i-Ready®
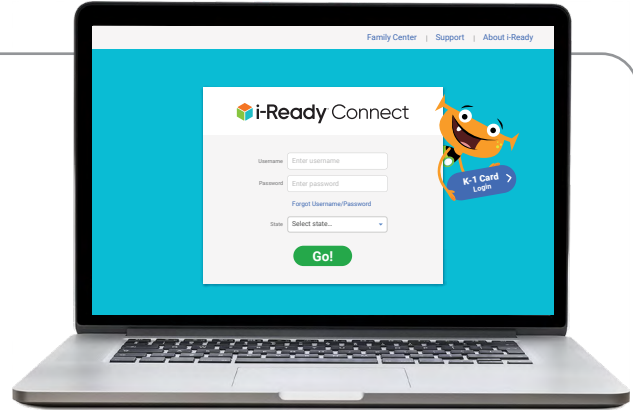# Teacher Success Guide

Login Information:

⚠️ **Single sign-on (SSO) users must access** *i-Ready Connect* **through their district's login portal.**

1. Go to **i-ReadyConnect.com**.

2. Enter your **username**.
   (NOT case sensitive)

3. Enter your **password**.
   (Case sensitive)

4. Select your **state** from the dropdown menu.

5. Click **Go!**

Trouble Logging In?

If you have forgotten your login information, **use the "Forgot Username/Password" link** on the *i-Ready Connect* login page and follow the prompts to retrieve your credentials.

- **Students will NOT be able to use the "Forgot Username/Password" link to retrieve login information**, and *i-Ready* Support cannot assist teachers or parents with this information.

- **Students and educators accessing** *i-Ready Connect* **through their district's SSO portal: The** *i-Ready* **Support team will NOT be able to assist with username or password issues.** We do not have access to SSO credentials for teachers or students, and we cannot provide student login credentials. This secure information is managed by your school or district.
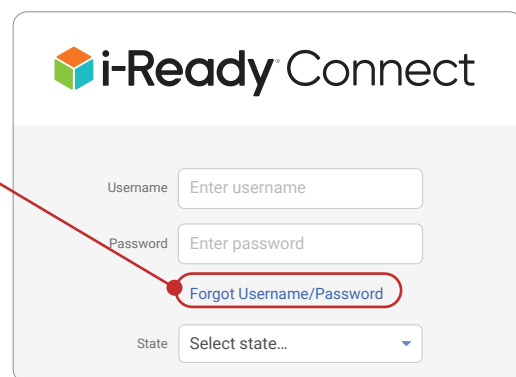
Teacher Success Guide

Using This Guide: This guide is your go-to place for everything you need for a successful year with *i-Ready*. Organized by Top Teacher Actions, it provides guidance, tips and planning tools, and other important information you need to drive student achievement.

i-Ready *images shown throughout this guide are included as samples. Actual product may vary.*

New for the 2022–2023 School Year*

i-Ready will support every learner on their path toward grade-level success with new resources designed to accelerate teaching and learning.

Grade-Level Scaffolding

Subject: Reading
Class/Report Group: Reading Class A
Grade of Content: 5

When you're teaching a skill...

Select a skill to see readiness data, groupings, and instructional recommendations.

Summarize a literary text (ELA.5.R.3.2)

| 2 | 11 | 7 | 1 |

- Ready to Go
- Additional Support
- In-Depth Support
- Needs Support Decoding
- No Diagnostic

When you're reading a text...

View all reading buddies to see Lexile data and support students reading texts.

Paired Reading: 20 Students
Teacher Support: 1 Student

All Reading Buddies

Students Grouped/Total: 21/21 (No Diagnostic: 0)

Ready to Go — 2 Students	Additional Support — 11 Students
Students are ready to summarize grade-level texts.	Students summarize text that is below grade level.
✓ Ready to Go	Tools for Scaffolding Comprehension: Summarize Literature 📄 Teacher - Use Scaffold B 📄 Student - Use Scaffold B
Kramer, Maya Lal, Mia	Do, Brian Farrell, Alvaro Holland, Tarak

Reading Buddies

Select a Lexile® Text Measure to view student readiness for a text.

850L

- ● Ready (Paired)
- ● Ready (Pairing provides support)
- ● Needs Teacher Support

👥 **Paired Reading** *(20 Students)*

Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Mia Lal Lexile Reading Measure **1020L**	**Austin Phillips** Lexile Reading Measure **705L**	**Alvaro Farrell** Lexile Reading Measure **850L**	**William Simon** Lexile Reading Measure **640L**
Maya Kramer Lexile Reading Measure **1010L**	**Carla Finch** Lexile Reading Measure **700L**	**Miguel Shaw** Lexile Reading Measure **825L**	**Natalie Combs** Lexile Reading Measure **635L**
Abby Melton Lexile Reading Measure **1000L**	**Tarak Holland** Lexile Reading Measure **700L**	**Brian Do** Lexile Reading Measure **800L**	**Nicolas Moreno** Lexile Reading Measure **635L**
Zandy Montez Lexile Reading Measure **950L**	**Deven Jenkins** Lexile Reading Measure **685L**	**Lucy Sharpe** Lexile Reading Measure **750L**	**Ivan Harvey** Lexile Reading Measure **610L**
Isaiah Romero Lexile Reading Measure **900L**	**Jazmin McDaniel** Lexile Reading Measure **680L**	**Jessie Lopez** Lexile Reading Measure **725L**	**Asher Noel** Lexile Reading Measure **600L**

Support Grade-Level Work

Get deep insight into the skills students need to succeed in upcoming Reading lessons using the Grade-Level Scaffolding report and high-quality instructional materials that help them get there.

(Available for Grades 3–5; Grades 6–8 available in school year 2022–2023)

Monitor Progress toward Reading Success

Gain a more complete picture of where your students are on their path toward reading fluency with **progress monitoring** and the ability to **input data from** *i-Ready Literacy Tasks* **and view reporting** on *i-Ready Connect*.

Literacy Tasks ▾ Lily Anderson ▾ Grade 3

Task Type: Passage Reading Fluency
Language: English

● ● ● Key

Progress Monitoring

Progress Monitoring Start Date: 10/12/22
Content Grade Level: Grade 2
Progress Monitoring Frequency: Weekly

Session	Date	Actual Words Correct per Minute (WCPM)	Weekly Rate Of Improvement (RO...
Session 1	10/12/22	36	#N/A
			0
			-2
			4
			#N/A

Literacy Tasks ▾

← Return to Manage Assignments

Form: Benchmark 1
Date Created: 10/28/21
Class: Reading Class A

Delete Record
Close Edit Mode

Showing 4 of 4

Student	Date Administered	Passage	Total Words Read	Errors	Comp Score	Prosody	Additional Details
Anderson, Lily	11/04/21	Dogs with Jobs	125	20	155	4	Add Details
	11/04/21	A Day At a Pond	139	12	160	5	Add Details
Bailey, Lauren	11/04/21	Dogs with Jobs	40	6			Add Details
	mm/dd/yy	Select One...					Add Details
Bell, Deidre	mm/dd/yy	Select One...					Add Details
	mm/dd/yy	Select One...					Add Details

All images are prototypes and subject to change.

iv | **i-Ready**

Motivate Middle Schoolers

Support middle school students with a major expansion of Personalized Instruction that's engaging, efficient, and relevant to older learners.

- **New Mathematics lessons for Grades 3–8** help students build prerequisite skills and develop mathematical understanding through productive struggle.
- **New Vocabulary lessons for Grades 6–8** offer high-impact instruction that builds knowledge and supports comprehension.
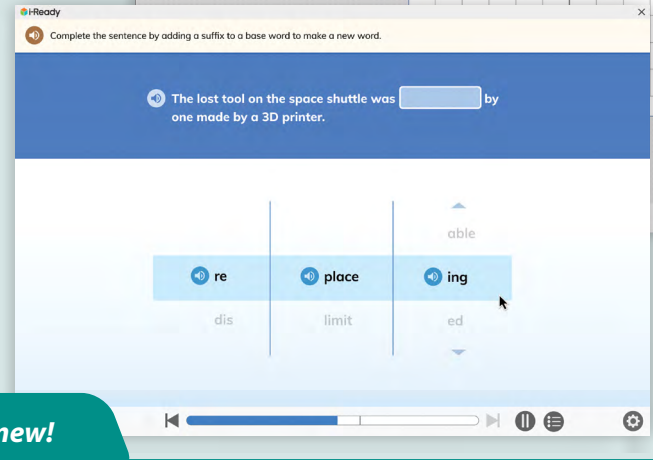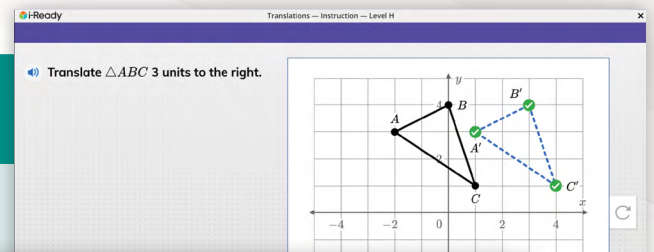
100% of middle school lessons will now be completely new!

Support Spanish Learners

Provide equitable experiences for students working toward biliteracy in Spanish and English.

- **100% of Mathematics lessons available in Spanish** for Grades K–8
- **Many Reading lessons available in Spanish** for Grades K–5, with authentic instruction in Phonics, Phonological Awareness, Vocabulary, and Reading Comprehension*

And More to Come!

- **New!** An overall view of Reading Comprehension performance in Diagnostic reports
- **Expanded!** Closed captioning in all Personalized Instruction lessons
- **Expanded!** More Tools for Scaffolding Comprehension for Grades 3–8
- **Enhanced!** Assessment of Spanish Reading for Grades K–6

*Spanish lessons are teacher assigned. New Spanish Reading instruction will be released throughout the 2022–2023 school year.

i-Ready | v

Notes:

Making the Most of Your Year with *i-Ready*
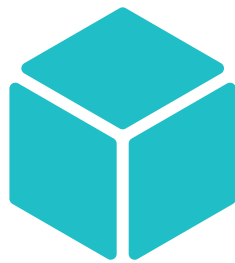
Why *i-Ready*?

With *i-Ready*, you can better understand what your students know and don't know, find ways to address all students' instructional priorities, and build a classroom culture in which data guides instruction and fosters student ownership of learning and growth.

i-Ready empowers you by connecting assessment data to teacher-led instruction and personalized digital learning. *i-Ready* also provides real-time data to inform instructional decisions and enable powerful conversations between you and your students to drive student learning.

From Data and Resources to Classroom Action

i-Ready Assessment offers a suite of online and offline assessments designed to:
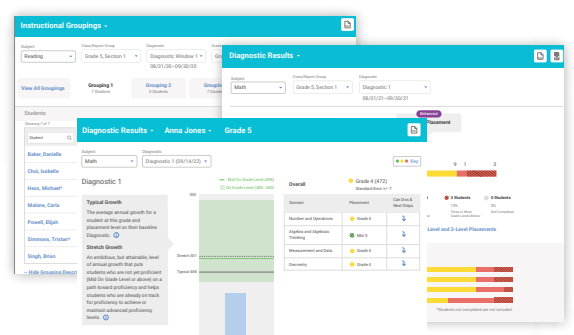
- Provide a full picture of student growth, with targets to help put students on a path toward grade-level proficiency or advanced proficiency levels
- Inform teaching and learning through deep insight into student strengths and areas for targeted instruction
- Make connections to instructional recommendations and resources that support all learners

Assessment Tools*

Sample Color Array
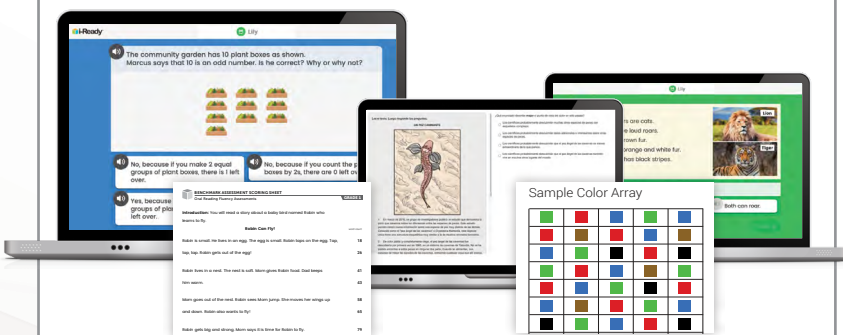
- ☐ Diagnostic for Reading (K–12)
- ☐ Diagnostic for Mathematics (K–12)
- ☐ Diagnostic for Mathematics in Spanish (K–12)
- ☐ Standards Mastery (2–8)
- ☐ Growth Monitoring (K–8)
- ☐ Literacy Tasks (K–6 English and Spanish)
- ☐ Dyslexia Screener (K–3)
- ☐ Assessment of Spanish Reading (K–6)

Data and Reports*

- ☐ Historical Results
- ☐ Diagnostic Results
- ☐ Prerequisites
- ☐ Grade-Level Scaffolding
- ☐ Instructional Groupings
- ☐ Standards Performance
- ☐ Diagnostic Growth
- ☐ Standards Mastery
- ☐ Growth Monitoring
- ☐ Personalized Instruction
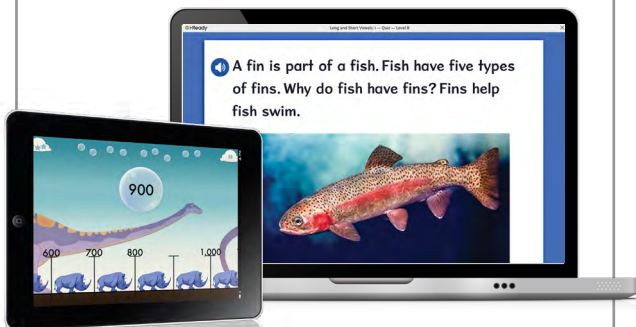- ☐ Learning Games for Mathematics
- ☐ For Families
- ☐ Other:

Availability of specific assessment features and reports varies by grade level, state, and features selected for use by your district. Your administrators and i-Ready Partners *will let you know which items apply to you.*

i-Ready Learning provides motivating, personalized reading and mathematics instruction that addresses unfinished learning and engaging, rigorous resources for grade-level learning, including:

- Engaging instruction that motivates students to persist in building their skills
- Instructional options guided by *i-Ready Assessment* data, assigned by *i-Ready* or teachers
- Scaffolded supports for all learners, including English Learners

> **Many assessment and instruction resources are also available in Spanish. Visit *i-Ready Central* and search *Spanish learners*.**

Personalized Instruction

☐ Personalized Instruction for Reading (K–8)

☐ Personalized Instruction for Mathematics (K–8)

☐ Learning Games for Mathematics (K–8)

Instructional Resources

☐ Tools for Instruction (K–8)

☐ Tools for Scaffolding Comprehension (3–8)

☐ Supplemental Instructional Programs: *Ready Mathematics* and *Ready Reading* (K–8), *Ready Writing* (2–5), *Magnetic Reading (3–5)*, *Magnetic Reading Foundations (K–2)*

☐ Core Mathematics Instruction: *i-Ready Classroom Mathematics* (K–8)

☐ Teacher Toolbox for *Ready Mathematics* (K–8), *Ready Reading* (K–8), and *Ready Writing* (2–5)

☐ Other:

Diagnostic Data You Can Trust

The *i-Ready Diagnostic* is a unique assessment that tests more than grade-level mastery. It meets students where they are, assesses a range of skills, and lets you know exactly what students know and what they need to learn.

Curriculum Associates has conducted studies and found a high correlation between *i-Ready Diagnostic* and leading summative assessments. A high correlation between two assessments provides evidence that they measure related constructs. **Our research is ongoing. Visit** CurriculumAssociates.com/Research.

Correlations between *i-Ready Diagnostic* and Consortium and State Summative Assessments
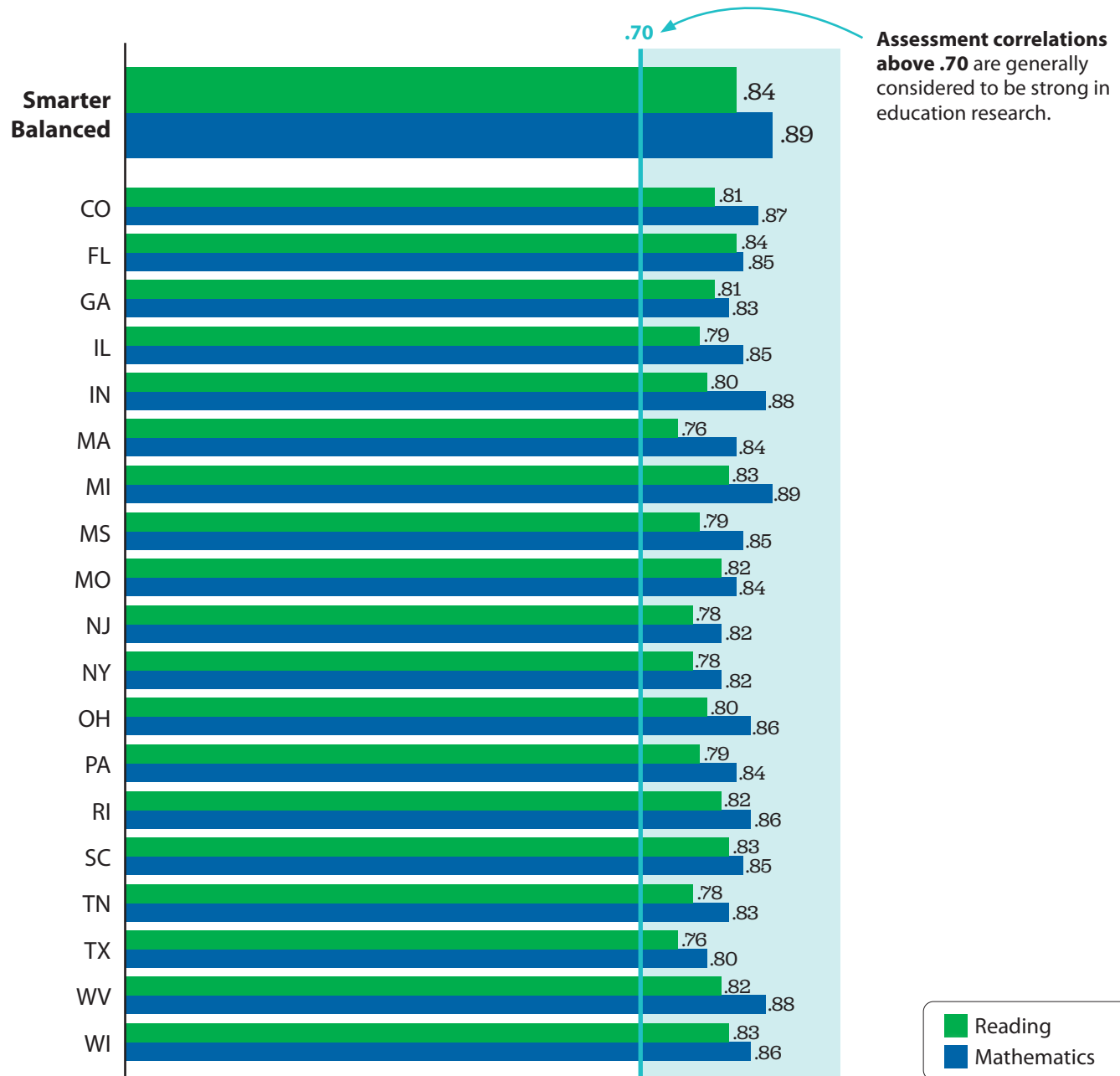
Assessment correlations **above .70** are generally considered to be strong in education research.

	Reading	Mathematics
Smarter Balanced	.84	.89
CO	.81	.87
FL	.84	.85
GA	.81	.83
IL	.79	.85
IN	.80	.88
MA	.76	.84
MI	.83	.89
MS	.79	.85
MO	.82	.84
NJ	.78	.82
NY	.78	.82
OH	.80	.86
PA	.79	.84
RI	.82	.86
SC	.83	.85
TN	.78	.83
TX	.76	.80
WV	.82	.88
WI	.83	.86

(reference line at .70)

i-Ready Personalized Instruction Is Proven to Work

A large-scale study from the 2018–2019 school year found that students in Grades K–8 who met the recommended guidance for *i-Ready* usage (i.e., 30–49 minutes per subject per week and at least 70% of their Lesson Quizzes passed) **exceeded their Typical Growth targets** and **achieved higher median Typical Growth** than their counterparts who only used *i-Ready* for an average of 10–29 minutes and passed less than 70% of their Lesson Quizzes in both Reading and Mathematics.

Students Who Use i-Ready Personalized Instruction with Fidelity Make Greater Gains

i-Ready Personalized Instruction users with:

- 10–29 Minutes and <70% Pass Rate
- 30–49 Minutes and >70% Pass Rate

Average Growth

Reading: 104%, 154%
N = 741,859

Mathematics: 89%, 120%
N = 990,770
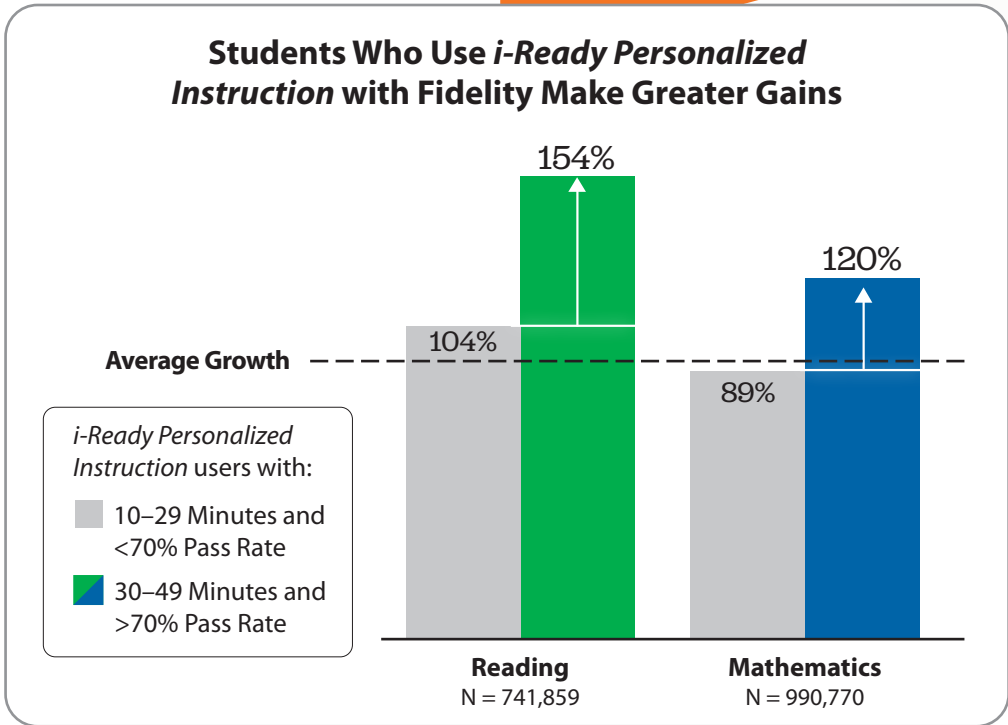
An additional study of students in Grades K–5 who used *i-Ready Personalized Instruction* during the 2020–2021 school year meeting ESSA Level 3 evidence found that students in various demographic groups who used *i-Ready* instruction as recommended **exceeded their Typical Growth targets**.
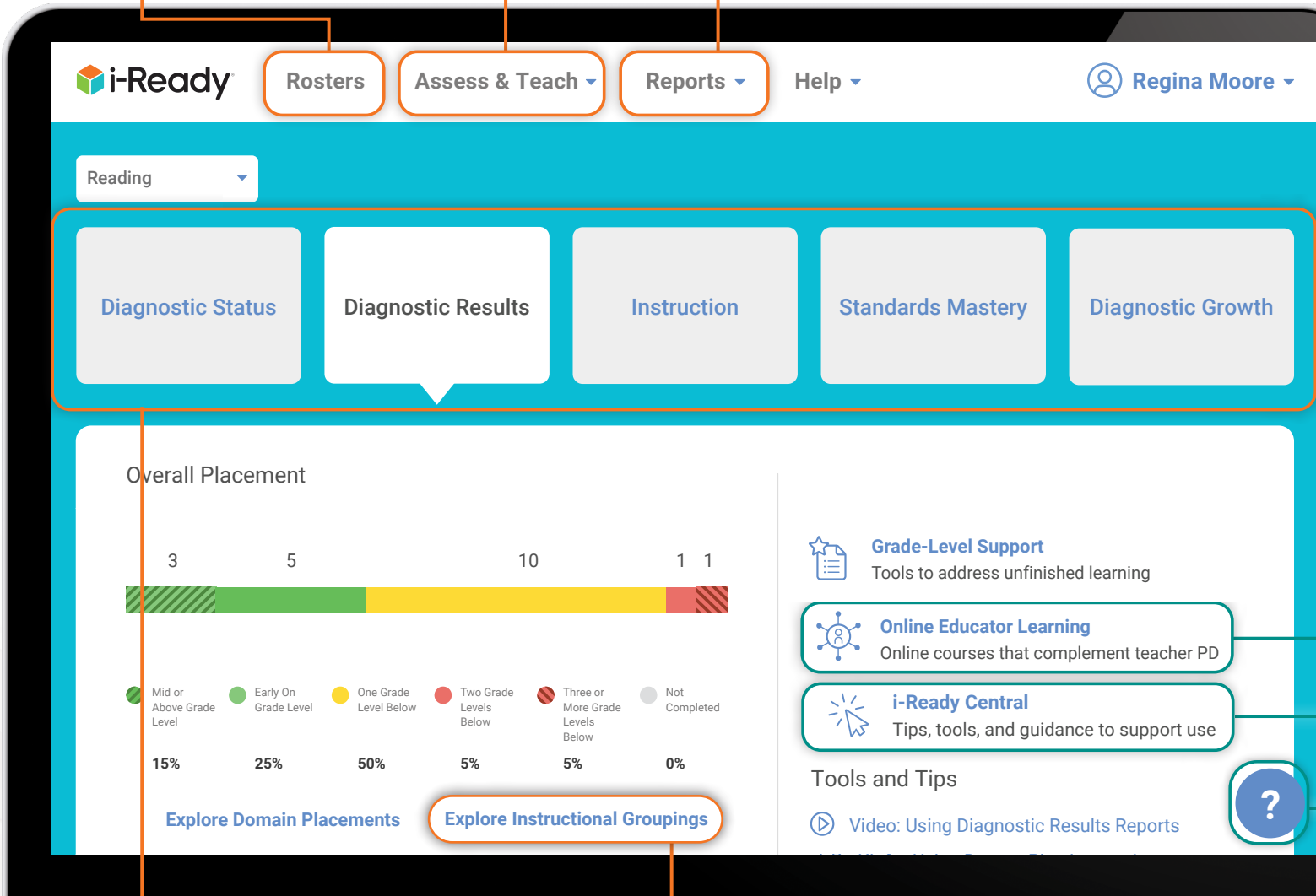
Students in Diverse Demographic Groups Exceed Typical Growth Targets

Average Growth

Group	Reading	Mathematics
Asian	150%	129%
Black	114%	108%
Latino	126%	115%
White	139%	123%
SWSD	123%	111%
EL	120%	110%
SWD	122%	109%

Reading
Mathematics

SWSD: Students with Socioeconomic Disadvantages

EL: English Learners

SWD: Students with Disabilities
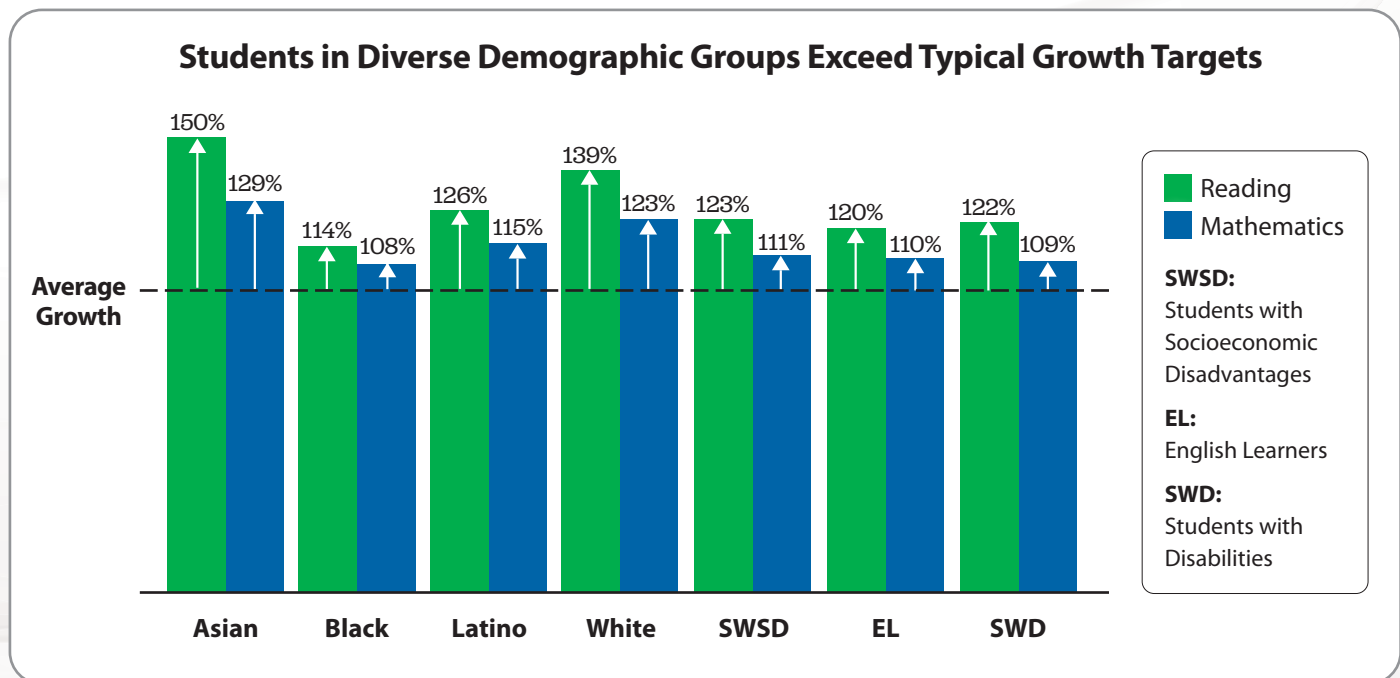
Navigating *i-Ready Connect*

Manage student settings and passwords.

