



# Educator Guide: Growth Monitoring



# Educator Guide: *Growth Monitoring*

**Growth Monitoring is not used in all districts. If you are unfamiliar with Growth Monitoring or are unsure if it is appropriate for your district/school:**

- Review the implementation guidance on [p. 4](#).
- Contact your district administrator or *i-Ready Account Manager* who will help you:
  - Determine if Growth Monitoring fits your needs
  - Decide which student groups should take these assessments
  - Develop your assessment plan

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Visit [Central.i-Ready.com/iR-Growth-Monitoring](https://Central.i-Ready.com/iR-Growth-Monitoring) for more information.



# Best Practices and Potential Pitfalls

## Best Practices

- **Create and communicate district guidance, calendar, and expectations for assigning Growth Monitoring.** Discourage teachers from assigning Growth Monitoring on their own, but if your plan calls for it, be sure to provide guidance.
- **Use data to gauge progress for specific student groups, prioritize resources and support, and/or meet compliance reporting requirements.** Note: Growth Monitoring reports do not include domain-specific scores nor granular data on what to work on with a student.
- **Wait for three different months of data** (from a combination of Diagnostic and Growth Monitoring assessments) to view students' end-of-year (EOY) projected scores and see students' likelihood of meeting their growth measures.

## Pitfalls to Avoid

- **Over-assessing students** by assigning Growth Monitoring along with other assessments without clearly identifying the purpose and/or over-assigning Growth Monitoring (e.g., too many students too frequently)
- **Expecting Growth Monitoring to provide specific insights** beyond a global measure of performance
- **Not explaining to staff and/or students** the calendar and purpose of Growth Monitoring assessments
- **Attempting to analyze data too early** before having sufficient data points for EOY projected scores



Visit [Central.i-Ready.com/iR-Growth-Monitoring](https://Central.i-Ready.com/iR-Growth-Monitoring) for more information.



# Implementation Guidance and Considerations

1 Understand what it is and when it is recommended for use.

***i-Ready Growth Monitoring* provides:**

- Ⓐ A way to test specific student groups between Diagnostics to evaluate and report on projected student growth
- Ⓐ Periodic checks between Diagnostics designed to answer the questions, "What is my student's projected EOY growth?" and "What is the likelihood that my students will meet their growth measures?"
- Ⓐ A tool to indicate when specific students may need additional support to accelerate growth and gauge the effectiveness of support programs



**Keep in mind that:**

- Growth Monitoring is NOT designed:
  - ⓧ As a progress monitoring tool for Tier 1 differentiated core instruction
  - ⓧ To be administered more frequently than monthly in between months when a Diagnostic is scheduled
  - ⓧ To provide the same data as the full Diagnostic or as a replacement for it
  - ⓧ As a way to get instructional recommendations, domain-specific scores, or other granular data
- Consider administering one Growth Monitoring assessment in between the beginning-of-year (BOY) and middle-of-year (MOY) Diagnostics to get students' EOY projected scores and likelihood of meeting EOY targets the morning after completion of the MOY Diagnostic.
- If your goal is to gauge if students likely understand grade-level standards, use the *i-Ready Diagnostic*. If your goal is to determine why students may not understand grade-level standards, use *i-Ready Standards Mastery* to assess specific standards and get information about common misconceptions and differentiated instructional resources.



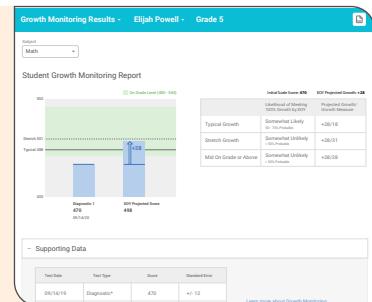
### 2 Determine if Growth Monitoring is right for your district/school and assessment plan.

- Do you need to use Growth Monitoring data for compliance purposes, such as for state/local accountability or funding requirements?
- Does Growth Monitoring support Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), or other student support programs in your district? Consider monitoring, reporting, and protocols for adjusting instruction for students receiving Tier 2 or Tier 3 support or other populations that require frequent monitoring.
- If considering using Growth Monitoring for students receiving Tier 2 or Tier 3 support, think about how these assessments and data will fit into supplemental support and/or intensive intervention plans.



