



2018-2019 **Teacher  
Success Guide**



# Teacher Success Guide

This Success Guide is designed for teachers. It contains essential tools and resources you will need to ensure a successful *i-Ready* implementation.



## ***i-Ready* Overview**

### **Why *i-Ready*..... 1**

See a summary of how *i-Ready* helps you to get high-impact data in less time, tailor your teaching with targeted resources, and provide all students with personalized digital learning.

### **Proven to Work..... 1**

View the research that shows students who use *i-Ready* experience greater learning gains.

### **Top Teacher Actions ..... 2**

Discover the top teacher actions that support successful use of *i-Ready* in the classroom.

### ***i-Ready* Implementation Calendar..... 4**

Get an at-a-glance look at your year with *i-Ready*, including what you and your students should focus on at each stage.



## **Teacher Checklists**

Use these checklists, featuring the highest priority tasks, to guide you through each phase of *i-Ready* use in your classroom this year.

### **Beginning-of-Year ..... 6**

### **Administering the Diagnostic ..... 7**

### **Immediately after Each Diagnostic ..... 8**

### **Routines between Diagnostics ..... 9**



## **Navigation Overview**

### **Navigating *i-Ready* .... 10**

Take a tour of the *i-Ready* dashboard and learn how each component will help you use *i-Ready* effectively.

### **Where to Get Help ..... 11**

Find out all of the ways we are here to support your *i-Ready* use.

### **How-Tos ..... 12**

Get step-by-step instructions on the top things you need to know how to do in *i-Ready*.

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



## ***Tips and Tools***

See tips, tools, and recommended resources that are available to support your *i-Ready* use in the classroom, all organized by topic.

**Getting Good Data from the Diagnostic ... 22**

**Using Diagnostic Data ..... 23**

**Engaging Students in Their Learning ..... 24**

**Getting the Most from Online Instruction ..... 25**



## ***Diving Deeper***

**Getting the Most from the Diagnostic. .... 26**

Learn how to get the best data from the *i-Ready Diagnostic*.

**Understanding *i-Ready* Report Terminology ... 32**

Understand the language within *i-Ready* with this glossary of commonly used terms.

**Report Selector. .... 35**

Use this tool to help you determine which *i-Ready* report will best answer your data questions.

**How Can I Measure Student Growth with *i-Ready*? ..... 39**

Learn how to track growth with *i-Ready*, using differentiated growth measures for each student.

**Instructional Support Resources ..... 40**

Get an overview of the instructional resources that support *i-Ready*.

**Understanding the Online Lesson Sequence ..... 42**

Learn more about how *i-Ready* creates a differentiated lesson path for each student.



## ***What's New***

See what's new in *i-Ready* for this school year.

**New Experience for Teachers ..... 44**

**New Growth Measures, Differentiated for Every Student ..... 44**

**The Best Instruction Is Getting Better. .... 45**

**Fully Available for Students on the iPad® .. 45**

*iPad® is a trademark of Apple Inc.*



You are constantly looking to better understand what your students know and don't know, find ways to meet students' wide-ranging needs, and build a classroom culture where data helps guide instruction and foster student ownership of learning and growth. But doing so without overtesting students can feel daunting.

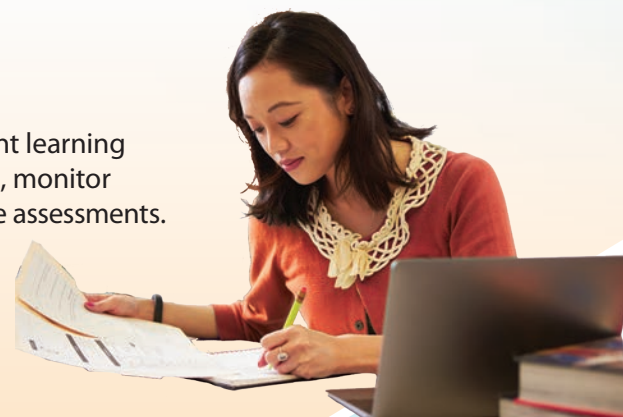
*i-Ready* empowers you by connecting rich assessment data to personalized digital learning and teacher-led instruction. *i-Ready* provides you with real-time data that informs instructional decisions and enables powerful conversations between you and your students.

## **i-Ready Assessments**

### **Get high-impact data in less time**

*i-Ready's* adaptive Diagnostic gives you comprehensive insight into student learning across K–12 skills, helping you diagnose individual student learning needs, monitor student growth over time, and predict student proficiency on rigorous state assessments.

*i-Ready Standards Mastery* lets you measure mastery of individual standards, helping you understand progress through grade-level instruction, identify needs for reteaching and remediation, and determine common misconceptions and errors.



**Adaptive Assessment  
& Progress Monitoring**

**Teacher-Led  
Instruction**

**Student-Driven  
Online Instruction**



### **Tailor your teaching with data and targeted resources**

*i-Ready* provides intuitive, easy-to-read reports to help you understand student performance and gain insight into learning needs. Deliver targeted instruction using the recommendations and links to instructional resources available directly in key reports.

Instructional recommendations highlight what students can do and next steps for instruction, while Tools for Instruction provide short, targeted lesson plans that are ideal for small group or individual instruction.



### **Provide all students with personalized digital support**

*i-Ready* provides engaging digital instruction based on individual Diagnostic results that meets students where they are and allows them to work independently on their personalized Online Instruction plans.

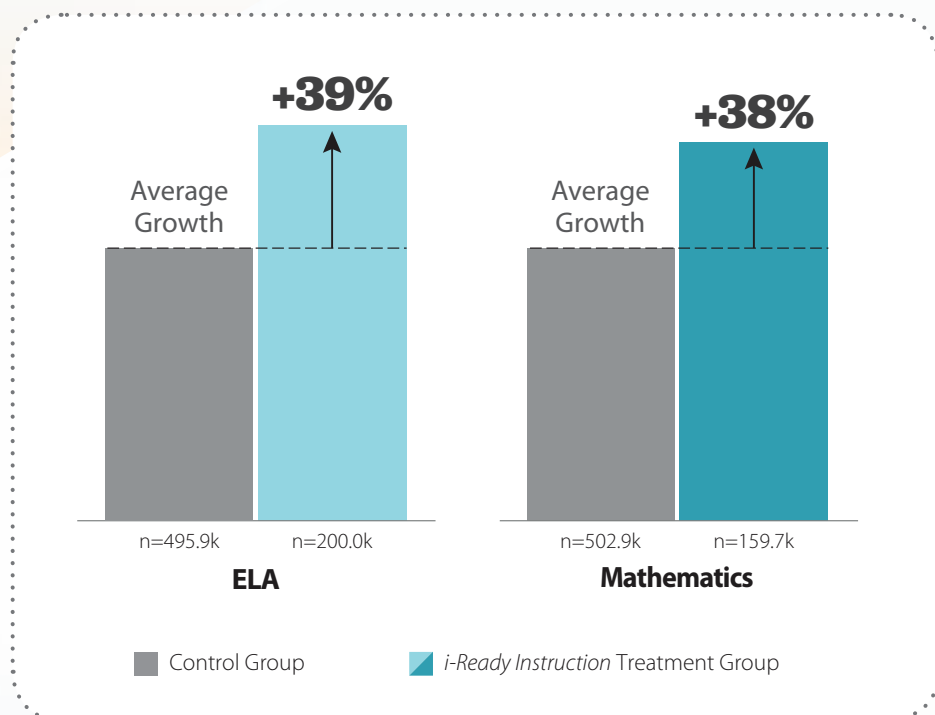
*i-Ready* Online Instruction efficiently targets skill gaps to help students who are behind access grade-level content and provides challenge and enrichment for students who are ready.



# Proven to Work

With limited time available and so many demands, you want to make sure you and your students are only spending time on programs that are proven to work. You can be confident that *i-Ready Instruction* is an effective solution for all students.

Comprehensive research using **data from more than four million students** who took the *i-Ready Diagnostic* during the 2016–2017 school year found that students who used *i-Ready Instruction* experienced greater learning gains than students who did not use the program. The learning gains were significant for students who received the recommended 45 minutes per week of *i-Ready Instruction* for each subject.



- Students using *i-Ready Instruction* experienced **39% greater learning gains for English Language Arts** and **38% greater learning gains for Mathematics**.
- Learning gains were **significant across key student subgroups**, including non-Caucasian students, students with disabilities, economically disadvantaged students, and English Learners.
- The strength of the evidence gathered means that *i-Ready Instruction* **meets the ESSA criteria** to be considered an “evidence-based” program.

## What educators are saying

“***i-Ready does a fantastic job targeting my students’ needs while keeping them engaged. I have seen growth from every student who uses the program.***”  
—Teacher, Manchester, NH

“***It is the strongest tool that I have ever come across in my 40 years in education, and I can tell you that if you implement it with fidelity, your children will grow exponentially.***”  
—Principal, Westfield, NY

“***It is a great way to improve student growth and also gives the teacher great tools to do this.***”  
—Teacher, Fordyce, AR

# **Top Teacher Actions**

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**

**Prepare for and actively monitor each Diagnostic**, preparing students, encouraging focus, and closely monitoring rushing and completion.



## **Set Schedules**

**Establish schedules that allow for Online Instruction**, striving to give students access to 45 minutes of instruction per subject per week.



## **Use Data to Plan Instruction**

**Review reports after each Diagnostic**, focusing on Diagnostic Results, Instructional Groupings, and Diagnostic Growth. Review data from interim assessments to prioritize and adjust instruction.





## Actively Monitor & Respond



**Monitor student progress and respond** by checking usage, percent of lessons passed, and alerts weekly to adjust schedules and your instruction when students struggle and domains are turned off.

## Deliver Differentiated Instruction



**Deliver differentiated small group instruction weekly**, grouping students based on their *i-Ready* data and using recommended resources to guide instruction and deepen their understanding.



## Set Goals & Engage Students

**Set clear goals for students and celebrate growth and progress**, making sure goals are visible in classrooms, and regularly taking time to track progress and have data chats with students.



# i-Ready Implementation Calendar

**Beginning of Year/  
Pre-Diagnostic #1 PD:**  
Preparing for implementation

**Post-Diagnostic #1 PD:**  
Learning to use data to  
plan instruction

**Ongoing PD and Coaching**

|                 | Before School<br>Year Begins   | Month 1  | Month 2  | Month 3 | Month 4 | Month |
|-----------------|--|--|--|---------|---------|-------|
|                 | Before 1st Diagnostic  | 1st Diagnostic   | Between Diagnostics (12–18 weeks)  |         |         |       |
| Overview        | <ul style="list-style-type: none"> <li>Staff and students are onboarded into <i>i-Ready</i></li> <li>Account settings are selected in <i>i-Ready</i></li> </ul>  | <ul style="list-style-type: none"> <li>Starts 2–3 weeks into school year, (4–6 weeks for kindergarten)</li> <li>Length of window not to exceed 4 weeks</li> <li>All students tested during window</li> <li>≤10% of student rushing</li> </ul>  | <ul style="list-style-type: none"> <li>Students receive teacher-led instruction informed by Diagnostic reports and recommendations</li> <li>Students receive Online Instruction according to their usage targets (45 minutes per subject per week recommended)</li> <li><i>i-Ready Standards Mastery</i> or Growth Monitoring administered per established assessment calendar</li> </ul>  |         |         |       |
| Teacher Actions | <ul style="list-style-type: none"> <li>Log in to <i>i-Ready</i> and orient yourself</li> <li>Review district/school goals, purpose for using <i>i-Ready</i>, and calendars</li> <li>Set testing, Online Instruction, and small group differentiated instruction schedules for your class(es)</li> <li>Plan and begin teacher-led instruction using <i>Ready</i>® and Online Teacher Toolbox resources (if applicable)</li> </ul> | <p><b>Prepare for and monitor Diagnostic:</b></p> <ul style="list-style-type: none"> <li>Confirm class rosters, obtain student logins</li> <li>Prepare students and families for Diagnostic #1</li> <li>Monitor test completion and rushing; Retest students as recommended</li> </ul> | <ul style="list-style-type: none"> <li><b>Review and use Diagnostic results:</b> Plan differentiated instruction</li> <li><b>Engage students:</b> Set and share class and individual goals (growth, percent of lessons passed, instructional usage); Have regular data chats with students</li> <li><b>Monitor Online Instruction:</b> Check usage, percent of lessons passed, and lesson alerts; Provide intervention and adjust schedules as needed to help students meet goals</li> <li><b>Deliver differentiated small group instruction</b> using recommended resources (Tools for Instruction, Online Teacher Toolbox)</li> <li><b>Review and use interim assessment results:</b> Determine next steps for teacher-led and Online Instruction</li> </ul> |         |         |       |





Use the color coding in this calendar to understand which of the Must-Haves for Successful Implementations and Top Teacher Actions each item supports.

| 5   | Month 6  | Month 7 | Month 8 | Month 9  | Month 10   |
|---|--|---------|---------|--|--|
| 2nd Diagnostic  | Between Diagnostics (12–18 weeks)  |         |         | 3rd Diagnostic   | End of Year  |
| <ul style="list-style-type: none"> <li>Begin at least 12 weeks after Diagnostic #1</li> <li>Length of window not to exceed 4 weeks</li> <li>All students tested during window</li> <li>≤10% of student rushing</li> </ul>   | <ul style="list-style-type: none"> <li>Students receive teacher-led instruction informed by Diagnostic reports and recommendations</li> <li>Students receive Online Instruction according to their usage targets (45 minutes per subject per week recommended)</li> <li><i>i-Ready Standards Mastery</i> or Growth Monitoring administered per established assessment calendar</li> </ul>  |         |         | <ul style="list-style-type: none"> <li>Begin at least 25 weeks after Diagnostic #1</li> <li>Length of window not to exceed 4 weeks</li> <li>All students tested during window</li> <li>≤10% of student rushing</li> </ul>          | <ul style="list-style-type: none"> <li>Take stock of EOY growth</li> <li>Lay the foundation for next year's implementation</li> </ul>  |
| <ul style="list-style-type: none"> <li><b>Prepare for and monitor Diagnostic:</b></li> <li>Reconfirm class rosters</li> <li>Prepare students and families for Diagnostic #2</li> <li>Monitor test completion and rushing; Retest students as recommended</li> </ul> | <ul style="list-style-type: none"> <li><b>Review and use Diagnostic results:</b> Plan differentiated instruction</li> <li><b>Engage students:</b> Celebrate growth; Set and share class and individual goals (growth, percent of lessons passed, instructional usage); Have regular data chats with students</li> <li><b>Monitor Online Instruction:</b> Check usage, percent of lessons passed, and lesson alerts; Provide intervention and adjust schedules as needed to help students meet goals</li> <li><b>Deliver differentiated small group instruction</b> using recommended resources (Tools for Instruction, Online Teacher Toolbox)</li> <li><b>Review and use interim assessment results:</b> Determine next steps for teacher-led and Online Instruction</li> </ul> |         |         | <ul style="list-style-type: none"> <li><b>Prepare for and monitor Diagnostic:</b></li> <li>Prepare students and families for Diagnostic #3</li> <li>Monitor test completion and rushing; Retest students as recommended</li> </ul> | <ul style="list-style-type: none"> <li><b>Review Diagnostic results:</b> Look for growth across Diagnostics and within domains</li> <li><b>Engage students:</b> Acknowledge effort and growth; Celebrate as a class or in data chats</li> <li><b>Reflect on i-Ready:</b> Consider strengths and areas for improvement; Plan for next year</li> </ul> |



## Teacher Checklists

Use these checklists to accomplish the highest priority items associated with each phase of *i-Ready* use in your classroom this year. Instructions for many of these items are included in the *How-Tos* section of this Guide (pp. 12–21).