**See upcoming Diagnostic Windows, assign lessons, and access instructional resources.**

Actively monitor your students' progress on their assessments and Personalized Instruction. Get data and resources you can use to differentiate instruction.

i-Ready

Rosters | Assess & Teach ▾ | Reports ▾ | Help ▾ | 👤 **Regina Moore** ▾

Reading ▾

| Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth |

Overall Placement

| 3 | 5 | 10 | 1 | 1 |

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below   ● Not Completed

15%   **25%**   **50%**   **5%**   **5%**   **0%**

Explore Domain Placements   **Explore Instructional Groupings**

⭐ **Grade-Level Support**
Tools to address unfinished learning

Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

▶ Video: Using Diagnostic Results Reports

?

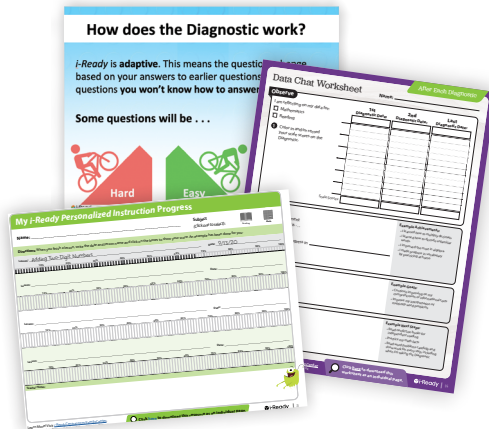**Use the tabs to jump directly to where you are in your *i-Ready* implementation.**

Get key insights right away with direct links to useful reports.

Ways to Get Immediate Support
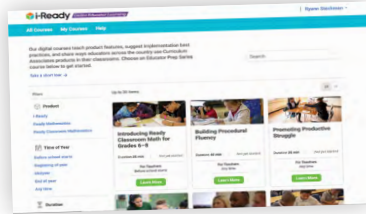
Online Educator Learning

Access digital courses in the Online Educator Learning platform to support your learning.

Downloadable Resources

Find tools and templates that support data analysis, instructional planning, efforts to invest students and families in goals, and much more. Download and print these essential resources from *i-Ready Central* to help you utilize *i-Ready* to its fullest potential.

Ideas from Other Educators

Tips, tools, and ideas from other educators in the *i-Ready* community are available on the *i-Ready Central* Ideas page (i-ReadyCentral.com/Ideas). Filter results by category or grade band, and sort by most recent or most popular. You can also submit strategies that are working in your classroom.
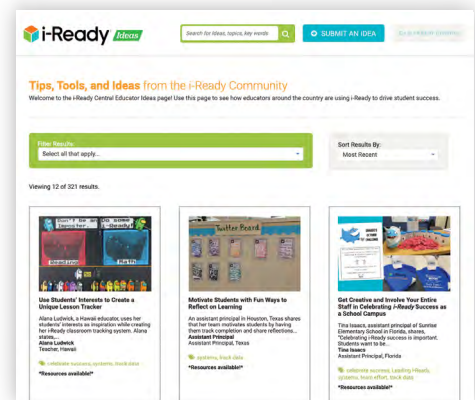
Instant Support

Use the question mark throughout *i-Ready Connect* for "just-in-time" help. Select it from any screen to see useful information about the screen you're on.
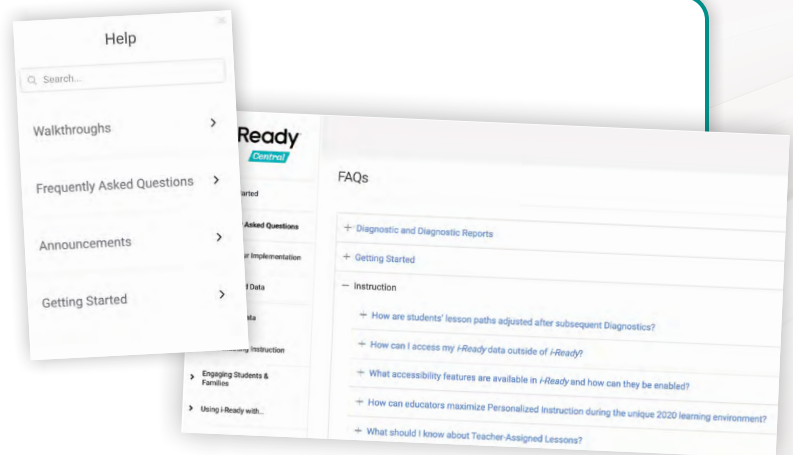
Top Teacher Actions Overview

When using a sophisticated program like *i-Ready*, you may find yourself asking questions like:
Where do I start? What should I focus on? How do I integrate this program into my teaching?

From our work with thousands of teachers, we have learned that focusing on these key actions
will help you unlock *i-Ready*'s potential and help you meet each of your student's unique needs.

Get Good Data

Get organized and administer each assessment:
Prepare and motivate students, actively proctor, and
manage rushing and completion.

Set Schedules

**Create and maintain schedules that
include key instructional priorities:**
Allow for 45 minutes per subject per week of
Personalized Instruction, whole class and small
group instruction, student engagement
activities, and your own planning and
monitoring.

Use Data to Plan Instruction

**Review Diagnostic reports to inform instructional
decisions:** Focus on Diagnostic Results, Instructional
Groupings, and Diagnostic Growth. Review data from
interim and formative assessments to prioritize and adjust
instruction.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to student needs: Review Lesson Time-on-Task, Percent of Lessons Passed, and Student Lesson Alerts weekly, and adjust support for students as needed.

Deliver Differentiated Instruction

Target instruction to students' needs: Use *i-Ready* data to help plan whole class, small group, and/or individual student instruction. Deliver tailored instruction using the recommended resources and regularly check for understanding.

Set Goals and Engage Students

Set clear goals with students and celebrate growth and progress: Make goals visible to students, routinely track student progress, and have data chats with students regularly.
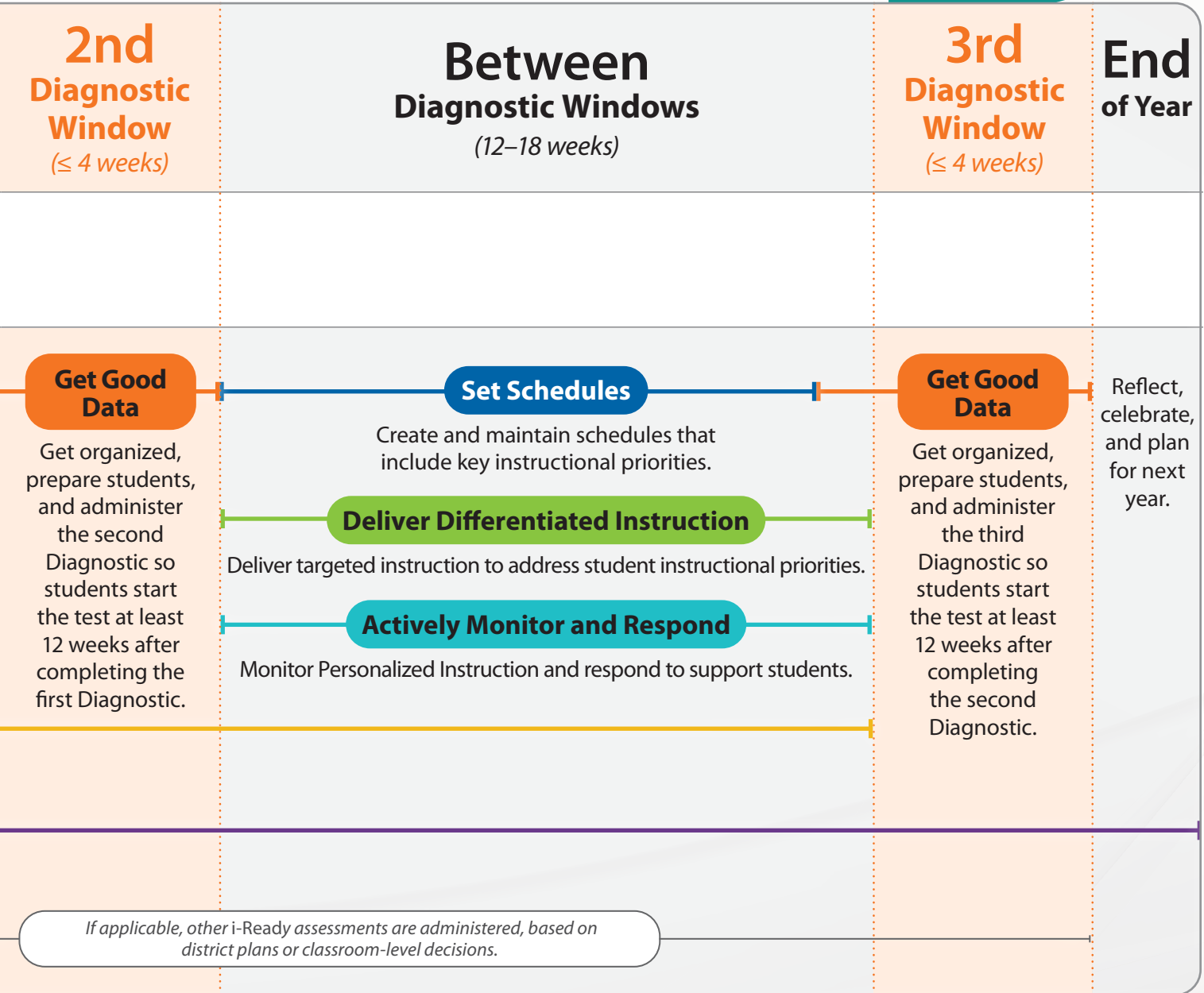
Your Year with *i-Ready*

Before **1st Diagnostic**	**1st Diagnostic Window** *(≤ 4 weeks)*	Between **Diagnostic Windows** *(12–18 weeks)*
Use this area to write in your dates:		

You and your students are onboarded into *i-Ready Connect,* and account settings are selected.

Get Good Data

Get organized, prepare students, and administer the Diagnostic as soon as possible at the start of the school year (start four to six weeks into the school year for kindergarten).*

Set Schedules

Create and maintain schedules that include key instructional priorities.

Deliver Differentiated Instruction

Deliver targeted instruction to address student instructional priorities.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to support students.

Use Data to Plan Instruction

Review data to inform instructional decisions.

Set Goals and Engage Students

Set clear goals with students and celebrate growth and progress.

Notes:

2nd **Diagnostic Window** *(≤ 4 weeks)*	**Between Diagnostic Windows** *(12–18 weeks)*	3rd **Diagnostic Window** *(≤ 4 weeks)*	**End of Year**
Get Good Data	**Set Schedules** Create and maintain schedules that include key instructional priorities.	**Get Good Data**	Reflect, celebrate, and plan for next year.
Get organized, prepare students, and administer the second Diagnostic so students start the test at least 12 weeks after completing the first Diagnostic.	**Deliver Differentiated Instruction** Deliver targeted instruction to address student instructional priorities. **Actively Monitor and Respond** Monitor Personalized Instruction and respond to support students.	Get organized, prepare students, and administer the third Diagnostic so students start the test at least 12 weeks after completing the second Diagnostic.	

If applicable, other i-Ready *assessments are administered, based on district plans or classroom-level decisions.*

Top Teacher Actions Planning and Reflection Template

Use this template to plan and/or reflect on your implementation of the Top Teacher Actions. Rate yourself on your implementation of each Top Teacher Action. Then identify area(s) of focus and prioritize next steps.

	Self-Score	What am I doing well? What could I be doing better?	What are my next steps?
Get Good Data			
Get organized and administer each assessment: Prepare and motivate students, actively proctor, and manage rushing and completion.			
Set Schedules			
Create and maintain schedules that include key instructional priorities: Allow for 45 minutes per subject per week of Personalized Instruction, whole class and small group instruction, student engagement activities, and your own planning and monitoring.			
Use Data to Plan Instruction			
Review Diagnostic reports to inform instructional decisions: Focus on Diagnostic Results, Instructional Groupings, and Diagnostic Growth. Review data from interim and formative assessments to prioritize and adjust instruction.			

Scoring Key: **0** = not yet started   **1** = scratching the surface   **2** = doing well, but could improve   **3** = could be used as an exemplar

	Self-Score	What am I doing well? What could I be doing better?	What are my next steps?
Actively Monitor and Respond			
Monitor Personalized Instruction and respond to student needs: Review Lesson Time-on-Task, Percent of Lessons Passed, and Student Lesson Alerts weekly, and adjust support for students as needed.			
Deliver Differentiated Instruction			
Target instruction to students' needs: Use *i-Ready* data to help plan whole class, small group, and/or individual student instruction. Deliver tailored instruction using the recommended resources and regularly check for understanding.			
Set Goals and Engage Students			
Set clear goals with students and celebrate growth and progress: Make goals visible to students, routinely track student progress, and have data chats with students regularly.			

Scoring Key: **0** = not yet started **1** = scratching the surface **2** = doing well, but could improve **3** = could be used as an exemplar

Notes:

Top Teacher Actions

Notes:

Get Good Data

How Does the Diagnostic Work?

i-Ready is an **adaptive test**. This means the questions change based on your answers.

Some questions will be **hard**

Some questions will be **easy**

Others will be **just right** for you

I need to make sure the data being collected is quality. I'm relying on it for so much, so I want it to be as clean and accurate as possible. The most important thing I can do is be engaging and interactive during the testing process.

—**Elementary School Teacher**

Reliable data can empower your teaching to boost student achievement. When your students' Diagnostic data is accurate, their growth measures and personalized lesson path will be "just right" for them. Good data helps you make the best use of your planning time AND each student's instructional time, with results and recommendations that tell you student strengths and target the skills students need to work on most. Take these steps before, during, and after the Diagnostic to gather good data.

To get good data:

1 Get Organized: Review Diagnostic schedules, gather materials, and organize testing space.

2 Prepare and Motivate Students: Get your students ready for the Diagnostic by motivating them, reviewing expectations, and setting goals.

3 Actively Proctor: Provide encouragement and watch for students who may be rushing by reviewing student progress and monitoring alerts.

4 Track Completion: Ensure all students complete the Diagnostic within the scheduled window and before their individual tests expire.

Get good data with the tips and tools that follow!

Tips & Tools for
Preparing Students for the Diagnostic

The most important thing you can do to get accurate data is motivate students to try their best on the *i-Ready Diagnostic*.

Tips

Review Purpose, Expectations, and Tips
- Explain why the Diagnostic is important and review expectations.
- Describe the student Diagnostic experience and provide helpful test-taking tips.

Motivate Students to Do Their Best
- Encourage students to try their best by having them write commitments before taking the Diagnostic.

Create Individual and Class Goals
- Help students set individual goals and consider sharing class goals (e.g., "Our class will have zero students rushing").

Provide Encouragement to Students
- Actively monitor students as they are taking the Diagnostic.
- Provide encouragement, give breaks when needed, and acknowledge effort and perseverance.

Communicate with Families about the Upcoming Diagnostic
- Send a letter home to families before students take the Diagnostic explaining what the assessment is and how they can help prepare their students.

Tools

- 🔎 Preparing Students for the Diagnostic Presentation

- 🔎 Student Data Trackers, Pledge Sheets, and Learning Reflections

- 🔎 Setting Goals with Students Guidance

- 🔎 Data Chats

- 🔎 Encouragement Cards: English | Spanish

- 🔎 Proctoring Guidance

- 🔎 Communication Templates to Families (Available in English, Spanish, and additional language translations)
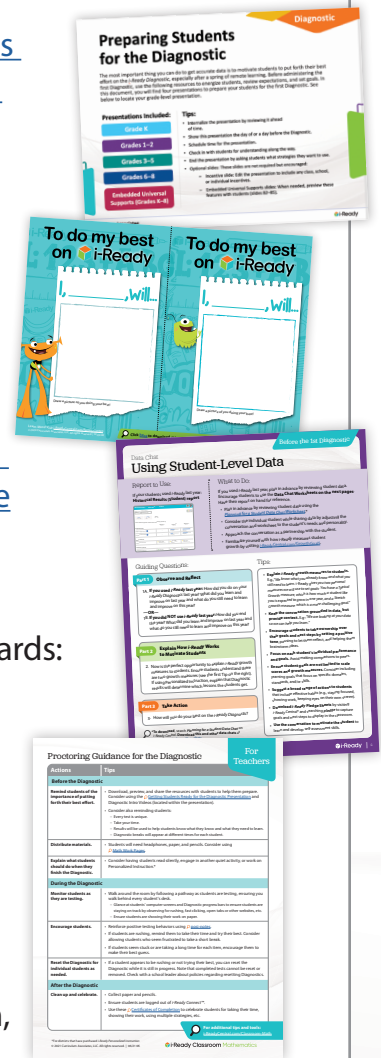
🔎 **Access all resources marked with this icon at i-ReadyCentral.com/GetGoodData**, or download each individually by entering the terms in the search bar.

Diagnostic Results (Student) Report

Review the data and resources found in the Diagnostic Results (Student) report.

Diagnostic Results ▾   **Anna Jones** ▾   **Grade 5**   📄PDF

Subject
Math ▾

Diagnostic
Diagnostic 1 (09/14/22) ▾

🟢🟡🔴 Key

Diagnostic 1

— Mid On Grade Level (498)
▧ On Grade Level (480–540)

Typical Growth

The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

Stretch Growth

An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels. ⓘ

550

Stretch 501

Typical 488

430

Diagnostic 1

Overall   🟡 **Grade 4 (472)**
Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	🟡 Grade 4	↓
Algebra and Algebraic Thinking	🟢 Mid 5	↓
Measurement and Data	🟡 Grade 4	↓
Geometry	🟡 Grade 4	↓

Placement by Domain

Test results suggest that Anna would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Anna's math abilities across domains. This priority places Anna in Instructional Grouping 2.

Number and Operations	**Algebra and Algebraic Thinking**	**Measurement and Data**	**Geometry**
🟡 Grade 4	🟢 Mid 5	🟡 Grade 4	🟡 Grade 4
456	**506**	**457**	**465**

Can Do ⓘ

Base Ten

Read and write whole numbers through thousands in expanded form and standard form and identify the value of the digits.

Standards

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Compare and order numbers through hundred

Next Steps & Resources for Instruction ⓘ

Base Ten

– **Subtract multi-digit numbers.**

Subtract multi-digit numbers.

Tools for Instruction

Subtract Multi-Digit Numbers 📄PDF
Tools for Instruction in Spanish (Grade 4) ⧉

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Tools for Instruction

Subtract Multi-Digit Numbers

Objective Use place-value concepts and the standard algorithm to subtract multi-digit numbers.

This activity builds on a conceptual understanding of place value and using the algorithm to subtract numbers through 1,000. Students work with large numbers, first estimating and then finding the differences by using knowledge of place value and the standard algorithm. Using place-value concepts (expanded form) to subtract numbers helps students develop a concrete understanding of regrouping. As they move to the standard algorithm, regrouping becomes somewhat of a shorthand version of what they did with numbers in expanded form. This activity especially targets misunends with zeros that require regrouping, because students often find this type of problem difficult. Students need to build a solid mastery of the standard algorithm for subtraction with integers of any size in order to be able to understand how to apply the process to subtract decimals.

Step by Step 20–30 minutes

① Provide a multi-digit subtraction problem.
- Write "4,036 − 1,329" on the board in vertical format.
- Ask the student to estimate the difference to the nearest thousand. Guide the student to an estimate of 4000 − 1000 = 3000.
Support English Learners The word *difference* is a form of the word *different*. Help students to see that subtraction is a way of determining how numbers are different.

② Use place-value concepts to subtract.
- Have the student write the expanded form of 1,329. Remind the student that each part of the expanded form represents the value of a digit in the original number. (1,000 + 300 + 20 + 9)
- Demonstrate how to subtract 1,329 from 4,036 one place value at a time. Point out that you are starting with the digit with the greatest value. Write out the problem on the board. As you complete each step, say:

$$4,036 \text{ minus } 1,000 \text{ is } 3,036.$$

3,036 minus 300 is 2,736. You may want to think, "30 hundreds minus 3 hundreds is 27 hundreds."

2,736 minus 20 is 2,716.

2,716 minus 9 is 2,707.

```
  4,036
− 1,000
  3,036
−   300
  2,736
−    20
  2,716
−     9
  2,707
```

- Have the student check the answer using partial sums. Point out that since the process is being reversed (adding instead of subtracting), the student should start adding with the value of the digit in the ones place.
(2,707 + 9 is 2,716; 2,716 + 20 = 2,736; 2,736 + 300 is 3,036; 3,036 + 1,000 is 4,036)

Checklist for Administering the Diagnostic

1 Get Organized

☐ **Set or review your schedule** for administering the Diagnostic.

☐ **Review accuracy of class roster(s)**, *obtain login information for each class and subject,* and alert your administrator of any discrepancies.*

☐ **Test technology students will use to take the Diagnostic:** Run the *i-Ready Connect* system check at https://cdn.i-ready.com/systemcheck to confirm computers are functioning properly. Confirm headphones and audio are working.

☐ **Plan ahead** for use of accessibility features and provision of accommodations. You can use this *i-Ready Central* accessibility resources page to help.

☐ **Gather paper and pencils** for students' scratch work and notes.

► Diagnostic Scheduling Information**

Recommended testing sessions are based on average total testing time. Consider adding buffer time for transitions, logging in, viewing tutorial videos, and allowing students who are absent or need more time to complete the Diagnostic before it expires. Some students may need more or less time, based on a number of factors.

Grade	When to Schedule the First Diagnostic	Recommended Testing Sessions for Each Diagnostic (per Subject)
K	4–6 weeks into the school year	Three 20-minute sessions††
1	Start as soon as possible†	Two 20- to 30-minute sessions††
2–5	Start as soon as possible†	Two 40- to 50-minute sessions††
6–8 & 9–12	Start as soon as possible†	• Plan number and length of testing session based on your schedule. • Most students complete within 60–90 minutes (e.g., two 45-minute sessions); some will need additional time.††

2 Prepare and Motivate Students

☐ **Explain the student Diagnostic experience and important test procedures** by using the Preparing Students for the Diagnostic presentation and/or introductory videos.

☐ **Motivate students to do their best** on the Diagnostic.

☐ **Communicate with families** so they can convey the importance of the Diagnostic to their students.

3 Actively Proctor

☐ **Monitor and encourage students** as they are testing.

☐ **Watch for students who seem to be rushing** or are spending too long on individual items.

4 Track Completion

☐ **Use the Diagnostic Status report to:**
• Check for Rush alerts. Collaborate with your administrator to make decisions about retesting.
• Ensure that each student completes a Diagnostic before their test expires and within the Diagnostic Window.

*Single sign-on users will access i-Ready *through their district's login portal.*
**We recommend 12–18 weeks between each Diagnostic administration, including kindergarten.
†Administer the Diagnostic as soon as possible for your district/school, based on priorities and needs of your community.
††For more information, review i-Ready Diagnostic*: Guidance on Assessment Duration. Please note that we do not recommend students at any grade level try to complete the Diagnostic in one session.*

Get Good Data Action Plan

Keep in mind the resources on and the checklist on .

Diagnostic Windows:	
Get Organized: • When will you review schedules, rosters, and test technology?	
Prepare and Motivate Students: • When and how will you prepare students and encourage them to do their best? • What resources will you use? • How and when will you communicate with students' families about the upcoming Diagnostic?	
Actively Proctor: • How will you monitor and encourage students as they are testing? • What will you do if students are rushing or spending too much time on particular items?	
Track Completion: • When will you check the Diagnostic Status report? • How will you celebrate test completion and successes?	

Notes:

Set Schedules

> *Initially my concern was, how is it going to fit into the day? I've found that i-Ready is a great resource. It's a resource that helps me support my students and reinforce and practice skills we've hit on in class.*
>
> —**Middle School Teacher**

Time is precious, and addressing all of your priorities can be challenging. Thinking about your schedule proactively and strategically can help—and is one of the first steps toward successfully implementing *i-Ready*!

To create effective schedules:

1 Identify All Schedule Elements: Identify everything you need to fit into your schedule each day, including instruction, planning, and other routine activities.

2 Identify Resources: Determine which resources are available to you and when.

3 Plan: Figure out how much time you want to allocate to different classroom activities and instructional practices.

4 Reflect and Refine: Continually reflect on your schedule and adjust as necessary.

Create effective schedules with the tips and tools that follow!

Tips & Tools for

Setting Schedules
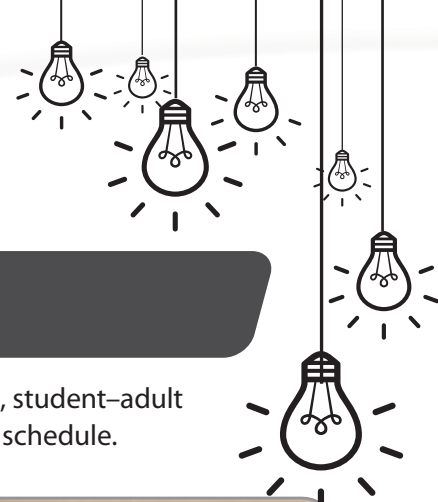
Every classroom is unique with individual student strengths and areas for improvement, student–adult ratios, and varied time for instruction. Consider these practices for creating a classroom schedule.