### 3 Determine how Growth Monitoring data will be used.

- Use data for compliance-reporting requirements and to review the likelihood of specific students meeting EOY growth measures in order to recognize when resources and support need to be adjusted to accelerate growth.
- Do not use Growth Monitoring if the data will not be used.
- Determine when to administer assessments based on when data is needed. Growth Monitoring data will appear in reports and exports the morning after a student has completed a combination of three Diagnostic and Growth Monitoring assessments.



### 4 Know which students will use Growth Monitoring.

- Consider whether there are specific populations that should be assessed with Growth Monitoring and ensure setting and/or assessment calendars reflect that (e.g., auto-assign for specific grades, use with students receiving Tier 2 or Tier 3 support).
- Only select groups of students should use Growth Monitoring if possible. If assigning Growth Monitoring to a specific population rather than an entire grade level, create a Report Group so you can manually assign assessments to that group as needed.
- Ensure students using Growth Monitoring in Math are testing in a consistent language (i.e., all Diagnostics and Growth Monitoring assessments are in English or Spanish, not a combination).
- Access [Guidance for Growth Monitoring for Mathematics in Spanish](#) for more details.





### 5 Know when students will take Growth Monitoring assessments.

- Use Growth Monitoring assessments no more than monthly in between scheduled Diagnostics. Schedule Growth Monitoring no more than once per month between Diagnostics to avoid over-testing within a given time.
- If possible, based on compliance and monitoring requirements, consider administering only one Growth Monitoring assessment between the BOY and MOY Diagnostics. This will help minimize testing time while still providing information on each student's projected growth upon completion of the MOY Diagnostic.
- Finalize district settings in *i-Ready*, including if the district setting includes auto-assignment of Growth Monitoring assessments, and understand the implications of this at each school, grade, and class level.
- If using auto-assigned Growth Monitoring assessments for all grades or specific grades, you can create a custom schedule when you turn Growth Monitoring on.
- If you are using Growth Monitoring and Standards Mastery, examine your assessment calendar with these assessments and the Diagnostic in mind. Consider alternating assessments by month to minimize over-testing.
- Refer to the sample schedules on [p. 8](#) of this guide.



### 6 Assign Growth Monitoring appropriately for your plan.

- Determine how you will assign Growth Monitoring assessments and do so accordingly.
- There are two options for deploying the Growth Monitoring assessments to students:
  - **Option 1:** Auto-assignment or "regularly scheduled assessments" to all grades or select grades. This can happen based on a schedule suggested by *i-Ready* or a custom schedule that you choose. Under Management: Settings (for district and school admins).
  - **Option 2:** Manual assignment to specific schools, classes, Report Groups, or students. This should happen as dictated by the district assessment calendar for select students/groups but needs to be done at the time you want students to take the assessments. Note you cannot assign in advance. Under Assess & Teach (for admins and teacher).



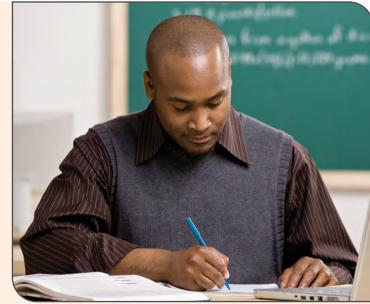
Ensure teachers know when students will be assessed. If teachers will be responsible for manually assigning Growth Monitoring assessments to specific classes, Report Groups, or students, clearly communicate that to them. Keep in mind that a manually assigned Growth Monitoring assessment will go into a student's *i-Ready* queue immediately.



## 7 Understand Growth Monitoring reporting.

- Familiarize yourself with Growth Monitoring reports and other related reports. Focus on the EOY Projected score and not individual data points. Gauge progress and prioritize resources and support.
  - Refer to the [Growth Monitoring Reference Sheets](#) for support in analyzing data.
  - Understand what your students' goals will be, using Typical Growth and Stretch Growth® measures listed in the Diagnostic Results reports.
- Wait for three different months of data (from a combination of Diagnostic and Growth Monitoring assessments) to view the EOY projection to see students' likelihood of meeting their growth measures, and monitor change in that projection over time to see the impact of an intervention.