### Beginning-of-Year Checklist

For Teachers

#### Must Do:

- ☐ **Log on to *i-Ready* to orient yourself with the program** and the new educator experience.
- ☐ **Familiarize yourself with your district/school:**
  - Goals and purpose for using *i-Ready*.
  - Assessment calendar and Diagnostic Windows to learn when students should complete the Diagnostic, and the frequency and type of interim assessments administered.
- ☐ **Attend professional development sessions** scheduled by your school or district.
- ☐ **Schedule testing sessions** for administering the Diagnostic that include:
  - Technology access for each student taking the Diagnostic.
  - Additional adult support to assist with logging in and monitoring. (*Recommended for kindergarten and special education.*)
- ☐ **Set up weekly instructional schedules** that will allow your students to meet *i-Ready* instructional usage targets and have sufficient time for differentiated small group instruction.

#### Also Recommended:

- ☐ **Visit [i-ReadyCentral.com](https://i-ReadyCentral.com)** to learn more about the program.
- ☐ **Evaluate past student data** (if your school/district used *i-Ready* last year) using the Previous Year report to learn more about your students.

#### I-READY CENTRAL RESOURCE CONNECTION

Download printable copies  
of these Teacher Checklists at  
[i-ReadyCentral.com/  
GetGoodData](https://i-ReadyCentral.com/GetGoodData).

## Administering the Diagnostic Checklist

For Teachers

### Must Do:

#### BEFORE: GETTING ORGANIZED

- ☐ **Review your schedule** for administering the Diagnostic.
- ☐ **Review accuracy of class roster(s)** and obtain student login information for each class.\* Contact your administrator if you notice discrepancies. **Note:** *If you teach Reading and Math, you will need to confirm the accuracy of both subjects' rosters.*
- ☐ **Test technology students will use to take the Diagnostic:** Run our system check to confirm computers are functioning properly. Confirm headphones and audio are working.
- ☐ **Gather paper and pencils** for your students. Students will need scratch paper to solve problems on the math Diagnostic and may find it helpful to take notes during parts of the reading Diagnostic.

#### BEFORE: PREPARING YOUR STUDENTS

- ☐ **Explain the student Diagnostic experience and important test procedures** by showing the Diagnostic introduction presentations and/or videos.
- ☐ **Motivate students to do their best** on the Diagnostic.

#### DURING: ACTIVELY PROCTORING

- ☐ **Monitor and encourage students** as they are testing.
- ☐ **Watch for students who seem to be rushing** and/or who are not trying their best.

#### BEFORE WINDOW ENDS: MONITOR FOR COMPLETION

- ☐ **Use the Diagnostic Status report to:**
  - Check for rushing alerts. Collaborate with your administrator to make decisions about retesting.
  - Ensure each student completes a Diagnostic before his or her test expires and within the Diagnostic Window.

### Also Recommended:

#### BEFORE: PREPARING YOUR STUDENTS

- ☐ **Plan for additional adult support to assist with logging in and monitoring Diagnostic administration.** *(Recommended for kindergarten and special education.)*
- ☐ **Communicate with families** about *i-Ready* and the upcoming Diagnostic.
- ☐ **Set development levels** for select students as needed.
- ☐ **Make sure Online Instruction is turned on** (if you're using Online Instruction and want students to start online lessons immediately upon completion).
- ☐ **Prepare activities** for students when they complete the Diagnostic.
- ☐ **Remind students of class and individual growth goals** before each subsequent Diagnostic.
- ☐ **Have data chats** with students about their learning to set performance and growth goals.

#### DURING: ACTIVELY PROCTORING

- ☐ **Consider resetting the Diagnostic for students who may be rushing** or not trying their best. **Note:** *Diagnostic tests can only be reset if they are "in progress." Completed tests cannot be reset or removed.*

\* **SSO note:** Single Sign On (SSO) users will access *i-Ready* through their district's login portal.

For more details and guidance related to these tasks, see the **Getting the Most from the Diagnostic** section of this Guide (pp. 26–31).



## Immediately after Each Diagnostic Checklist

For Teachers

### Must Do:

- ☐ **Schedule time for yourself to review *i-Ready* data.**
- ☐ **Look at data to:**
  - Identify areas of need to inform planning and next steps for teacher-led instruction.
  - Group students by common areas of need and prioritize instruction/intervention.
  - Create class and individual student goals, including learning and growth goals.
  - Identify students who are not on track to reach their goals and adjust instructional plans accordingly.
- ☐ **Have data chats** with students about their learning and growth.
- ☐ **Review schedules for Online Instruction and make modifications** to prioritize time based on student needs.

### Also Recommended:

- ☐ **Preview recommended resources, including Tools for Instruction**, and determine when/how to use them with individual students or small groups.
- ☐ **After subsequent Diagnostics, review class and student growth** using the Diagnostic Growth report.
- ☐ **Reflect on results with students and celebrate growth as a class.**
- ☐ **Communicate with students about *i-Ready* Online Instruction:**
  - After the first Diagnostic, explain to students what *i-Ready* Online Instruction is, show them the Student Dashboard, set goals for percent of lessons passed and instructional usage, and review class routines for getting to work quickly.
  - After subsequent Diagnostics, explain to students how their Diagnostic results will impact their Online Instruction, remind students of their goals, and energize them to work toward their goals with Online Instruction.



## Routines between Diagnostics Checklist

For Teachers

### Must Do:

- ☐ **Create a weekly routine to monitor Online Instruction and plan your response:**
  - Use student lesson alerts to identify students who have not passed consecutive lessons and/or have domains turned off.
  - Identify students who are not reaching target usage.
  - Identify students with low percent of lessons passed.
  - Create a plan to address areas of struggle:
    - For students who have low usage, find ways to increase their access to Online Instruction or otherwise increase their Time on Task.
    - For students who have not passed consecutive lessons and/or have had domains shut off, review their individual progress in Online Instruction, conference with students about misunderstandings and effort, and/or schedule teacher-led instruction to address gaps.
    - For students with low passing scores or percent of lessons passed, have one-on-one conversations with students about individual effort.
    - Identify groups of students that have common instructional needs and plan small group teacher-led instruction to address them.
- ☐ **Provide teacher-led instruction that addresses the needs of groups or individual students.**  
Use Tools for Instruction and Online Teacher Toolbox resources (if available) to target specific skills.
- ☐ **For any student who has had a domain turned off, check for understanding and remember to turn the domain back on** once you are confident that the student is ready to return to Online Instruction in this domain.
- ☐ **Conduct data chats** with students about their learning and progress toward their goals.

### Also Recommended:

- ☐ **If using Standards Mastery**, use Standards Mastery assessment data to monitor performance on grade-level standards and determine adjustments to teacher-led or Online Instruction, as needed.



# Navigating i-Ready: *How to Find Your Way Around*

Designed to put the information you need front and center!

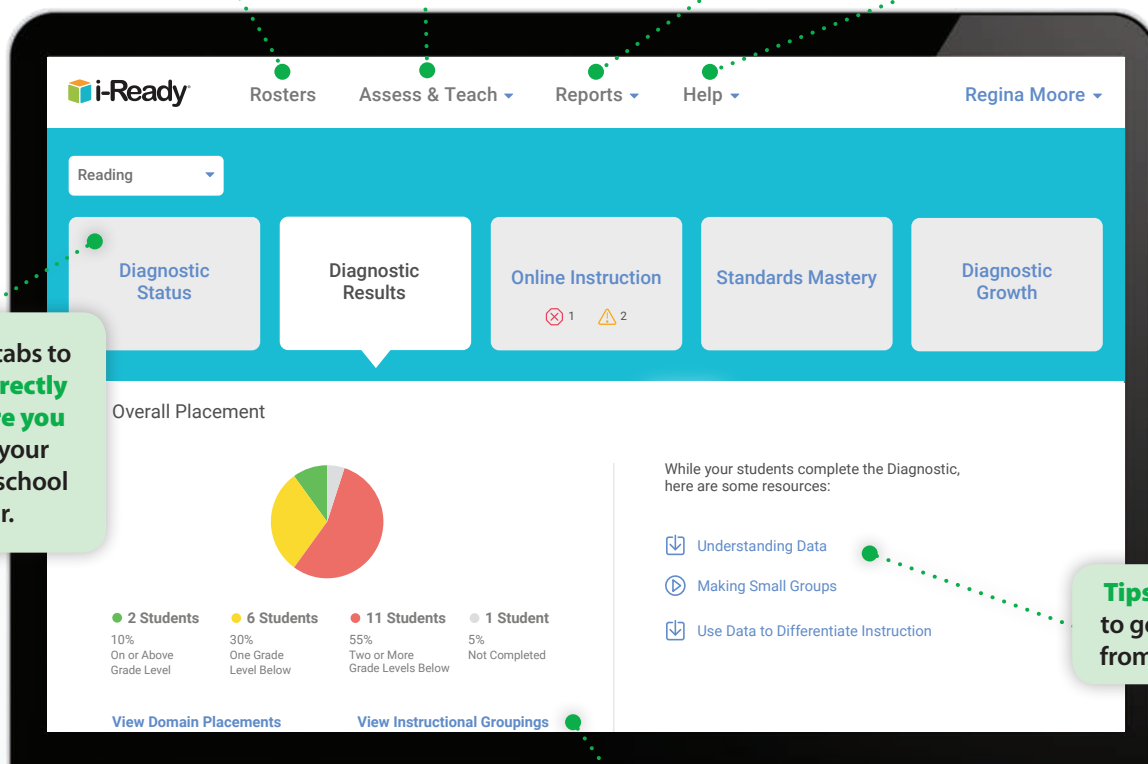
Manage student  
**settings and  
passwords.**

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

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

Find  
**support  
resources.**

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



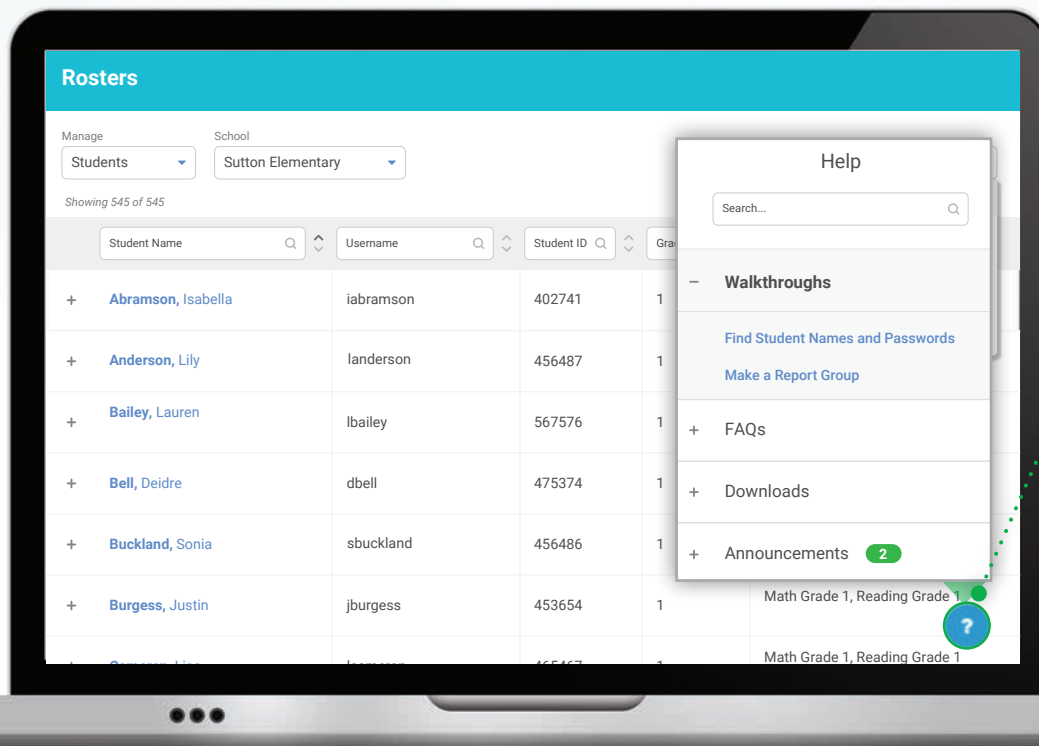
**Tips and tools**  
to get the most  
from your data.

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

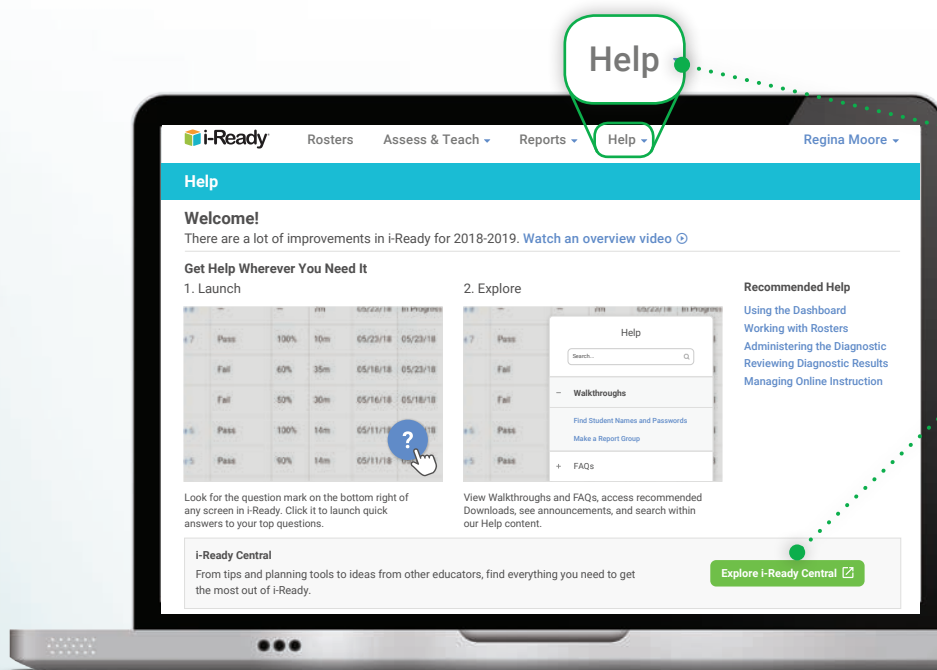


# Where to Get Help: How to Get All of Your Questions Answered

All the help you need, right at your fingertips.



- 1 Look for the Question Mark**  
This question mark has been integrated throughout *i-Ready* for “just-in-time” help. Select it from any screen to see **useful information about the screen you’re on.**



- 2 Visit Help**  
Find information about **how to perform key actions.**

- 3 Need even more? Visit i-Ready Central®**  
Find **tips, tools, resources, and ideas from other educators** to help you, your students, and their families get the most out of *i-Ready*.