Identify All Schedule Elements

Consider the instructional elements you have to balance during your school day: whole class and small group instruction, *i-Ready Personalized Instruction*, student engagement, and your own planning and monitoring. Identify all elements you want to incorporate.

Identify Resources

Identify resources available to you, such as technology, curricula and student materials, school and human resource supports, time, etc. If other educators also use these resources, collaborate to make a plan for sharing.

Plan

Determine how much time you have for daily and weekly instruction. Decide how much time you'll allocate to whole class instruction, small group rotations, and *i-Ready Personalized Instruction*. Allow students to aim for 45 minutes of Personalized Instruction to stay in the recommended range of 30–49 minutes per subject per week.

🔍 Sample Schedules: *Elementary* | *Middle*
🔍 Scheduling Worksheet: *p. 26*

Reflect and Refine

Reflect on what worked and what could be improved in your classroom schedule. Ensure students have enough time to meet instructional priorities and usage goals. Adjust and create a refined schedule when needed.

🔍 **Access all resources marked with this icon at i-ReadyCentral.com/ SetSchedules**, or download each individually by entering the terms in the search bar.

Sample Schedules

Use the information below to think about how you can incorporate small group rotations and Personalized Instruction into your weekly practice.

Remember to make it manageable: *As you become more comfortable with planning and coordination, adjust your schedule as needed to support all students.*

Sample 1: Weekly

Incorporate small group rotations once a week, and ensure students have time for *i-Ready Personalized Instruction* to meet their goals.

	Monday	Tuesday		Wednesday	Thursday	Friday
50 min.	Whole Class Instruction	Explanation and Questions for the Day *(5 min.)* — SMALL GROUP ROTATIONS—15 MINUTES EACH — A GROUP / B GROUP / C GROUP — Small Group Teacher-Led Instruction / Independent Work / Collaborative Group Work	*i-Ready Personalized Instruction* in the Classroom	Whole Class Instruction	*i-Ready Personalized Instruction* in the Computer Lab or in the Classroom*	Whole Class Instruction

Sample 2: Daily

Once you've set a working routine for small group instruction, begin to incorporate it into your schedule more frequently. In this example, the time given to each small group rotation remains the same every day, but learning objectives and activities change as necessary.

	Monday–Friday			
60 min.	Whole Class Instruction			
60 min.	SMALL GROUP ROTATIONS			
	i-Ready Personalized Instruction	Small Group Teacher-Led Instruction	Independent Work	Collaborative Group Work

Sample 3: Manage Rotations and Personalized Instruction across the Week

Your schedule may require managing small group rotations in chunks over the course of a week. Organize students into three small groups. Each group engages in a different station every day until they've experienced all rotations. Utilize time outside your instructional block to allow students to use Personalized Instruction for the recommended range of 30–49 minutes per subject per week.

	Monday			Tuesday			Wednesday			Thursday–Friday
20 min.	Flex Time: *i-Ready Personalized Instruction*			Flex Time: *i-Ready Personalized Instruction*			Flex Time: *i-Ready Personalized Instruction*			Flex Time: *i-Ready Personalized Instruction*
20 min.	Whole Class Instruction			Whole Class Instruction			Whole Class Instruction			Whole Class Instruction
5 min.	Small Group Explanation			Questions			Questions			
25 min.	**Group 1:** Small Group Teacher-Led Instruction	**Group 2:** Independent Work	**Group 3:** Collaborative Group Work	**Group 1:** Collaborative Group Work	**Group 2:** Small Group Teacher-Led Instruction	**Group 3:** Independent Work	**Group 1:** Independent Work	**Group 2:** Collaborative Group Work	**Group 3:** Small Group Teacher-Led Instruction	

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Scheduling Worksheet

Elements Key:		
WC = Whole Class	**SE** = Student Engagement	
SG = Small Group	**P** = Planning	
PI = Personalized Instruction	**T** = Transitions	

Reflect:

Use the space below to reflect on your current schedule.

Identify All Schedule Elements What are the elements of your class time? How are you currently using them?	Identify Resources What resources and technology are available to you? How are you currently using them?

Plan and Refine:

Use the space below to organize and plan how you will use available schedule elements and resources.

Time Blocks	Monday	Tuesday	Wednesday	Thursday	Friday

Use Data to Plan Instruction

> " *I really like all of the data that i-Ready provides. It tells me how the students score, if they rush, and where I need to work with them to get them where they need to be.* " —Elementary School Teacher

Using data to inform instruction supports high expectations for all students and increases student achievement. Throughout the year, use data regularly to recognize class and individual student growth, progress toward goals, and identify areas for improvement. Knowing the questions to ask and how to find the answers in data and reports allows you to make instructional decisions and informs your own goals and goals you set with students.

When using data:

1 Ask: Identify the right questions to focus your data analysis.

2 Observe and Reflect: Analyze data and reflect on previous grade-level instruction and how students performed.

3 Take Action: Plan instruction, share results, and celebrate student growth.

Analyze data and plan instruction with the tips and tools that follow! →

Foundations of Effective Data Use

The Foundations of Effective Data Use highlight important practices educators, students, and families should engage in to cultivate a strong data culture in classrooms.

Maintain Objectivity

When looking at data, preconceived notions can cloud the lens through which we analyze it. What you know about students should not be dismissed, but looking at data objectively first allows you to see things you did not know about your students.

Use a Purposeful, Structured Process to Analyze Data

It is important to approach data with purpose, often guided by a specific question. Looking at data without a question in mind can make it hard to figure out where to start, and looking at data simply to look at data will not feel as purposeful or authentic as looking at data to find an answer, make a decision, or take action. Using a structured process, or a protocol, to analyze data can uncover information about students that was not evident through your original lens and allows you to be strategic in your action planning.

Analyze Data Regularly

Data can be very powerful in pinpointing students' strengths and instructional priorities. An inquiry process allows you to view data through the lens of intentional questions, note observations, and make inferences and/or draw conclusions to answer your questions. Often, the answers you find will prompt you to ask new questions, explore additional data sources, and repeat the process to dig deeper. By looking at data regularly and embracing the iterative nature of data analysis, you will be well positioned to take timely action, implement solutions, and reflect on action steps taken to improve student achievement.

Engage Students and Families in Growth and Progress

Be transparent about data and embrace it as "ours" by being open with students and families about assessments and data. Engage students in data chats to discuss their strengths, areas for improvement, and goals, and encourage them to share goals and progress with their families or guardians to promote student ownership of learning and growth. Engage families or guardians in data chats when possible.

Tips & Tools for
Using Data to Plan Instruction

Reviewing data after each Diagnostic will help inform your instructional decisions. Reviewing data from interim assessments and formative assessment processes can also help you prioritize and adjust instruction.

Start with a Question

When analyzing data, the first step is to identify the question you are trying to answer. Approaching your data with a specific question provides a clear starting point and focus of your analysis, helps you stay objective, saves time, and allows you to create a plan for immediate action in your classroom.

Class Data Questions:

? How is my class performing, and what are their **domain-specific instructional priorities**?
Report to Use: Diagnostic Results

? What are the suggested **growth measures** for each of my students?
Report to Use: Diagnostic Results

? What skills have my students likely acquired, and how can I support them in upcoming grade-level mathematics instruction?
Report to Use: Prerequisites

? How can I **support my students** when learning grade-level comprehension skills and reading texts?
Report to Use: Grade-Level Scaffolding

? How can I **group my students** and plan to address their instructional priorities?
Report to Use: Instructional Groupings

? Which students could benefit from **additional support** between now and the end of the year?
Report to Use: Diagnostic Growth

Student Data Questions:

? What are the **strengths and areas for improvement** for an individual student? How do I plan my differentiated instruction and identify the right resources to best support my students?
Report to Use: Diagnostic Results

? How is an individual student **progressing toward their growth measures**?
Report to Use: Diagnostic Growth

Tips for Data Analysis

- Keep an open mind and maintain objectivity.
- Write your observations and note any additional questions or inferences. *Consider using the worksheet on p. 40.*
- Consider other data sources to help you answer additional questions.
- Create your action plan, revisit it, and continue to routinely analyze data and reflect on instruction.
- Collaborate with fellow teachers.

🔍 **For step-by-step instructions on using data to answer your class-level data questions**, see p. 80 or visit i-ReadyCentral.com/DataAnalysisGuide to download the full guide.

For guidance on which reports to use and an overview of data provided in each, see p. 74 or visit i-ReadyCentral.com/ReportSelector to download the full guide.

Connecting *i-Ready* Data to Instructional Resources

Use the diagram below to understand how *i-Ready* data and your core mathematics or English language arts (ELA) program connects to instructional resources that can be used to support instruction.

Diagnostic Results (Class) Report
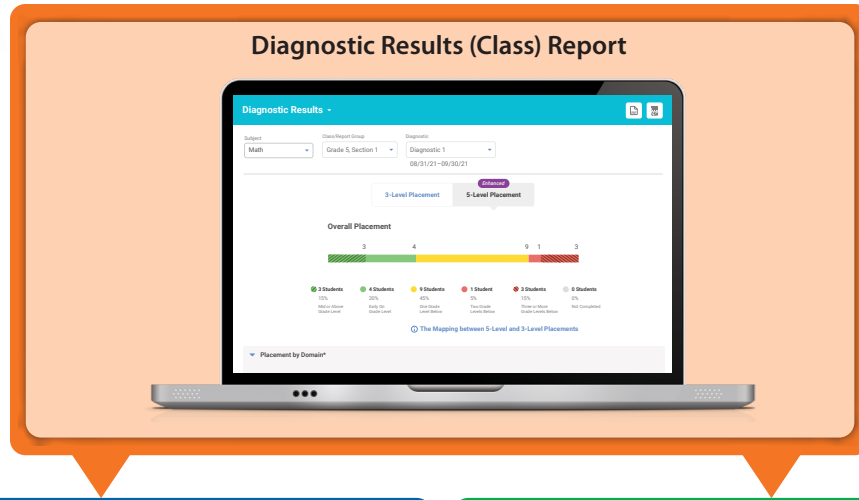
Mathematics

Prerequisites Report* and Mathematics Core Program Resources (E.g., Teacher Edition, Scope and Sequence, Pacing Documents)

ELA

Grade-Level Scaffolding Report* and ELA Core Program Resources (E.g., Teacher Edition, Scope and Sequence, Pacing Documents)

Learning Games and Tools for Instruction

Tools for Instruction and Tools for Scaffolding Comprehension**

*The Prerequisites report is available for Grades 1–8, and the Grade-Level Scaffolding report is available for Grades 3–5. (Grades 6–8 available in school year 2022–2023.)

**Tools for Scaffolding Comprehension are available for Grades 3–8 for support in Reading Comprehension.

Using Data to Plan Instruction Scenarios

Review the following scenarios, and note how the educator analyzes *i-Ready* data and uses resources to plan for whole class instruction.

Scenario 1

Subject:
ELA*

Assessment:
Diagnostic 1

Teacher:
Mr. Patel, Grade 1

Ask:
How is my class performing, and what are their domain-specific instructional priorities?

Observe:

Mr. Patel is planning his upcoming whole class ELA instruction and will analyze his Diagnostic Results (Class) report to understand his students' strengths and opportunities for improvement. He notices his students' overall placement: about one-fourth of his class is Early On Grade Level to Mid or Above Grade Level, about half his class is One Grade Level Below, and about one-fourth is Two Grade Levels Below. His upcoming lessons include blending and deleting phonemes, so he sorts the report by Phonological Awareness (PA) to see the range of placements in this domain. He records the following:

- Mid or Above Grade Level—2 students
- Early On Grade Level—6 students
- One Grade Level Below—11 students
- Two Grade Levels Below—2 students

Reflect:

Mr. Patel reflects on previous and current instruction and observes that his class has a strong understanding of adding phonemes. He notes and will leverage this strength during his upcoming instruction. Given the unique circumstances of last school year and his Diagnostic data, which shows a strategic opportunity for growth in PA, Mr. Patel decides to find a Tool for Instruction (TFI) to review adding phonemes before teaching his grade-level instruction.

Take Action:

Mr. Patel selects the TFI, Identify Initial Phonemes, to help scaffold grade-level content with all students during whole class instruction. The TFI provides three ways to teach the skill of adding phonemes. He plans to use one strategy as a quick mini-lesson and check for understanding to determine if another strategy is needed to reinforce the skill. This will give all students an opportunity to practice adding phonemes before his planned grade-level lesson on blending phonemes, during which he will make sure to remind students of the strategy they learned and how it can be applied to this lesson as well. Mr. Patel will then continue with his grade-level lessons according to his core program scope and sequence.

Notes:

For Grades 3–8, Tools for Scaffolding Comprehension (TSCs) are available to support scaffolding grade-level comprehension instruction. Use the Grade-Level Scaffolding report (if applicable to your grade) or Diagnostic Results to determine student performance in Comprehension domains to select appropriate TSCs to support instruction.

Using Data to Plan Instruction Scenarios, Cont'd.

Scenario 2

Subject:
Mathematics

Assessment:
Diagnostic 1

Teacher:
Mrs. Onai, Grade 7

Ask:
How is my class performing, and what are their domain-specific instructional priorities?

Observe:

Mrs. Onai is eager to analyze her Diagnostic Results (Class) report before planning an upcoming Grade 7 unit on Ratios and Proportional Relationships. She reviews her class's Overall Placement, sorts by the Algebra and Algebraic Thinking domain, and notes the following about her students:

- Mid or Above Grade Level—2 students

- Early On Grade Level—4 students

- One Grade Level Below—9 students

- Two Grade Levels Below—5 students

- Three or More Grade Levels Below—1 student

For more detailed information about students' readiness for the upcoming core unit, Mrs. Onai navigates to the Prerequisites report. From the Topic dropdown, she selects Rates, Proportional Relationships, and Percents, Part 1, which most closely aligns to the unit she is planning. Mrs. Onai reads each of the prerequisite skills supporting her upcoming grade-level instruction and looks at the whole table to understand her class's performance overall. Then she reviews students in each Topic Group and notices that most students have likely acquired or only need some additional support on the skill "Work with Equivalent Ratios," but many—16 out of 21—need In-Depth Review on the Essential Skill "Understand and Use Ratios and Unit Rates."

Reflect:

Because most of her seventh graders need In-Depth Review on the Essential Skill of "Understand and Use Ratios and Unit Rates," Mrs. Onai decides to make this review a priority for her whole class. She consults the Topic Support PDF to inform a plan for whole class instruction. In this document, she sees where "Understand Unit Rate" is called out as a prerequisite Grade 6 skill. She reads about how it will benefit her students to reinforce the idea that ratios, rates, and unit rates are all comparisons of one quantity to another and to represent ratios with visual tools such as tape diagrams and double number lines. It also offers the On-the-Spot Teaching Tips (for scaffolding during grade-level instruction) to encourage the use of drawings and models if students need the support of pictorial representations of fraction division while keeping their focus on ratios. Mrs. Onai reflects on what she has observed recently: Her class has a strong understanding of creating equivalent ratios. She makes a mental note to leverage this strength to connect equivalent ratios to context and to use these ideas to build the foundation for work with proportional relationships.

Take Action:

Mrs. Onai reviews her core program to identify a whole class lesson that will support students' conceptual understanding of ratios before the upcoming grade-level unit. She selects a lesson on understanding unit rate as a strategic way to develop essential prerequisite skills for her upcoming grade-level instruction while staying on pace with her core scope and sequence. She also adds the On-the-Spot Teaching Tips that she reviewed from the Topic Support document to her lesson plan notes. As needed, she will also encourage students to play the Learning Games Cupcake and Cloud Machine to reinforce the prerequisite skills.

Class Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready Diagnostic* data.

Date:_____

Ask	How is my class performing, and what are their domain-specific instructional priorities?

Subject/ Class		

Upcoming Instruction Topic		

Observe *(List whole class observations, including observations in the domain related to upcoming instruction.)*		

Reflect *(List the focus of your upcoming instruction, reflect on what you've taught so far, and note how students performed.)*		

Take Action *(Identify resources and next steps for whole class instruction.)*		

Using Growth and Proficiency Data

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

Typical Growth: the average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth®: the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. We recommend that:

Individual students:

Aim to exceed 100% of their Typical Growth measure by the end of the academic year

Aim to meet their Stretch Growth measure by the end of the academic year. Nationally, between 20%–30% of students achieve these aspirational targets.

Groups of students:

Aim to exceed 100% median progress toward Typical Growth by the end of the academic year

Aim for as many students as possible reaching Stretch Growth. *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Growth Model Example

Two Grade 3 Students

Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

—— Typical Growth – – Stretch Growth

Level	Alex	Bianca
Mid, Late On Grade Level, or Above Grade Level		– – +34 – – / —— +25 ——
Early On Grade Level	– – +43 – –	
One Grade Level Below	—— +27 ——	
Two Grade Levels Below		
Three or More Grade Levels Below	Alex	Bianca

Teacher Success Guide
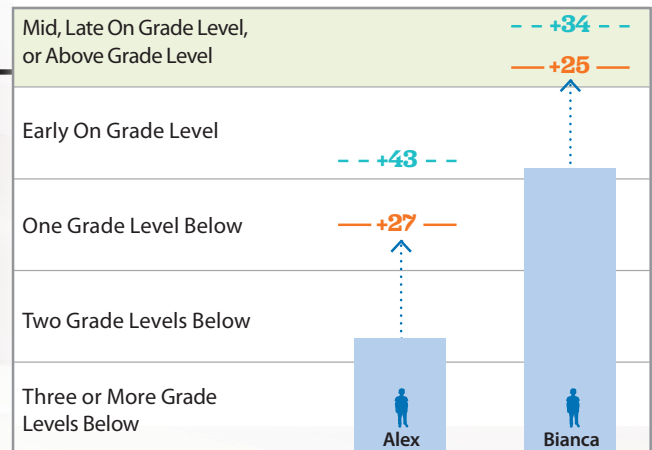
Data Analysis Protocol Worksheet

Analyze your *i-Ready* data to create an action plan.

Part 1: Understand Your Data

Ask
Select or create a question you want to answer with your data, and choose the report that will provide it. Generate the report and review.

Get Data & Observe
Write down or share observations.

Infer & Question
Interpret the data by making inferences about what the data means. Note additional questions to explore, and consider additional data sources and resources.

Part 2: Make Data-Driven Instructional Decisions

Focus
Which class(es), small groups, or student(s) will be the focus? What are areas of strength? What are the instructional priorities (i.e., domain(s) or skill(s))?

Reflect
What instructional or intervention strategies have been used? What was the effect of these strategies?

Brainstorm Solutions
Using instructional resources you have available, what are some possible solutions?

Take Action
When and what instruction or intervention will happen? When and how will you review your actions for impact/effectiveness?

Using Growth and Performance Data

Use the guidance and considerations that follow to analyze your *i-Ready* reports* to determine students' strengths and areas for improvement and possible action steps.

Higher Growth & Higher Performance

These students are showing better than expected growth and are currently performing on or above grade level. Continue to find opportunities to enrich and provide teacher-led instruction to support your students.

Ask and Observe:
- What are areas in which I can enrich and challenge the student's learning? *(Diagnostic Results (Student) and Instructional Groupings reports)*
- Within a domain, are there prerequisite skills, concepts, or supports that will help to promote access to grade-level or advanced content for this student? *(Diagnostic Results (Class), Prerequisites, and Grade-Level Scaffolding reports)*
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*
- What strategies have been effective in engaging this student to deepen their learning, growth, and progress?

Take Action—Consider These Steps:
- Provide independent or collaborative opportunities for enrichment.
- Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Consider how you will adjust Personalized Instruction and Learning Games scheduling and pacing to balance time in online lessons with other forms of enrichment and challenge.
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals.

Higher Growth & Lower Performance

These students receive instructional support and are showing better than expected growth. Continue to provide teacher-led support to keep students progressing toward proficiency.

Ask and Observe:
- What strategies have been effective in engaging this student in learning, growth, and progress?
- What are the strengths and areas for improvement for this student? *(Diagnostic Results (Student) report)*
- What prerequisite skills, concepts, or supports will help this student access grade-level instruction in upcoming lessons? *(Diagnostic Results (Class), Prerequisites, and Grade-Level Scaffolding reports)*
- What individualized instruction, supplemental support, or interventions are currently in place for this student? *(Information gathered during learning)*
- Which other students have similar instructional priorities that could be addressed through teacher-led small groups? *(Prerequisites, Grade-Level Scaffolding, and Instructional Groupings reports)*
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*

Take Action—Consider These Steps:
- Continue the individualized instruction, interventions, and/or additional instructional supports that have been effective in promoting growth for this student.
- Provide teacher-led small group instruction to students with similar areas for improvement.
- Continue to prioritize Personalized Instruction time to address a student's instructional priorities.
- As this student works through increasingly difficult levels of Personalized Instruction, continue to monitor progress and respond by providing the student with additional support with the lessons.
- Continue using engagement strategies you've found successful, including students leading data chats to celebrate success, discuss growth, and set goals for the rest of the year.

*The Prerequisites report is available for Grades 1–8, and the Grade-Level Scaffolding report is available for 3–5. (Grades 6–8 available in school year 2022–2023.)

Lower Growth & Higher Performance

These students are currently performing on or above grade level. Use the questions and data sources below to determine next steps for continued teacher-led support to promote growth.

Ask and Observe:

- What are the strengths and areas for improvement for this student? *(Diagnostic Results (Student) report)*
- Within a domain, are there prerequisite skills, concepts, or supports that will help to promote access to grade-level or advanced content for this student? (*Diagnostic Results (Class), Prerequisites, and Grade-Level Scaffolding reports*)
- What are areas in which I can enrich and challenge the student's learning? *(Diagnostic Results (Student) and Instructional Groupings reports)*
- How can differentiation or enrichment be adjusted to continue this student's progress toward advanced proficiency levels?
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*
- In what ways is the student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

- Target instruction and enrichment to promote student growth using next steps and instructional resources recommended by *i-Ready* or other resources.
- Provide teacher-led small group instruction to students with similar areas for enrichment.
- Continue to use Personalized Instruction and Learning Games to address priority domain(s) and provide instruction and practice at advanced levels (as available).
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Lower Growth & Lower Performance

There is opportunity to further support these students' learning priorities by providing them with teacher-led instructional support. Use the questions and data sources to determine steps for supporting these students.

Ask and Observe:

- What are the strengths and areas for improvement for this student? *(Diagnostic Results (Student) report)*
- What prerequisite skills, concepts, or supports will help this student access grade-level instruction in upcoming lessons? *(Diagnostic Results (Class), Prerequisites, and Grade-Level Scaffolding reports)*
- How can differentiation or individualized instruction be adjusted to further prioritize the student's specific learning needs? How might this student, or other students with similar areas for growth, benefit from additional targeted instruction? *(Instructional Groupings and Personalized Instruction by Lesson reports)*
- Is this student getting enough time in *i-Ready* lessons? How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*
- In what ways is the student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

- Individualize instruction targeted to a student's areas for improvement using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Provide teacher-led small group instruction to students with similar areas for improvement.
- Adjust scheduling to prioritize Personalized Instruction time to address a student's priority domain(s).
- Closely monitor a student's progress in Personalized Instruction and Learning Games, and respond quickly to provide the student with additional support with the lessons.
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Responding to Midyear Diagnostic Growth Worksheet

Analyze your Diagnostic Growth report and additional data, as needed, to determine action steps for your students.

Review	Observe & Reflect
*Analyze student data by growth and performance.**	*List the students who placed in each category and think about the possible causes. Review individual student data as needed.*

Higher Growth & Higher Performance

Growth: Achieved **at least 50% progress** to Typical Growth

Performance:
● ◐ Early On or Mid On or Above Grade Level

Higher Growth & Lower Performance

Growth: Achieved **at least 50% progress** to Typical Growth

Performance:
● One Grade Level Below

● ◐ Two or Three or More Grade Levels Below

Lower Growth & Higher Performance

Growth: Achieved **less than 50% progress** to Typical Growth

Performance:
● ◐ Early On or Mid On or Above Grade Level

Lower Growth & Lower Performance

Growth: Achieved **less than 50% progress** to Typical Growth

Performance:
● One Grade Level Below

● ◐ Two or Three or More Grade Levels Below

Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for progress to Typical Growth to vary accordingly.

Date: _____

School, Grade Level, and/or Class: _____ ☐ Mathematics ☐ Reading

---

Take Action
Consider these actions steps:

How can I continue to provide enrichment and challenge for these students?

☐ Provide independent or collaborative opportunities for enrichment. ☐ Other:

☐ Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources.

☐ Consider how to balance time in online lessons and Learning Games with other forms of enrichment and challenge.

☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

How can I continue to provide instructional support to promote growth?

☐ Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students. ☐ Other:

☐ Provide teacher-led small group instruction to students with similar areas for improvement.

☐ Continue to monitor and respond to students' priority domain(s) as they work through Personalized Instruction.

☐ Continue to use engagement strategies you've found to be successful, including opportunities for students to lead their data chats.

How can I promote growth for these students?

☐ Target instruction and enrichment to students' needs to help promote growth using next steps and instructional resources. ☐ Other:

☐ Provide teacher-led small group instruction to students with similar areas for improvement.

☐ Continue to use Personalized Instruction to address priority domain(s) and provide instruction and practice at advanced levels (as available).

☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

How will I support these students' instructional priorities to promote growth?

☐ Adjust scheduling to prioritize Personalized Instruction to students' domain(s) of need. ☐ Other:

☐ Provide teacher-led small group instruction to students with similar instructional priorities using next steps and instructional resources.

☐ Monitor students' progress in Personalized Instruction and Learning Games, and respond quickly to provide additional support.

☐ Continue to have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready* data.

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Upcoming Instruction Topic: _____

Ask
(Select or create your question.)

	Bright Spots *(e.g., success with a specific domain, more than expected progress toward growth measures)*	**Areas for Improvement** *(e.g., support with a specific domain, less than expected progress toward growth measures)*
Observe *(List the grade level(s), class(es), and/or student(s).)*		
Reflect *(List the instructional strategies or plans you've tried and their effects.)*		
Take Action *(Indicate your plan for what you will do and when.)*		

Notes:

Notes:

Actively Monitor and Respond

> **" *I like that* i-Ready *is individualized for me. It's not like everyone in the class gets the same lessons; you can work on what you need the most help with.* "**
>
> —**Elementary School Student**

i-Ready Personalized Instruction is a powerful tool that supports your teaching and provides instruction targeted to every student's strengths and areas for improvement. It also provides you with real-time data and insights into student learning. Based on Diagnostic performance, students are automatically placed into their personalized lesson paths. While you do not need to do anything to make sure your students are assigned the lessons they need, you play a critical role in their learning.

To engage students in Personalized Instruction and manage their progress:

1 Help students understand why Personalized Instruction is important to their learning.

2 Actively support student focus in online lessons.

3 Monitor and respond to Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.

4 Review and discuss results with students to help them reflect on their own progress.

Actively monitor and respond with the tips and tools that follow! →

Tips & Tools for
Monitoring and Responding
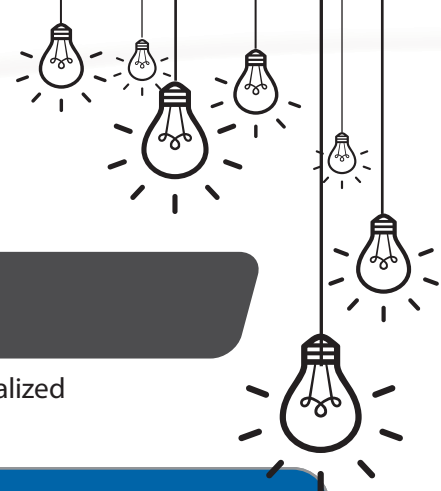
Review the following best practices to help you actively monitor and respond to Personalized Instruction to support students.