*Note: Growth Monitoring data will appear in reports and exports the morning after a student has three data points (from a combination of Diagnostic and Growth Monitoring assessments).*



## 8 Communicate Growth Monitoring expectations and monitor how Growth Monitoring is being used.

- Communicate to school leaders and teachers the district guidance of how to use/not use Growth Monitoring.
  - Use [Communication Templates](#) to provide guidance to leaders, teachers, and staff.
  - Distribute this guide to leaders, teachers, and staff.
  - Encourage staff to visit [Central.i-Ready.com/iR-Growth-Monitoring](#) for tips and resources.
- Observe how Growth Monitoring is being used throughout the district and make sure educators are sticking to the plan. You can periodically spot-check Growth Monitoring (Class) reports to make sure there is no unintended activity.
- Consider using the Growth Monitoring Communication Template on [p. 9](#) of this guide.





# Sample Schedules: Growth Monitoring

## ✓ Sample Calendar Following Guidance:

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Diagnostic</b>												
				x			x				x	
<b>Growth Monitoring</b>												
<b>Which groups:</b>				x			x	x				
<input checked="" type="checkbox"/> Specific student groups: Students in Tier 2 and Tier 3 programs												
<input type="checkbox"/> Specific grades: _____												
<input type="checkbox"/> Specific classes: _____												

## ✗ Sample Calendar NOT Following Guidance:

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Diagnostic</b>												
				x			x			x		
<b>Growth Monitoring</b>												
<b>Which groups:</b>			x				x	x	x x		x	x
<input checked="" type="checkbox"/> Specific student groups: All												
<input type="checkbox"/> Specific grades: _____												
<input type="checkbox"/> Specific classes: _____												

**DO NOT** use Growth Monitoring for all students unless data is needed for compliance.

**DO NOT** give Diagnostic and Growth Monitoring assessments in the same month.

**DO NOT** administer Growth Monitoring assessments more frequently than once a month.



# Communication Template for Leaders

## Communication Template to Send to Staff: Growth Monitoring

Dear XX,

I'm excited to inform you that your [students, classroom, classes] will take Growth Monitoring assessments in the [first, next] administration, set for [XX-XX]. This is great news! With this assessment, you'll be able to answer the questions, "What is my student's projected end-of-year growth?" and "What is the likelihood that my students will meet their growth measures?" This is incredibly powerful as we analyze data and plan targeted instruction. Below are important next steps and resources to help you prepare. Please read through the entire letter.

1. Understand what Growth Monitoring is and how we'll use it this year. Download the [Educator Guide](#) and review the Guidance and Considerations on pages 12–13.
2. Understand which students will take Growth Monitoring assessments in your [class, classes]. Confirm your rosters in *i-Ready*. See page 12 of the Educator Guide for additional guidance.

Class Period/Classroom Name	Student Names

3. Understand Growth Monitoring reporting and how data will be used. Refer to pages 12–13 in your guide.
4. Review our assessment schedule included with this letter. Please reach out with any questions.
5. Ensure students are set to take Growth Monitoring assessments.
  - a. *Actively proctor* and provide encouragement. *Rush flags are not indicated on Growth Monitoring assessments.* It's critical that you closely monitor and encourage students who appear to be rushing.
  - b. Refer to the Growth Monitoring Teacher Checklist, on page 16 in your guide, and verify that you have everything you need for test day. If you have a concern, please contact XX.

If you have any questions, please do not hesitate to contact \_\_\_\_\_.

**OPTIONAL:** Include any specific next steps and/or key dates. For example: "We'll meet to discuss your next steps and responsibilities on XX."

Thank you again for all your hard work,

### Scheduling Template:

This is our assessment calendar for the XXXX–XXXX school year.

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Diagnostic</b>												
<b>Growth Monitoring</b>												
<b>Which groups:</b>	<input type="checkbox"/> Specific student groups: _____											



Visit [Central.i-Ready.com/iR-Growth-Monitoring](https://Central.i-Ready.com/iR-Growth-Monitoring) to download this template.

# Best Practices and Potential Pitfalls

## Best Practices

- Use data to gauge progress for specific student groups, prioritize resources and support, and/or meet compliance reporting requirements.**  
Note: Growth Monitoring reports do not include domain-specific scores nor granular data on what to work on with a student.
- Wait for three different months of data** (from a combination of Diagnostic and Growth Monitoring assessments) to view students' end-of-year (EOY) projected scores and see students' likelihood of meeting their growth measures.