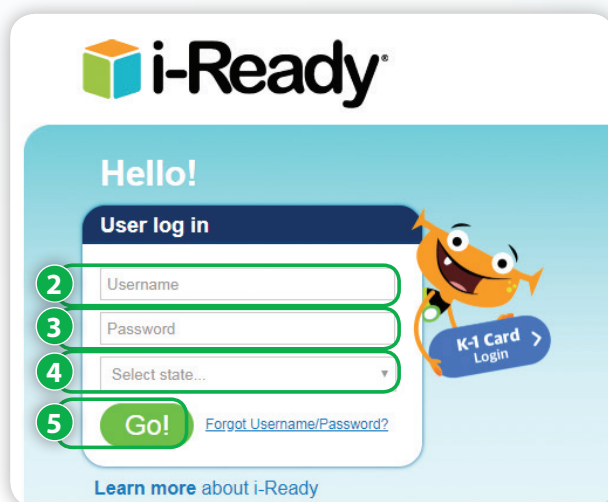
i-Ready is designed to put the information you need front and center, with simple navigation for the actions you take the most. We know it's nice to have a reference guide too, so here's how to complete key tasks in i-Ready. Need more? Look for the question mark icon on the screen, or visit the Help section.

## Before the Diagnostic

### Logging In

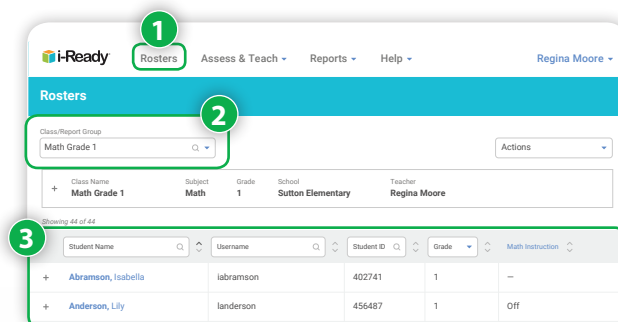
1. Go to **i-Ready.com**.
2. Enter your **username** (NOT case sensitive).
3. Enter your **password** (case sensitive).
4. Select your **state** from the dropdown menu.
5. Select **Go!**

Single Sign On (SSO) users will access i-Ready through their district's login portal. Check with your administrator if you are not sure how you and your students should log in to i-Ready.



### Reviewing Accuracy of Rosters

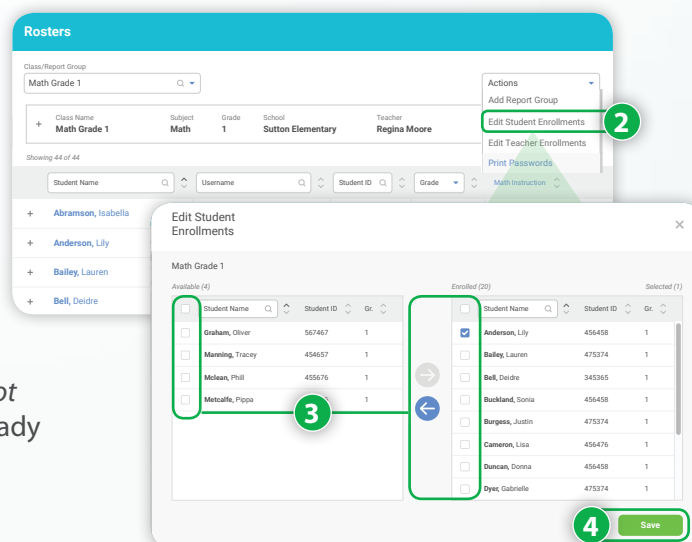
1. Select **Rosters** from the top navigation.
2. Select a **class** from the **Class/Report Group** dropdown.
3. Scroll through the roster. Make sure all your students appear here and that no additional students are listed on your roster.



### Managing Student Enrollments in Your Class or Report Group

1. Follow steps 1–2 of *Reviewing Accuracy of Rosters*.
2. Select **Edit Student Enrollments** from the **Actions** dropdown to open the Edit Student Enrollments screen.
3. Use the **checkboxes** to select **students** and the **arrows** to **add or remove** them from the roster.
4. Click **Save**.

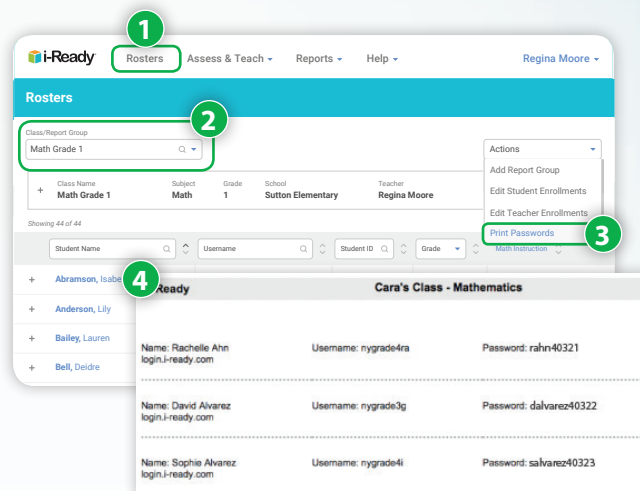
**Note:** If your district has chosen to automatically sync its SIS with i-Ready to create classes and add students, you will not be able to add, remove, or move students manually in the i-Ready interface. In this case, contact your administrator if your class rosters are incorrect.





## Obtaining Student Login Information

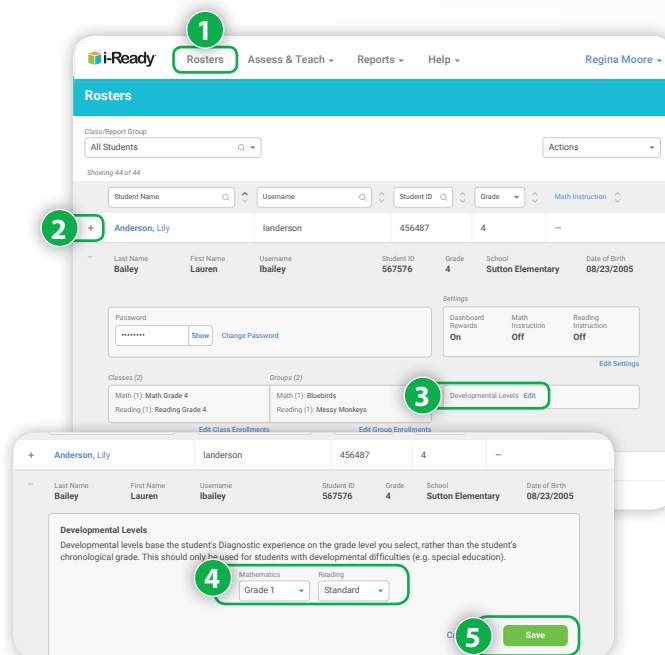
1. Select **Rosters** from the top navigation.
2. Select a **class** from the *Class/Report Group* dropdown.
3. Select **Print Passwords** from the *Actions* dropdown.
4. A downloadable PDF of student logins or K–1 Login Cards will generate.



## Setting Developmental Levels

1. Select **Rosters** from the top navigation.
2. Select the **+** icon next to your student to expand the row.
3. Select **Edit** next to *Developmental Levels*.
4. Select the appropriate levels using the dropdown menus.
5. Click **Save**.

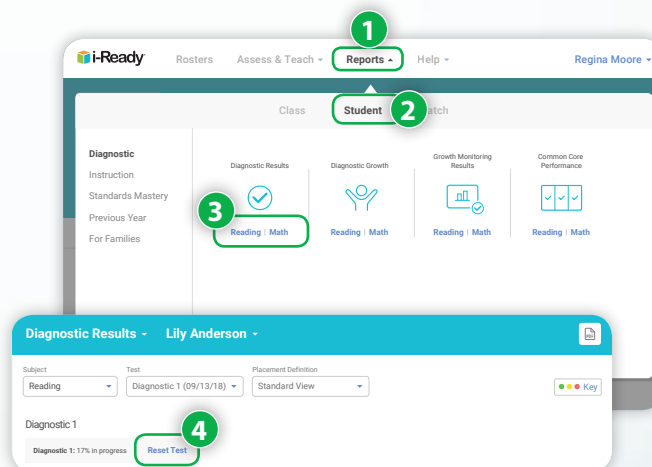
**Note:** *Developmental Levels* are for use with the i-Ready Diagnostic and ensure a comfortable testing experience for students who are performing significantly below level due to academic/developmental delays by allowing them to start the Diagnostic at a lower grade level. This feature should not 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. Select **Reset**. (Not pictured.)

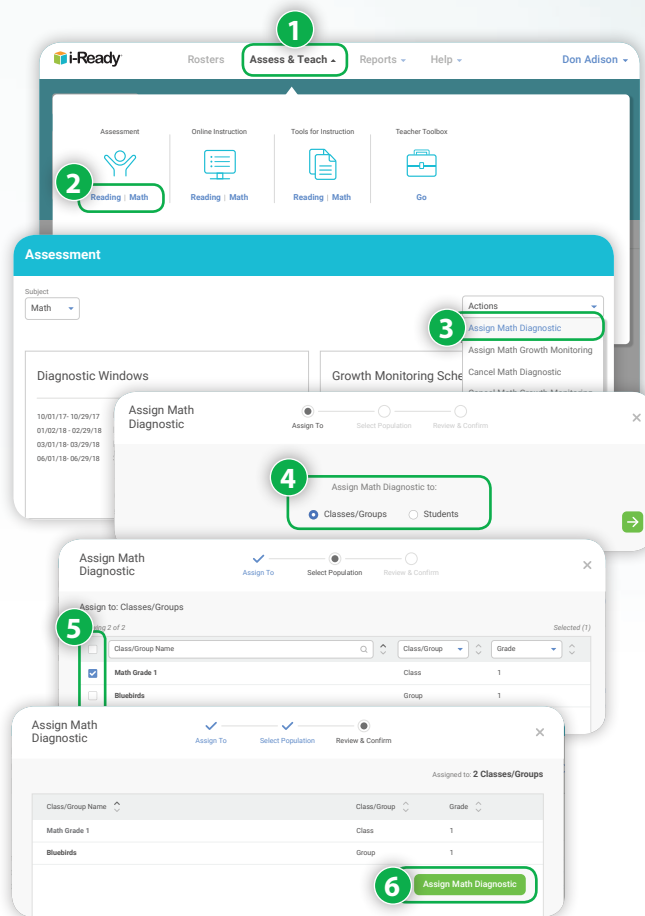


## Assigning or Canceling a Diagnostic

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 **Reading** or **Math** under **Assessment**.
  3. Select **Assign Diagnostic** or **Cancel Diagnostic** from the **Actions** dropdown. The corresponding pop-up will appear.
- ! *Make sure to click the arrow after each step to move forward!*
4. Choose **Classes/Report Groups** or **Students**.
  5. Select your population using the checkboxes.
  6. Review your selections and select **Assign Diagnostic** or **Cancel Diagnostic**.

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

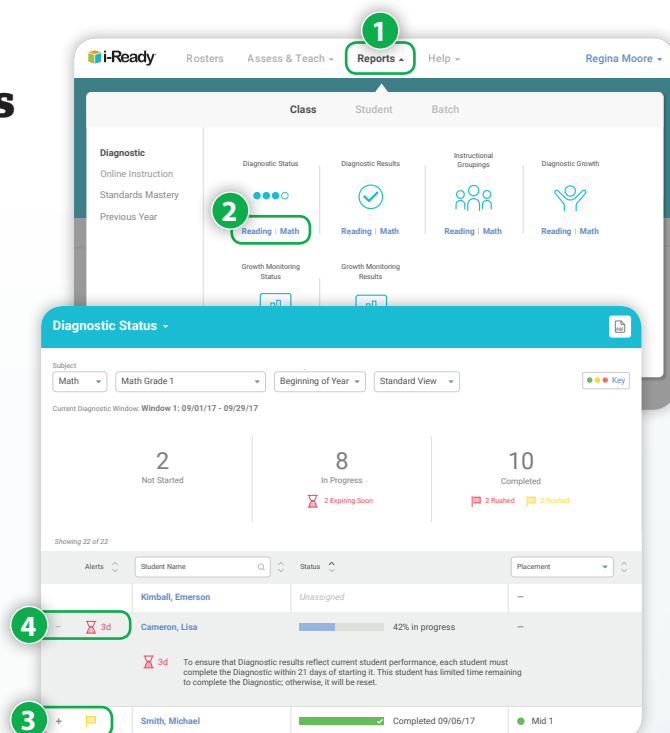


## Before Diagnostic Window Ends

### 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 who have rushed will have a 🚩 or 🚩 next to their names. Select the **+ icon** to expand the row and see further details.
4. 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.

**Note:** If a student's test results seem abnormal, you may need to readminister the test. Collaborate with your administrator to determine whether you will need to assign a new Diagnostic, in keeping with district or school assessment plans.



## 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** your class's results:

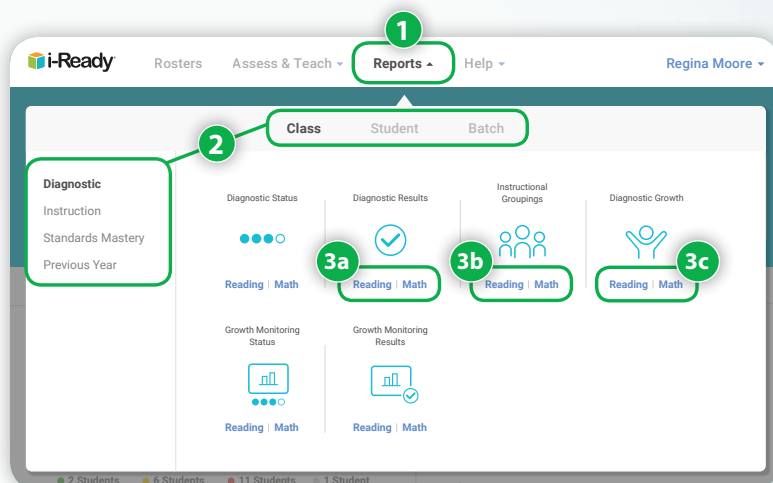
- 3a. Select **Reading** or **Math** under the *Diagnostic Results* report.

To **group** your students for instruction:

- 3b. Select **Reading** or **Math** under the *Instructional Groupings* report. (Available as a class-level report only.)

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

- 3c. Select **Reading** or **Math** under the *Diagnostic Growth* report.

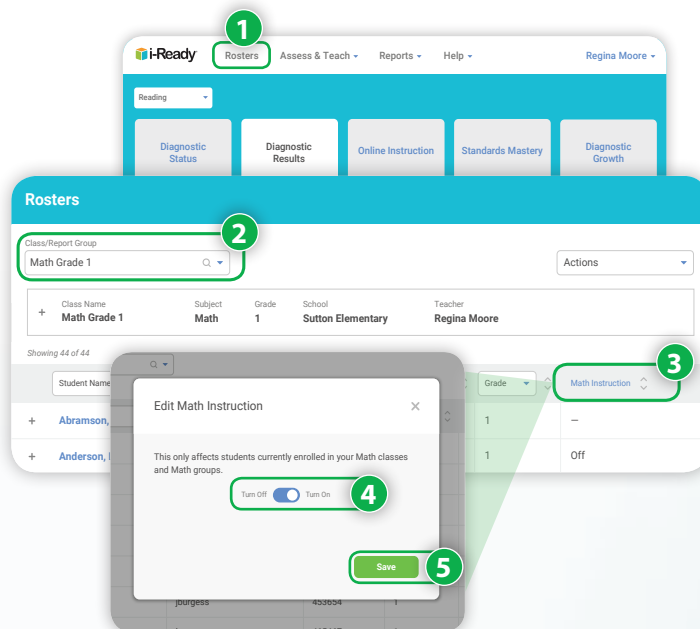


## Online Instruction

### 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. Select **Save**.

**Note:** When turning Instruction off, if any students are in another class/report group with Instruction turned on, their Instruction setting will remain on.