Tips

Schedule Time
- Create a schedule that allows students to aim for 45 minutes of Personalized Instruction per subject per week so they can maintain the recommended range of 30–49 minutes consistently.*
- Allocate additional time to account for transitions and other activities.

Prepare Your Students
- Help students understand how *i-Ready Personalized Instruction* works and why it's important to their learning.
- Engage students in online lessons by familiarizing them with the experience, establishing class routines and procedures, and setting class and student goals.

Actively Support Student Focus
- Encourage students as they engage in online lessons.
- Scan the room to ensure students are on task and trying their best.

Monitor and Respond
- Develop a weekly routine of reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.
- Organize your data and plan next steps to respond and support your students.

Review and Discuss Results with Students
- Set meaningful goals with students, and provide tools to help them reflect on their progress to keep them focused on their online lessons.

Tools

- Sample Schedules: Elementary | Middle

- Getting Students Ready for Personalized Instruction Presentation

- Kindergarten Digital Readiness

- Personalized Instruction Monitoring Guidance and Action Plan

- Data Trackers: Class | Student

- Student Data Chat Packs: Elementary | Secondary
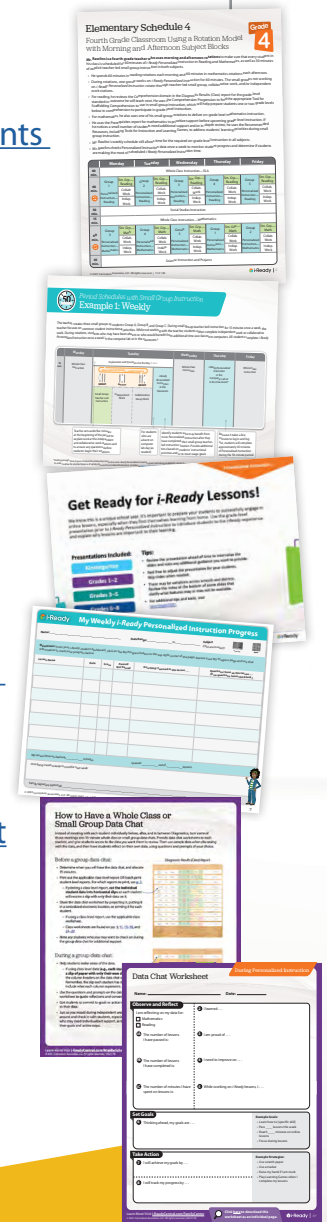
*In specific situations, usage outside the recommended range of 30–49 minutes may be appropriate, and educators may choose to adjust usage targets at their discretion.

Access all resources marked with this icon at **i-ReadyCentral.com/PersonalizedInstruction**, or download each individually by entering the terms in the search bar.

Personalized Instruction Reflection Worksheet

Use the following reflection worksheet to plan for, manage, and adjust your Personalized Instruction practice.

School, Grade Level, and/or Class: _____   Date: _____

Reflection Questions	Notes and Next Steps
Schedule Time • Does the schedule reflect recommended time in Personalized Instruction?	
Prepare My Students • Do students efficiently transition to and from seats/stations for Personalized Instruction? • Do students log in and get started with Personalized Instruction promptly? • Are students consistently using devices and headsets properly to complete lessons?	
Actively Support Student Focus • Do I/teachers scan the room regularly while students are working on their online lessons? • How do I/teachers provide encouragement or redirection to ensure students are engaging with their lessons and staying on task? • Do I/teachers remind students of routines and procedures when needed?	
Monitor and Respond • How frequently do I/teachers review Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed? • How do I/teachers respond when students need additional support with lessons?	
Review and Discuss Results with Students • How do I/teachers help students set goals for Personalized Instruction? • How do I/teachers help students reflect on and discuss their progress? • What materials are students using to support their work in online lessons and create artifacts of learning (e.g., scratch paper, lesson trackers, lesson reflection tools)?	

Personalized Instruction Monitoring Guidance

Develop a practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.

Monitor	Analyze *Consider these reflection questions:*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		

⊗ **Domain Shutoff Alerts**
 	
⚠ **Students Needing Support Alerts**
	• Which students have lesson alerts this week?
	• In which domains?
	• What could be causing this?
	  – Student hasn't been taught the material yet.
	  – Student has misconceptions and/or would benefit from additional skills practice.
	  – Student didn't understand what to do in the lesson.
		• Conference with or deliver individualized instruction for students with lesson alerts.
		• If more than one student needs additional support or has not passed the same lessons, pull a small group together for teacher-led instruction.
		• After support has been provided, check for understanding and turn the domain back on if the student is ready.

Row 2: Lesson Time-on-Task		
Less than 30 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Which students would benefit from more time in lessons? • Do students have enough access to Personalized Instruction? • Are students being pulled for other forms of instruction or activities? • How are students engaged in online lessons? • Are students working on other online activities, including *i-Ready* Learning Games*, during Personalized Instruction time?	• If Lesson Time-on-Task meets instructional goals, no action may be needed. • Set Lesson Time-on-Task goals with students. • Use Personalized Instruction Trackers weekly. • Adjust your schedule as needed. • Re-establish norms/expectations. • Review the Learning Games Playtime report to see if students are working in games instead of lessons.*
More than 50 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Are students using Personalized Instruction in multiple settings (e.g., class, before-/after-school programs, home)? • Would students benefit from more time in other instructional activities? • How are students engaging in online lessons?	• If Lesson Time-on-Task meets instructional goals, no action may be needed. • Review students' instructional priorities and schedules to determine whether additional time should be focused on other instructional activities. • Adjust your Personalized Instruction schedule as needed.
Row 3: Percent of Lessons Passed YTD		
Less than 70% of lessons passed	• Is this a classwide trend? • Which students have less than 70% of lessons passed for the year? • Are these students engaging with the lessons? • In what domains or skills do these students need additional support? • How can you address domains in which students' Percents of Lessons Passed are low?	• Pull a small group of students who could benefit from additional support in the same domain for teacher-led instruction. • Reteach a specific skill in whole class instruction. • Conduct data chats with students. • Engage students in goal setting and reflection. • Use trackers and create incentives.
Row 4: Recommended Class-Level Personalized Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**	• How do I want to celebrate these achievements? • What can I do to ensure these students maintain these recommended ranges?	• Celebrate students by acknowledging their achievement in class or sending home information to families. • Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox for *Ready* Instruction.

Learning Games are available to students in Grades K–8 using i-Ready Personalized Instruction for Mathematics, at district discretion.

Teacher Success Guide

Personalized Instruction Action Plan

Use your Personalized Instruction data and the Personalized Instruction Monitoring Guidance to create an action plan for your students.

Monitor	Analyze *List the students who place in each category and think about the possible causes. Review individual student data as needed.*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		
⊗ **Domain Shutoff Alerts** ⚠ **Students Needing Support Alerts**		☐ Support students with small group or individualized instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Other:
Row 2: Lesson Time-on-Task		
Less than 30 minutes		☐ Set Lesson Time-on-Task goals with students. ☐ Use Personalized Instruction Trackers weekly. ☐ Adjust your Personalized Instruction schedule as needed. ☐ Review the Learning Games Playtime report to see if students are working in games instead of lessons.* ☐ Other:
More than 50 minutes		☐ Adjust your Personalized Instruction schedule as needed. ☐ Schedule more teacher-led instruction, group work, or class projects, or communicate with students and families about Lesson Time-on-Task goals. ☐ Other:
Row 3: Percent of Lessons Passed YTD		
Less than 70% of lessons passed		☐ Support students with small group or individualized instruction. ☐ Reteach a specific skill in whole class instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Use trackers and/or create incentives for Percent of Lessons Passed. ☐ Other:
Row 4: Recommended Class-Level Personalized Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**		☐ Celebrate achievements with students and families. ☐ Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox for *Ready* Instruction. ☐ Other:

Notes:

Deliver Differentiated Instruction

> " *I love having data and resources at my fingertips for small group instruction in Math and Reading. A quick lesson targeted to students' specific strengths and instructional priorities makes all the difference in the world for their growth!* "
>
> **— Grades K–2 Teacher**

Each student enters your classroom with unique strengths and areas for improvement, and you want to reach all students in a meaningful way. Differentiating instruction is an impactful instructional practice. A common question associated with this work is how to manage different student learning experiences simultaneously. Establishing clear routines and behavior expectations and planning engaging learning activities for all students are critical for success.

To successfully prepare for differentiated instruction:

- Determine objectives and goals for targeted whole class instruction or each small group rotation.

- Plan instruction and choose resources or other learning activities.

- Teach routines and procedures so students understand expectations and have a chance to practice behaviors and receive feedback.

Establish effective practices for differentiated instruction with the tips and tools that follow!

Tips for Facilitating Small Group Instruction

It takes preparation and planning to manage small group rotations and ensure they run smoothly. Establishing clear routines and behavior expectations is critical for this to work.

Teach your students the routines and behaviors you expect them to follow.

Explain the expectations, then allow students to practice so you can provide feedback on what they're doing well and where they can improve.

Observe your students.

Note which routines and procedures are working, and update those that need to be refined. Regularly remind students of the expectations for each small group rotation and reteach certain practices.

Hold students accountable.

Set up systems for reflection that require students to monitor their own behaviors, and encourage students to explain how they will improve their participation.

Routines and Procedures to Support Your Small Group Instruction

- **Directions and Group Assignments**
  Establish clear directions and student assignments for each small group. Consider providing written directions at each station. Address questions and clarify the process before rotations begin.

- **Noise Level Expectations**
  Establish expectations for noise level. Different stations may require working at different levels. This could be indicated on a class agenda on the board. Consider using a scale, such as:

  0 = Silence, no talking

  1 = Whisper to ask questions

  2 = Quiet, peer-to-peer, on-task conversation

  3 = Whole class discussions and on-task conversation

- **Asking Questions and Getting Help**
  Establish a routine for asking questions during rotation time, such as "Ask 3 Before Me." This requires students to ask questions of at least three peers before seeking teacher support.

- **Expectations for Transitions**
  Students may need to rotate from one station to the next. Establish expectations for how and when they should do this, including voice level, walking versus running, how long this should take, how they should leave their current station, and what they should take with them to their next station.

- **Turning In Work**
  Students should know what to do with their completed work from each station. For example, there may be a tray for turning in daily independent work, or students may keep it in a binder. Consider if this work will be graded or checked. Consider if collaborative work will be turned in immediately or at the end of an assignment.

- **Next Steps When Work Is Finished**
  Make sure students know what to do when they complete station work. Consider extra credit assignments, homework, other collaborative work assignments, checking their work, etc.

Routines and Procedures Planning Worksheet

Create a plan to implement specific routines and procedures that will support small group rotations and differentiated instruction.

Routine or Procedure Description	How/when will I teach this routine or procedure? How will I know if it's working?
Directions and Group Assignments:	
Noise Level Expectations:	
Asking Questions and Getting Help:	
Expectations for Transitions:	
Turning In Work:	
Next Steps When Work Is Finished:	
Make Your Own:	

Keep Students Accountable

How will you encourage students to reflect on and monitor their own behavior during small group rotations? Check off the strategies you'll incorporate.

Student Reflection Strategies:

- [ ] Create a behavior expectations rubric. Have students self-rate at the end of small group rotations.
- [ ] Assign student roles in each small group. Roles can include behavior monitor, timekeeper, paper collector, discussion leader, etc.
- [ ] Share your observations of student behavior. Ask students to identify how they'll make improvements.
- [ ] Facilitate an activity in which students identify how they'll keep each other appropriately on task during small group instruction.
- [ ] Create competition between groups by having a weekly or monthly behavior challenge with a clear reward.
- [ ] Other:

Notes and Next Steps

Steps for Effective Small Group Instruction

Once you are ready to organize your students into small groups and plan learning experiences, use the steps below to inform your process.

1. Create Student Groups

Consider your goal for small group instruction. For example, determine if it's to provide differentiated support for a specific skill or to facilitate collaborative work and peer learning. Use data to keep groups flexible and respond to support students.
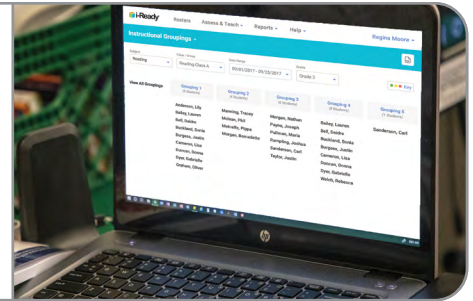
2. Identify Resources

Identify the resources needed to facilitate each station. This might include student work pages, student reflection sheets, independent reading books, manipulatives, chart paper, and/or collaborative activities. Identify key resources that will help you reach each station's objective(s).

3. Plan Your Instruction

Make sure each station aligns to the instructional priorities of that student group. Focus your teacher-led instruction on the support, practice, or enrichment each group needs for a specific skill or standard. Consider strategically assigning differentiated and/or on-grade level work in collaborative and independent stations.
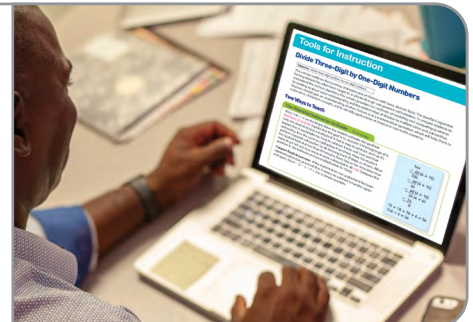
4. Facilitate the Teacher Station

Provide instruction to students who are meeting with you in the teacher station. Periodically scan the room and monitor behavior in the other stations.

5. Repeat and Refine

As you continue to gather data about students' performance, you might find that you need to change your student groupings. Repeat Steps 1–4 of this process to plan small group instruction and ensure you're responding to support all students.

Resources

There are many resources available to help support differentiated instruction, but where should you begin? Use the menu below to identify resources and make your plan!
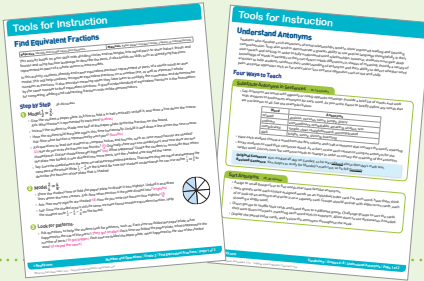
Tools for Instruction *(Included with* i-Ready Assessment*)*

These additional lessons can be used during small group or individualized teacher-led mathematics or reading instruction. Based on *i-Ready* data or other sources, select an appropriate Tool for Instruction to address prerequisite concepts or on-grade level instructional priorities. Tools for Instruction are designed for 20–30 minutes of instruction. (For more information, see p. 88.)
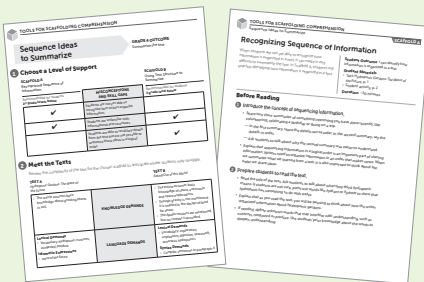
Tools for Scaffolding Comprehension *(Included with* i-Ready Assessment *and Available for Grades 3–8)*

These instructional resources provide a pathway to grade-level instruction by targeting the most important concepts and skills students need to access upcoming reading comprehension outcomes. Designed for approximately 30 minutes of instruction in small group or whole class settings, Tools for Scaffolding Comprehension include Scaffolds A and B. These scaffolds are differentiated based on Diagnostic results. Each includes a teacher and student edition with integrated instructional guidance, engaging text, and student activity pages. (For more information, see p. 89.)
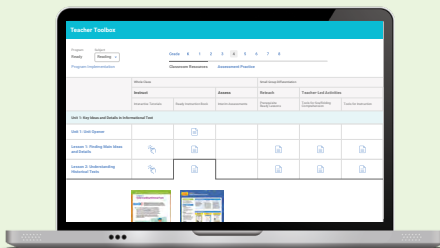
Teacher Toolbox *(Subscriptions Available for Grades K–8* Ready Mathematics *and English Language Arts (K–8* Ready Reading *and 2–5* Ready Writing*))*

This digital collection of instructional resources provides access to hundreds of teacher- and student-led lessons, activities, and implementation supports for on-level and differentiated instruction of mathematics, reading, and writing. Through *i-Ready* reports, the program identifies resources available on the Teacher Toolbox for planning whole class or small group instruction, including lessons, assessment and evaluation resources, Discourse Cards, Interactive Tutorials, Standards Correlations, Math Center Activities, and Practice and Problem Solving book. (For more information, see p. 90.)
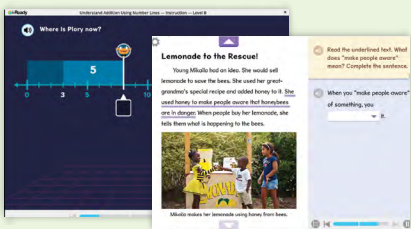
i-Ready Personalized Instruction *(Available for Purchase)*

i-Ready online lessons meet students where they are to provide appropriate instruction in given domains. Lessons can also be used during whole class and small group instruction to support review and practice of specific skills. (For more information, see p. 91.)

Learning Games *(Included with* i-Ready Personalized Instruction *for Mathematics and Available for Grades K–8 If Enabled by the District)*

These interactive games provide engaging mathematics practice in English and Spanish. Learning Games can be used for additional practice of specific mathematics concepts and skills, helping to build students' mathematics fluency. (For more information, see p. 91.)

Small Group Worksheet

How can I group my students and plan to address their instructional priorities?

School, Grade Level, and/or Class: _____

Date: _____

Upcoming Instruction Topic: _____

☐ Mathematics ☐ Reading

Group Number or Name: _____

Group Selection Criteria: *(e.g., students who placed similarly in a domain)* _____

Student Name	Observations, Strengths, and Instructional Priorities	Instructional Resources

Action Plan

When will this small group meet and for how long?

What is your small group instruction plan to help students at their current placement level and to help them access grade-level content?

    At current placement level:

    Grade-level content:

When and how will you check for understanding and overall effectiveness of instruction?

Using the Prerequisites Report to Inform Instruction

After administering the Diagnostic assessment, access the Prerequisites report in *i-Ready Connect*. Then review and determine next steps based on the recommendations below.

Data Analysis ▼ Determine the best pathway for your class.*	Recommended Guidance and Resources Use the resources in the pathway to inform your instruction.
If most students have **likely acquired the prerequisite skills** . . .	. . . then use the guidance in **your core program** for support and pacing recommendations.
If a small number of students need **Additional Support** and/or **In-Depth Review** . . .	. . . then use the **Recommended Resources** provided to address students' learning needs during small group instruction.
If most students require **Additional Support** . . .	. . . then use the **Topic Support** to access On-the-Spot Teaching Tips to support students with unfinished learning while teaching on-grade level lessons.
If most students require **In-Depth Review** . . .	. . . then refer to the **Topic Support** and your core program resources and pacing guidance to determine how best to integrate this additional content into whole class instruction.
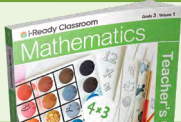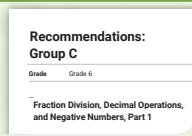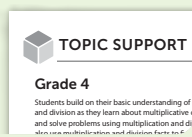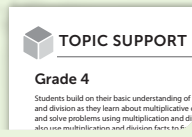
🔁 **Repeat** in advance of each instructional unit and/or group of lessons.

The Prerequisites report helps you use Diagnostic data to make instructional decisions. It is recommended that you also consider additional data points when selecting the most appropriate pathway for your students.

Notes:

Delivering Differentiated Instruction Scenario*

Review the scenario and the excerpt of the teacher's planning worksheet. Consider the process the teacher uses to connect data and upcoming grade-level instruction to inform next steps for small groups.

Teacher Planning

Mrs. Brandt will begin a unit on adding and subtracting multi-digit whole numbers with her fourth graders next week. To ensure all students have the opportunity to learn this grade-level content, she plans strategic small group support.

A review of her Diagnostic Results (Class) report confirms the "big picture" Mrs. Brandt has observed in the first weeks of school—most students are Above, On, or One Grade Level Below in the Number and Operations domain, and a few are Two or More Grade Levels Below. For more detailed information about what students know and scaffolds to consider, she navigates to her Prerequisites report.

Using the Topic dropdown, Mrs. Brandt selects the topic Place Value, Addition, and Subtraction, which most closely aligns to her upcoming unit. Reviewing the Topic Groups, she notes all students have likely acquired or need some Additional Support with understanding hundreds, tens, and ones. She's glad they have this solid foundation to build upon and notes this strength on her Planning Worksheet (*see excerpt*). Mrs. Brandt also sees some students have likely acquired the Essential Skill, Add and Subtract within 1,000. However, nine students across Topic Groups C and D need Additional Support or In-Depth Review in this area. She begins planning small group instruction to build on their strengths and address unfinished learning.

Reviewing the Recommendations PDFs for Topic Groups C and D, Mrs. Brandt notes that within the Essential Skill of Add and Subtract within 1,000, there is a focus on Place Value to Add and Subtract. This aligns well with the first lesson in her upcoming unit. She decides to use both recommended Tools for Instruction with her small groups: Three-Digit Addition one day and Three-Digit Subtraction the next (*see excerpt*). She will encourage all of her students to use the Learning Games Hungry Fish, Cupcake, and Pizza when they finish their work early to reinforce prerequisite skills before her upcoming grade-level unit.

Worksheet Excerpt

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:

Overall Placement:

33% On or Above Grade Level, 58% One Grade Level Below, 9% multiple grade levels below

Number and Operations Domain:

Most are Above, On, or One Grade Level Below.

A few are Two or More Grade Levels Below.

Upcoming Grade-Level Instruction:

Adding and Subtracting Whole Numbers

Small Group:	Topic Group C
Who?	Naveen Lucia Carla Trey Levi
What?	Strength: Understanding 100s, 10s, and 1s. Noticed in class students do well with place value and using base-ten blocks. Students perform better on regrouping with addition than subtraction. Focus: prerequisite skill: Use Place Value to Add and Subtract (Additional Support)
How and When?	Wednesday Scheduled Small Group Time: Three-Digit Addition—Use strategy from this TFI to highlight their strengths to them around regrouping with addition to make connections to subtraction. Focus time for small group on TFI Three-Digit Subtraction. Learning Games: Hungry Fish, Cupcake, and Pizza (when finished with work early)

For ELA Grades K–8, Tools for Instruction (TFIs) are available to support reading instruction. For Grades 3–8, Tools for Scaffolding Comprehension (TSCs) are available to support scaffolding grade-level comprehension. Use the Grade-Level Scaffolding report (if applicable to your grade) or Diagnostic Results to determine student performance and select appropriate TFIs and/or TSCs.

Differentiated Instruction Planning Worksheet: Supporting Grade-Level Instruction

Class: _____   Subject: _____

Report(s) Used: _____

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:	Small Group:			
	Who?			
	What?			
Upcoming Grade-Level Instruction:	**How and When?**			

Differentiated Instruction Planning Worksheet

Class: _____ Subject: _____

Report(s) Used: _____

Ask: _____

Observations:	Class, Group, Focus Area:			
	Who?			
	What?			
Upcoming Grade-Level Instruction:	**How and When?**			

Set Goals and Engage Students

> *My students and I are really enjoying* i-Ready *. . . My favorite part is that I can keep students engaged in the learning process.*
>
> **—Elementary School Teacher**

Engaging students in their learning is essential to nurturing a growth mindset and supporting student success. *i-Ready* can be used in many ways to empower students to take ownership of their learning and get excited about their progress and growth.

To set goals and engage students:

1 Plan activities to engage your class and students in *i-Ready* and their learning.

2 Teach routines and procedures for student engagement.

3 Reflect and refine systems and practices throughout the year.

Foster student engagement with the tips and tools that follow! →

Tips & Tools for
Setting Goals and Engaging Students

Consider the suggestions below to engage students with *i-Ready* in your classroom.

Tips

- **Guide goal setting** by setting achievable yet challenging goals with students that focus on performance and growth.

- **Have data chats with students** to help them reflect on their strengths and areas for improvement, create new goals, and set action plans.

- **Track data with students and help them reflect** on their progress to promote student ownership, keep data top-of-mind, and make progress apparent.

- **Make learning a team effort** by tracking class progress and growth, providing classwide feedback after Diagnostics, and creating class goals.

- **Recognize and celebrate growth** by using bulletin boards or certificates to highlight when a student or class has reached a goal and/or made progress.

- **Help students actively engage with Personalized Instruction** by reflecting on and checking in with students about their progress, habits, and next steps.

- **Partner with families** by sharing information about *i-Ready* assessments and student progress through newsletters, conferences, emails, and phone calls.

Tools

- Setting Goals with Students Guidance

- Planning for a Student Data Chat

- Student Data Chat Packs: Elementary | Secondary

- Data Trackers: Class | Student

- Student Engagement Recipe Card

- Student Certificates

- Bulletin Board Banners

- Family Data Chat Pack

- Tips and Tools for Keeping All Students Engaged

- Recognition Postcards
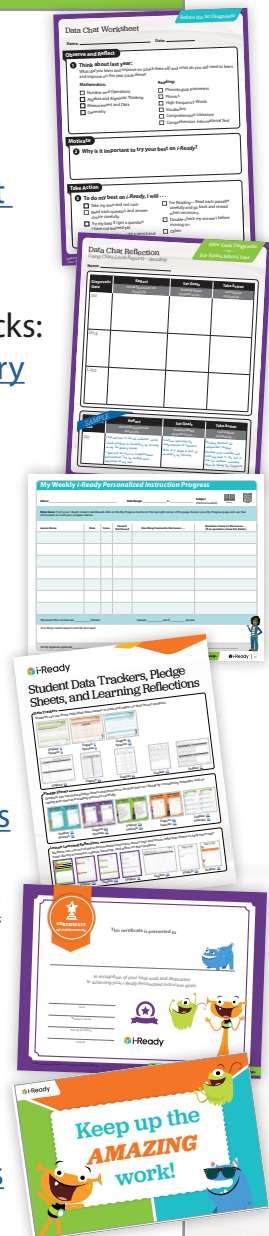
Access all the resources marked with this icon at i-ReadyCentral.com/EngageStudents, or download each individually by entering the terms in the search bar.

Guiding Principles for Engaging Students

Review the following promising practices for planning student engagement activities.

Focus on the Learning

Emphasize what students learned and how they got there. Research suggests internal motivation is key to fostering the joy of learning. Remind students that challenges are worth tackling, and acknowledge effort rather than ability.

Example: Create a goal bulletin board.

Provide All Students with Opportunities to Succeed

Encourage students to achieve their personal best. Consider engaging students using a cumulative system.

Examples: Collect "brag tags" or use punch cards so every student can succeed.

Encourage Teamwork

Make learning a team effort by creating a common goal. Students are likely to achieve more in a larger learning community.

Examples: Create schoolwide competitions by grade level, or create a classwide goal.

Make It Routine

Consistency is key! Foster motivation over time (e.g., weekly, monthly), rather than as a single event, and consider switching the focus of goals.
Teach engagement procedures to maximize instructional time.

Examples: Use a traveling spirit stick, update leaderboards monthly, a school leader makes weekly announcements.

Have Fun

Enjoy and celebrate learning by setting aside time and getting creative with rewards.

Examples: Host a dance party or lunch with a teacher, leader reads a book to the class, hold a teacher-versus-student basketball game.

Collaborate with Your Colleagues

Plan together and share successes with colleagues.