## Pitfalls to Avoid

- Over-assessing students** by assigning Growth Monitoring along with other assessments without clearly identifying the purpose and/or over-assigning Growth Monitoring (e.g., too many students too frequently)
- Expecting Growth Monitoring to provide specific insights** beyond a global measure of performance
- Not explaining to students** the calendar and purpose of Growth Monitoring assessments
- Attempting to analyze data too early** before having sufficient data points for EOY projected scores



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# Implementation Guidance and Considerations

**1** Understand what it is and when it is recommended for use.

**i-Ready Growth Monitoring provides:**

- ✓ A way to test specific student groups between Diagnostics to evaluate and report on projected student growth
- ✓ Periodic checks between Diagnostics designed to answer the questions, "What is my student's projected EOY growth?" and "What is the likelihood that my students will meet their growth measures?"
- ✓ A tool to indicate when specific students may need additional support to accelerate growth and gauge the effectiveness of support programs



**Keep in mind that:**

- Growth Monitoring is NOT designed:
  - ✗ As a progress monitoring tool for Tier 1 differentiated core instruction
  - ✗ To be administered more frequently than monthly in between months when a Diagnostic is scheduled
  - ✗ To provide the same data as the full Diagnostic or as a replacement for it
  - ✗ As a way to get instructional recommendations, domain-specific scores, or other granular data
- Consider administering one Growth Monitoring assessment in between the beginning-of-year (BOY) and middle-of-year (MOY) Diagnostics to get students' EOY projected scores and likelihood of meeting EOY targets the morning after completion of the MOY Diagnostic.
- If your goal is to gauge whether students likely understand grade-level standards, use the *i-Ready Diagnostic*. If your goal is to determine why students may not understand grade-level standards, use *i-Ready Standards Mastery* to assess specific standards and get information about common misconceptions and differentiated instructional resources.

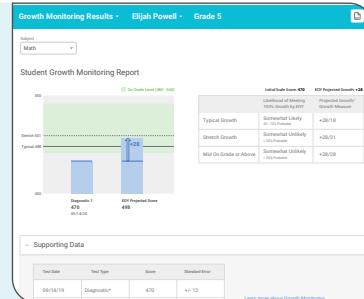
**2** Understand how Growth Monitoring fits in your district/school assessment plan.

- Follow your district/school assessment plan.
- Make sure you know when the Growth Monitoring assessments will be assigned to your students.



### 3 Understand how Growth Monitoring data will be used.

If Growth Monitoring is in use for your students, use it to understand when resources and support need to be adjusted to accelerate student growth.



### 4 Know which students will use Growth Monitoring.

- Know which students are taking Growth Monitoring assessments.
- Track Growth Monitoring assessments for individuals by referring to the Growth Monitoring Status report to know when assessments are completed.



### 5 Know when students will take Growth Monitoring assessments.

- Follow your district or school assessment calendar or speak with your administrator to understand when your students will take Growth Monitoring assessments. While your district may set a specific schedule, we recommend:
  - Using Growth Monitoring assessments no more than monthly in months when students are not taking an *i-Ready Diagnostic* for the same subject
  - If possible, based on compliance and requirements, administering only one Growth Monitoring assessment between the BOY and MOY Diagnostics to minimize testing time and still get information on each student's projected growth the morning after completion of the MOY Diagnostic
- Only if requested by your leader, manually assign Growth Monitoring assessments in alignment with your district or school assessment calendar.

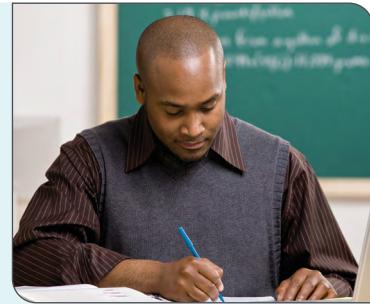




## 6 Understand Growth Monitoring reporting.

- Familiarize yourself with Growth Monitoring reports and other related reports. Focus on the EOY projected score and not individual data points. Gauge progress and prioritize resources and support.
  - Refer to the [Growth Monitoring Reference Sheets](#) for support in analyzing data.
  - Understand what your students' goals will be, using Typical Growth and Stretch Growth measures listed in the Diagnostic Results reports.
- Wait for three different months of data (from a combination of Diagnostic and Growth Monitoring assessments) to view the EOY projection to see students' likelihood of meeting their growth measures, and monitor change in that projection over time to see the impact of an intervention.