## Viewing Online Instruction

1. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
2. Select **Student** and **Online Instruction** for the report level and category.
3. Select **Reading** or **Math** under **Online Instruction**.
4. Select the **student** whose lesson plan you would like to view.
5. View **Current & Past Lessons** or switch to **Upcoming Lessons**.

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

The screenshot shows the i-Ready Reports interface. The top navigation bar includes 'Reports' (1). The left sidebar has 'Online Instruction' (2). The main area shows 'Student' (3) and 'Reading' (4). The 'Current & Past Lessons' tab is selected (5). Below is a table of lessons:

| Order | Domains | Lessons   | Estimated Time |
|-------|---------|---|----------------|
| 1     | PH      | More Vowel Team Syllables                             | 19m            |
| 2     | PH      | Vowel Sounds in saw, a, au, ough, aw, o               | 12m            |
| 3     | VOC     | Determine Word Meanings Using Context Clues           | 10m            |
| 4     | VOC     | Determine Word Meanings Using Known Words and Affixes | 20m            |

## Monitoring Student Progress in Online Instruction

It is important to log in to your *i-Ready* teacher account 1–2 times a week to monitor and manage your students' Online Instruction in order to support their progress and make sure they are spending enough time in online lessons.

1. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
2. Select **Student** and **Online Instruction** for the report level and category.
3. Select **Reading** or **Math** under **Online Instruction**.
4. Select the **student** whose lesson plan you would like to view.
5. Scroll through your student's lessons to see their completed lessons and to see their progress on certain skills. You may see student lesson alerts. Select the **+ icon** to expand the row and see further details.

The screenshot shows the i-Ready Reports interface for a student named Gabrielle Dyer. The 'Domain Progress' section shows a grid of progress for various domains across grades K through 8. The 'Current & Past Lessons' tab is selected. Below is a table of lessons:

| Alerts | Domains | Level  | Lesson                    | Pass/Fail | Score | Time on Task | Started  | Finished    |
|--------|---------|--------|---------------------------|-----------|-------|--------------|----------|-------------|
|        | VOC     | Late 3 | Building Word Knowledge 8 | —         | —     | 7m           | 05/23/18 | In Progress |
|        | VOC     | Late 3 | Building Word Knowledge 7 | Pass      | 100%  | 10m          | 05/23/18 | 05/23/18    |
|        | COMP    | Mid 3  | Understand Characters     | Fail      | 60%   | 35m          | 05/18/18 | 05/23/18    |




## Turning Domains On

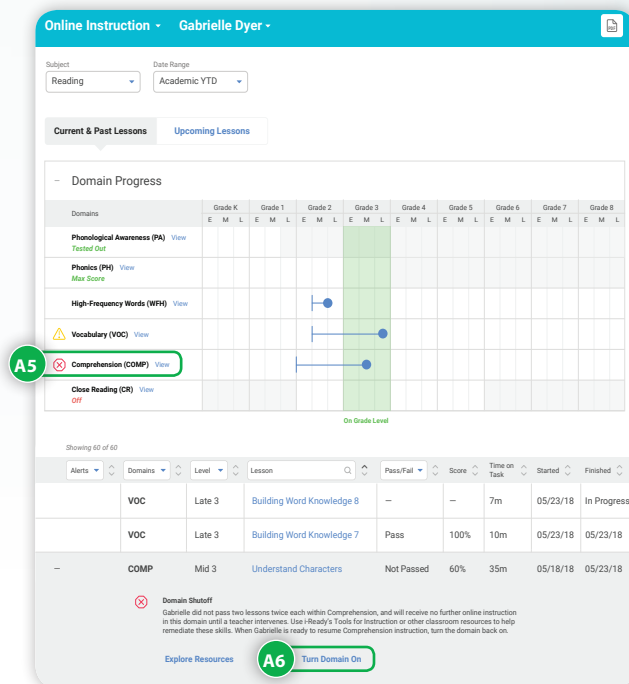
If students are struggling with online lessons and have failed two consecutive lessons twice each within one domain, that domain will shut off automatically. After teachers have intervened, they may then turn that domain back on.

There are two ways to do so:


### A. Turning on Domains for an Individual Student

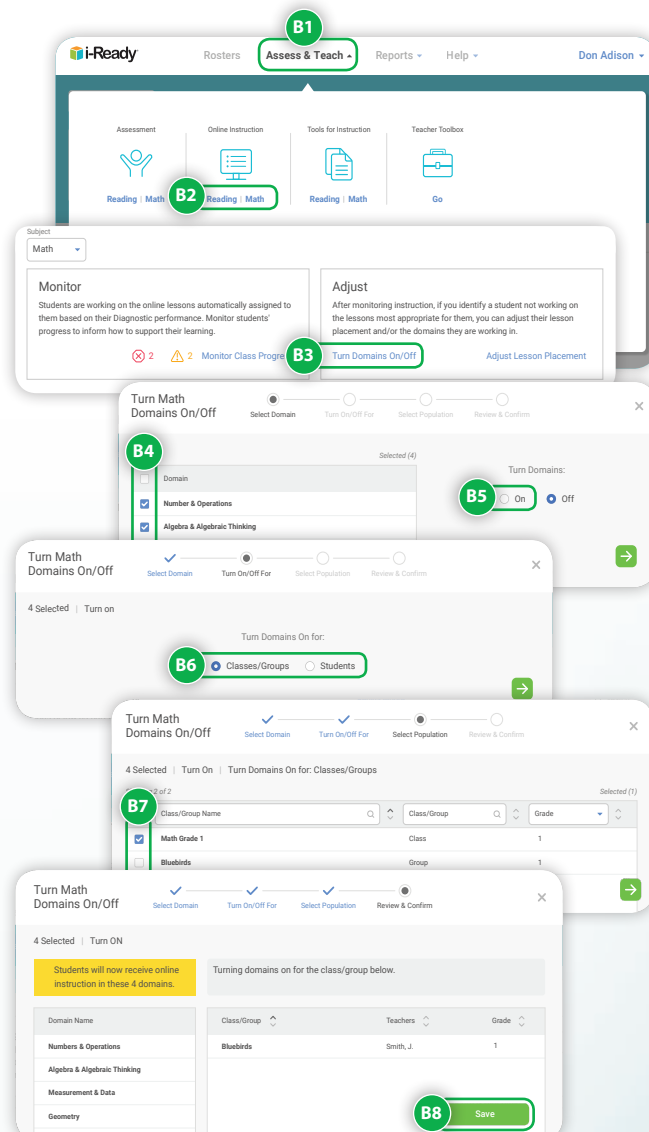
Follow steps 1–4 from *Monitoring Student Progress in Online Instruction* (p. 16).

- Click **View** next to the domain with a  to expand the row and view the domain details.
- Click **Turn Domain On**.



### B. Turning on Domains for a Class or Group

- Select **Assess & Teach** from the top navigation.
- Select **Reading** or **Math** under *Online Instruction*.
- Select **Turn Domains On/Off** under *Adjust*. The corresponding pop-up will appear.
-  *Make sure to click the arrow after each step to move forward!*
- Select **domain names** by selecting the check boxes.
- Select **On**.
- Choose **Classes/Groups** or **Students**.
- Select **Save**.

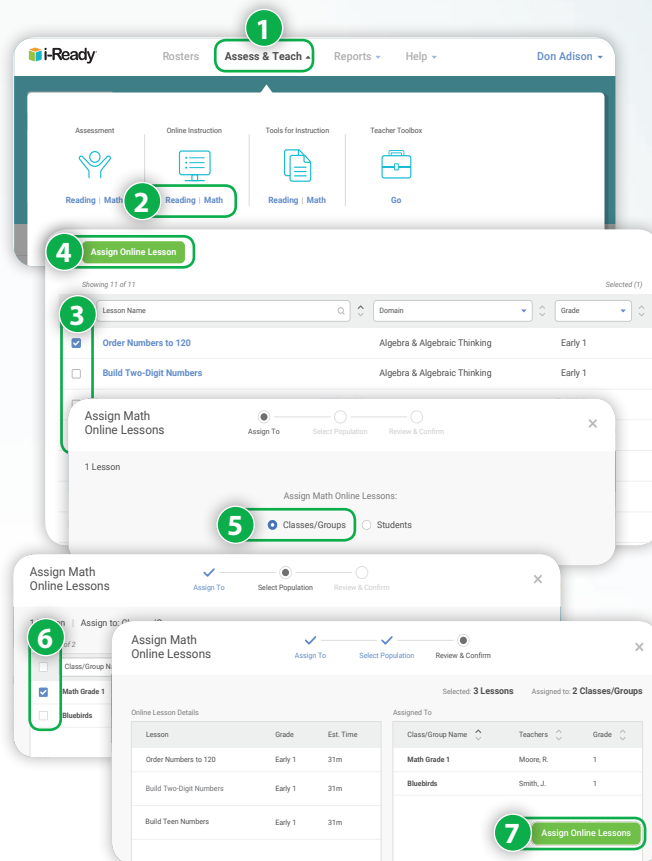


## Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.
2. Select **Reading** or **Math** under *Online Instruction*.
3. Use the **checkboxes** to select *lessons* you would like to add. You may also select a lesson name to view lesson details.
4. Select **Assign Online Lesson**. The corresponding pop-up will appear.

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

5. Choose **Classes/Groups** or **Students**.
6. Use the **checkboxes** to select your *population*.
7. Select **Assign Online Lessons**.



## Teacher-Led Instruction

### Accessing Tools for Instruction

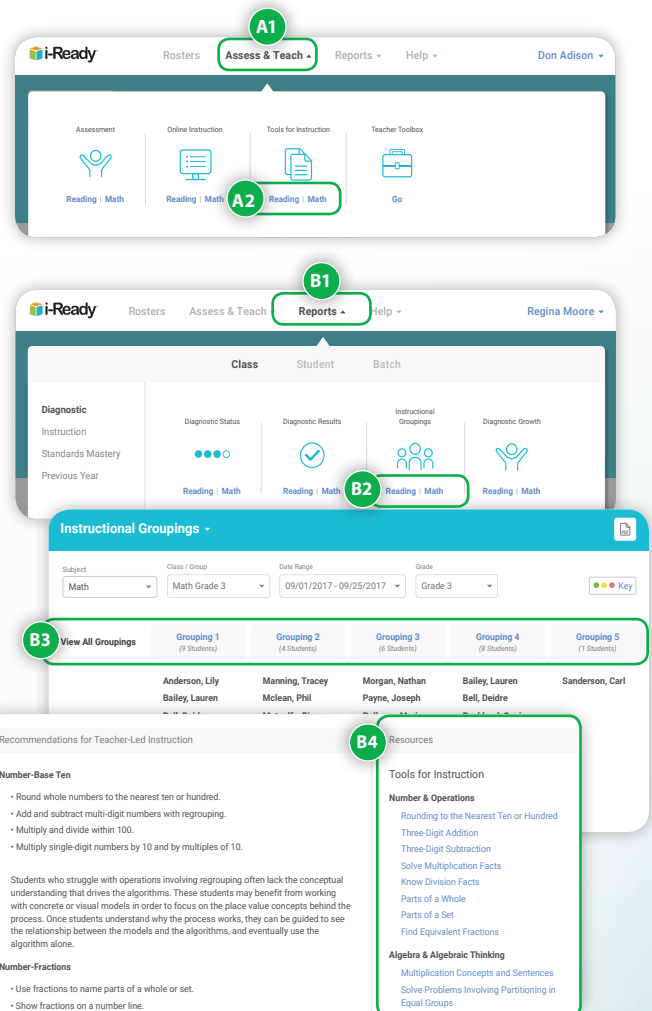
There are three different ways to access Tools for Instruction.

#### A. Search across all Tools for Instruction:

1. Select **Assess & Teach** from the top navigation.
2. Select **Reading** or **Math** under *Tools for Instruction*.
3. Select **Grade** to filter the Tools for Instruction. (Not pictured.)

#### B. Find Tools for Instruction recommended for small group instruction:

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.



## C. 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 & Resources for Instruction*.
6. Select the **+ icon** for one of the *Next Steps* you want to focus on with the student. It will change to a **- icon**.
7. Select one of the **Tools for Instruction** recommended for that *Next Step*.

The screenshot shows the i-Ready Reports interface. The top navigation bar includes 'Rosters', 'Assess & Teach', 'Reports', and 'Help'. The 'Reports' dropdown is open, showing 'Class' and 'Student' options. The 'Student' option is selected. Below this, the 'Diagnostic Results' section is visible, with 'Reading' and 'Math' tabs. The 'Reading' tab is selected. A student named 'Gabrielle Dyer' is selected from the dropdown. The 'Placement by Domain' section is shown, with a table of domain results. The 'Phonics' domain is highlighted. Below this, the 'Developmental Analysis' section is visible, showing 'Can Do' and 'Next Steps & Resources for Instruction' tabs. The 'Next Steps & Resources for Instruction' tab is selected, showing a list of next steps. One next step, 'Extend understanding of characters', is highlighted. Below this, the 'Tools for Instruction' section is visible, showing a list of tools. The 'Understand Characters' tool is highlighted.

## 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.
3. Input **report group information**.
4. Use the **checkboxes** to select *students* and the **arrows** to *add or remove* them from the report group.
5. Use the **checkboxes** to select *teachers* and the **arrows** to *add or remove* them from the report group.
6. Select **Save & Close** to exit.

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

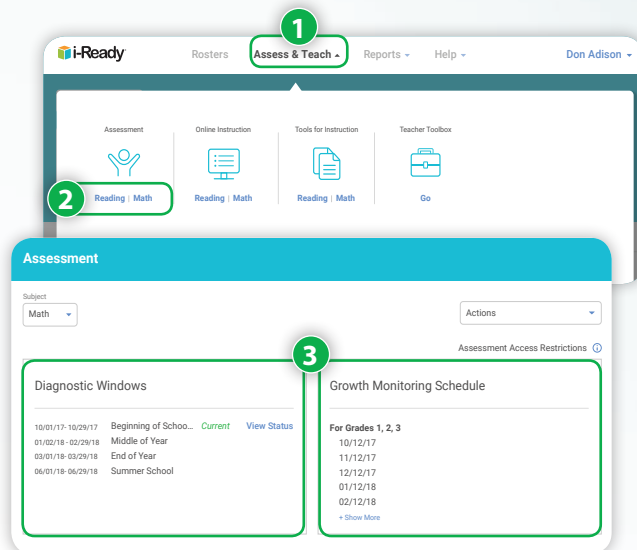
The screenshot shows the i-Ready Rosters interface. The top navigation bar includes 'Rosters', 'Assess & Teach', 'Reports', and 'Help'. The 'Rosters' option is selected. Below this, the 'Rosters' section is visible, showing a list of students. The 'Actions' dropdown is open, showing 'Add Class', 'Add Report Group', 'Edit Student Enrollments', and 'Edit Teacher Enrollments'. The 'Add Report Group' option is selected. A pop-up window titled 'Add Report Group' is shown. The 'Add Group Info' tab is selected. The 'Group Name' field is filled with 'Messy Monkeys'. The 'Subject' dropdown is set to 'Reading'. The 'Grade' dropdown is set to 'Grade 1'. The 'School' dropdown is set to 'Sutton Elementary'. The 'Teacher' dropdown is set to 'Regina Moore'. The 'Enroll Students' tab is selected. A table of students is shown, with checkboxes for selecting students. The 'Add Report Group' pop-up is shown again, with the 'Enroll Teachers' tab selected. A table of teachers is shown, with checkboxes for selecting teachers. The 'Save & Close' button is highlighted.