Examples: Plan engagement activities during a PLC, planning committee meets monthly, create gradewide incentives, hold each other accountable for keeping up with routines and engagement activities such as data chats.
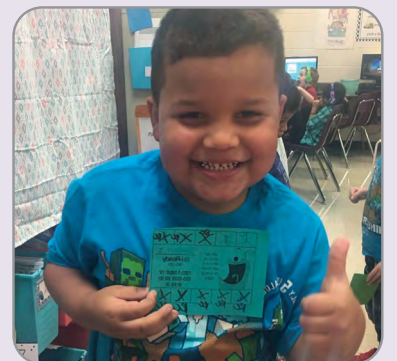
Looking for these ideas or more like them?
Go to i-ReadyCentral.com/Ideas.

Student Engagement Planning Worksheet

Use the chart below to create your plan for engaging students. As you plan, think about logistics and other factors you need to consider to ensure success.

Student Engagement Strategy	Resources to Use	Notes and Next Steps
Guide Goal Setting Set challenging yet achievable goals with students about their performance and learning goals.	☐ Class Data Trackers ☐ Goal-Setting Guidance ☐ Other:	
Have Data Chats with Students Schedule data chats with students about learning and growth to discuss strengths and areas for improvement. Set new goals and develop action plans.	☐ Data Chat Worksheets ☐ Data Chat Guidance ☐ Other:	
Track Data with Students and Help Them Self-Reflect Use journals, data folders, individual tracking sheets, or classroom data walls to promote ownership, keep data top-of-mind, and make progress apparent.	☐ Data Trackers ☐ Student Data Tracking Guidance ☐ Other:	
Make Learning a Team Effort Build a collective growth mindset by tracking class progress and growth, providing classwide feedback after Diagnostics, and creating class goals.	☐ Student Engagement Recipe Card ☐ Class Data Trackers ☐ Other:	
Recognize and Celebrate Growth Celebrate growth by using public announcements, bulletin boards, or certificates when a student or class has reached a goal and/or made progress.	☐ Student Certificates of Progress and Achievement ☐ Recognition Postcards ☐ Bulletin Board Banners ☐ Other:	
Help Students Actively Engage with Personalized Instruction Provide students with reflection pages to create artifacts of learning, and check in with students about their progress, misunderstandings, and habits.	☐ Presentation: Getting Students Ready for Personalized Instruction ☐ Student Data Trackers, Pledge Sheets, and Learning Reflections ☐ Other:	
Partner with Families Involve families by sharing information about *i-Ready* assessments and student progress through newsletters, conferences, emails, and phone calls.	☐ For Families Report ☐ Data Chat: Discussing Student-Level Data with Families ☐ Communication Templates to Families ☐ Other:	

Tips for Engaging in a Student Data Chat

Read the tips for engaging students in a data chat.

Focus on Learning
Give students the big picture of why you are meeting together and how it will help them become stronger learners.

Use Student-Friendly Language
Adjust the conversation to meet the individual needs of the student. Keep language focused on growth, not ability.
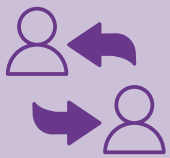
Partner with Students
Enter the conversation with a sense of partnership, shared effort, and inquiry. Use a collaborative tone to encourage students to take ownership and brainstorm ideas.

Act Promptly
To have the greatest impact, review the data with students as soon as it is available.

Be Transparent and Sensitive
Openly discuss student data, but always keep conversations positive. Consider how much information to share based on the individual student. Begin conversations with students' strengths.

Set Goals
Guide the student to identify specific, achievable goals and clear next steps.

Follow Up
Follow up after your conversation to help keep students committed to their plan. Consider how students can visibly track their data.

Introducing Data Chats to Students

Read the tips and sample prompts for engaging your students in data chats. Consider how you will prepare your class to engage in data chats.

Tips	Prompts
Early Elementary	
• Give students context for data and where it is coming from. • Use simple language. • Connect data to what students are familiar with in the classroom. • Keep a narrow focus—focus on one area of strength and one area for improvement. • Use visual images to make connections with the focus area.	• "The *i-Ready Diagnostic* tells us how you are doing on certain mathematics/reading skills. It tells us what you know and what you need to learn to keep improving. Let's look at your data so we can figure out the best way to help you grow." • "What is one area in which you can improve? Remember when we worked on subtracting two-digit numbers? Tell me a little bit about what was hard for you. Let's come up with some ideas for how you can work on this."
Late Elementary	
• Guide students in looking at their data from their dashboard and Diagnostic results. • Encourage students to consider how their own actions and behaviors impact their work.	• "Today we are going to talk about the results from your most recent *i-Ready Diagnostic*. We are looking at your data to help you learn. Let's look at your *i-Ready* dashboard, and then we'll look at what this report says." • "Think about what you were doing as you took the assessment. In what areas did you feel like you did your best? What could you do better next time?"
Middle School	
• Empower students to dig into their own data by talking to them about it in a clear and honest way. • Talk to students about their hopes for long-term growth. Then, help them create shorter-term, achievable goals to get there. • If relevant, provide big-picture context for students about how *i-Ready Assessment* data connects with other data (e.g., state assessment data, class grades, etc.).	• "Let's talk about your results from the *i-Ready Diagnostic* by looking at your data from your dashboard. What is your score?" • "Now let's look at this report. What do you notice when looking at this data? Which domains are your strengths? Which areas are more challenging for you?" • "Where would you like to be at the end of the year? Let's set a goal that will help you get there."

Planning for a Student Data Chat Worksheet

Before engaging in a data chat with a student, consider what data you will need to analyze, including performance and growth. Use the guiding questions to analyze student data, brainstorm reflection questions you'll pose during the conversation, and plan for the data chat.

Data Chat With:_____   Data Source(s):_____

Guiding Questions	Observations and Reflections
Observe What do you notice about this student's individual performance and/or growth? What are some: • Bright spots? • Opportunities for improvement? • Surprises? Record your observations.	
Infer & Question Note additional questions to explore, and consider additional data sources you can use to answer these questions.	
Share • What is important to prioritize in a data chat with this student? • How will you begin this data chat? What is your opening statement or question? • How will you engage the student in looking at their own data?	
Take Action • What are realistic short- and long-term goals for this student? • Consider using a data-tracking sheet or goal-setting sheet to finalize next steps with the student.	

Action Plan Worksheet

Use this worksheet to create your action plan.

Action Plan:		
Things to Consider		
Review and Reflect:		
Note Important Information:		
Action Plan		
Activities:		
Resources and Materials:		
Collaborate and Take Action:		

Planning for Student Data Tracking Worksheet

Use the guiding questions to develop a plan for helping your students track their data.

Guiding Questions	Reflections and Action Plan
How will you introduce data tracking to your students?	
What data will your students track?	
When and how often will your students track their data?	
How will you help your students use the My Progress section on their dashboard to track their data?	
What resources will you use?	
How and when will you check in with your students about their data tracking?	
How will you celebrate student growth and progress as students track their data?	

Action Plan Worksheet

Use this worksheet to create your action plan.

Action Plan:	
Things to Consider	
Review and Reflect:	
Note Important Information:	
Action Plan	
Activities:	
Resources and Materials:	
Collaborate and Take Action:	

References

How does the *i-Ready* adaptive Diagnostic work?

Overview

i-Ready Diagnostic is a type of computer-adaptive test that matches the difficulty of test questions to the proficiency level of each student. As students answer questions correctly, they will get more difficult questions. As students answer questions incorrectly, they will get easier questions. The Diagnostic always adapts to find the precise proficiency level of each student in the quickest, most efficient way possible.

Understanding the *i-Ready Diagnostic*

The first Diagnostic starts each student at a difficulty level based on an educated guess that accounts for their chronological grade level. As students answer questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is "just right" for each student.

This means that on the *i-Ready Diagnostic*:

- **Each student will see a test made just for them.** Just as every student has different knowledge and skills, each student's test will reflect that different experience.

- **Many students will see material teachers haven't taught.** This is an intentional part of the design of the adaptive assessment. Students may see above-grade level material and below-grade level material.

- **Every student will receive a challenging test.** The Diagnostic is designed for students to get about 50% of the questions correct and 50% incorrect to help identify their proficiency on a range of skills.

- **A student's assessment score is not based on the number of items answered correctly.** Each new question administered to a student is determined by the student's performance on their previous questions. The student receives a scaled score that is determined by taking into account the difficulty level of all these questions and their correct or incorrect responses to each.

It is important for teachers to prepare their students before they take the Diagnostic. It helps when teachers:

- **Remind students that everyone, regardless of background, will receive questions** that feel challenging—not just them.

- **Explain to students in an age-appropriate way how the Diagnostic works**, and prepare them for questions that are very challenging.

- **Encourage students to try their best.** Explain that there will be some questions they do not know but to do their best and move on.

Example

Maria is a fourth grade student. After starting her out at an estimated proficiency level based on her chronological grade, **the test increases in difficulty as she answers items correctly (i.e., the green dots) and decreases in difficulty as she answers items incorrectly (i.e., the red dots)**. As Maria completes the *i-Ready Diagnostic*, the test zeroes in on her actual proficiency level across a range of domains in Reading or Mathematics.

Question Difficulty

Actual Proficiency Level

- Correct
- Incorrect

Teacher Success Guide

Understanding *i-Ready* Report Terminology

Get to know common report terminology so you can read and analyze your students' data more easily. Terms are presented in alphabetical order for easy reference.

Domain
The *i-Ready Diagnostic* is divided into domains, or groups of related skills. Domains and abbreviations in Diagnostic reports include:

Reading:
- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Overall Comprehension (COM)
  - Comprehension: Literature (LIT)
  - Comprehension: Informational Text (INFO)

Mathematics:
- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Factors of Learning
Factors of Learning assess how students approach challenge, strategy, and focus in Learning Games based on the choices they make in the games. Factors reported include Growth Mindset, Confidence, Productive Strategy, and Self-Regulation.
Learning Games are available to students in Grades K–8 using i-Ready Personalized Instruction *for Mathematics, at district discretion.*

Growth Measures
i-Ready's built-in growth model provides two complementary growth measures, or benchmarks, for understanding student growth: Typical Growth and Stretch Growth. Both take into account differences between students who placed at different levels on their baseline Diagnostic, which is usually their first Diagnostic, and each represents annual growth in scale score points from the baseline Diagnostic to the end-of-year Diagnostic.

Typical Growth: the average growth of students at each grade and placement level
- Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth: the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels
- Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

Lesson Time-on-Task
Lesson Time-on-Task includes the total time students spent working in online lessons during a specific week or date range. All lessons are counted in Lesson Time-on-Task, including *i-Ready*-Assigned Lessons and Teacher-Assigned Lessons that have been completed, are in progress, or were canceled after a student started working. Lesson Time-on-Task data is included in Personalized Instruction and does not include time spent in Learning Games or other assignments.

Lexile® Measure and Range

The Lexile Framework for Reading, developed by MetaMetrics®, is a scientific approach to measuring reading ability and the text demand of reading materials. A Lexile reading measure is a measure of student's reading ability. In *i-Ready*, a student receives a Lexile reading measure alongside their Diagnostic scale score. A student's Lexile measure represents the student's reading ability. You can use the student's Lexile measure to match the student to an appropriate text.

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Max Score

The student saw items in this domain and attained a scale score in the maximum possible range. There are no Next Steps for Instruction or Personalized Instruction (if using) recommended for that domain. Students are encouraged to focus on building skills in other domains.

For more information about Max Score and Tested Out, preview this FAQ.

National Norms

Norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the Diagnostic at the same time of year. For example, a student whose fall Diagnostic norm is at the 90th percentile scored better than 90% of a nationally representative group of students who took the Diagnostic in the fall.

Percent of Lessons Passed

i-Ready reports the percentage of lessons a student has passed* out of the total number of lessons completed. For example, the Percent of Lessons Passed for a student who passed eight out of 10 lessons is 80%.

*To pass a lesson, a student's score on the Lesson Quiz must meet the Passing Score. The Passing Score is automatically set at 67% in i-Ready. If your district or school administrator feels this should be adjusted, please ask them to contact your account manager.

Placement

Placement is equivalent to grade level and is determined based on scale score ranges for each chronological grade (i.e., the grade in which the student is currently enrolled). Early, Mid, or Late On Grade Level displays for students who are placing in their current grade level. For more information on placements, refer to the FAQ: The 5-Level Placements in *i-Ready Diagnostic*.

Placement Definition

After selecting Diagnostic Results reports (3-Level Placement view), the Placement Definition gives you the flexibility to define what it means for students to be considered On Grade Level (green). You can choose from three selections: Standard View, Beginning-of-Year View, and End-of-Year View.

Playtime

Playtime includes total time students spent solving mathematics problems in Learning Games for the last day, week, month, or school year to date. It does not include time navigating menus, choosing game rewards, or pausing within games, nor is it included in Lesson Time-on-Task in Personalized Instruction reports.

Learning Games are available to students in Grades K–8 using i-Ready Personalized Instruction for Mathematics, at district discretion.

Understanding *i-Ready* Report Terminology, Cont'd.

Scale Score The Diagnostic measures all students on the same scale so you can see which K–12 skills your students have mastered, regardless of their grade level. Student performance is measured on a scale of 100–800, with students' current score indicating that they have likely mastered skills up to that point and still need to work on the skills beyond that point.

Skills Progress Skills Progress indicates how students are performing in a given domain and across individual mathematics standards encountered in Learning Games. Reported as an approximate fluency level for each relevant standard, Skills Progress can be viewed for standards at the student's current grade level and for other grades.

Learning Games are available to students in Grades K–8 using i-Ready Personalized Instruction *for Mathematics, at district discretion.*

Tested Out The student did not see items in this domain, due to performance above a certain threshold in related domains. There are no Next Steps for Instruction or Personalized Instruction (if using) recommended for that domain. Students are encouraged to focus on building skills in other domains. *Please note: For students in Grades 3 and above, Tested Out has a different application in the Phonological Awareness domain. See the Diagnostic Results report for more information about "Tested Out" in Phonological Awareness.**

For more information about Max Score and Tested Out, preview this [FAQ](#).

Quantile® Measure and Range The Quantile® Framework for Mathematics, developed by MetaMetrics, is a scientific approach to measuring mathematics achievement and concept/application solvability. In *i-Ready*, a Quantile measure and range is provided for each student's Diagnostic score. The Quantile measure describes what the student is capable of understanding and helps you identify targeted lessons and supplemental math materials based on each student's ability.

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Report Selector: Class- and Student-Level Questions

Diagnostic

If my question is:	Use this report:	Report contains:

BEFORE First Diagnostic

1. How did my current class progress in *i-Ready* last year?

Historical Results (Class)*
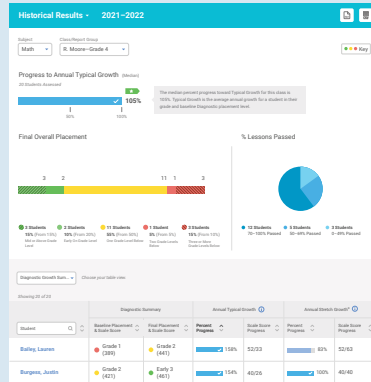
- Previous school year's results for students:
  - Class Progress to Annual Typical Growth (median)
  - Class Final Overall Placement distribution
  - Class % Lessons Passed distribution
  - Each student's baseline and final placement levels and scale scores, % Progress and Scale Score Progress toward growth measures, Total Lesson Time-on-Task, comparison of lessons passed and completed, overall and by domain

2. How did an individual student progress in *i-Ready* previously (up to the past three years)?

Historical Results (Student)*
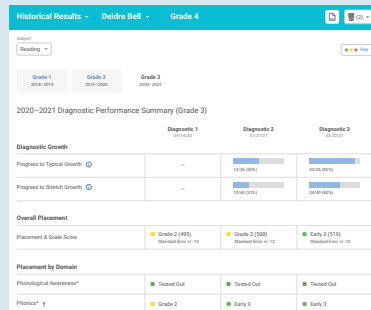
- A student's previous results for up to three years of *i-Ready* use:
  - Progress to Typical Growth and Stretch Growth
  - Diagnostic Overall Placements and scores
  - Placements by Domain
  - Comparison of Personalized Instruction completed and passed, with % Lessons Passed, overall and by domain
  - Total Lesson Time-on-Task for the year

DURING Each Diagnostic Window

3. Have all my students completed the Diagnostic? If not, how far along are they?

4. Whose Diagnostic is expiring soon?

5. Who rushed on the Diagnostic?

Diagnostic Status (Class)
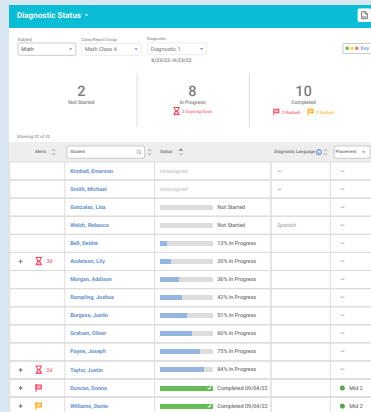
- Each student's Diagnostic assessment status (i.e., Not Assigned, Not Started, In Progress with % progress in real time, completed showing placement and Rush alerts)
- When a student has seven days or less before their Diagnostic expires, a countdown appears with the number of days remaining.
- If a student took the Diagnostic for Mathematics in Spanish, the word "Spanish" will appear in the Diagnostic Language column.

*Only available for those who used i-Ready in previous school years

If my question is:

6. How is my class performing, and what are their domain-specific instructional priorities?

7. What are the suggested growth measures for each of my students?

8. What are the Lexile and/or Quantile measures for each student in my class?

9. How did each student in my class perform relative to a group of nationally representative *i-Ready* students?

10. Did any students rush through the Diagnostic?

11. What are the strengths and areas for improvement for an individual student?

12. How do I plan my differentiated instruction and identify the right resources to best support my students?

13. What skills have my students likely acquired, and how can I support them in upcoming grade-level mathematics instruction?

14. How can I support my students when learning grade-level comprehension skills and reading texts?

Use this report:

Diagnostic Results (Class)
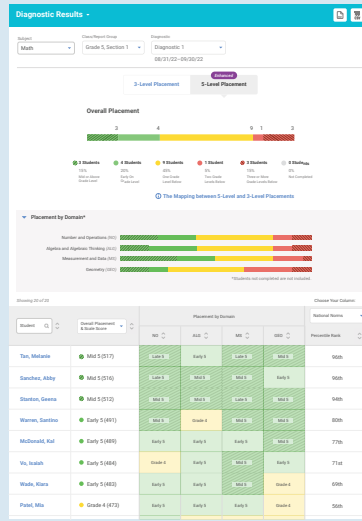
Diagnostic Results (Student)
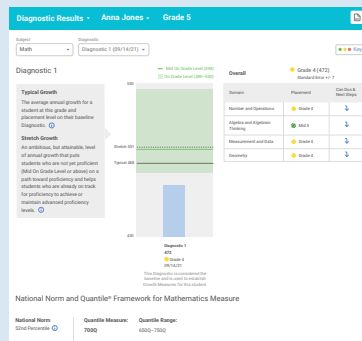
Prerequisites (Class) for Mathematics

Grade-Level Scaffolding for Reading*
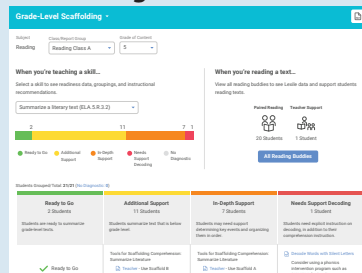
Report contains:

- Class Diagnostic placement distribution summary and Placement by Domain (% Mid or Above Grade Level, % Early On Grade Level, % One Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below)
- Each student's:
  - Overall scale score and placement
  - Domain placements
  - Growth measures for the school year
  - Lexile or Quantile measures
  - National Norms (Percentile Rank)
- Rush alerts for students (when applicable)

- Overall and domain-level Diagnostic placements and scale scores
- Lexile or Quantile measures
- National Norms (Percentile Rank)
- List of what student "Can Do" in each domain
- Recommendations on Next Steps for Instruction and instructional resources tailored to next steps
- Student's latest Diagnostic placement level and progress toward their Typical Growth and Stretch Growth measures

- Shows prerequisite skills students have likely acquired or may need support during upcoming grade-level math instruction in Grades 1–8
- Identifies essential prerequisite skills, or key skills, students will build upon
- Provides recommended resources to be used to scaffold whole class and small group instruction, along with possible student groups

- Reading buddies for paired reading of a text
  - A way to visualize class readiness for a text when the text's Lexile is selected
- Skill scaffolding to support grade-level comprehension of a skill
  - Small groups of students who are likely Ready to Go, may need Additional Support, In-Depth Support, or Need Support Decoding
  - Instructional resources to support students in small groups

*Available for Grades 3–5 and expanding to Grades 6–8 in school year 2022–2023. Prototype image and report contents subject to change.

References

Diagnostic, Cont'd.

If my question is:

15. How can I group my students and plan to address their instructional priorities?

Use this report:

Instructional Groupings
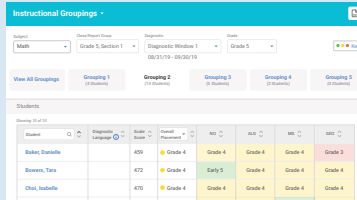
Report contains:

- # of students in each Instructional Grouping
- List of individual students in each Instructional Grouping with their overall and domain-level placements
- Instructional recommendations and resources for each Instructional Grouping

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Additional Questions:

16. How do I explain to families how their student did on the Diagnostic? For Families report

17. What are the strengths and areas for improvement of students related to grade-level standards? Standards Performance (Class) or (Student) report

---

18. How is my class progressing toward Annual Typical Growth?

19. How is my class progressing toward grade-level proficiency?

20. Which students could benefit from additional support between now and the end of the year?

Diagnostic Growth (Class)

- Class progress toward Typical Growth (median) and distribution of progress to Typical Growth and Stretch Growth
- Current placements and improvements for class overall and each student
- % progress toward Typical Growth and Stretch Growth for each student

---

21. How is an individual student progressing toward their growth measures?

22. How is an individual student progressing toward grade-level proficiency?

Diagnostic Growth (Student)
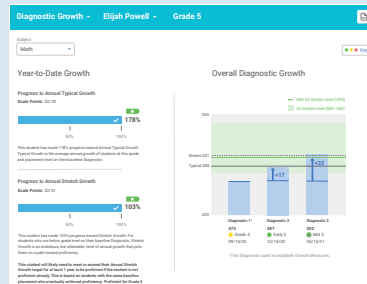
- Student's placements (overall and by domain) for each Diagnostic
- Student's scale score for each Diagnostic
- Student's Typical Growth and Stretch Growth measures and progress toward each measure
- Number of years students who started in the same placement level took to meet their proficiency goal

Personalized Instruction

Note: As students progress through Personalized Instruction, you should continue to reference the Diagnostic Results (Student) report to help inform your instruction. For help, go to the Diagnostic section of this Report Selector.

If my question is:	Use this report:	Report contains:
1. **Is my students' instructional usage in the recommended range and/or meeting our weekly goals for each subject?** 2. **How are my students performing in Personalized Instruction, and how can I support them?**	**Personalized Instruction Summary (Class)** 	For this week, last week, last month, or a custom-selected date range: • # of students in each Lesson Time-on-Task range, with visual emphasis on the recommended range of 30–49 minutes per subject per week • Lesson Time-on-Task for each student • Overall % Lessons Passed for each student (including # passed and completed) and a class distribution summary • Student Lesson Alerts indicating that students need additional teacher support or have had domains automatically shut off • Ability to filter by English and Spanish, English only, or Spanish only
3. **Which lessons has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them?** 4. **How is an individual student making progress on their lesson path in each domain?** 5. **What lessons are next in a student's lesson path?** 6. **What lessons have I assigned to a student?**	**Personalized Instruction Summary (Student)** 	• Visual representation of the student's progress through their Personalized Instruction path • Current domain status (i.e., On, Off, Max Score) and lessons passed in each domain • Details on each of the student's In Progress and Completed lessons, including: Start Date, Completion Date, Results (Passed or Not Passed & Score), Lesson Time-on-Task, Lesson Language (if applicable) • Upcoming lesson path for *i-Ready*-Assigned Lessons and Teacher-Assigned Lessons • Student Lesson Alerts indicating this student needs additional teacher support or has had domains automatically shut off, with the ability to get recommended resources and turn the domain back on directly from this screen
7. **How did my class and my students perform on their *i-Ready*-Assigned and/or Teacher-Assigned Lessons?** 8. **Which lessons have my class or students completed in a domain, and how have they performed on them?** 9. **How has my class performed on a lesson?** 10. **What levels are students in my class working at in each domain?**	**Personalized Instruction by Lesson** *Lesson Overview* 	For this week, most recent two weeks, or a custom-selected date range: • All completed lessons for selected time frame, including lesson name, domain, and level • # of students assigned to each lesson, # of students who Passed/Completed each lesson, and % students passed • Link to Lesson Performance Detail by Student For the previous academic year: • All completed lessons for the previous academic year, including lesson name, domain, and level • # of students who completed each lesson, # of students who Passed/Completed each lesson, and % students passed • Lesson Performance Detail by Student
	Personalized Instruction by Lesson *Student Detail* 	For both current and previous academic year: for this week, most recent two weeks, or a custom-selected date range: • Student performance on *i-Ready*-Assigned and/or Teacher-Assigned Lessons • Details on each of the student's Not Started Teacher-Assigned Lessons, all In Progress lessons, and all Completed lessons, including lesson names, previous lesson attempts, domains, lesson levels, Passed/Not Passed, percentage scores, Total Time on Lesson, and date completed • Ability to filter by Passed or Not Passed to view students who need additional teacher support in similar domains and levels • Ability to review by domain and level or lesson name • Ability to filter by English and Spanish, English only, or Spanish only

Learning Games for Mathematics*

Interactive Learning Games provide engaging mathematics practice that strengthens understanding of mathematics concepts, including fluency and number sense.

If my question is:	Use this report:	Report contains:

1. **How much time has my class spent on Learning Games?**
 	
2. **Which games has each of my students played and for how long?**
	Playtime (Class)
	
		• For the last day, last week, last month, or this school year:
		  – Average playtime** in minutes for the class and each student
		  – Each student's relative usage of each game

3. **How are my students performing on individual mathematics standards addressed in the games?**	**Skills Progress (Class)** 	• Each student's approximate fluency level (i.e., Demonstrating fluency, Approaching fluency, Not yet approaching fluency, Not enough gameplay data) for a specific domain or standard based on relevant gameplay • Student performance against standards for different grades based on relevant gameplay
4. **How are my students displaying these key Factors of Learning during gameplay: Growth Mindset, Confidence, Productive Strategy, Self-Regulation?**	**Factors of Learning (Class)** 	• Each student's demonstrated level (i.e., High, Medium, Low, Not enough gameplay data) of each Factor of Learning, based on choices made during gameplay • Descriptions of and strategies for supporting Growth Mindset, Confidence, Productive Strategy, and Self-Regulation

*Available to students in Grades K–8 using i-Ready Personalized Instruction for Mathematics, at district discretion.

**Playtime only includes minutes spent solving mathematics problems in the games, not time spent navigating menus, choosing rewards, or pausing games. Learning Games Playtime is separate from Personalized Instruction Lesson Time-on-Task.

Which Placement Definition should I select?

Overview

On the 3-Level Placement tab of the Diagnostic Results reports, you are asked to select the "**Placement Definition**" for your students.