*Note: Growth Monitoring data will appear in reports the morning after a student has three data points (from a combination of Diagnostic and Growth Monitoring assessments).*



## 7 Communicate Growth Monitoring expectations and monitor how Growth Monitoring is being used.

- Know which students are taking Growth Monitoring assessments.
- Prepare your students by letting them know the assessment is coming, encouraging them to do their best, and monitoring completion.
- When it is time for a Growth Check, students will see a green button reading Start Growth Check when they log in to their *i-Ready* student dashboard. Note that Growth Checks will take students less time to complete than the Diagnostic.
- Track Growth Monitoring assessments for individuals by referring to the Growth Monitoring Status report to know when assessments are completed.



**Class Data** How do I **evaluate projected end-of-year growth** and **prioritize students** for additional support to accelerate growth between Diagnostics?

## Report to Use



### Growth Monitoring Results (Class)

## Report Criteria to Select

- Select **Reading** or **Math**.
- Select the **Class** or **Report Group** you want to review.

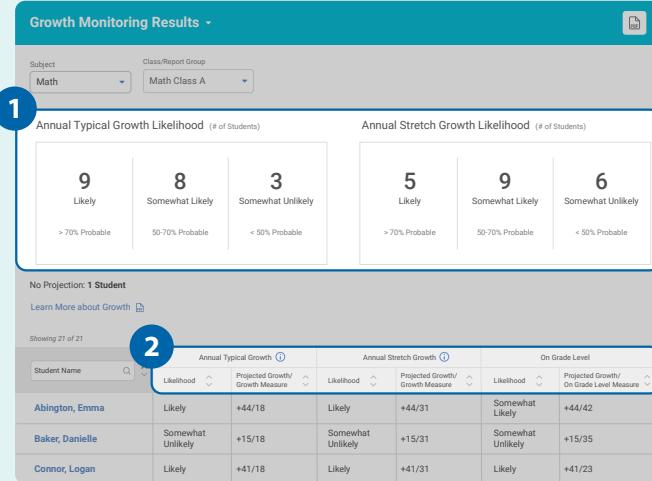
## Data to Focus On

**1. Annual Typical Growth Likelihood and Annual Stretch Growth Likelihood:** Examine the visual summaries.

- Look at the number of students who are Likely, Somewhat Likely, and Somewhat Unlikely to meet their Annual Typical Growth and Annual Stretch Growth measures by the end of the year, based on calculated projections.

**2. Projected Student Growth:** Sort students by Likelihood and/or Projected Growth/Growth Measure for Annual Typical Growth, Annual Stretch Growth, or On Grade Level data.

- Which students are Likely to meet growth measures, including On (Mid/Late) or Above Grade Level placement?
- Which students need support to accelerate growth?
- Prioritize support for students who are Somewhat Unlikely to meet their growth measures AND be On or Above Grade Level. Then consider the needs of students who are Likely to meet growth measures but Somewhat Unlikely to be On or Above Grade Level.



## Suggested Actions

- **Interpret the data:** Consider students who are Unlikely to meet growth and/or On Grade Level benchmarks. Examine the class and/or student Diagnostic Results report(s) for domain-specific needs and recommendations for teacher-led instruction for groups of students or individual students.
- **Plan teacher-led instruction:** Using resources like the Teacher Toolbox, Tools for Instruction, Tools for Scaffolding Comprehension, and more, plan your small group teacher-led instruction.
- **Maximize Personalized Instruction:** Consider adjusting Personalized Instruction schedules to prioritize support.
- **Engage students and families:** Continue activities that engage students and families in learning (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals).

## Student Data

How do I **see a student's projected end-of-year Diagnostic score** and the likelihood the student will meet individual Typical Growth, Stretch Growth, and On Grade Level measures?

### Report to Use



#### Growth Monitoring Results (Student)

### Report Criteria to Select

- Select **Reading** or **Math**.
- Select the **Student** you want to review.

### Data to Focus On

**1. End-of-Year Projection:** Most recent Diagnostic score and End-of-Year Projection: Examine the Student Growth Monitoring graph and consider:

- 1a. What is the student's end-of-year projected score?
- 1b. How does that score position the student against the On or Above Grade Level range?
- 1c. How does that score position the student in relation to Typical Growth and/or Stretch Growth?