**Note:** Students must be in a class before they can be in a report group.

## Viewing Upcoming Diagnostic and Growth Monitoring Assessments

1. Select **Assess & Teach** from the top navigation.
2. Select **Reading** or **Math** under **Assessment**.
3. Review the recommended **Diagnostic Windows** and the upcoming **Growth Monitoring Schedule**.

**Note:** To monitor progress on current Diagnostic assessments directly from the screen shown, select **View Status**. A similar link will be added for Growth Monitoring Status during the 2018–2019 school year. To view assessment status from any other screen in i-Ready, follow the Viewing Assessment Status instructions that follow.

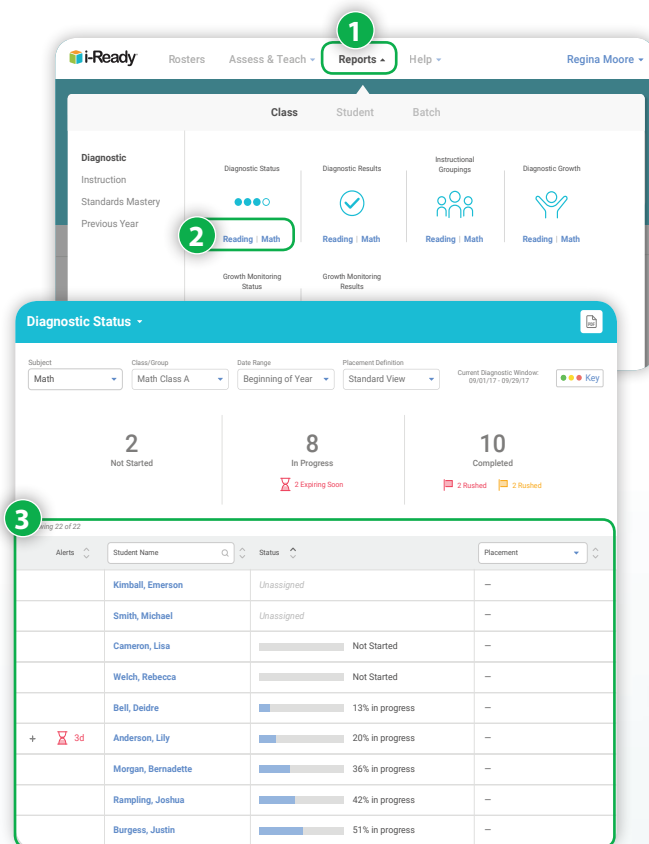


## Viewing Assessment Status

### Diagnostic Status

1. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
2. Select **Reading** or **Math** under **Diagnostic Status**.
3. Review the list of students to see progress and assigned assessments.

**Note:** To see results for completed assessments, switch to the **Diagnostic Results** report.



**Coming Soon!**

## Growth Monitoring Status

1. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
2. Select **Reading** or **Math** under **Growth Monitoring Status**.
3. Review the list of students to see progress and assigned assessments.

**Note:** To see results for completed assessments, switch to the **Growth Monitoring Results** report.

**Growth Monitoring Status**

Subject: Math, Class/Group: Math Grade 1, Date Range: Last 2 Weeks

2 Not Started, 8 In Progress (2 Expiring Soon), 10 Completed

| Alerts | Student Name    | Status             | Typical Growth (Skillhood) |
|--------|-----------------|--------------------|----------------------------|
|        | Duncan, Donna   | Completed 09/04/16 | Somewhat Likely            |
|        | McLean, Phil    | Completed 09/06/16 | Likely                     |
|        | Bailey, Lauren  | Completed 09/04/16 | Likely                     |
|        | Metcalfe, Pippa | Completed 09/04/16 | Somewhat Likely            |

**Coming Soon!**

## Standards Mastery Status

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.

**Note:** To see results for completed assessments, switch to the **Standards Mastery Results** report.

**Standards Mastery Status**

Subject: Math, Class/Group: Math Grade 1

2 Not Started, 8 In Progress (2 Expiring Soon), 10 Completed

| Alerts | Student Name     | Assessment       | Status      | Overall Score |
|--------|------------------|------------------|-------------|---------------|
|        | Kimball, Emerson | Adding Fractions | Unassigned  | —             |
|        | Smith, Michael   | Adding Fractions | Unassigned  | —             |
|        | Cameron, Lisa    | Adding Fractions | Not Started | —             |





# Tips and Tools FOR Getting Good Data from the Diagnostic

Leaders and teachers play a large role in getting reliable data from the *i-Ready Diagnostic*. Without clean Diagnostic data, results can be misleading and personalized instruction plans may not match students' true needs.

## • Get Organized

To ensure that you get good Diagnostic data, it is important to review schedules, gather materials, and get the testing space organized.

## • Prepare and Motivate Students

One of the most critical steps for getting accurate results is to make sure students put forth their best effort while taking the Diagnostic. Before administering the Diagnostic, use the following resources to motivate students, review expectations, and set goals.

- Motivate students with decorations around the classroom
- Review expectations for the Diagnostic
- Share introduction and tools demos to prepare students for their Diagnostic experience

## • Actively Proctor

Actively monitor students as they are taking the test. Provide encouragement if you see them struggling or reward them as they work through it. Watch for students who may be rushing, review their progress, and remind them to take their time.

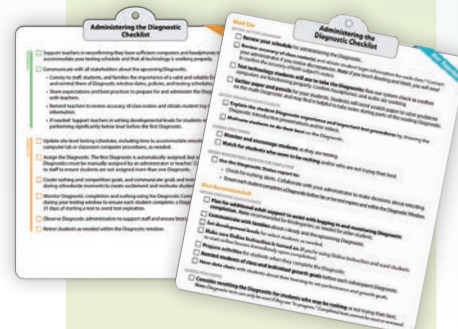
## • Track Completion

Students have 21 days from the day they start to complete the Diagnostic before it expires. If a student's Diagnostic expires, he or she will need to start again from the beginning, in keeping with assessment best practices to ensure reliable results. To make sure everyone is on track, it is important to review expiration alerts and overall progress on the Diagnostic.

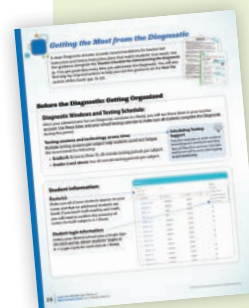
**FIND THIS  
AND MORE AT**

**i-ReadyCentral.com/  
GetGoodData**

## Top tools to bring these tips to life:



Administering the  
Diagnostic Checklists for  
Leaders and for Teachers



Getting  
the Most  
from the  
Diagnostic

Pledge  
Sheets

To do my best  
on i-Ready



Preparing for the  
Diagnostic PowerPoint  
Presentation



Bulletin Board Headers



i-Ready Ideas



# **Tips and Tools FOR** *Using Diagnostic Data*

**FIND THIS  
AND MORE AT**  
**i-ReadyCentral.com/  
DiagnosticData**

Administering the Diagnostic is the first step toward understanding and supporting student needs, but deep data analysis after the Diagnostic helps you understand larger trends, identify support areas, and gauge overall progress toward schoolwide or individual goals. *i-Ready* reports allow you to track student growth as well as plan, monitor, and adjust instruction throughout the school year.

## **• Schedule Time**

Dedicating time to review your data can strengthen your analysis and enhance your understanding of next steps for students. Make sure you carve out time to look at, analyze, and discuss data.

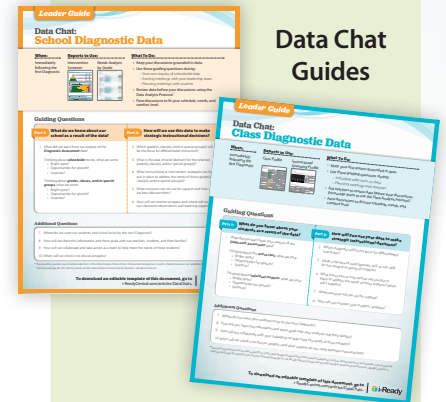
## **• Analyze, Plan, and Collaborate**

It is important to approach data with purpose, often guided by specific questions. By framing your analysis around questions such as, “How are my students performing?” or “What progress did we make as a school?” it becomes easier to make meaning of the data and determine actionable next steps. Use the recommended tools, at right, to help you analyze data and collaborate with others in your school or district.

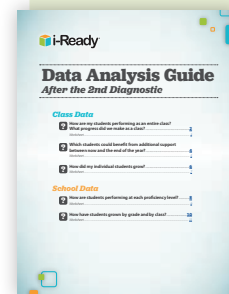
## **• Share Results**

Sharing data with students and families is a crucial part of engaging students in their learning. By facilitating data chats, students and teachers can celebrate growth, set learning goals, and plan next steps.

### **Top tools to bring these tips to life:**

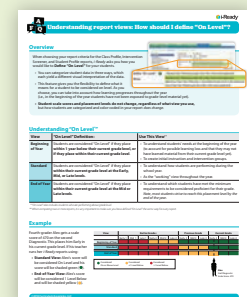
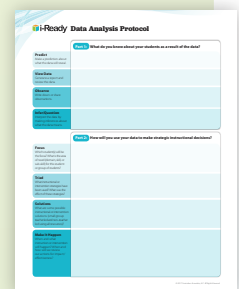


**Data Chat  
Guides**



**Data  
Analysis  
Guide**

**Data  
Analysis  
Protocol**



**FAQ: Understanding  
Placement Definition**



## Tips and Tools FOR Engaging Students in Their Learning

Engaging students in their learning is an essential component to nurturing a growth mindset and supporting student success. *i-Ready* can be used in many ways to empower students and help them feel more ownership over their own growth.

### • Guide Goal Setting

Teachers can help students set goals for themselves that can include specific habits and short- and long-term growth. Goals should include both performance and learning goals and should be self-referenced rather than peer-referenced.

### • Have Data Chats with Students

Teachers should schedule data chats with students about their learning to help students reflect, create goals, and plan. When creating goals, focus on performance goals and learning goals.

### • Track Data with Students and Help Them Self-Reflect

Teachers can implement ways for students to track data such as journals, data folders, individual student tracking sheets, or class data walls. Student data tracking promotes ownership, keeps data top-of-mind, and makes progress apparent.

### • Make Learning a Team Effort

Teachers can build a collective growth mindset culture by tracking class progress and growth, providing classwide feedback, and creating class goals. Research shows students are likely to achieve more when they are a part of a learning community.

### • Recognize and Celebrate Growth

Teachers can use public announcements, bulletin boards, or certificates to highlight when a student or class has reached a goal and/or made progress. Celebrating growth rather than just a fixed end goal cultivates a growth mindset.

### • Have Students Actively Engage with Online Lessons

Teachers can provide students with Online Instruction reflection pages. This creates an artifact of learning for the student and allows the teacher to check in with students about progress, misunderstandings, and work habits.

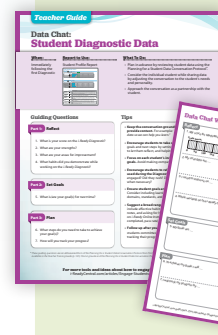
### • Communicate with Families

Teachers can share information about *i-Ready* assessments and progress with families through newsletters, conferences, emails, and phone calls. Involving families helps broaden students' networks of support.

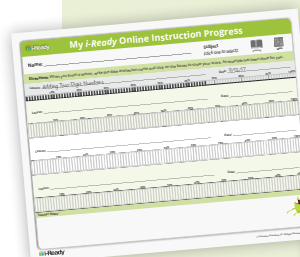
FIND THIS  
AND MORE AT

[i-ReadyCentral.com/  
EngageStudents](https://i-ReadyCentral.com/EngageStudents)

### Top tools to bring these tips to life:



Data Chat  
Guide and  
Worksheet

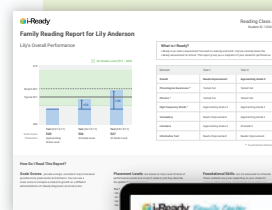


Data  
Trackers

Goal  
Gauges



Certificates



For  
Families  
Report



*i-Ready* Family Center



# Tips and Tools FOR Getting the Most from Online Instruction

The time between Diagnostics is when learning and growth happen. When used strategically, *i-Ready* can empower your teaching and help support every student. Students are automatically placed into *i-Ready* Online Instruction at their zone of proximal development based on their Diagnostic results. While you do not need to do anything to create or place students in the lesson path, you play an essential part in students' online learning.

## • Schedule Time

Research indicates students achieve greater gains when they strive for 45 minutes per subject per week of *i-Ready* Online Instruction. Agree on a clear target for students' usage of Online Instruction in advance and establish a plan for when and how students will regularly access *i-Ready* Instruction.

## • Prepare Your Students

When students understand *i-Ready* Online Instruction and why they are working on lessons, they will be more engaged and motivated to do their best. When starting Online Instruction, introduce the program as a new learning tool, familiarize students with the experience, establish class routines, and set goals to get students off to a strong start.

- Build in time to the weekly schedule for students to reflect on their learning.
- Give students tools to track their lessons passed and progress toward their goals and take time to celebrate students' accomplishments.
- Meet with students regularly to set and discuss their goals.

## • Monitor and Plan

To monitor Online Instruction and make plans for further support, develop a routine of reviewing student lesson alerts, time on task, and percent of lessons passed.

## • Share Results and Engage Students

Provide opportunities for students to track progress, review results, and celebrate classwide or individual successes.

## • Respond to Students' Needs

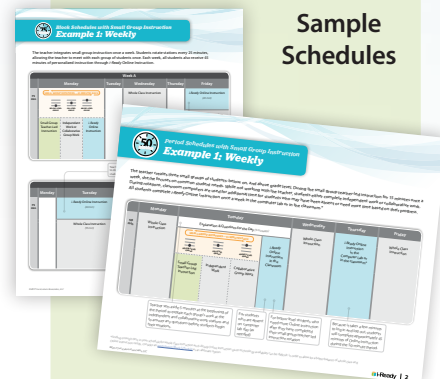
Instructional data can provide guidance for grouping students by common needs, addressing individual students' underlying skill gaps, and providing strategic instruction or intervention on specific skills.

FIND THIS  
AND MORE AT

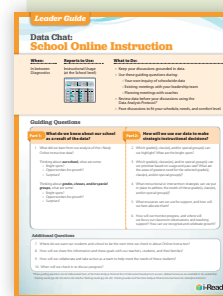
[i-ReadyCentral.com/](https://www.i-ready.com/)  
OnlineInstruction

## Top tools to bring these tips to life:

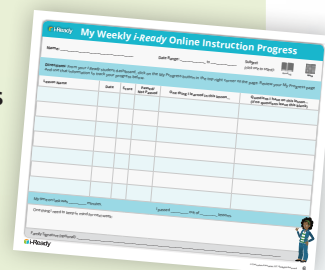
Sample  
Schedules



Data  
Charts for  
Online  
Instruction



Data  
Trackers



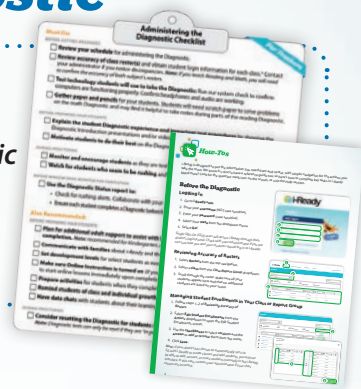
Tools for Planning in  
Response to Student Needs





# Getting the Most from the Diagnostic

A clean Diagnostic ensures accurate recommendations for teacher-led instruction and Online Instruction plans that match students' true needs. Use this guidance alongside the *Teacher Checklist for Administering the Diagnostic* (p. 7) to get good data every time you administer the Diagnostic. You will also find step-by-step instructions to help you use this guidance in the *How-Tos* section of this Guide (pp. 12–21).