- This feature gives you the flexibility to define what it means for a student to be ready for grade-level instruction. As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year, students have not been exposed to grade-level material yet).
- **Student scale scores, placement levels, and growth measures do not change, regardless of what view you use**, but how students are categorized and color-coded in your report does change.
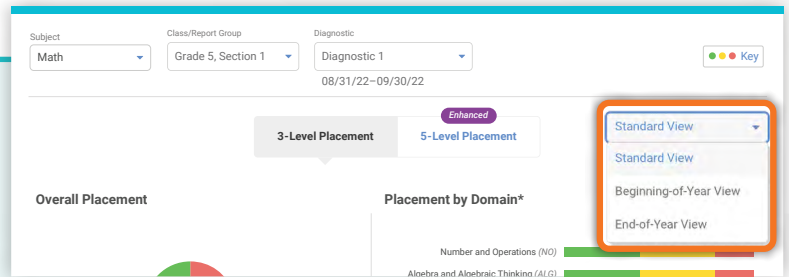
Understanding Placement Definition

View	Students Are Considered . . .	Use This View
Beginning-of-Year	🟢 (green) if they place One Grade Level Below their current grade or place Early, Mid, or Late within their current grade level or above 🟡 (yellow) if they place Two Grade Levels Below their current grade 🔴 (red) if they place Three or More Grade Levels Below their current grade	• To understand students' instructional priorities at the beginning of the year (to account for possible learning loss and that they may not have been exposed to material from their current grade level yet) • To create initial instruction and intervention groups
Standard	🟢 (green) if they place within their current grade level at Early, Mid, or Late On Grade Level 🟡 (yellow) if they place One Grade Level Below their current grade 🔴 (red) if they place Two or More Grade Levels Below their current grade	• To understand how students are performing during the school year • As the "default" view throughout the year in most reports
End-of-Year	🟢 (green) if they place Mid or Late On Grade Level in their current grade or Above Grade Level 🟡 (yellow) if they place One Grade Level Below their current grade or Early On Grade Level in their current grade 🔴 (red) if they place Two or More Grade Levels Below their current grade	• To understand which students have met the minimum requirements to be considered proficient for their grade • As the "default" view in the Diagnostic Growth reports

Example

Fourth grader Michael gets a scale score of 470 on the second Diagnostic for Mathematics. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

- **Beginning-of-Year** or **Standard View:** Michael will be considered ready for grade-level instruction, and his score will be shaded green (🟢).
- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (🟡).

View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late

Michael
2nd Diagnostic
Scale Score: 470

References

Data Analysis: Class Data
Diagnostic Results (Class)

How is my class **performing**, and what are their **domain-specific instructional priorities**? What are the suggested **growth measures** for each of my students?

Report to Use

✓ **Diagnostic Results (Class):** Select *Reading* or *Math*.

Report Criteria to Select

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

Data to Focus On

1 **Overall Placement:** Examine the percentage of students in each grade-level placement.

2 **Placement by Domain:**
- Which domain(s) have the *most* students Early On Grade Level and Mid or Above Grade Level?
- Which domain(s) have the *fewest* students Early On Grade Level and Mid or Above Grade Level?
- Which domain(s) do you want to focus on for teacher-led instruction?

3 **Student Performance:** Sort by either Scale Score, Overall Placement, or a specific domain to identify instructional priorities of groups and individual students.

4 **Student Growth Measures:** Select column data to see the growth measures for each student in your class.

Please note this report shows data after the first Diagnostic. After a subsequent Diagnostic, select that Diagnostic instead and focus on the updated data and suggested actions.

Diagnostic Results

Subject	Class/Report Group	Diagnostic
Math	Grade 5, Section 1	Diagnostic 1

08/31/22–09/30/22

1 Enhanced | 3-Level Placement | 5-Level Placement

Overall Placement

| 3 | 4 | 9 | 1 | 3 |

3 Students	4 Students	9 Students	1 Student	3 Students	0 Students
15%	20%	45%	5%	15%	0%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed

The Mapping between 5-Level and 3-Level Placements

2 Placement by Domain*

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

*Students not completed are not included.

Showing 20 of 20   Choose Your Column:

Student	**3** Overall Placement & Scale Score		Placement by Domain				Growth Measures **4**	
		NO	ALG	MS	GEO		Typical Growth	Stretch® Growth
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Late 5	Mid 5		14	20
Sanchez, Abby	Mid 5 (516)	Late 5	Mid 5	Mid 5	Early 5		14	20
Stanton, Geena	Mid 5 (512)	Mid 5	Mid 5	Late 5	Mid 5		14	20
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5		18	29

Suggested Actions

- **Interpret the data:**
  - In which domain(s) did students have the most success? Why?
  - Why did students have less success in some domains?

- **Use data to inform your instruction:** Based on your data and analysis, make instructional decisions such as creating student groups, strategically adding Teacher-Assigned Lessons, or using the Teacher Toolbox for *Ready* Instruction. *For worksheets to help you analyze and plan, see pp. 35, 40, or 54.*

- **Set goals:** Visit i-ReadyCentral.com/GrowthGoals after the first Diagnostic to create goals for the second Diagnostic and the end of the year. Share goals with students and families after the Diagnostic.

- **Celebrate classwide success with students:** (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals, etc.)

Prerequisites

What **skills have my students likely acquired**, and how can I support them in upcoming **grade-level mathematics** instruction?

Report to Use

Prerequisites:
Select *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Grade** being used for core instruction.
- Select the **Topic (or Unit*)** or group of lessons you are preparing to teach.

Data to Focus On

1 Topic (or Unit) Descriptions and Learning Progression: Review to understand the mathematical concepts covered in the topic (or unit) and progression from previous learning as context for information about your students' performance and related recommendations.

2 Prerequisite Skills Overview:
  – What are the prerequisite skills for the content in upcoming lessons?
  – What is the Essential Skill that is built upon through this content?

3 Topic (or Unit) Groups and Recommendations: Examine the groups. Click on the Recommendations link for detailed recommendations and resources for skill review.
  – What prerequisite skills have students in this group likely acquired, and/or for which skills do they need Additional Support or more In-Depth Review?
  – How will you address instructional priorities through whole class instruction, teacher-led and student-led small groups, and/or independent reinforcement?

4 Student Placement Details: Click on the link for a specific Topic (or Unit) Group to view the most recent Diagnostic placement information for students in the group.
  – How did these students perform on the most recent Diagnostic?
  – Did any students place Two or More Grade Levels Below their current grade level, either overall or in the domain most closely connected to this content?

Suggested Actions

- **Interpret the data:** *For worksheets to support your analysis, see pp. 40, 54, or 57.*
  – In which skills do students most need support to access core instruction? Why?
  – What other data may help you understand instructional priorities for your students?

- **As needed, reference Diagnostic Results reports to get another view of student performance:** Use Diagnostic Results (Class) and (Student) reports for an overview of student performance by Mathematics domain and to understand individual learning needs beyond those aligned to the prerequisite skills for this topic or unit.

- **For small groups of students**, use the Recommendations PDFs by Topic (or Unit) Group to see which Tools for Instruction and Learning Games (or other Recommended Resources*) can support student learning.

- **Use data to plan and deliver core mathematics instruction:** Use your data to make instructional decisions. When support with multiple prerequisite skills is needed, consider focusing on the Essential Skill to optimize instruction and stay on track with pacing guidance. *See how using the Prerequisites report informs instruction on p. 55.*

- **For whole class instructional needs**, review the Topic Support (or Unit and Lesson Support*) document and consider which On-the-Spot Teaching Tips and prerequisite skills to add into your core instruction.

Applies to users of Ready Mathematics *and* i-Ready Classroom Mathematics

Instructional Groupings

How can I **group** my students and plan to address their instructional priorities?

Report to Use

Instructional Groupings:
Select *Reading* or *Math*.

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

Data to Focus On

1 Examine the Groupings.

2 Click on a specific Grouping for details, Recommendations for Teacher-Led Instruction, and Resources.

Instructional Groupings ▾

Subject	Class/Report Group	Diagnostic	Grade
Math	Grade 5, Section 1	Diagnostic Window 2	5

● ● ● Key

11/30/19 - 12/30/19

View All Groupings | **1**

Grouping 1 *3 Students*	Grouping 2 *9 Students*	Grouping 3 *0 Students*	Grouping 4 *3 Students* **2**	Grouping 5 *5 Students*
Cochran, Damon	Baker, Danielle		Patel, Mia	McDonald, Kal
Hess, Michael	Bowers, Tara		Singh, Brian	Sanchez, Abby
Simmons, Tristan	Choi, Isabelle		Wade, Kiara	Stanton, Geena
	Lowe, Noah			Tan, Melanie
	Malone, Carla			Vo, Isaiah

Recommendations for Teacher-Led Instruction	Resources
Operations	**Tools for Instruction**
• Add and subtract multi-digit numbers.	**Number and Operations**
• Multiply three-digit numbers by one-digit numbers.	Place Value through Hundred Millions
• Divide three-digit numbers by one-digit numbers.	Add Multi-Digit Numbers
	Subtract Multi-Digit Numbers
Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These	Multiply by One-Digit Numbers
	Multiply Three-Digit Numbers by One-Digit Numbers

Optional: Report to Use

Diagnostic Results (Class):
Select *Reading* or *Math*.

This report enables you to create small groups that are more specific to students' instructional priorities than those automatically recommended by *i-Ready* (i.e., by placement level, by domain).

Data to Focus On

1 Determine the criteria (e.g., scale score, domain placement, Lexile measures, Quantile measures) you want to use to create your small groups. Sort by that criteria to examine the data.

2 Note individual student performance to determine where you will provide extra support within each small group. *For more information, see* FAQ: How do I create small groups for teacher-led instruction?.

Diagnostic Results ▾

Student	Overall Placement & Scale Score	Placement by Domain				Growth Measures	
		NO	ALG	MS	GEO	Typical Growth	Stretch® Growth
Lowe, Noah	● Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	18	31
2 Singh, Brian	● Grade 4 (463)	Grade 4	Grade 4	Early 5	Grade 4	18	31
Baker, Danielle	● Grade 4 (459)	Grade 4	Grade 4	Grade 4	Grade 3	18	31

Suggested Actions

- **Interpret the data for small groups of students:**
For each group, examine their instructional priorities and note next steps to address them (e.g., consider teacher-led instruction, strategically adding Teacher-Assigned Lessons, and celebrating success). *For a worksheet to help you analyze your data, see* p. 54.

- **Review Personalized Instruction schedules:**
Prioritize access for students who will benefit the most from instruction to address unfinished learning.

- **Plan teacher-led instruction:** Using resources (e.g., Teacher Toolbox for *Ready* Instruction, Tools for Instruction), plan your small group teacher-led instruction based on each group's data.

- **Focus on goals:** Use your small group instruction to support students' progress toward class and individual goals. Let students know how specific content and skills you are addressing will help them achieve their goals.

Diagnostic Results (Student)

What are the strengths and areas for improvement for an individual student?

How do I plan my differentiated instruction and identify the right resources to best support my students?

Report to Use

✓ **Diagnostic Results (Student):** Select *Reading* or *Math*.

Report Criteria to Select

- Choose a **student** from the dropdown menu.
- Select the **Diagnostic** you want to review.

Data to Focus On

1 Overall Performance: Look at the scale score and placement level.

2 Domain Performance: Refer to the domain placement levels to identify domain strengths and areas for improvement.

3 Growth Measures: Use growth measures on the bar graph to set goals with students and examine student performance relative to goals.

4 Progress toward Mid On Grade Level: Use the green line to measure student progress toward Mid On Grade Level placement, which indicates if a student has met the minimum requirements for the standards in their grade level.*

5 Can Dos and Next Steps & Resources for Instruction *(click a domain to expand)*: Refer to the Can Dos, Next Steps & Resources for Instruction, Tools for Instruction, and Teacher Toolbox for *Ready* Instruction resources for a detailed analysis and next steps for planning instruction.
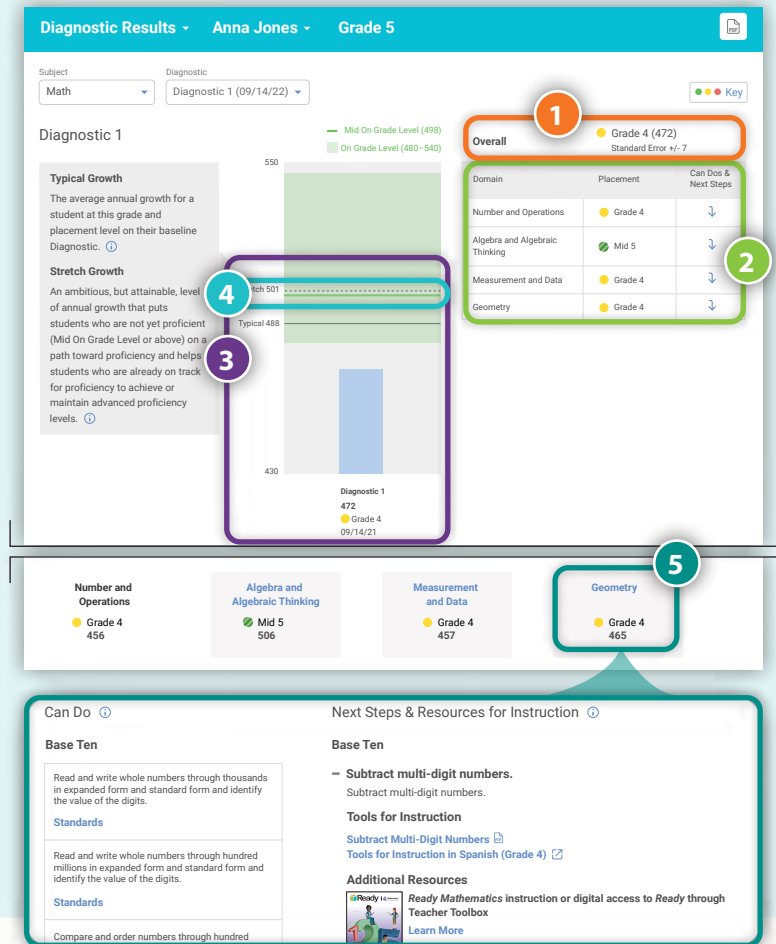
Suggested Actions

- **Interpret the data:** *For a worksheet to help you analyze your data, see .*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Growth (Student) report for progress toward individual growth measures.

- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.
- **Review Personalized Instruction schedules:** Prioritize access for students who will benefit the most from instruction to address unfinished learning.

It's important to use both growth and proficiency data to respond to student needs. Refer to to help plan support.

References
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i-Ready | 83

Diagnostic Growth (Class)

How is my class progressing toward **Annual Typical Growth** and toward **grade-level proficiency**? Which students could benefit from **additional support** between now and the end of the year?

Report to Use

Diagnostic Growth (Class): Select *Reading* or *Math*.

Report Criteria to Select

• Select the **Comparison Diagnostic** you want to review.

Data to Focus On

1 Overall Placement: Look at the Current Placement Distribution bar graph.
   – What percentage of students are at each placement level and how did that change from the prior Diagnostic?

2 Overall Growth: Look at the Progress to Annual Typical Growth bar graph.
   – How is the class progressing toward Annual Typical Growth?*

3 Student Growth: Sort students by Percent Progress to Annual Typical Growth, Percent Progress to Annual Stretch Growth, Baseline Placement & Scale Score, and/or Current Placement & Scale Score to analyze the data.
   – Which students are making progress?
   – Which students may benefit from additional support?
   – Consider whether students are making expected progress toward their Typical Growth targets*, are making progress toward their Stretch Growth targets**, have made an increase in their placement level, and/or have achieved a Mid On Grade Level placement or above.
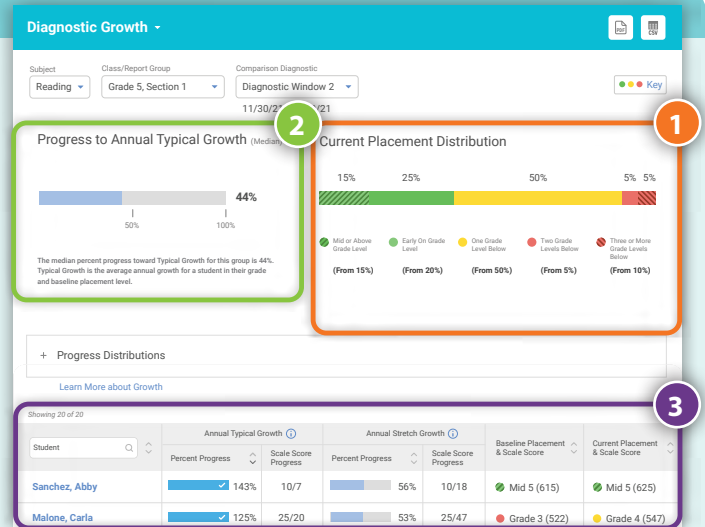
Suggested Actions

• **Interpret the data:** *For worksheets to support your analysis, see* pp. 38–39.
   – Examine students to analyze growth and change in placement level.
   – Prioritize students who are not making expected Progress to Typical Growth and have placed below grade level for additional support. Also consider your knowledge of students and whether rushing was a factor in recent results.
   – Examine the Diagnostic Results (Class) or (Student) report(s) for domain-specific needs and recommendations for teacher-led instruction for groups of students or individual students.

• **Celebrate students for bright spots and accomplishments.**

• **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

*Most classes should expect to see at least 50% median progress, and an individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for Progress to Annual Typical Growth to vary accordingly.

**Nationally, we've seen roughly 20%–30% of students have reached Stretch Growth targets. Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical Growth and Stretch Growth measures, visit i-ReadyCentral.com/GrowthGoals.

Diagnostic Growth (Student)

How is an individual student progressing toward their **growth measures**?

How is an individual student progressing toward **grade-level proficiency**?

Report to Use

Diagnostic Growth (Student): Select *Reading* or *Math*.

Report Criteria to Select

- Choose a **student** from the dropdown menu.

Data to Focus On

1 **Overall Growth:** Look at the Year-to-Date Growth bar graphs.
- Consider if the student is making progress to Annual Typical Growth* and Stretch Growth.**

2 **Overall Placement Level:** Look at the Overall Diagnostic Growth bar graph.
- Has the student experienced an increase in placement?
- How is the student progressing toward their Typical Growth and Stretch Growth measures and toward grade level?
- How is the student making progress toward Mid On Grade Level placement, which indicates if they have met the minimum requirements for the standards in their grade level?

3 **Placement by Domain:** Consider domains in which the student:
- Improved from the baseline Diagnostic
- Needs more support
- Is on grade level
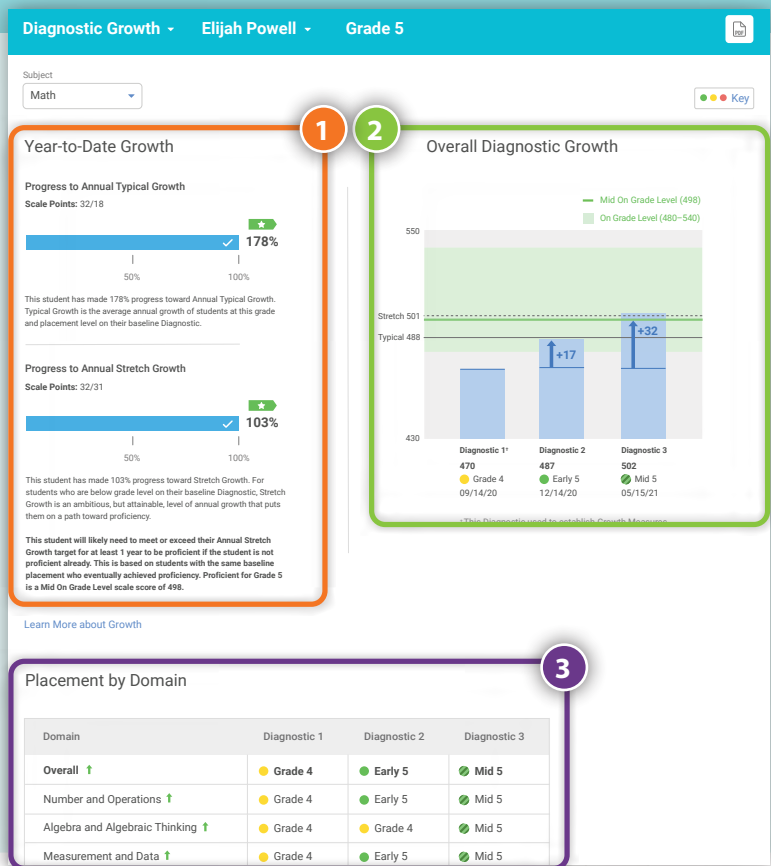
Suggested Actions

- **Interpret the data:** *For a worksheet to help you analyze your data, see .*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Results (Student) for domain- and skill-specific strengths and areas for improvement, and note next steps to address them (e.g., consider small group instruction, strategically assigning lessons, and celebrating growth).

- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

- **Review Personalized Instruction schedules:** Prioritize access for students who will benefit the most from instruction to address unfinished learning.

An individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, expected Progress to Annual Typical Growth will vary proportionally.

**Nationally, we've seen roughly 20%–30% of students have reached Stretch Growth targets. For more information on Typical Growth and Stretch Growth measures, see this FAQ on i-Ready Central.*

References

Personalized Instruction Summary (Class)

How are my students performing in **Personalized Instruction**, and how can I support them?

Report to Use

Personalized Instruction Summary (Class): Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for Personalized Instruction data you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1 Lesson Alerts:* Monitor and respond to lesson alerts.

⊗ **Domain Shutoff Alerts:** Which students have a domain that has been shut off?

⚠ **Students Needing Support Alerts:** Which students need additional teacher support with lessons?

2 Overall: Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.

- Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction per subject weekly and 70%–100% of lessons passed for the year.

3 Student Performance: Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas for improvement. Consider which students . . .

- Have completed either 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction**
- Are in the range of 30–49 minutes of Lesson Time-on-Task
- Are in the range of 70%–100% of lessons passed

Suggested Actions

- **Monitor the data:** Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
  - In most cases, individual students aim for 45 minutes of Personalized Instruction per subject with high Percent of Lessons Passed each week**
  - Aggregate groups maintain the recommended range of 30–49 minutes of Personalized Instruction
  - Individual students and groups maintain 70%–100% of lessons passed for the year

  For worksheets to support your analysis, see pp. 46–47.

- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and families.
  - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals.

- **Respond to student needs:** Use the data to inform teacher-led small group and individualized instruction.

**Student Lesson Alerts are only available for current week or a custom-selected date range that includes the current day.*
***Consider whether lower usage is intentional based on specific learning goals and instructional plans for a student.*

Teacher Success Guide

Personalized Instruction by Lesson (Class)

How did my class and my students perform on their *i-Ready*-**Assigned** and/or **Teacher-Assigned** Lessons?

Which lessons have my class or students **completed in a domain**, and **how have they performed** on them?

Report to Use

Personalized Instruction by Lesson (Class): Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the data you want to review. You may select Current Week, the Most Recent 2 Weeks, or a custom date range.

Note: *This report defaults to the **Lesson Overview** tab, giving you a high-level view of data from completed lessons. For more specific analysis, access the **Student Detail** tab directly or via the **Lesson Performance Detail by Student** arrow for a specific lesson.*

Data to Focus On

1 Completion Status of a Given Lesson:
Search by lesson name or specific skill to identify a lesson and review its Status, which will include:

- Completed lessons, including multiple attempts by students
- Any lessons currently in progress
- Teacher-Assigned Lessons that are available but not yet started

2 Performance on a Given Lesson:
Search for lessons you want to analyze. Use the dropdown menu to review Passed/Not Passed lessons to learn how the class performed, and identify which students may benefit from additional support. Review Total Time on Lesson in case a student's low score may have been affected by rushing. *Tip: In the Performance column, deselect – to only show completed lessons in the list.*

2A Review the **Level** of lessons to focus attention on lessons that are on or below grade level.

2B Use the **Assigned By** column to easily see status, progress, and performance of lessons you have strategically assigned. Note: You may also use this column to identify lessons that have been assigned multiple times, such as by *i-Ready* and also by a teacher and/or administrator, so you can analyze performance or adjust assignments.

....

Interested in seeing which lessons students are completing in specific domains? On either tab, use the Domain dropdown to review lessons completed in a domain for the selected date range. Consider selecting the domain of focus in your upcoming instruction. Review the range of lesson levels and how students have performed.

Suggested Actions

- **Adjust instruction and respond when students need additional support:**
  - Use data about performance on specific lessons to inform whole class, small group, or individual instruction and build on student understanding.
  - Adjust lesson assignments, if needed, based on student performance and/or unintentional duplicate assignments. *For worksheets to help you analyze and plan, see pp. 40 or 46–47.*

- **Monitor student progress:** Consider additional data, such as the Personalized Instruction Summary (Student) report and formative assessment processes, to provide a holistic picture of progress over time.

- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and families.
  - Assign data trackers or lesson logs, set goals and reflect, and create incentives.

Instructional Support Resources

Use the instructional resources recommended in *i-Ready Connect* based on your students' Diagnostic results to deliver differentiated instruction and skills practice for your class, small groups, or individual students.

Tools for Instruction are also available for Spanish Reading, with a different format and domain availability, due to the way reading is taught in Spanish. For more information, refer to Using *i-Ready* with Spanish Learners.

Tools for Instruction

Grades K–8, Reading and Mathematics; Mathematics also available in Spanish

What Are They?

Short, downloadable PDFs of targeted lesson plans for teacher-led instruction that are directly tied to students' areas for improvement

Use To:

- Provide differentiated small group instruction, targeting areas for improvement identified in the Instructional Groupings, Prerequisites, Diagnostic Results (Student), and Grade-Level Scaffolding (if applicable) reports
- Provide individualized instruction aligned with the Next Steps for Instruction on individual Diagnostic Results
- Review or scaffold prerequisite skills during whole class to support student access to grade-level instruction

Lesson Structure:

- **Step by Step:** Follow the step-by-step directions in the Tool for Instruction to teach the specific skill addressed.

- **Two, Three, or Four Ways to Teach:** Multiple strategies are given to address the material—choose one or more to teach the skill.

Lesson Components:

- **Quick Practice Opportunities:** These activities are intended to be done in quick bursts, repeated throughout the course of the day.

- **Support English Learners:** Many feature point-of-use English Learner (EL) support with targeted instructional strategies for language learners.

- **Check for Understanding:** These checks provide information on what student behaviors to observe and strategies to use to ensure understanding of the skill.

How to Access:

- **Under** *Assess & Teach*: centralized and sortable by subject, grade level, and domain
- **Within reports, updated after each Diagnostic:** Instructional Groupings, Prerequisites, Diagnostic Results (Student), and Grade-Level Scaffolding (if applicable) reports
- **Within Teacher Toolbox for** *Ready* **Instruction:** for Grades K–8

Tools for Scaffolding Comprehension

Grades 3–8, Reading

What Are They?

Lesson plans that provide a pathway to grade-level instruction by targeting the most important concepts and skills students need to access upcoming reading comprehension outcomes

Use To:

- Support priority comprehension skills and empower every student to access grade-level texts
- Differentiate instruction in a small group or whole class setting based on data from the Diagnostic Results (Class) report or information provided in the Grade-Level Scaffolding report (if applicable)
- Provide additional support for students placing One Grade Level Below or Two or More Grade Levels Below in Comprehension: Literature or Comprehension: Informational Text domains to help them access grade-level instruction

Levels of Support:*

- **Scaffold A:** Recommended for students placing Two or More Grade Levels Below
- **Scaffold B:** Recommended for students placing One Grade Level Below

Components:

- **Teacher and Student Editions:** Provide lesson plans for teachers and scaffolded text and activity pages for students
- **Student Outcome:** Describes the skill, behavior, or knowledge that students should be able to demonstrate as a result of teacher-led instruction
- **Before, During, and After Reading Sections:** Provide step-by-step instructions on how to teach the lesson
- **EL Scaffold:** Provides point-of-use support to use with ELs that can be found in the Before Reading, During Reading, or After Reading sections

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How to Access:

- **Under *Assess & Teach*:** centralized and searchable by grade level, standard, outcome, or title
- **Within Teacher Toolbox for *Ready* Instruction:** for Grades 3–8
- **Within the Grade-Level Scaffolding report** (if applicable)

Differentiation between Scaffold A and Scaffold B is based on the skill addressed, the texts, and the amount of scaffolding provided during reading.