**2. Likelihood of Meeting Growth Measures:** Which measure(s) is the student likely to meet?

**3. Supporting Data:** View Supporting Data by clicking the + symbol (when expanded it will change to a - symbol). Consider the three data points (from a combination of Diagnostic and Growth Monitoring assessments) used in the report.

*Remember: End-of-year-growth projections appear the morning after the student has completed three of any combination of Diagnostics and Growth Monitoring assessments in three different months.*



### Suggested Actions

- **Interpret the data:** Consider if the student is making progress and how likely the student is to meet growth measures and/or On Grade Level benchmarks. Examine the student's data from the Diagnostic Results report for domain-specific needs and recommendations for teacher-led instruction for the individual student.
- **Plan teacher-led instruction:** Using resources like the Teacher Toolbox, Tools for Instruction, Tools for Scaffolding Comprehension, and more, plan targeted teacher-led instruction.
- **Maximize Personalized Instruction:** Consider adjusting Personalized Instruction schedules to prioritize support.
- **Engage students and families:** Continue activities that engage students and families in learning.

**CHECKLIST**

## Growth Monitoring

Use the checklist below for each Growth Monitoring assessment.

- Find out if you are using Growth Monitoring** at your school.
- Prepare your students** by telling them when it is coming, what it is, and its importance.
- Check for completion** after each scheduled Growth Monitoring assessment.
- After three different months of Diagnostic and Growth Monitoring assessments, access and review the Growth Monitoring Results (Class) report** to monitor the likelihood of your students meeting their Typical Growth, Stretch Growth, and On Grade Level measures based on their end-of-year projected scores.
- View projected growth details using the Growth Monitoring Results (Student) report.**
- Consider instructional adjustments for students** as needed.
- Refer to recent Diagnostic Results and/or Personalized Instruction reports** to determine specific adjustments.

### **Reminder: What Is Growth Monitoring?**

- A way to test specific student groups between Diagnostics to evaluate and report on projected student growth
- Periodic checks between Diagnostics designed to answer the questions, "What is my student's projected EOY growth?" and "What is the likelihood that my students will meet their growth measures?"
- A tool to indicate when specific students may need additional support to accelerate growth and gauge the effectiveness of support programs



## Appendix



### REFERENCE SHEET

## Growth Monitoring Status (Class)

**See student progress in completing a Growth Monitoring assessment in real time.**

#### Use For:

Monitoring student completion of Growth Monitoring assessments

#### When:

While students are taking a Growth Monitoring assessment

1. **Navigation:** Use these dropdown menus to navigate to a different Subject, Class, Report Group, or Date Range.

2. **Status:** Students may fall into four possible categories:

2a. **Not Started:** Has not started on the assigned Growth Monitoring assessment

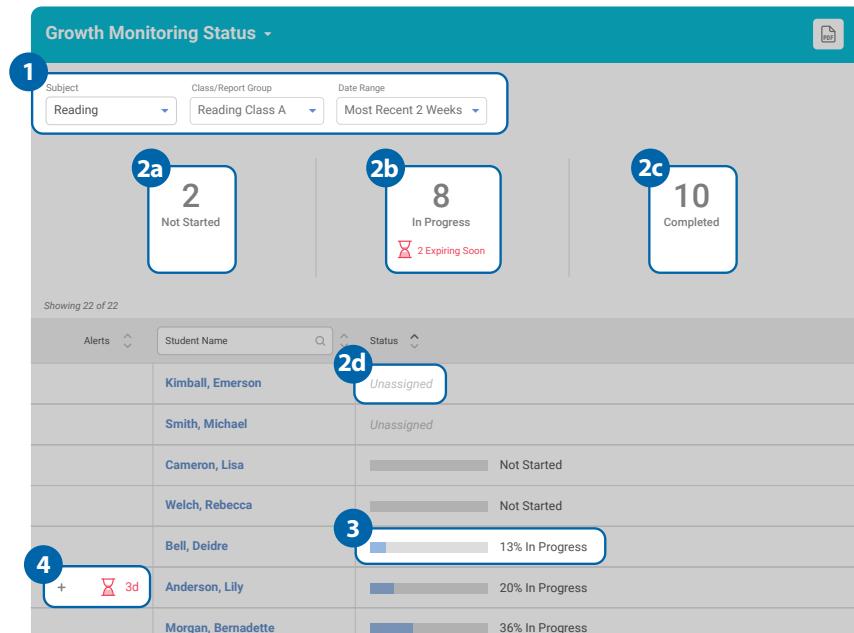
2b. **In Progress:** Has completed some of the Growth Monitoring assessment

2c. **Completed:** Has completed the Growth Monitoring assessment

2d. **Unassigned:** Was not assigned a Growth Monitoring assessment in the selected Date Range

3. **Progress Bar:** Student progress through the Growth Monitoring assessment is given an approximate percentage in real time.

