
9	310	476	166
9	320	481	162
9	330	487	157
9	340	493	153
9	350	498	149
9	360	504	145
9	370	510	141
9	380	516	137
9	390	523	133
9	400	529	129
9	410	536	126
9	420	542	123
9	430	549	119
9	440	555	116
9	450	562	113
9	460	569	110
9	470	576	107
9	480	583	104
9	490	591	101
9	500	598	99
9	510	605	96
9	520	613	93
9	530	621	91
9	540	628	89
9	550	636	86
9	560	644	84
9	570	652	82
9	580	660	80

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 9	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
9	590	668	78
9	600	676	76
9	610	684	74
9	620	692	73
9	630	701	71
9	640	709	69
9	650	717	68
9	660	726	66
9	670	734	65
9	680	743	63
9	690	752	62
9	700	760	61
9	710	769	60
9	720	778	58
9	730	787	57
9	740	796	56
9	750	805	55
9	760	814	54
9	770	823	53
9	780	832	52
9	790	841	51
9	800	850	51
9	810	859	50
9	820	869	49
9	830	878	48
9	840	887	48
9	850	896	47
9	860	906	46
9	870	915	46
9	880	925	45
9	890	934	44
9	900	943	44

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 9	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
9	910	953	43
9	920	962	43
9	930	972	42
9	940	981	42
9	950	991	41
9	960	1000	41
9	970	1010	40
9	980	1019	40
9	990	1029	39
9	1000	1038	38
9	1010	1048	38
9	1020	1057	37
9	1030	1067	37
9	1040	1076	36
9	1050	1086	36
9	1060	1095	35
9	1070	1104	35
9	1080	1114	34
9	1090	1123	34
9	1100	1133	33
9	1110	1142	32
9	1120	1151	32
9	1130	1161	31
9	1140	1170	30
9	1150	1179	30
9	1160	1189	29
9	1170	1198	28
9	1180	1207	27
9	1190	1216	26
9	1200	1225	26
9	1210	1234	25
9	1220	1243	24

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grades 9 & 10	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
9	1230	1252	23
9	1240	1261	22
9	1250	1270	20
9	1260	1279	19
9	1270	1288	18
9	1280	1297	17
9	1290	1305	16
9	1300	1314	14
9	1310	1322	13
9	1320	1331	11
9	1330	1339	10
9	1340	1348	8
9	1350	1356	7
9	1360	1365	5
9	1370	1373	3
10	BR	418	364
10	100	424	324
10	110	426	316
10	120	428	308
10	130	430	300
10	140	433	293
10	150	435	285
10	160	438	278
10	170	441	271
10	180	444	264
10	190	447	257
10	200	451	251
10	210	454	244
10	220	458	238
10	230	462	232
10	240	465	226
10	250	470	220

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 10	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
10	260	474	214
10	270	478	209
10	280	483	203
10	290	487	198
10	300	492	193
10	310	497	188
10	320	502	183
10	330	507	178
10	340	513	173
10	350	518	169
10	360	524	164
10	370	530	160
10	380	535	156
10	390	541	152
10	400	547	148
10	410	554	144
10	420	560	140
10	430	566	137
10	440	573	133
10	450	579	130
10	460	586	127
10	470	593	123
10	480	600	120
10	490	607	117
10	500	614	115
10	510	621	112
10	520	629	109
10	530	636	106
10	540	644	104
10	550	651	102
10	560	659	99
10	570	667	97

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 10	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
10	580	674	95
10	590	682	93
10	600	690	91
10	610	698	89
10	620	707	87
10	630	715	85
10	640	723	83
10	650	731	82
10	660	740	80
10	670	748	79
10	680	757	77
10	690	765	76
10	700	774	75
10	710	783	73
10	720	792	72
10	730	800	71
10	740	809	70
10	750	818	69
10	760	827	68
10	770	836	67
10	780	845	66
10	790	854	65
10	800	864	64
10	810	873	63
10	820	882	62
10	830	891	62
10	840	900	61
10	850	910	60
10	860	919	60
10	870	928	59
10	880	938	58
10	890	947	58

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 10	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
10	900	957	57
10	910	966	57
10	920	976	56
10	930	985	55
10	940	994	55
10	950	1004	54
10	960	1013	54
10	970	1023	53
10	980	1032	53
10	990	1042	52
10	1000	1052	52
10	1010	1061	51
10	1020	1071	51
10	1030	1080	50
10	1040	1090	50
10	1050	1099	49
10	1060	1108	49
10	1070	1118	48
10	1080	1127	48
10	1090	1137	47
10	1100	1146	47
10	1110	1156	46
10	1120	1165	45
10	1130	1174	45
10	1140	1184	44
10	1150	1193	43
10	1160	1202	43
10	1170	1211	42
10	1180	1220	41
10	1190	1230	40
10	1200	1239	39
10	1210	1248	38

* Values are rounded to the nearest whole number

Table A1. Continued
Smoothed Mean Fall Measure, Mean Spring Lexile Measure,
and Annual Lexile Growth by Grade and Fall Lexile Band

Grade 10	Fall Lexile Measure	Spring Lexile Measure	Fall to Spring Growth*
10	1220	1257	37
10	1230	1266	36
10	1240	1275	35
10	1250	1283	34
10	1260	1292	33
10	1270	1301	32
10	1280	1310	30
10	1290	1318	29
10	1300	1327	28
10	1310	1336	26
10	1320	1344	25
10	1330	1352	23
10	1340	1361	21
10	1350	1369	20
10	1360	1377	18
10	1370	1385	16
10	1380	1393	14
10	1390	1401	12
10	1400	1409	10

* Values are rounded to the nearest whole number

APPENDIX B

Table B1.
SRI Spring Norms at Selected Percentiles

Spring Percentile	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	BR	BR	BR	190	240	295	400	435
5	125	255	390	455	545	560	670	720
10	210	325	475	525	625	645	730	780
25	390	505	630	700	780	835	880	930
35	480	595	710	775	860	905	960	995
50	590	700	810	880	955	1000	1045	1080
65	690	800	905	975	1040	1090	1125	1155
75	755	865	970	1035	1095	1145	1180	1205
90	890	990	1085	1155	1210	1265	1290	1320
95	965	1060	1155	1220	1270	1330	1365	1390

APPENDIX C

Table C1.
Performance Standard Proficiency Bands for SRI, in Lexiles, by Grade

Grade	Below Basic	Basic	Proficient	Advanced
1	—	99 and below	100 to 400	401 and Above
2	99 and Below	100 to 299	300 to 600	601 and Above
3	249 and Below	250 to 499	500 to 800	801 and Above
4	349 and Below	350 to 599	600 to 900	901 and Above
5	449 and Below	450 to 699	700 to 1000	1001 and Above
6	499 and Below	500 to 799	800 to 1050	1051 and Above
7	549 and Below	550 to 849	850 to 1100	1101 and Above
8	599 and Below	600 to 899	900 to 1150	1151 and Above
9	649 and Below	650 to 999	1000 to 1200	1201 and Above
10	699 and Below	700 to 1024	1025 to 1250	1251 and Above
11	799 and Below	800 to 1049	1050 to 1300	1301 and Above

Note: The original standards for Grade 2 were revised by Scholastic Inc. (December 1999) and are presented above. The original standards for Grades 9, 10, and 11 were revised by Scholastic Inc. (January 2000) and are presented above.



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