## Before the Diagnostic: Getting Organized

### Diagnostic Windows and Testing Schedule:

Once your administrator has set Diagnostic Windows in *i-Ready*, you will see these dates in your teacher account. Use these dates and your school testing calendar to make sure all students complete the Diagnostic during this period.

### Testing sessions and technology access time:

Multiple testing sessions per subject help students avoid test fatigue. We recommend the following:

- **Grades K–1:** two to three 15–20-minute testing periods per subject.
- **Grades 2 and above:** two 45-minute testing periods per subject.

### Scheduling Testing Support



Consider strategies to assist students in kindergarten and those receiving Special Education services: Schedule additional staff to assist with logging in and monitoring.

## Student Information:

### Roster(s):

Make sure all of your students appear on your roster and that no additional students are listed. If you teach both reading and math, you will need to confirm the accuracy of rosters for both subjects in *i-Ready*.

### Student login information:

Unless your district/school uses a Single Sign On (SSO) portal, obtain students' logins or K–1 Login Cards for each class in *i-Ready*.

| Rosters                    |           |            |       |     |
|----------------------------|-----------|------------|-------|-----|
| Class/Group: Grade 1, Math |           |            |       |     |
| Showing 44 of 44           |           |            |       |     |
| Student Name               | Username  | Student ID | Grade |     |
| + Abramson, Isabella       | labramson | 402741     | 1     |     |
| + Anderson, Lily           | landerson | 456487     | 1     |     |
| + Bailey, Lauren           | lbailey   | 567576     | 1     | On  |
| + Bell, Deidre             | dbell     | 475374     | 1     | On  |
| + Buckland, Sonia          | sbuckland | 456486     | 1     | On  |
| + Burgess, Justin          | jburgess  | 453654     | 1     | Off |
| + Cameron, Lisa            | lcameron  | 465467     | 1     | —   |
| + Duncan, Donna            | dduncan   | 687687     | 1     | Off |
| + Dyer, Gabrielle          | gdyer     | 597557     | 1     | Off |
| + Graham, Oliver           | ograham   | 567467     | 1     | —   |
| + Manning, Tracey          | tmanning  | 454657     | 1     | Off |
| + Mclean, Phil             | pmclean   | 455676     | 1     | Off |
| + Metcalfe, Pippa          | pmetcalfe | 564665     | 1     | On  |
| + Moran, Bernadette        | bmoran    | 543548     | 1     | Off |

- Actions
- Add Class
- Add Report Group
- Edit Student Enrollments
- Edit Teacher Enrollments
- Print Passwords

## Developmental Levels: 🔍

To create a more comfortable testing experience for students who are performing significantly below grade level (i.e., 2 or more grade levels below for primary students, 3 or more grade levels below for others) in math and/or reading due to academic or developmental delays, you may set the Diagnostic to start at a lower grade level. This feature should only be used in special cases.

### I-READY CENTRAL RESOURCE CONNECTION

Search *How to Set Developmental Levels and Why They're Important* on *i-Ready Central* for additional information.

The screenshot shows the 'Rosters' page in the i-Ready system. A student profile for Lauren Bailey (Student ID: 567576, Grade 4) is selected. The 'Developmental Levels' modal is open, showing settings for Mathematics (Grade 1) and Reading (Standard). The modal includes a 'Save' button and a 'Cancel' button.

## Technology, Hardware, and Materials:

### System check:

Run the free system check at [i-Ready.com/Support/SystemCheck](https://i-Ready.com/Support/SystemCheck) to make sure devices students will use to take the Diagnostic are functioning properly.

### Headphones and audio:

Confirm that these items are functioning properly to accommodate the Diagnostic's audio support.

### Paper and pencils:

Gather scratch paper and pencils for students to solve problems during the Mathematics Diagnostic or take notes during the Reading Diagnostic.

The screenshot shows the 'Curriculum Associates | i-Ready Configuration Check' page. It includes sections for 'Operating System/Browser Check' and 'Adobe Flash Player Check'. The 'Operating System/Browser Check' shows 'PASS' for Operating System, Browser, JavaScript, and Browser cookies. The 'Adobe Flash Player Check' shows 'FAIL' for Flash Player Status and 'N/A' for User Flash Plugin Name.

### I-READY CENTRAL RESOURCE CONNECTION

For more Tips and Tools to help you and your teachers get the most from the Diagnostic, visit [i-ReadyCentral.com/GetGoodData](https://i-ReadyCentral.com/GetGoodData).



# Before the Diagnostic: Preparing Your Students

## Student Diagnostic Experience:

We recommend specific strategies for introducing the Diagnostic to students.

- **Explain that each student's test is unique** .....

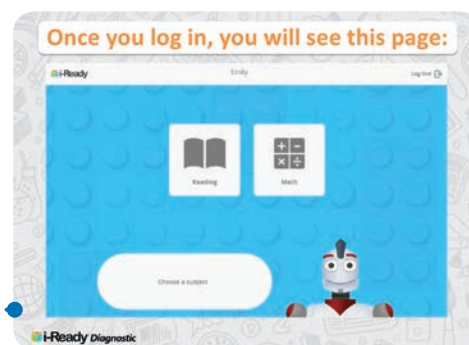
It is okay to get questions incorrect because that is how the Diagnostic figures out exactly what students know and need to learn. If a student misses some questions, they will get easier questions. If they respond correctly, they will get more challenging questions.

"Each test is unique, and your test is just for you. If you answer questions correctly, you will get some harder questions. If you miss a question, you may get an easier question. This is how *i-Ready* can tell what you know and what else you need to learn."

- **Explain that results will be used to help students learn what they need to learn, not for a grade.**

- **Preview the Diagnostic experience, using the *Getting Students Ready for the Diagnostic* presentations and/or *Understanding the Diagnostic* videos.**

The *Getting Students Ready for the Diagnostic* presentations and tutorial videos reiterate the purpose of the test, show the beginning screens and sample test items, highlight key features, and provide important testing tips.



### The *Getting Students Ready for the Diagnostic* presentations and tutorial videos call attention to:

- The **speaker icon** and how to use it to hear or repeat **audio**.
- How to select an answer and how to change the selection.
- The **Done** button. Answers cannot be changed after students click the Done button.
- **Arrows** and **tabs** that can be used to scroll through reading passages or toggle between passages or other information needed to complete a test item.
- The **tools** and **virtual manipulatives** that will become available, as needed, to complete questions.
- Where students can click to **stop the test**.

#### Audio Support

Audio support is available for many reading items (K–3) and all math items (K–5).



#### Student Reminders

If no tools or virtual manipulatives are available, students should use paper and pencil to solve math problems.

The test is not timed. If they log out before completing the Diagnostic, they will start where they left off the next time they log in.



## Preparing Kindergarten Students:

For kindergarten students, use the preparation resources available from the K Corner on *i-Ready Central*:

- **Make sure each student is ready to take the Diagnostic** using the *Checklist: Is Each Child Ready to Take the Diagnostic?*
- **Use the Digital Readiness Lessons and Interactive Activities**, as needed, to address additional skills kindergarten students may need to develop to take the Diagnostic.
- **Provide opportunities for children to practice logging in.**
- **Use the *Getting Kindergarten Students Ready for the Diagnostic* presentation.**

### Digital Readiness



Use Digital Readiness Lesson 4 and the corresponding Interactive Practice webpage to provide opportunities to practice interacting with buttons and answers.

### Log in Lessons



For students in Grades K–2 and those receiving Special Education services, conduct a lesson that teaches them how to log in.



### I-READY CENTRAL RESOURCE CONNECTION

For more information about preparing kindergarten students to use *i-Ready*, visit [i-ReadyCentral.com/KCorner](https://i-ReadyCentral.com/KCorner).

## Important Test Procedures:

Go over the following procedures and clarify any other expectations you have for student participation in the Diagnostic.

- **Encourage students to take their time and try their best.**
- **Let students know that Diagnostic breaks will appear at different times for each student.** If they need to take a break at another time, they can close the Diagnostic and start where they left off later.
- **Explain that students should not open any other tabs or websites** while working on the Diagnostic, even if they use online translation resources or dictionaries to complete class work.
- **Encourage students to use paper and pencil** for computation on the Mathematics Diagnostic and to take notes as needed during the Reading Diagnostic.

"It's very important to try your best and take your time on the Diagnostic. You will be able to see how much you've done by clicking 'My Progress' to open the Diagnostic progress bar at any time. You will also see breaks in between different parts of the test. Don't worry if you see other students getting a break before you do."

## Motivating Students to Do Their Best on the Diagnostic:

- **Share your enthusiasm** to get the class pumped up by telling students how excited you are to find out more about what they know so you can help them learn what they need to learn.
- **Build student investment and sense of community around the Diagnostic** by engaging the entire class in a commitment to Diagnostic success. Consider using bulletin boards, class chants, pledge walls, or other strategies to make this commitment visible.
- **Create individual and class goals** to encourage students to work their hardest on the Diagnostic and to invest them in the process and their own learning.
- **Tell students how you will support and encourage them during and after the Diagnostic.** Consider using encouragement cards, completion certificates, or other items that appeal to your students to make this support tangible.
- **Tell students what will be communicated to their families** so they know they have support from home.

### Motivating Students

Materials with recognizable visuals can be helpful in reminding students why the Diagnostic is important and encouraging them to do their best.



## Activities for Students Who Complete the Diagnostic:

- **Students may start online lessons** (if using Online Instruction) immediately upon completion of the Diagnostic.
- **Inform students of post-Diagnostic expectations.**

### Personalizing i-Ready:

After the Diagnostic, students can personalize their i-Ready experience by clicking their first name. There they can select a study buddy and theme and get rewards for completing lessons.



## During the Diagnostic: *Actively Proctoring*

### Monitoring and Encouraging Students:

- **Walk around the room as students are testing.** Glance at students' computer screens and Diagnostic progress bars to make sure students are staying on track.
- **Remind students who seem to be rushing** to take their time and try their best.
- **Encourage students who look stuck or are taking a long time** for each item to make their best guess and move on.
- **Watch the time and give students short breaks, as needed, to help them maintain focus.** This is especially helpful for students who look frustrated or seem to be rushing.

## Resetting the Diagnostic:

If a student appears to be rushing or not trying his or her best, you can reset the Diagnostic while it is still "In Progress."

**Note:** Completed tests cannot be reset or removed. See instructions for resetting the Diagnostic on page 13.

Diagnostic Results - Lily Anderson

Subject: Reading | Test: Diagnostic 1 (09/13/18) | Placement Definition: Standard View

Diagnostic 1

Diagnostic 1: 17% in progress | Reset Test

## Before Diagnostic Window Ends: Monitoring Completion

### Diagnostic Status:

- **Monitor alerts and completion** to ensure each student completes their Diagnostic within the Diagnostic Window.
- **Check for test expiration alerts.** Diagnostics expire 21 days from the day each student started the test.
- **Check for rushing** and collaborate with your administrator to make decisions about retesting.

### Diagnostic Status and Scheduling

Throughout the Diagnostic Window, use the completion and % progress information in the Diagnostic Status report to determine whether to add more testing sessions to your schedule.

Diagnostic Status

Subject: Math | Math Grade 1 | Beginning of Year | Standard View

Current Diagnostic Window: Window 1: 09/01/17 - 09/29/17

Summary: 2 Not Started | 8 In Progress (2 Expiring Soon) | 10 Completed (2 Rushed, 2 Exceeded)

| Student Name     | Status             | Placement |
|------------------|--------------------|-----------|
| Kimball, Emerson | Unassigned         | -         |
| Cameron, Lisa    | 42% in progress    | -         |
| Smith, Michael   | Completed 09/06/17 | Mid 1     |

To ensure that Diagnostic results reflect current student performance, each student must complete the Diagnostic within 21 days of starting the test. This student has 3 days left to complete their Diagnostic. If the Diagnostic is not completed in time, it will be reset.

### Rushing Alerts

**Red alerts** appear when the student (on average) has spent:

- Less than 11 seconds per reading item
- Less than 12 seconds per math item

At this pace, the student's score is likely lower than his or her true ability level. It's recommended that this student retake the Diagnostic.

**Yellow alerts** appear when the student (on average) has spent:

- Less than 15 seconds per reading item
- Less than 21 seconds per math item

At this pace, the student's score may be lower than his/her true ability. If the score is lower than expected, you may want to consider having him/her retake the Diagnostic.



# Understanding i-Ready Report Terminology

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

## Domain

The *i-Ready Diagnostic* is divided into domains, or groups of related skills, that align with the main College and Career Readiness domains. Domains and abbreviations in Diagnostic reports include:

### Reading:

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

### Mathematics:

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

*Online Instruction reports combine the Comprehension domains (COMP) and break out Close Reading (CR) as a separate domain of instruction.*

## 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 the first Diagnostic, and each represents annual growth in scale score points from the initial Diagnostic to the end-of-year Diagnostic.

**Typical Growth:** The average annual growth for students at this grade and placement level.

**Stretch Growth:** An ambitious, but attainable, level of annual growth that:

- Puts below-grade level students on a path to proficiency (i.e., attaining mid on-grade level placement).
- Puts on-grade level students on a path to advanced proficiency levels (i.e., achieving or maintaining late on-grade level placement or higher).

## Lexile® measure and range

The Lexile® Framework for Reading uses one scale to measure students' reading ability and text complexity, to help you identify reading materials at each student's level. A student's Lexile® measure is his or her reading ability score. The Lexile® range indicates the range of texts that will be easy to more challenging but still readable for the student. In *i-Ready*, students' Reading Diagnostic scores are used to approximate Lexile® measures and ranges.

*Lexile® and the Lexile® Framework are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. Copyright © 2018 MetaMetrics, Inc. All rights reserved.*

## Max Score

For select Diagnostic domains only, you may see "Max Score" instead of a grade-level placement, based on how the student's scale score compares to the maximum score range for that domain and grade. "Max Score" means the student was tested in the domain and achieved the maximum score for their current grade. In some domains, such as the foundational domains in Reading, that happens because those domains are not tested above a certain grade level and the student has moved up to that level on the Diagnostic. If using Online Instruction, this indicates the student doesn't need personalized instruction in the domain at this time, so he or she will not receive *i-Ready-Assigned Lessons* in that domain.



---

## National Norms

Norms, also known as percentile rankings, compare each student's performance with that of other students who took the same test. Using scale scores on the Diagnostic, *i-Ready* reports each student's performance relative to a group of nationally representative students in the same grade who took the *i-Ready Diagnostic* at the same time of year. For example, a student at the 80th percentile scored higher than 80% of students assessed. The student's reported National Norm does not translate to a proficiency level.

---

## Percent of Lessons Passed

*i-Ready* reports the percent of lessons the student has passed\* out of the total number of lessons completed. For example, the percent of lessons passed for a student who passed 8 out of 10 completed 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 70% in *i-Ready*, but it can be adjusted by the highest-level administrator for your account.