4. **Expiration Alert (⌚):** After students start a Growth Monitoring assessment, they must complete it within seven days. When they reach three days or less remaining in this period, a countdown appears with the number of days until their Growth Monitoring assessment expires.





# Appendix



## REFERENCE SHEET

# Growth Monitoring Results (Class)

**Monitor the likelihood that students in a class will meet their Typical Growth, Stretch Growth, and On Grade Level measures.**

### Use For:

- Monitoring student progress toward growth measures between Diagnostics
- Prioritizing which students may need additional intervention and support between Diagnostics

### When:

End-of-year growth projections appear the morning after the student has completed three of any combination of Diagnostics and Growth Monitoring assessments in three different months.\*

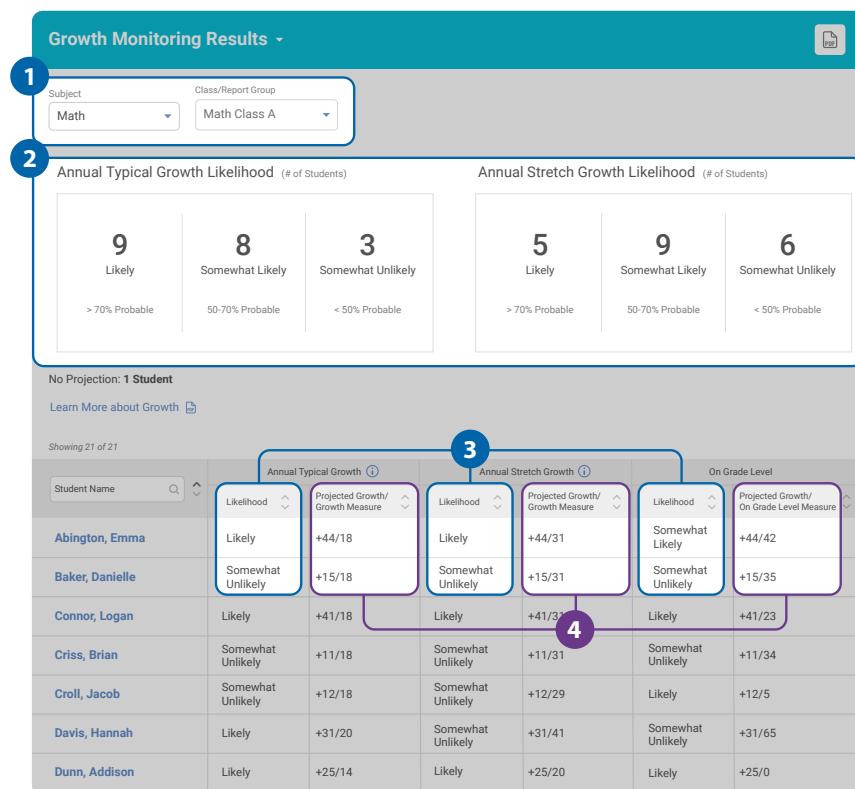
**1. Navigation:** Use these dropdowns to quickly navigate to a different subject, class, or Report Group.

**2. Annual Growth Likelihood:** Shows the number of students who are Likely, Somewhat Likely, and Somewhat Unlikely to meet their **Annual Typical Growth** and **Annual Stretch Growth** measures by the end of the year

For each growth measure, you will see two columns:

**3. Likelihood:** Identifies the likelihood that each student will meet each growth measure (i.e., **Typical Growth**, **Stretch Growth**, or **On Grade Level**) by the end of the year

**4. Projected Growth/Growth Measure:** Shows the number of points each student is projected to grow by the end of the year compared to each growth measure (i.e., **Typical Growth**, **Stretch Growth**, or **On Grade Level**)



### Understanding Growth in i-Ready:

**Typical Growth and Stretch Growth measures** are provided for each student based on their placement on the baseline Diagnostic assessment of the year.