References

Teacher Toolbox

Subscriptions available for Grades K–8 Ready Mathematics *and English Language Arts (K–8* Ready Reading *and 2–5* Ready Writing)
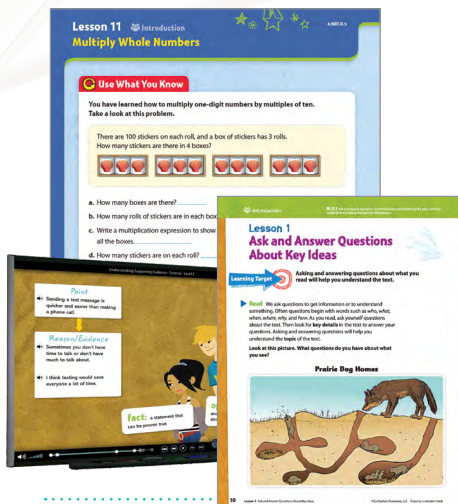
Mathematics and English Language Arts Lessons:*

- Lesson plans for teacher-led instruction in Mathematics, Reading, and Writing
- Provide all students with access to grade-level content, texts, and materials with appropriate instructional support
- Provide repetition and skills practice for the whole class or small groups of students using practice activities and student materials

Interactive Tutorials: *K–8, Mathematics and Reading*

- Project for whole class or small group instruction
- Introduce, review, practice, or check for understanding of key skills and concepts

Assessment and Evaluation Resources:

Evaluate student mastery of content, track student progress toward end-of-year goals, and check for understanding within lessons. Some examples by subject and varying grade levels are listed below.
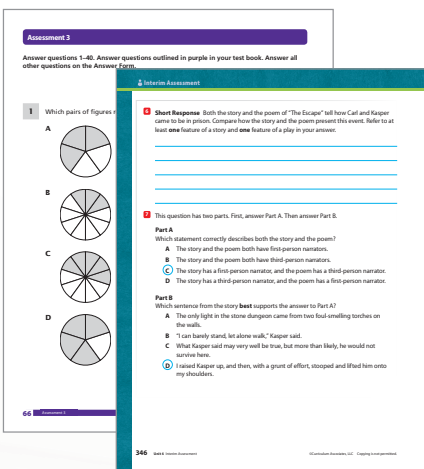
Mathematics:

- Quick Check and Remediation
- Lesson Quizzes
- Mid-Unit and Unit Assessments

Reading:

- Monitor Understanding
- Interim Assessments

Writing:

- Student Checklists
- Conference Prompts
- Rubrics and Exemplar Writing Samples

Practice and Problem Solving Book: *Grades K–8, Mathematics Only*

- Engages students in pair–share conversations about multiple ways to solve a problem, or assign for additional practice or homework

Center Activities: *Grades K–5, Mathematics Only*

- Provide collaborative pairs with options for differentiated practice of strategies and skills

Read-Aloud Trade Books: *Grades K–1, Reading Only*

- Project for whole class or small group instruction to introduce or reinforce a lesson concept
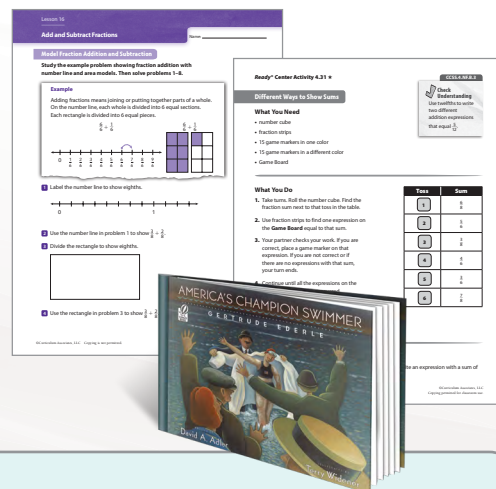
How to Access: | **Under *Assess & Teach*:** with a Teacher Toolbox for *Ready* Instruction subscription

*On-grade level lessons available in print and Mathematics materials also available in Spanish

i-Ready Personalized Instruction

Grades K–8, Mathematics and Reading, with Select Content Now in Spanish
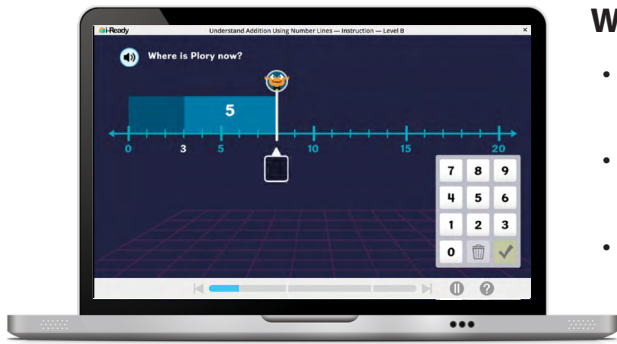
What Is It?

- Student-focused instructional modules that are automatically assigned to each student based on Diagnostic performance in each domain
- Lessons highly aligned to state standards that provide just the right amount of instruction and practice and end with a quiz or scored activity
- Built based on cutting-edge research into effective online learning practices, *i-Ready*'s online lessons adapt to each student through responsive instruction and engage students across a range of ages.

Use To:

- Address individual opportunities for growth through self-paced Personalized Instruction and practice during scheduled computer time
- Launch a teacher-led lesson during whole class or small group instruction
- Review and practice specific skills during teacher-led whole class or small group instruction

How to Access:

- **Students:** from their student dashboard by selecting the **To Do** button
- **Teachers:** under *Assess & Teach* in their *i-Ready Connect* account

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Learning Games

Available with i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish), at District Discretion*

What Are They?

- Interactive games that provide engaging mathematics practice
- Personalized based on Diagnostic data, the games strengthen understanding of mathematics concepts through challenging practice that fosters internal motivation and productive struggle.
- Games address early number sense, addition and subtraction fluency, integer and fraction estimation, multiplication, mental math, economics, proportions, number line operations, and more.

Use To:

- Foster student agency by allowing students to choose the games they want to play
- Provide practice on specific concepts or skills by asking students to select games that address those skills
- Plan independent math centers, rotation stations, or homework that is automatically personalized for students to support challenge and motivation

*For more information about Learning Games and how to use and manage them, download the Educator Guide: Learning Games at i-ReadyCentral.com/LearningGames.

How to Access:

- **Students:** from their Math student dashboard by selecting the **Learning Games** button
- **Teachers:** Under *Assess & Teach* in their *i-Ready Connect* account*

References

Appendix of Ancillary Resources

To learn more about *i-Ready,* explore the following on *i-Ready Central*.

Our resources update throughout the year. Additional materials can be found by visiting *i-Ready Central*.

Educator Guides
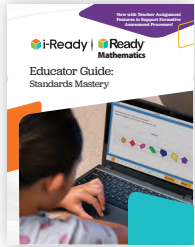
Standards Mastery
Visit: i-ReadyCentral.com/StandardsMastery.
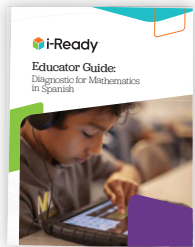
Diagnostic for Mathematics in Spanish
Search: Diagnostic for Mathematics in Spanish at i-ReadyCentral.com.
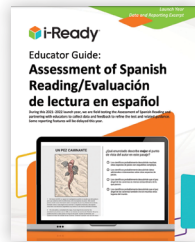
Assessment of Spanish Reading
Search: Assessment of Spanish Reading at i-ReadyCentral.com.
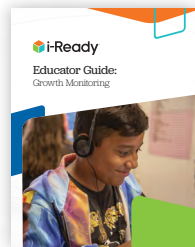
Growth Monitoring
Visit: i-ReadyCentral.com/GrowthMonitoring.
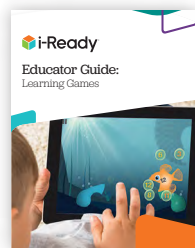
Learning Games
Visit: i-ReadyCentral.com/LearningGames.

Tools and Resources
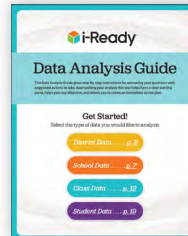
Data Analysis Guide
Download: at i-ReadyCentral.com/DataAnalysisGuide.

Report Selector
Download: at i-ReadyCentral.com/ReportSelector.

Teacher Toolbox Resource Selector Tool
Search: Teacher Toolbox Resource Selector at i-ReadyCentral.com.

i-Ready Literacy Assessments
Visit: i-ReadyCentral.com/Literacy.
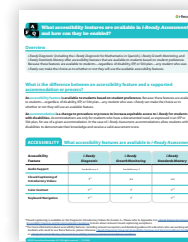
Accessibility Features
Visit: i-ReadyCentral.com/iReadyAccessibilityResources.

How Tos

How Tos

i-Ready is designed to put the information you need front and center, with simple navigation for the actions you take the most. This section includes How Tos that help you complete key tasks in *i-Ready Connect*. If you need more information, look for the question mark icon on the screen, or visit the Help section.

Before the Diagnostic*

Logging In Using Single-Sign On (SSO)

SSO users will access *i-Ready* through their district's login portal and will need to contact school or district administrators for help with login information, including forgotten usernames or passwords. Check with your administrator if you are not sure how you and your students should log in to *i-Ready*.

i-Ready Support for SSO | Access *i-Ready* on an iPad® Using Clever® SSO

*Need to test the technology your students will use to take the Diagnostic?** Run our free system check at https://cdn.i-ready.com/systemcheck to make sure each device is functioning properly.
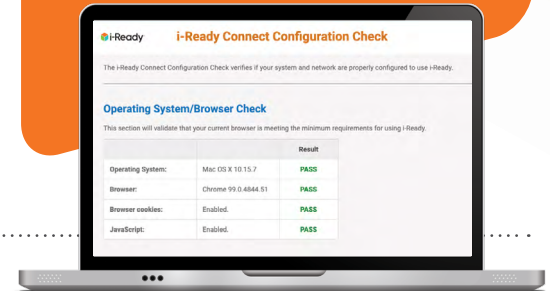
Logging In

1. Go to **i-ReadyConnect.com**.

2. Enter your **username** (NOT case sensitive).

3. Enter your **password** (case sensitive).

4. Select your **state** from the dropdown menu.

5. Select **Go!**

⚠ *Complete Steps 6–8 the first time you log in this year.*
This helps i-Ready *display features and content that are most relevant to you by default on select screens.*

6. A "Welcome to *i-Ready Connect*!" window will pop up *(not pictured)*. Click **Next**.

7. Select the **grade levels** for which you will be using *i-Ready* this year by using the checkboxes. Make sure to select grade levels for Reading AND Mathematics if you teach both subjects. This will be used to determine what you see in *i-Ready*.

8. The checkbox **Same grades as Reading** is selected by default, providing access to the same grade levels for both subjects.

9. You can also choose **Select All** for Reading and/or Mathematics if you teach all grade levels.

10. Click **Save**.
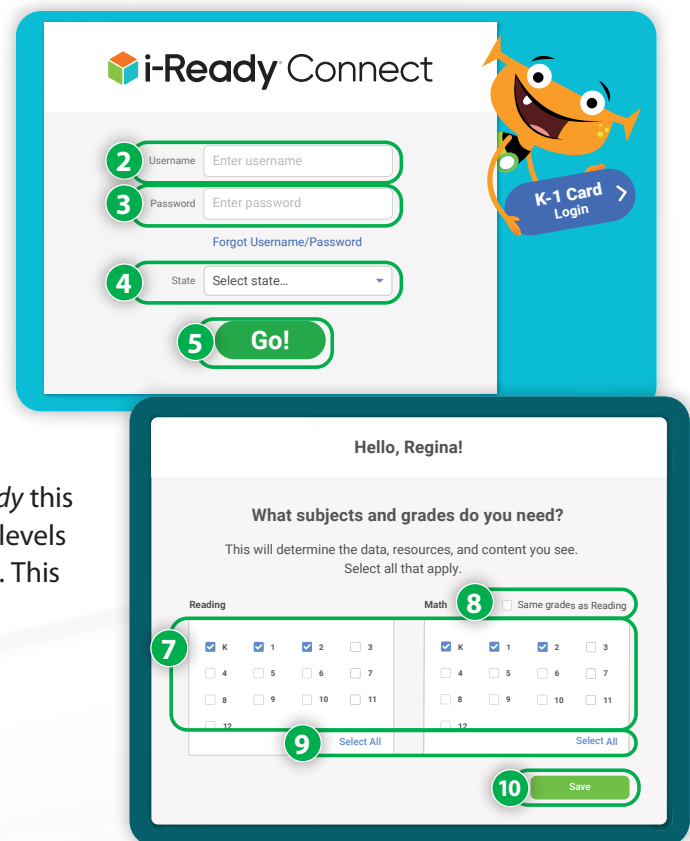
Notes:

- *You can change your choices by clicking on the dropdown arrow next to your name and selecting My Profile from any screen when logged in to* i-Ready Connect.
- *If you have forgotten your login information, use the "Forgot Username/Password" link on the* i-Ready Connect *login page and follow the prompts to retrieve your credentials.*

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Clever® is a registered trademark of Clever, Inc.

Managing My Profile

1. Click on **your name**, and then on **My Profile**.

2. Select the **grade levels** for which you will be using *i-Ready* this year by using the checkboxes. Make sure to select grade levels for Reading AND Mathematics if you teach both subjects. This will be used to determine what you see in *i-Ready*.

3. You can select the **Same grades as Reading** checkbox if you teach the same grade levels for both subjects.

4. You can also choose **Select All** for Reading and/or Mathematics if you teach all grade levels.

5. Click **Save**.
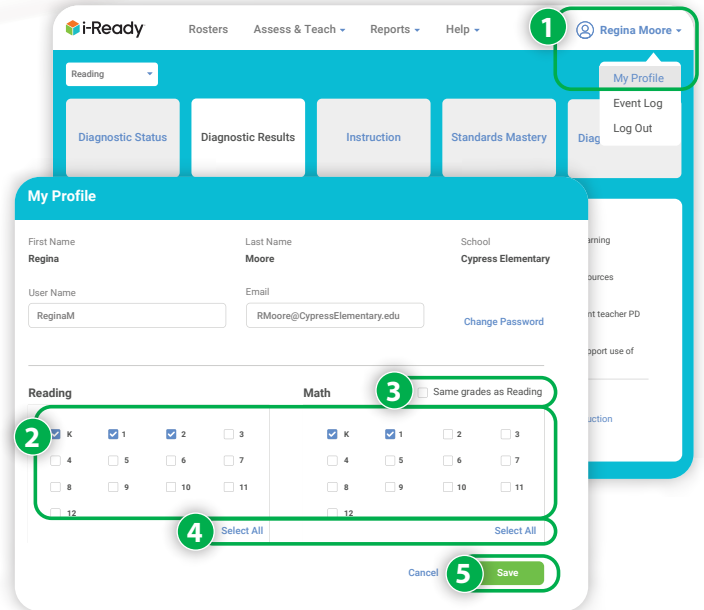
Reviewing Accuracy of Rosters

1. Select **Rosters** from the top navigation.

2. Select a **class** or **report group** from the *Class/Report Group* dropdown.

3. Scroll through the roster. Make sure all your students appear here and that no additional students are listed on your roster.
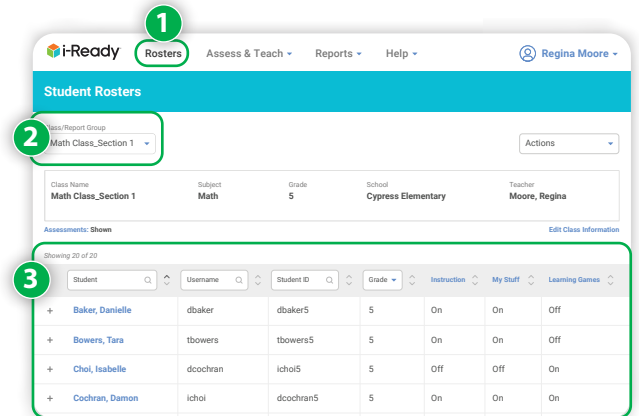
Managing Student Enrollments in Your Class or Report Group

Follow Steps 1–2 for *Reviewing Accuracy of Rosters*.

3. Select **Edit Student Enrollments** from the *Actions* dropdown. The corresponding pop-up will appear.

4. Use the **checkboxes** to select *students* and the **arrows** to *add or remove* them from the roster.

5. Click **Save**.

Note: If your district has chosen to automatically sync its SIS with i-Ready Connect to create classes and add students, you will not be able to add, remove, or move students from classes manually in the i-Ready Connect interface. In this case, contact your administrator if your class rosters are incorrect.
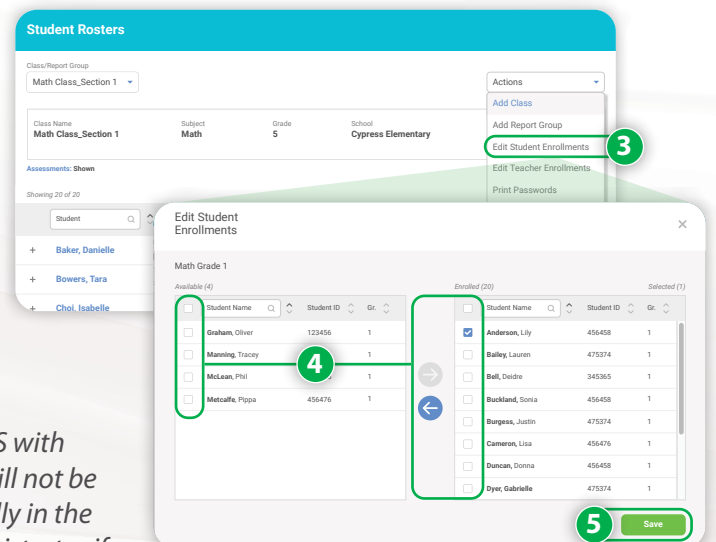
Obtaining Student Login Information

1. Select **Rosters** from the top navigation.

2. Select a **class** or **report group** from the *Class/Report Group* dropdown.

3. Select **Print Passwords** or **Print K–1 Login Cards** from the *Actions* dropdown.

4. A downloadable PDF of student logins or K–1 Login Cards will generate.
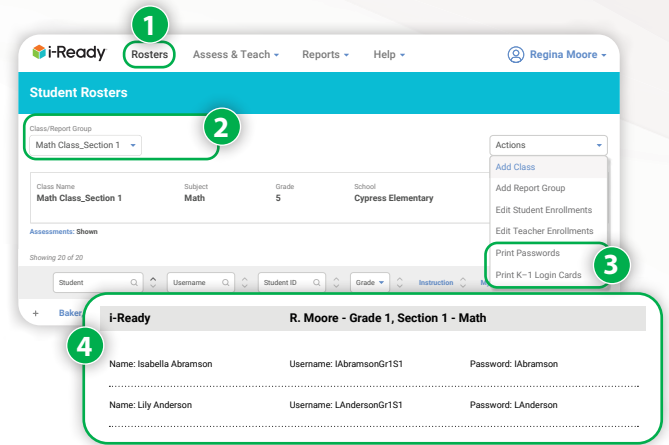
Setting Developmental Levels

1. Select **Rosters** from the top navigation.

2. Select the **+ icon** next to your student to expand the row. When expanded, it will change to a **– icon**.

3. Select the **Details** tab.

4. Select **Edit** next to *Developmental Levels*.

5. Select the appropriate levels using the dropdown menus.

6. Click **Save**.

Note: Developmental Levels are for use with the i-Ready *Diagnostic to support students who are performing significantly below level due to academic/developmental delays by allowing them to start the Diagnostic at a lower grade level. This feature should not be used for any other students.*
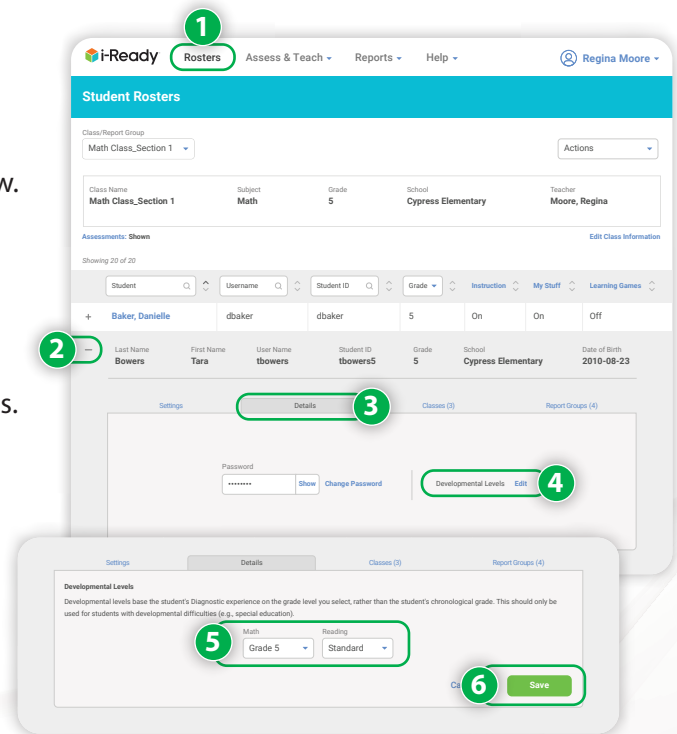
During the Diagnostic

Resetting a Diagnostic in Progress

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Student** for the report level.

3. Select **Reading** or **Math** under *Diagnostic Results*.

4. If your student has a test in progress, you will see the progress at the top of the page. Click the **Reset Test** link to reset the test.

5. Click **Reset** *(not pictured)*.
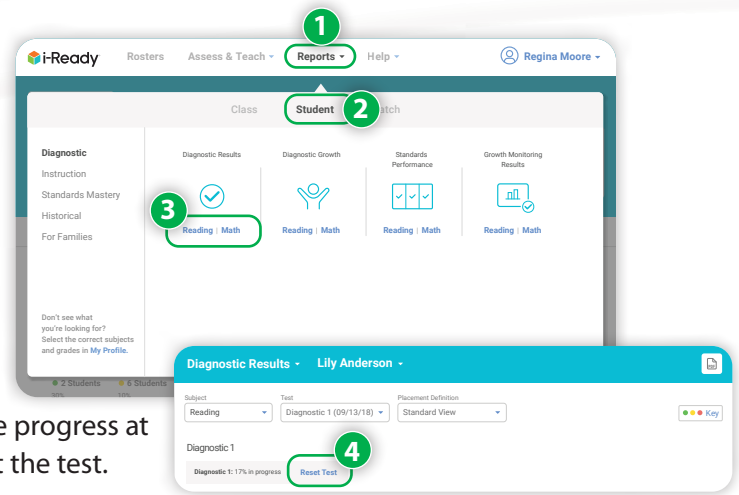
Notes:

- *Depending on your user role, permission to reset assessments varies. If you do not have permission to reset a Diagnostic, please contact your school administrator.*

- *Reset is for In Progress assessments only.*

- *Resetting does not mean that a completed Diagnostic score will be removed.*

- *If a student has a rush indicator, then there is no Reset available. Please "Assign New" Diagnostic to the student.*

Assigning or Canceling a Diagnostic

If a student has completed a Diagnostic but needs to be retested, you will need to assign a Diagnostic. You can cancel a Diagnostic if an extra assessment was assigned in error or if the student should not be assessed for any other reason. Consult your administrator before you assign or cancel a Diagnostic, and do not modify any assessment decisions made by your district or school without express permission.

1. Select **Assess & Teach** from the top navigation.

2. Select **Assessment** for the category.

3. Select **Reading** or **Math** under *Diagnostic*.

4. In the *Actions* dropdown, select **Diagnostic** under *Assign* or *Cancel*. The corresponding pop-up will appear.

⚠ *Make sure to click the arrow after each step to move forward!*

5. Choose **Classes/Report Groups** or **Students**.

6. Use the **checkboxes** to select your *population*.

7. Review your selections and click **Assign Diagnostic** or **Cancel Diagnostic**.

Notes:

- *All retesting should be done within the established Diagnostic Window.*

- *Depending on your user role, permission to assign or cancel a Diagnostic varies. If you do not have permission to assign or cancel a Diagnostic, please contact your school administrator.*

- *Reset Test can only be performed on a Diagnostic assessment that is In Progress. If the student completed a Diagnostic, but you would like them to retake it due to rushing, etc., then you would "Assign New" Diagnostic assessment.*
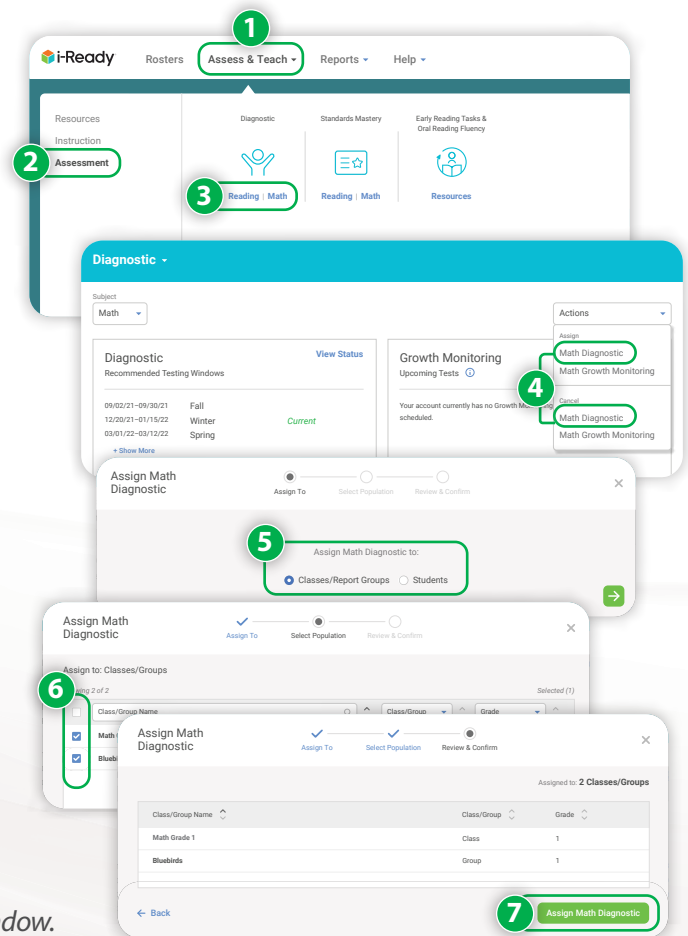
Before the Diagnostic Window Ends

Checking for Completion, Rushing, and Test Expiration

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Reading** or **Math** under *Diagnostic Status*.

3. Scroll through your students to check for completion, rushing, and test expiration. Students whose tests are set to expire will have a ⏳ and number of days next to their names. Select the **+ icon** to expand the row and see further details. When expanded, it will change to a **– icon**.