---

## Placement

Placement is equivalent to grade level. For instance, a student with a Grade 4 placement is performing at about a fourth-grade level. Placement is determined based on specific scale score ranges for each chronological grade.\*\* When a student's placement is within his or her current grade, you may see an Early, Mid, or Late placement.

- **Early On-Grade Level:** Students have only partially met the expectations of College and Career Readiness Standards for their grade and would benefit most from on-grade level instruction.
- **Mid On-Grade Level:** Students have met the bare minimum requirements to be considered proficient for their grade and would benefit from instruction in some of the more advanced on-grade level topics.
- **Late On-Grade Level:** Students have successfully met and surpassed grade-level expectations from the College and Career Readiness Standards. These students will benefit from very advanced on-grade level enrichment and may be ready for instruction from the beginning of the next grade level.

\*\* Chronological grade refers to the grade in school in which the student is currently enrolled.

---

## Placement Definition

The Placement Definition gives you the flexibility to define what it means for students to be considered on grade level in *i-Ready* reports. You can choose from three selections:

- **Standard View:** students are considered "On Grade Level" if they place Early, Mid, or Late within their current grade. Standard View is the default.
- **Beginning-of-Year View:** students are considered "On Grade Level" if they place one year below their current grade or within their current grade. This Placement Definition can be used to take into account that students have not been exposed to grade-level material yet at the beginning of the year.
- **End-of-Year View:** students are considered "On Grade Level" if they place Mid or Late within their current grade.

It is important that all educators within the district or school use the same Placement Definition to ensure consistency in sharing data and evaluating student growth.

---

---

**Scale Score** *i-Ready* 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 a student’s current score indicating that they have mastered skills up to that point and still need to work on skills beyond that point. The Diagnostic starts each student at a difficulty level based on his or her current grade and makes adjustments based on student responses, moving below or above grade level as needed, to determine the student’s proficiency estimate and scale score. To measure student growth over time, compare a student’s scores on different administrations of the Diagnostic.

---

**Tested Out** For select Diagnostic domains, you may see “Tested Out” instead of a grade-level placement, based on how the student’s scale score compares with the maximum score range for the domain and grade. “Tested Out” indicates a student did not see any items in the domain on the Diagnostic based on high performance in other domains within the same subject. This keeps a student who has demonstrated mastery of higher-level skills from spending time on corresponding prerequisite skills during the Diagnostic. If a student tests out of a given domain, his or her Diagnostic Results will not include Next Steps for Instruction for that domain because the student achieved such high performance. If using Online Instruction, “Tested Out” indicates the student doesn’t need personalized instruction in that domain at this time, so he or she will not receive *i-Ready*-Assigned Lessons in that domain.

---

**Time on Task** Time on Task includes the total time students spent working in Online Instruction during a specific week or date range. All lessons are counted in Time on Task, including *i-Ready*-Assigned Lessons and Teacher-Assigned Lessons that have been completed, are in progress, or that were canceled after a student started working.

---

**Quantile® measure and range** The Quantile® Framework for Mathematics uses one scale to measure students’ math ability and the difficulty level of resources for math instruction. Quantile® measures help you identify targeted lessons and supplemental math materials based on each student’s ability. A student’s Quantile® measure is his or her math ability score. The Quantile® range indicates the range of math materials that will be easy to more challenging for the student. In *i-Ready*, students’ Mathematics Diagnostic scores are used to approximate Quantile® measures and ranges.

*Quantile® and the Quantile® Framework are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. Copyright © 2018 MetaMetrics, Inc. All rights reserved.*

---



# Report Selector

## Class- and Student-Level Questions: *Diagnostic*

### If my question is:

### Use this report:

### Report contains this data:

Before first Diagnostic

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

#### Previous Year (Class and/or Student)\*



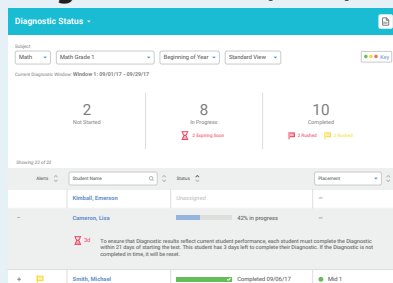
\* Only available for schools that used *i-Ready* in the 2017–2018 school year

- Previous school year's results\* for students:
  - Placement levels
  - Final scale score
  - % Lessons passed

During each Diagnostic Window

2. Have all my students completed the Diagnostic? If not, how far along are they?
3. Whose Diagnostic is expiring soon?
4. Who rushed on the Diagnostic?

#### Diagnostic Status (Class)

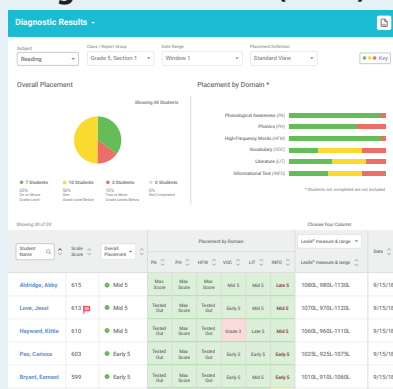


- Each student's Diagnostic assessment status (not assigned, not started, in progress with % progress in real time, completed showing placement and rush alerts)
- When a student has 7 days or less before their Diagnostic expires, a countdown appears with the number of days remaining. Diagnostics expire 21 days from the day each student started the test.

After each Diagnostic

5. How are my students performing as an entire class and what are their domain-specific instructional needs?
6. What are the suggested growth measures for each of my students?
7. What are the Lexile® and/or Quantile® measures for each student in my class?
8. How did each student in my class perform relative to a group of nationally representative *i-Ready* students?
9. Did any students rush through the Diagnostic?

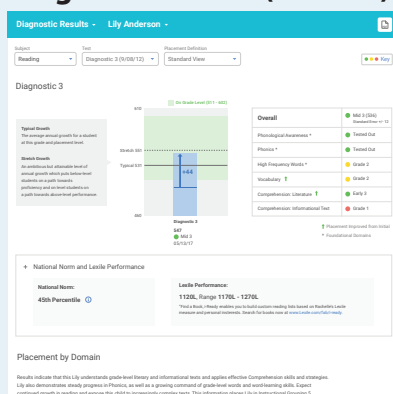
#### Diagnostic Results (Class)



- Overall and domain Diagnostic placements for each student as well as a class distribution summary (% 1 Grade Level Below, % 2 or More Grade Levels Below, % On or Above Grade Level)
- Each student's scale score and growth measures for the school year
- Lexile® or Quantile® measures
- Percentile Rank
- Rush Alerts for students (when applicable)

10. What are the strengths and areas of need for an individual student?
11. How can I tailor instruction and identify the right resources to best support an individual student's needs?

#### Diagnostic Results (Student)



- Overall and domain Diagnostic placements and scale scores
- Lexile® or Quantile® measures
- Percentile Rank
- Student's developmental analysis
- 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 his/her Typical and Stretch Growth measures

Class- and Student-Level Questions: *Diagnostic* continued on following page.

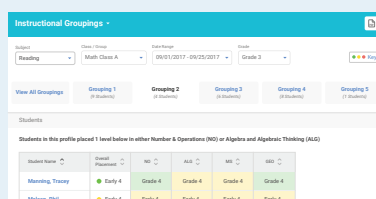
After each Diagnostic,  
Cont'd.

## If my question is:

12. How can I group my students according to instructional needs?
13. How do I plan my differentiated instruction and identify the right resources to best support my students' needs?

## Use this report:

### Instructional Groupings



### Report contains this data:

- # 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

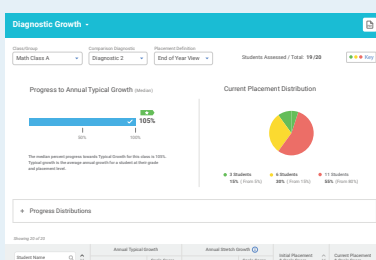
### Additional questions:

14. How do I explain to families how their child did on the Diagnostic? For Families
15. How did an individual student perform on our state standards? Your State Standards Report

After students have taken more than one  
Diagnostic (in addition to above):

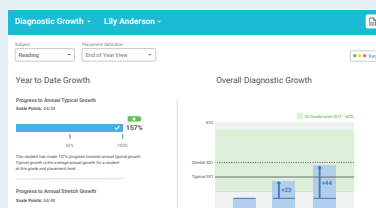
16. How is my overall class progressing towards their growth measures?
17. How did each of my students progress towards his or her growth measures since the last Diagnostic?
18. Which students could benefit from additional support between now and the end of the year?
19. How is an individual student progressing towards their growth measures?
20. How long will it take an individual student to reach proficiency?

### Diagnostic Growth (Class)



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

### Diagnostic Growth (Student)



- Student's placements (overall and by domain) for each Diagnostic
- Student's scale score for each Diagnostic
- Student's Typical and Stretch Growth measures and progress towards each measure
- The estimated time to proficiency if student achieves Stretch Growth

## A note for returning *i-Ready* educators:

As part of an all new, redesigned *i-Ready* experience, we've updated and improved our reports. With those changes, the reports have been renamed. Here, for your reference, is where you can find the information you may be used to finding by previous report names.

| Information previously found in... |  | Can now be found in...               |
|------------------------------------|--|--------------------------------------|
| Class Reports                      | Class Profile                              | Diagnostic Results (Class)           |
|                                    | Class Norms                                |                                      |
|                                    | Instructional Grouping Profile             | Instructional Groupings              |
|                                    | Student Growth                             | Diagnostic Growth (Class)            |
|                                    | Previous Academic Year Student Performance | Previous Year (Class)                |
| Student Reports                    | Student Profile                            | Diagnostic Results (Student)         |
|                                    | Parent Report                              | For Families                         |
|                                    | Previous Academic Year Student Performance | Previous Year (Student)              |
|                                    | Your state specific standards report       | Your state specific standards report |

# Class- and Student-Level Questions: *Online Instruction*

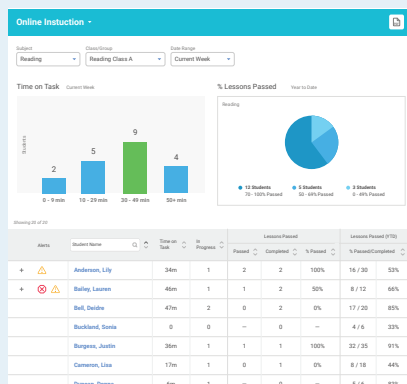
## If my question is:

1. Is my students' instructional usage in a healthy range, based on recommended usage and/or our weekly usage targets for each subject?
2. How are my students performing in Online Instruction (overall, this week, or in another time frame)?
3. Which students are struggling in their lessons or have had a domain turned off as a result?

## Use this report:

Report contains this data:

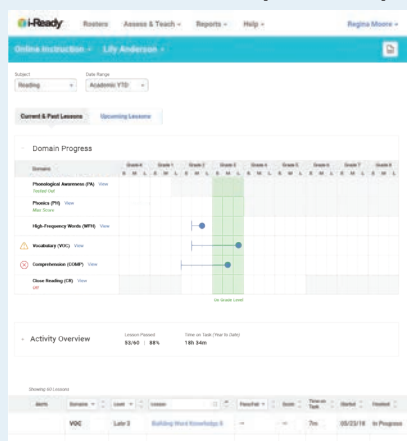
### Online Instruction (Class)



- For this week, last week, or a custom selected time frame:
  - # of students in range of the instructional usage recommendation of 45 minutes per subject per week and/or the district or school target
  - Time on Task for each student
  - Overall % of lessons passed for each student (including # passed and completed) and a class distribution summary
  - Student lesson alerts indicating that students are struggling or have had domains automatically turned off

4. Which lessons has an individual student taken, how much time did he or she spend on those lessons, and how has he or she performed on them?
5. How is an individual student making progress on their lesson path in each domain?
6. What lessons are next in a student's lesson path?
7. What lessons have I assigned to a student?

### Online Instruction (Student)



- Visual representation of the student's progress through their online lesson plan
- 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, passed or not passed, score, Time on Task
- Upcoming lesson path for *i-Ready*-Assigned Lessons and Teacher-Assigned Lessons
- Student lesson alerts indicating this student is struggling or has had domains automatically turned off, with the ability to get recommended resources and turn the domain back on directly from this screen

**Note:** As students progress through Online Instruction, you should continue to reference students' Diagnostic Results to help inform your instruction. For help, go to the "Diagnostic" section of this Report Selector Tool.

## A note for returning *i-Ready* educators:

As part of an all new, redesigned *i-Ready* experience, we've updated and improved our reports. With those changes, the reports have been renamed. Here, for your reference, is where you can find the information you may be used to finding by previous report names.

| Information previously found in... |                                 | Can now be found in...       |
|------------------------------------|---------------------------------|------------------------------|
| Class Reports                      | Class Response to Instruction   | Online Instruction (Class)   |
|                                    | Instructional Usage             |                              |
| Student Reports                    | Student Response to Instruction | Online Instruction (Student) |



# Class- and Student-Level Questions: *Standards Mastery*

## If my question is:

1. How did students perform on a recent Standards Mastery assessment?
2. What are the common misconceptions for a given standard and what resources can I use to help remediate them?
3. Which questions or skills are students struggling with the most?

## Use this report:

### Standards Mastery Results (Class)

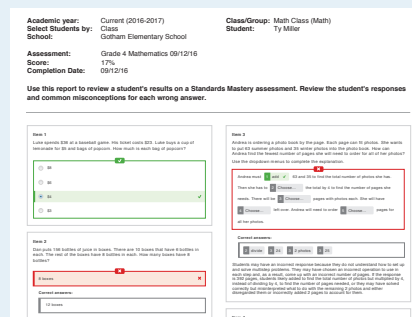


## Report contains this data:

- Average score on each standard and the assessment overall (for the whole class and each student)
- # of students Beginning, Progressing, and Proficient on each standard and the assessment overall
- Common misconceptions and instructional resources for each standard
- Link to view test
- Students who got each question correct, partially correct, or incorrect
- Link to view each student's results with item analysis
- Status information, including:
  - # of students assigned the assessment
  - # of students who completed the assessment
  - Date assessment was completed
  - Duration to complete assessment

4. What were individual students' responses to a Standards Mastery assessment?

### Standards Mastery Results (Student)



- The question as the student saw it
- The student's response
- Markup on the student's response
- For any incorrect responses, an explanation of common misconceptions is provided in a pink box. Correct responses will not have any explanation.

## A note for returning *i-Ready* educators:

As part of an all new, redesigned *i-Ready* experience, we've updated and improved our reports. With those changes, the reports have been renamed. Here, for your reference, is where you can find the information you may be used to finding by previous report names.

| Information previously found in... |                                   | Can now be found in...              |
|------------------------------------|-----------------------------------|-------------------------------------|
| Class Reports                      | Standards Mastery Results by Test | Standards Mastery Results (Class)   |
|                                    | Class Item Analysis               |                                     |
| Student Reports                    | Student Item Analysis             | Standards Mastery Results (Student) |



# How Can I Measure Student Growth with i-Ready?



## I-READY CENTRAL RESOURCE CONNECTION

To learn more about *i-Ready*'s growth model, visit [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals).

## Overview

*i-Ready*'s approach to measuring growth is based on research into the growth of millions of *i-Ready* students and on what teachers have long observed in the classroom: Students at different starting points often grow at different rates. Students who are behind also need to grow more to reach proficiency.