**Typical Growth** is the average annual growth for students at that grade and baseline placement level.

**Stretch Growth** is an ambitious, but attainable, level of annual growth that puts below-grade level students on a path toward proficiency and on-grade level students on a path toward advanced proficiency.

\*Diagnostics completed before the one tagged as the baseline Diagnostic are disregarded.



# Appendix



## REFERENCE SHEET

# Growth Monitoring Results (Student)

**See how much growth a student is projected to make by the end of the year and the likelihood they will meet their Typical Growth, Stretch Growth, and On Grade Level measures.**

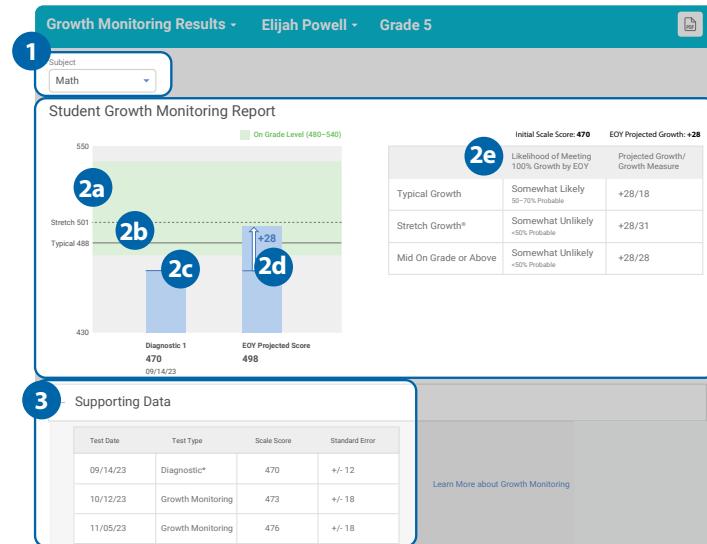
### Use For:

- Monitoring student progress toward growth measures between Diagnostics
- Prioritizing which students may need additional intervention and support between Diagnostics

### When:

End-of-year growth projections appear the morning after the student has completed three of any combination of Diagnostics and Growth Monitoring assessments in three different months.\*

- Navigation:** Use this dropdown to quickly navigate to another subject.
- End-of-Year Projection:** Visually represents a student's baseline Diagnostic score and a personalized projected end-of-year (EOY) score in relation to the student's growth measures
  - The green band** shows the On Grade Level range for this grade and subject.
  - The solid gray line** shows the student's Typical Growth measure, and the **dashed gray line** shows the student's Stretch Growth measure. Both are based on the initial Diagnostic placement.
  - The blue bar** shows the student's scale score for the baseline Diagnostic.
  - The white bar** shows the student's EOY score, and **the blue arrow with "+X"** reflects the projected number of points the student is expected to grow by the end of the year.
- Likelihood of Meeting Growth Measures:** This chart shows the likelihood of the student meeting their Typical Growth and Stretch Growth measures and reaching Mid On Grade Level or Above by the end of the year, along with the number of points the student is projected to grow by the end of the year compared to the respective growth measure.
- Supporting Data:** Select the + icon to open this chart (when expanded, it will change to a - icon) that lists all Diagnostic and Growth Monitoring assessments the student has completed year to date, with each assessment's **Date, Scale Score, and Standard Error** of measurement.



### Note:

Due to the low number of items on Growth Monitoring, high variation in scale scores from one Growth Monitoring assessment to the next is expected. Solely using individual Growth Monitoring scores to project growth has proven to be an ineffective and biased estimate of student growth. The projected EOY score provides a less biased and more accurate student growth estimate.

### Understanding Growth in i-Ready:

**Typical Growth and Stretch Growth measures** are provided for each student based on their placement on the baseline Diagnostic assessment of the year.

**Typical Growth** is the average annual growth for students at that grade and baseline placement level.

**Stretch Growth** is an ambitious, but attainable, level of annual growth that puts below-grade level students on a path toward proficiency and on-grade level students on a path toward advanced proficiency.

\*Diagnostics completed before the one tagged as the baseline Diagnostic are disregarded.

**Get inspired with how other educators  
are maximizing their *i-Ready* experience!**