4. Students who rushed will have a 🚩 or 🚩 next to their names. Select the **+ icon** to expand the row and see further details.
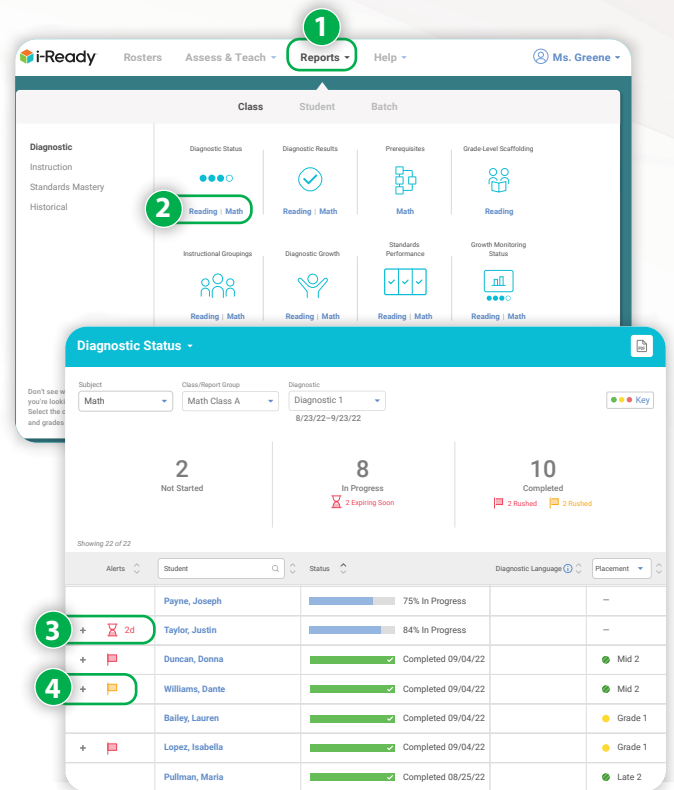
Note: You may need to readminister the test if a student has rushed and their results do not seem representative of what they know and can do, or in the event of a test irregularity. Follow district or school policies, and work with your administrator to determine whether to assign a new Diagnostic.

Immediately after Each Diagnostic

Reviewing Diagnostic Reports

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select the **report level**, **category**, and the **report** you would like to create.

*To **understand results** for your class:*

3A. Select **Reading** or **Math** under the *Diagnostic Results* report.

*To **group** your students for instruction:*

3B. Select **Math** under the *Prerequisites* report. *(Prerequisites is available as a Grades 1–8 class-level report.)*

3C. Select **Reading** under the *Grade-Level Scaffolding* report. *(Grade-Level Scaffolding is available at Grades 3–5 and will release this school year for Grades 6–8 as a class-level report).*

3D. Select **Reading** or **Math** under the *Instructional Groupings* report. *(Instructional Groupings is available as a Grades K–8 class-level report.)*

*After subsequent Diagnostics, to understand your students' **progress** toward their **growth measures**:*

3E. Select **Reading** or **Math** under the *Diagnostic Growth* report.
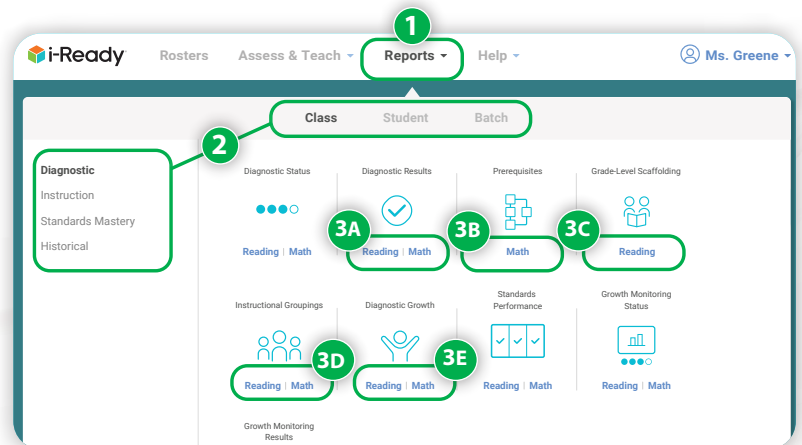
Personalized Instruction

Turning On/Enabling Instruction

1. Select **Rosters** from the top navigation.

2. Choose your **class** or **report group** from the *Class/Report Group* dropdown.

3. Select **Instruction**. The corresponding pop-up will appear.

4. Use the **toggle** to turn Instruction on for the entire class/report group.

5. Click **Save**.
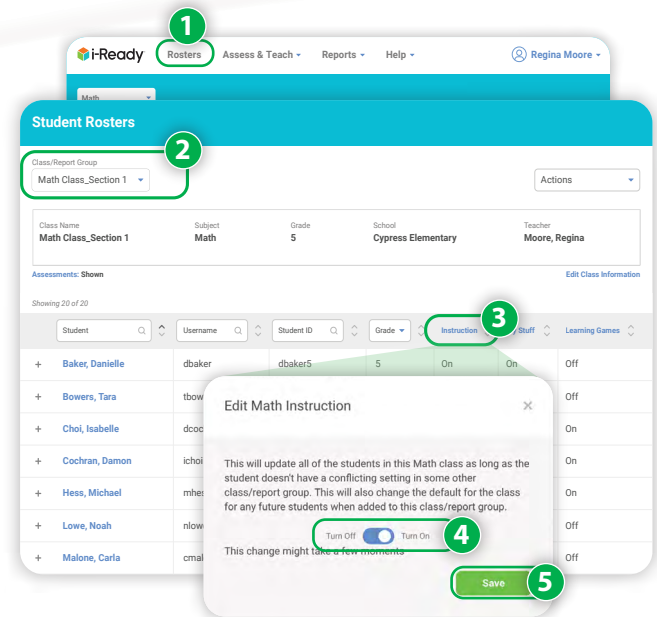
Notes:

- *If needed, you can also turn Instruction on or off for an individual student. Select Rosters from the top navigation, and then select the + icon next to the student's name to edit the Instruction settings.*

- *When turning Instruction off, if any students are in another class/report group with Instruction turned on for the same subject, their Instruction setting will remain on. To determine if your student is in another class, click the + icon next to the student's name and then select the Classes tab.*

Turning Learning Games On/Off

For a Whole Class:

Follow Steps 1–2 from *Turning On/Enabling Instruction*.

3. Select **Learning Games**.

4. Use the **toggle** to turn Learning Games on or off for the whole class.

5. Click **Save**.
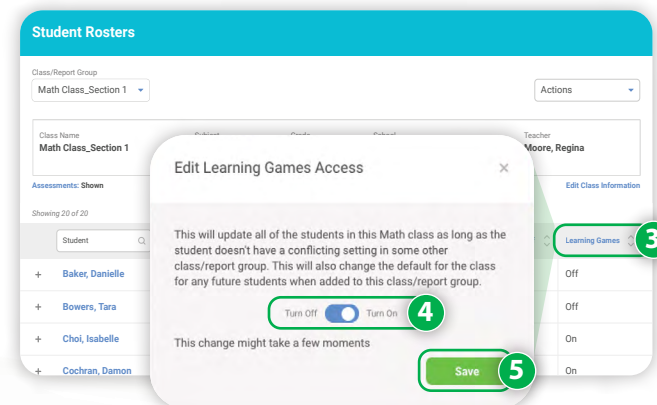
For an Individual Student:

Follow Steps 1–2 from *Turning On/Enabling Instruction*.

3. Select the **+ icon** next to the student's name to expand the drawer. When expanded, it will change to a **– icon**.

4. Select **Edit Student Settings**.

5. Use the **toggle** to turn Learning Games on or off.*

6. Click **Save**.
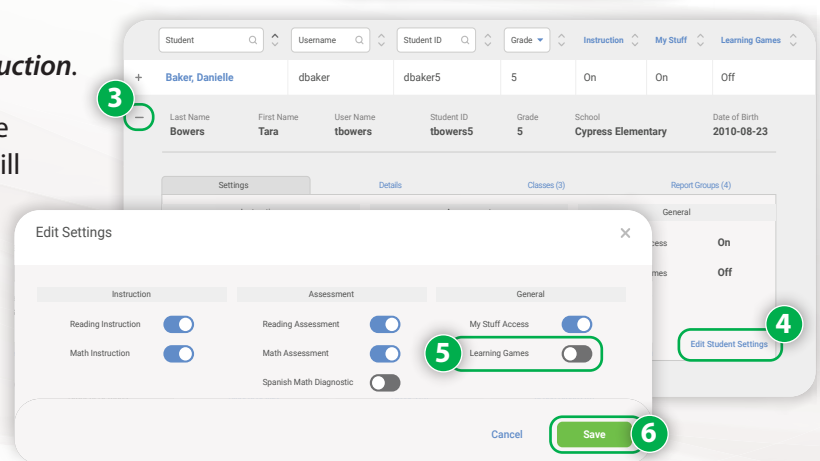
*The individual student on/off feature will allow Learning Games to be enabled for an individual student, even when Learning Games has been turned off for the entire class.

Viewing Lesson Plans

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Student** and **Instruction** for the report level and category.

3. Select **Reading** or **Math** under *Personalized Instruction Summary*.

4. Select the **student** whose lesson plan you would like to view.

5. View the **Upcoming Lessons** and select either *i-Ready* **Assigned**, **Close Reading**, or **Teacher Assigned** from the dropdown. Switch to the *Current & Past Lessons* **tab** to view lessons completed or in progress.

Note: Reviewing what students are working on in Personalized Instruction helps you plan complementary teacher-led instruction and check for understanding.

Monitoring Student Progress in Personalized Instruction

It is important to log in to your *i-Ready Connect* teacher account weekly to monitor your students' Personalized Instruction in order to support their learning and progress in the online lesson path.

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Student** and **Instruction** for the report level and category.

3. Select **Reading** or **Math** under *Personalized Instruction Summary*.

4. Select the **student** whose lesson data you would like to view.

5. Scroll through your student's lessons to see their completed lessons and progress on certain skills. You may see Student Lesson Alerts. Select the **+ icon** to expand the row for further details.

Turning Domains On

If students have not passed two consecutive lessons twice each within one domain, that domain will shut off automatically. After teachers have taken action in response, they may then turn that domain back on.

There are two ways to do so:

A. Turning On Domains for an Individual Student

Follow Steps 1–5 from *Monitoring Student Progress in Personalized Instruction*.

6. In the expanded row, click **Turn Domain On**. If you need additional resources to support student understanding before turning the domain back on, you may also select **Explore Resources** here.

B. Turning On Domains for a Class or Group

1. Select **Assess & Teach** from the top navigation.

2. Select **Instruction** for the category.

3. Select **Reading** or **Math** under *Personalized Instruction*.

4. Select **Turn Domain(s) On/Off** under *Adjust Instruction*. The corresponding pop-up will appear.

⚠️ *Make sure to click the arrow after each step to move forward!*

5. Use the **checkboxes** to select *Domain(s)*.

6. Select **On**.

7. Choose **Classes/Groups**.

8. Use the **checkboxes** to select your *class* or *group*. Only classes or groups with Instruction enabled will appear in this view.

9. Click **Save**.

Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.

2. Select **Instruction** for the category.

3. Select **Reading** or **Math** under *Personalized Instruction*. If you are assigned to more than one school, you will also need to select the appropriate **School**.

4. In the *Create Assignments* view, **All Lessons** will appear, with an option to filter to Focus Lessons.

   For more information on Focus lessons, search Teacher-Assigned Lessons on i-ReadyCentral.com.

5. Use the **checkboxes** to select *lessons* you would like to add. You may add up to 10 lessons at a time. You may also select a **lesson name** to view lesson details.

6. Click **Assign Lessons**. The corresponding pop-up will appear.

7. Choose **Classes/Groups** or **Students**.

8. Use the **checkboxes** to select your *population*.

9. Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least one day in advance of when you want it to appear for students.

⚠ *Make sure you add available dates for all the lessons you've selected to assign.*

10. Enter a **Due Date** for the lesson(s) you are assigning.

    • If no Due Date is selected, the assignment will appear at the bottom of the student's queue below other assignments with Due Dates.

    • If none of the assignments have Due Dates, they will be ordered by content order.

*Note: You can choose to assign the same Available Date and/or Due Date by selecting **same day for all** and selecting the date in the pop-up calendar.*

11. Click **Assign Lessons**.

Managing Teacher-Assigned Lessons

To view your students' Teacher-Assigned Lessons, to cancel any Teacher-Assigned Lessons, or to change assignment due dates:

Follow Steps 1–3 from *Adding Teacher-Assigned Lessons*.

4. Select **Manage Schedule**.

To view lesson assignments details:

A. Select the **+ icon** next to the lesson name. When expanded, it will change to a **– icon**.

Managing Teacher-Assigned Lessons continued on the next page.

How Tos

Managing Teacher-Assigned Lessons, Cont'd.

To change the due date of an existing assignment:

B1. Select **Edit** below the *Due Date*.

B2. **Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.

To change the available date of an existing assignment:

C1. Select **Edit** below the *Available Date*.

C2. **Enter** or **use the calendar** to select the new Available Date on the *Edit Schedule* screen. *Note: If the assignment is already available for the student, the Available Date cannot be edited.*

To remove the assignment *entirely:*

D. Select **Cancel for All Students**.

To remove assignments for individual students:

E. Select **Cancel by Students** above the lesson assignment table. Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. *(Steps not pictured.)*

Teacher-Led Instruction

Accessing Tools for Instruction or Tools for Scaffolding Comprehension

There are a few different ways to access Tools for Instruction or Tools for Scaffolding Comprehension.

A. Search across all Tools for Instruction:

1. Select **Assess & Teach** from the top navigation.

2. Select **Resources** for the category.

3. Select **Reading** or **Math** under *Tools for Instruction*.

4. Select the **Grade** and **Domain** to filter Tools for Instruction.

5. As needed for K–8 Mathematics, select **Tools for Instruction in Spanish**.

6. Follow Steps 1–2 and then select **Spanish Reading** for *Tools for Instruction for Spanish Reading for Grades K–6.*

## B. Search across all Tools for Scaffolding Comprehension:

1. Select **Assess & Teach** from the top navigation.

2. Select **Resources** for the category.

3. Select **Reading** under *Tools for Scaffolding Comprehension*.

4. Select **Grade** to filter to Tools for Scaffolding Comprehension for Grades 3–8.

5. Select the **Teacher or Student file** aligned to the Tool for Scaffolding Comprehension that you have chosen for instruction.
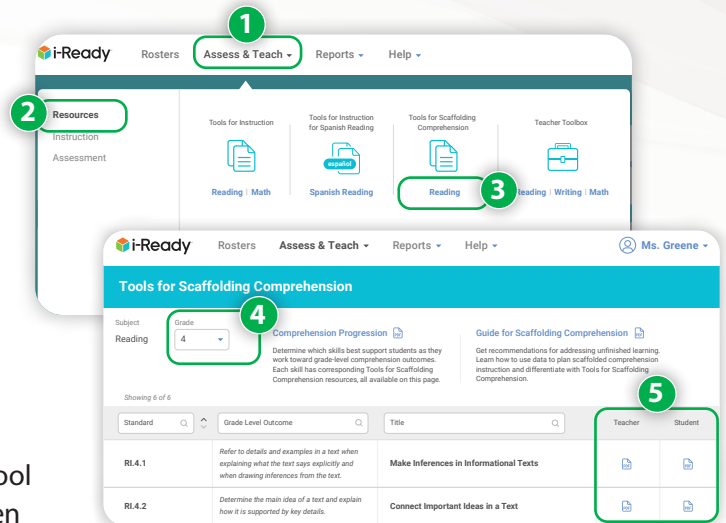
C. Find Tools for Instruction or Tools for Scaffolding Comprehension recommended for small group instruction:

Using the Prerequisites report:

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Math** under *Prerequisites*.

3. Select the **Recommendations** PDF under a *Topic Group*.

4. Scroll to the Recommended Resources to see recommended **Tools for Instruction** to use with students in this Topic Group.
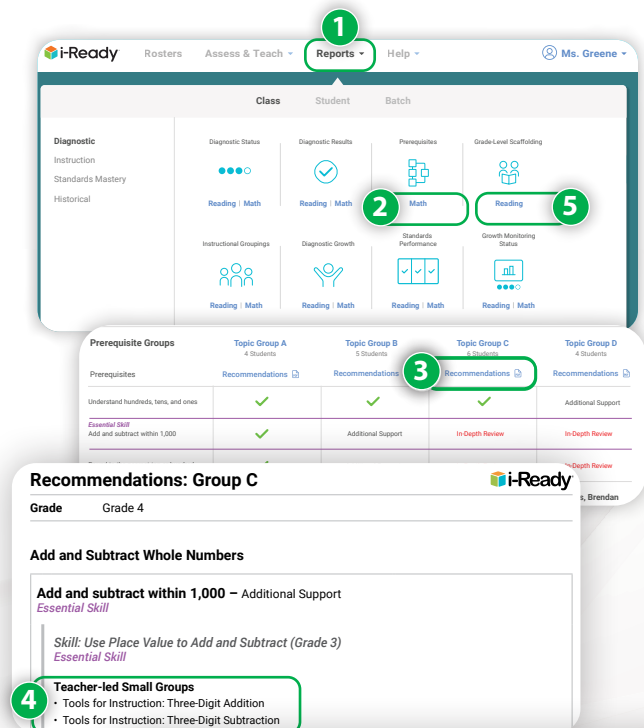
Using the Grade-Level Scaffolding report:

Follow Step 1 from *Using the Prerequisites report*.

5. Select **Reading** under *Grade-Level Scaffolding*.

6. After selecting a skill, scroll to the student groups to see and download recommended **Tools for Scaffolding Comprehension** and/or **Tools for Instruction**.
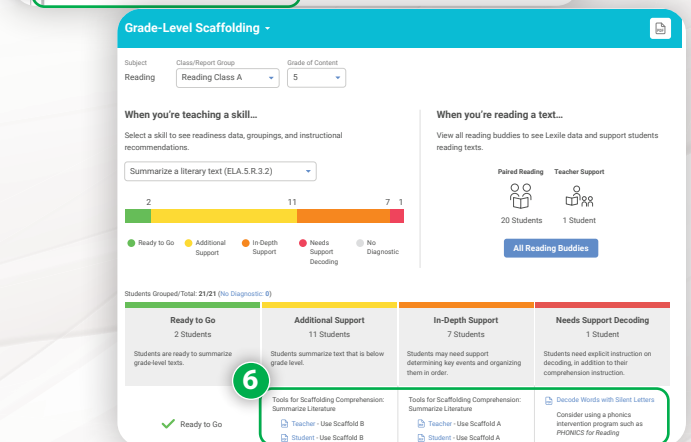
Using the Instructional Groupings report:

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Reading** or **Math** under *Instructional Groupings*.

3. Select a **Grouping** tab to view that Grouping's instructional priorities and recommendations for teacher-led instruction.

4. Scroll down to **Resources** on the right-hand side, and select a recommended **Tool for Instruction** to focus on with your grouping.
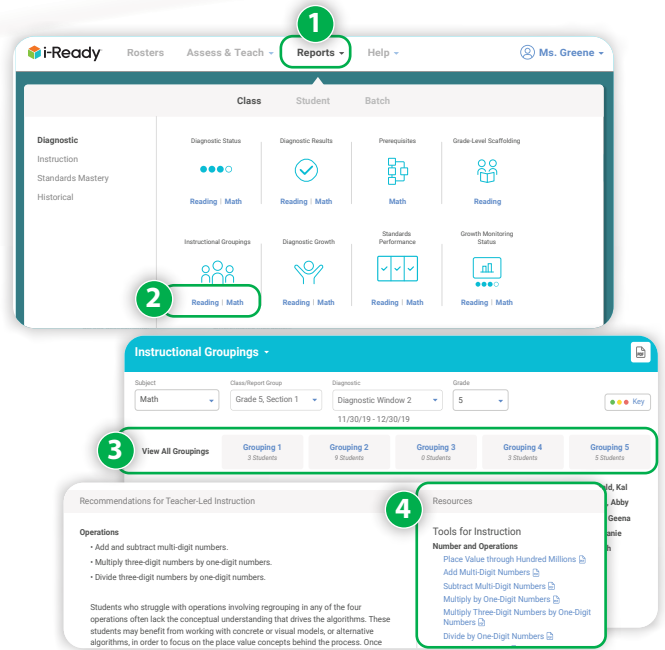
D. Find Tools for Instruction recommended for individual students:

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Student** for the report level.

3. Select **Reading** or **Math** under *Diagnostic Results*.

4. Select a **student** from the top dropdown menu.

5. Scroll down to **Placement by Domain** and select a **domain tab** to view this student's *Can Dos* and *Next Steps and Resources for Instruction*.

6. Select the **+ icon** for one of the *Next Steps* you want to focus on with the student. When expanded, it will change to a **– icon**.

7. Select one of the **Tools for Instruction** recommended for that *Next Step*.
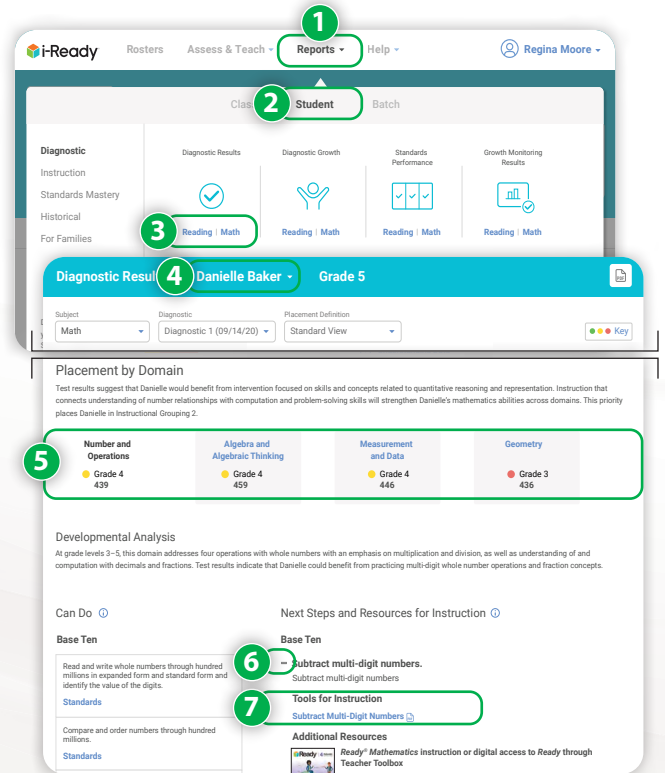
Building Report Groups

Report Groups enable you to create custom groups of students for the convenience of assignment and student and class reporting.

1. Select **Rosters** from the top navigation.

2. Select **Add Report Group** from the *Actions* dropdown. The corresponding pop-up will appear.

⚠️ *Make sure to click the arrow after each step to move forward!*

3. Select **Create New Report Group**. You may also duplicate an existing Report Group of the same students.

4. Input **Report Group information**.

5. Use the **checkboxes** to select *students* and the **arrows** to *add or remove* them from the Report Group.

6. Use the **checkboxes** to select *teachers* and the **arrows** to *add or remove* them from the Report Group.

7. Click **Save & Close** to exit.

Note: Students must be in a class before they can be in a Report Group.
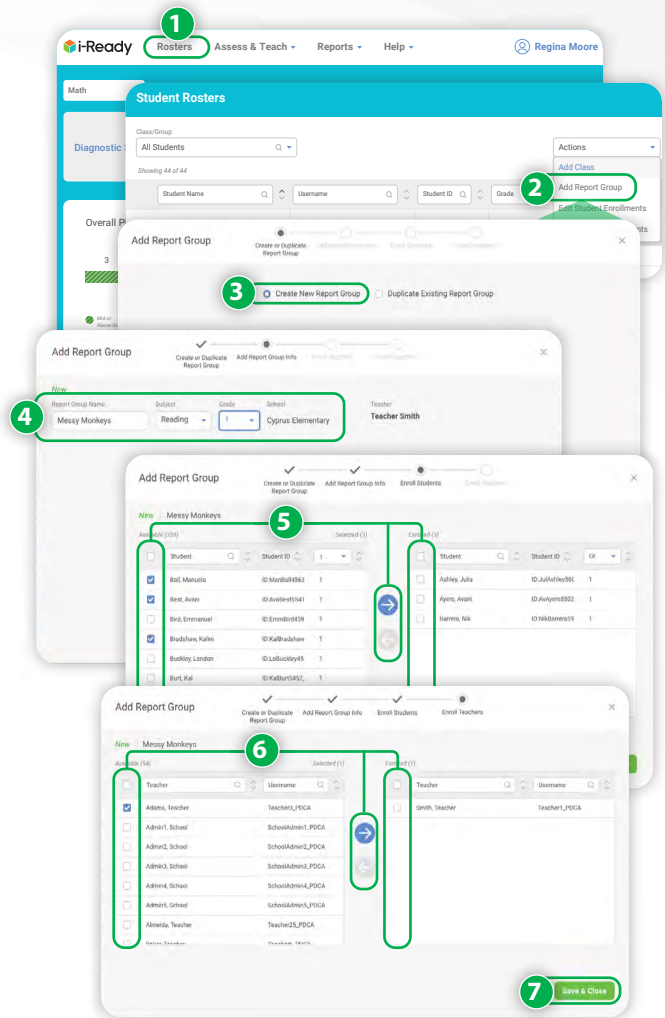
Viewing Assessment Status

Viewing Upcoming Diagnostic and Growth Monitoring Assessments

1. Select **Assess & Teach** from the top navigation.

2. Select **Assessment** for the category.

3. Select **Reading** or **Math** under *Diagnostic*.

4. Review the recommended **Diagnostic Windows** and the upcoming **Growth Monitoring schedule**.

Notes:

- *To monitor progress on current Diagnostic assessments directly from the screen shown, select View Status. To view assessment status from any other screen in* i-Ready Connect, *follow the Viewing Assessment Status instructions that follow.*

- *Growth Monitoring is not used in all cases. You will only see the assessments that are applicable to you and your students.*
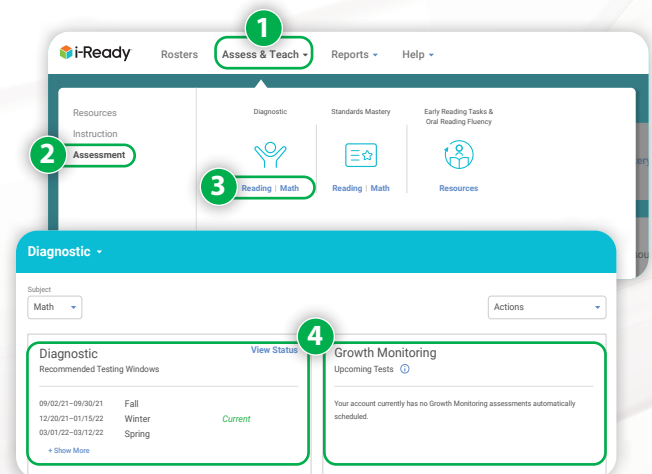
Diagnostic and Growth Monitoring

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

To view Diagnostic Status:

A2. Select **Reading** or **Math** under *Diagnostic Status*.

A3. Review the list of students to see progress and assigned assessments.

*Note: To see results for completed assessments, use the dropdown arrow in the blue bar to switch to the **Diagnostic Results** report.*

To view Growth Monitoring Status:

B2. Select **Reading** or **Math** under *Growth Monitoring Status*.

B3. Review the list of students to see progress and assigned assessments.

Notes:

- *To see results for completed assessments, use the dropdown arrow in the blue bar to switch to the **Growth Monitoring Results** report.*
- *Growth Monitoring is not used in all cases. You will only see status details for the assessments that are applicable to you and your students. Talk to your school leader if you have questions about use of these assessment features.*

Standards Mastery

If applicable, teachers can view information about current Standards Mastery assessments that school or district administrators have made for their students.

1. Select **Reports** from the top navigation. *Class* and *Diagnostic* reports will show by default.

2. Select **Standards Mastery** for the category.

3. Select **Reading** or **Math** under *Standards Mastery Status*.

4. Review the list of students to see progress and assigned assessments.

Notes:

- *To see results for completed assessments, use the dropdown arrow in the blue bar to switch to the **Standards Mastery Results by Test** report.*
- *Standards Mastery is not used in all cases. You will only see status details for the assessments that are applicable to you and your students. Talk to your school leader if you have questions about these assessment features.*

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