## Understanding Growth Measures

Rather than a "one size fits all" growth target, *i-Ready* now provides two complementary growth measures that are differentiated based on a student's beginning-of-year placement on the *i-Ready 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 placement level.

### Stretch Growth: the growth needed to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels

Stretch Growth shows how much a below-grade level student needs to grow to be on a path to proficiency or move an on-grade level student to more advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it may take many students more than one year to achieve proficiency. Students who are already proficient have challenging Stretch Growth benchmarks to advance or keep them at or above grade-level proficiency. Stretch Growth benchmarks are ambitious, yet achievable. Research indicates that 25%–35% of students reach Stretch Growth in an average district.

Progress toward Typical and Stretch Growth allows you to see which students are making great gains in reaching proficiency, and which students need additional intervention, support, and time.

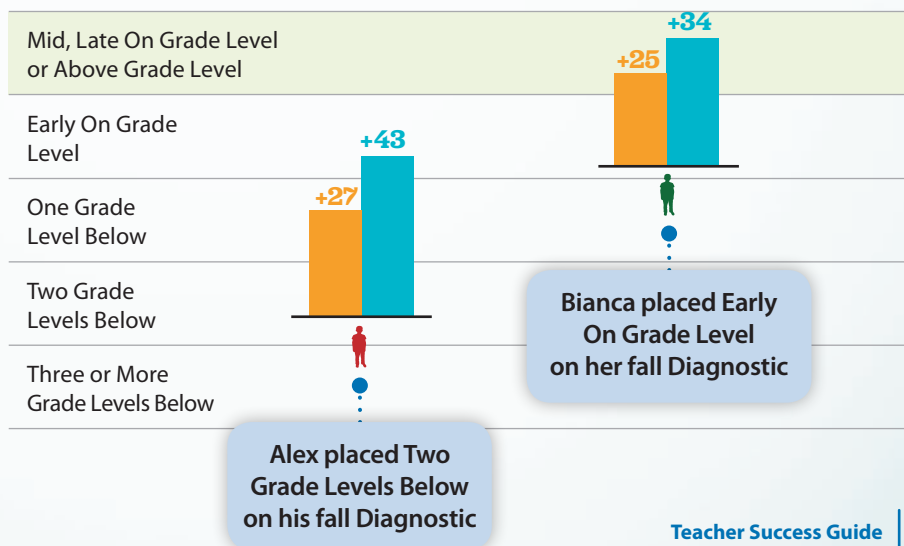
## Example

Alex and Bianca are classmates in third grade math who recently completed their fall *i-Ready Diagnostic*. Alex placed Two Grade Levels Below and Bianca placed Early On Grade Level.

*i-Ready* ensures Alex and Bianca's growth benchmarks are just right for them, providing differentiated Stretch and Typical Growth measures based on their initial placements.

Typical Growth    Stretch Growth

Growth Model Examples for Two Third Grade Students



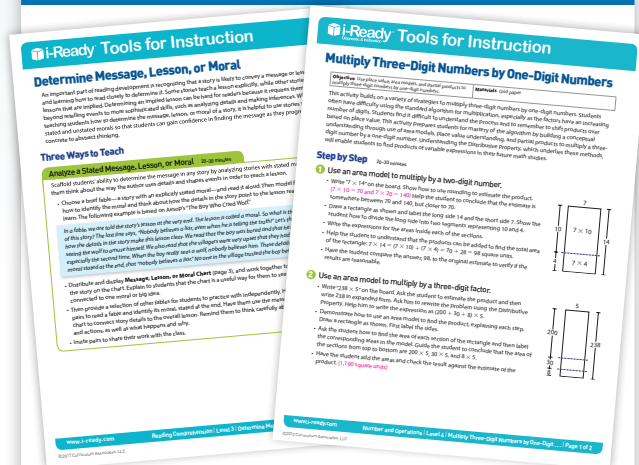


# Instructional Support Resources

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

## Tools for Instruction

Included with i-Ready Diagnostic



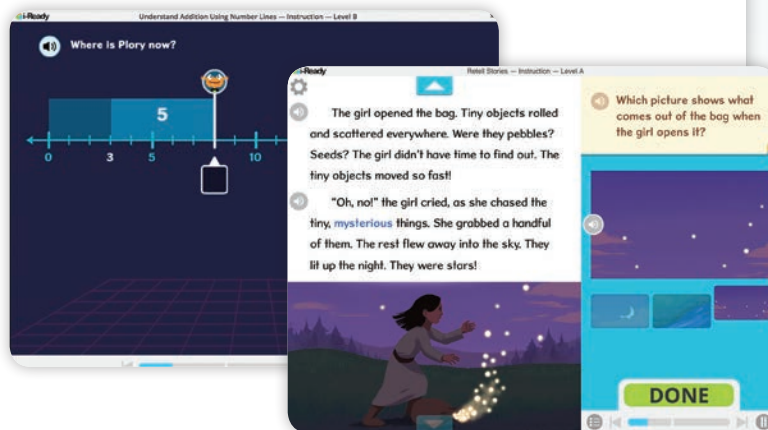
- Short, targeted lesson plans for teacher-led instruction that are tied directly to students' skill gaps and needs
- Available with Instructional Groupings and student Diagnostic Results reports, updated after each Diagnostic
- Centralized and sortable by subject, domain, and grade level under Assess & Teach
- Can be downloaded as PDFs

### Use to:

- Provide differentiated small group instruction, targeting needs identified in the Instructional Groupings and Diagnostic Results for a student
- Provide individualized instruction aligned with the Next Steps for Instruction on individual Diagnostic Results
- Review or remediate prerequisite skills during whole class instruction

## i-Ready Online Lessons

Included with i-Ready Instruction



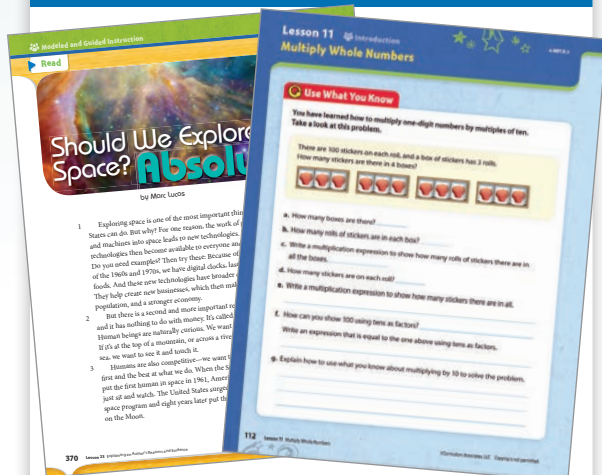
- Student-focused instructional modules that are automatically assigned to each student based on Diagnostic performance in each domain
- Built from College and Career Readiness Standards to deliver engaging explicit instruction, guided practice, independent practice, and a quiz or scored activity
- Available directly to students in *i-Ready* each time they log in to Online Instruction
- Available for teachers to view and play directly from their *i-Ready* accounts

### Use to:

- Address individual skill gaps and needs through self-paced online 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

## Ready Instruction Lessons

Included with Teacher Toolbox subscription



- Weeklong lesson plans for teacher-led instruction targeting specific College and Career Readiness Standards in reading or mathematics
- Accompanied by supporting student materials, including leveled Math Center Activities from *Ready Mathematics* (K–5)
- Available by grade level in *Ready* print materials, or across grade levels (K–8) from the Online Teacher Toolbox

### Use to:

- Provide all students access to grade-level content and materials with appropriate scaffolded instruction
- Provide repetition and skill practice for the whole class or select groups of students, using practice activities and student materials
- Differentiate collaborative math practice, using Math Center Activities

## iPad® Apps

Free for download on the App Store<sup>SM</sup>



### Door 24 Plus:

- Mathematical fluency app using the power of game design to develop students' skills in fact fluency and computational fluency (Grades 1–8)
- Depending on their level, students may play Snargg Splatt (fact fluency) or Victor Fixer (computational fluency)

### Use to:

- Foster mathematical fluency or vocabulary development by allowing students to take turns using the app in the classroom during center time; Snargg Splatt's two-player mode enables students to play against each other on the same iPad
- Encourage students and families to download and use the app for math practice or vocabulary repetition at home
- Assign as homework or weekend practice, if students have devices at home

### World's Worst Pet®:

- App to support vocabulary development for reading comprehension (Grades 3–8)
- Targets academic and domain-specific words in conceptually related clusters using game-based scenarios



iPad® is a trademark of Apple Inc., registered in the U.S. and other countries. App Store<sup>SM</sup> is a service mark of Apple Inc.





# Understanding the Online Lesson Sequence: How Are Lessons Assigned to My Students?

## Overview

This explains how the sequence of *i-Ready* online lessons is determined for each of your students. Immediately after students complete the *i-Ready Diagnostic*, their unique automated online lesson plan is generated. Their placement in Online Instruction is determined based on Diagnostic performance in each domain.

## Understanding the Online Lesson Sequence: Reading

Lessons in *i-Ready* Online Instruction are sequenced to catch students up until they are working on all the skills at the same level. Each student completes the Diagnostic and receives a placement level for each domain. The student will begin Online Instruction in the domain in which he or she placed lowest. If there is ever a “tie” between domains, the domains will be prioritized in this order: Phonological Awareness (PA), Phonics (PH), High-Frequency Words (HFW), Vocabulary (VOC), and Comprehension (COMP).\*

## Example

- 1 In the chart to the right, since Hannah placed at Grade K, Mid in Phonics and High-Frequency Words, she will first complete Mid lessons in PH, followed by Mid lessons in HFW.

When a student transitions between domains he or she will rotate between domains at the end of each subplacement (Early, Mid, Late). For example, a student will finish all of the PH, Mid lessons before transitioning to HFW, Mid lessons.

- 2 Hannah will continue to receive lessons in PH until she completes lessons up to Grade K, Late.
- 3 Then Hannah will receive lessons in HFW until she completes lessons up to Grade K, Late.

Once the student has progressed to the same level in all domains, *i-Ready* will again prioritize in this order: PA, PH, HFW, VOC, and COMP. The sequence of lessons moves logically, alternating between Early, Mid, and Late sublevels of these domains. For example, since Hannah has progressed to Grade K, Late in all domains she will then be served up:

- 4 Grade K, Late in PA and then PH, HFW, VOC, COMP
- 5 Grade 1, Early in PA and then through all domains
- 6 Grade 1, Mid in PA and then through all domains

**\*Note for Students Using *i-Ready* on iPads:** Some lessons in Grades 3–5 Vocabulary will be unavailable for iPads at the beginning of the school year. Students will move past these lessons in their online lesson plan when using iPads and will complete them when they log in to a computer or when these lessons are released for iPads in late 2018.

| Domain                      | Placement |     |      |         |     |      |
|-----------------------------|-----------|-----|------|---------|-----|------|
|                             | Grade K   |     |      | Grade 1 |     |      |
|                             | Early     | Mid | Late | Early   | Mid | Late |
| Foundational Skills         |           |     |      |         |     |      |
| Phonological Awareness (PA) |           |     |      |         |     |      |
| Phonics (PH)                |           | 1   |      |         |     |      |
| High-Frequency Words (HFW)  |           |     |      |         |     |      |
| Vocabulary (VOC)            |           |     |      |         |     |      |
| Comprehension (COMP)        |           |     |      |         |     |      |

| Domain                      | Placement |     |      |         |     |      |
|-----------------------------|-----------|-----|------|---------|-----|------|
|                             | Grade K   |     |      | Grade 1 |     |      |
|                             | Early     | Mid | Late | Early   | Mid | Late |
| Foundational Skills         |           |     |      |         |     |      |
| Phonological Awareness (PA) |           |     |      |         |     |      |
| Phonics (PH)                |           | 2   |      |         |     |      |
| High-Frequency Words (HFW)  |           |     | 3    |         |     |      |
| Vocabulary (VOC)            |           |     |      |         |     |      |
| Comprehension (COMP)        |           |     |      |         |     |      |

| Domain                      | Placement |     |      |         |     |      |
|-----------------------------|-----------|-----|------|---------|-----|------|
|                             | Grade K   |     |      | Grade 1 |     |      |
|                             | Early     | Mid | Late | Early   | Mid | Late |
| Foundational Skills         |           |     |      |         |     |      |
| Phonological Awareness (PA) |           |     | 4    | 5       | 6   |      |
| Phonics (PH)                |           |     |      |         |     |      |
| High-Frequency Words (HFW)  |           |     |      |         |     |      |
| Vocabulary (VOC)            |           |     |      |         |     |      |
| Comprehension (COMP)        |           |     |      |         |     |      |



## Understanding the Online Lesson Sequence: Mathematics

Lessons in *i-Ready* Online Instruction are sequenced to catch students up until they are working on all the skills at the same level. Each student completes the Diagnostic and receives a placement level for each domain. The student will begin Online Instruction in the domain in which he or she placed lowest. If there is ever a “tie” between domains, and one of those domains is Number and Operations (NO) or Algebra and Algebraic Thinking (ALG), these foundational math domains will be prioritized.

### Example

- 1 In the chart to the right, since Joel placed at Grade 2, Early in both Measurement and Data (MS) and ALG, he will start receiving lessons in ALG first because it is a foundational domain.

The student will move up in the lowest domain(s) until he or she reaches the level of the next lowest domain. The student will then receive lessons in both domains, or, in the case of the “tie,” the student will work in the other domain with the lowest original placement level before receiving lessons in any other domains.

- 2 Joel will continue to receive lessons in ALG until he completes lessons through Grade 2, Late.
- 3 Joel will then receive lessons from the MS domain and will complete up to Grade 2, Late.

Once the student has progressed to the same level in all domains, *i-Ready* will again prioritize NO and ALG. The sequence of lessons moves logically, alternating between Early, Mid, and Late sublevels of these two domains.

For example, since Joel has progressed to Grade 3, Early in all domains he will then be served up:

- 4 Grade 3, Early in NO and then in
- 5 ALG
- 6 Grade 3, Mid in NO and then in
- 7 ALG
- 8 Grade 3, Late in NO and then in
- 9 ALG

Each student will then be served up lessons from the MS domain, and subsequently, the Geometry (GEO) domain.

For example, Joel will be served up:

- 10 Grade 3—Early, then Mid, and then Late in MS
- 11 Grade 3—Early, then Mid, and then Late in GEO

Joel Gonzales - Mathematics - Grade 4

| Domain                               | Placement |     |      |         |     |      |
|--------------------------------------|-----------|-----|------|---------|-----|------|
|                                      | Grade 2   |     |      | Grade 3 |     |      |
|                                      | Early     | Mid | Late | Early   | Mid | Late |
| Number and Operations (NO)           |           |     |      |         |     |      |
| Algebra and Algebraic Thinking (ALG) | 1         |     |      |         |     |      |
| Measurement and Data (MS)            |           |     |      |         |     |      |
| Geometry (GEO)                       |           |     |      |         |     |      |

|                                      | Grade 2 |     |      | Grade 3 |     |      |
|--------------------------------------|---------|-----|------|---------|-----|------|
|                                      | Early   | Mid | Late | Early   | Mid | Late |
| Number and Operations (NO)           |         |     |      |         |     |      |
| Algebra and Algebraic Thinking (ALG) | 2       |     |      |         |     |      |
| Measurement and Data (MS)            | 3       |     |      |         |     |      |
| Geometry (GEO)                       |         |     |      |         |     |      |

|                                      | Grade 2 |     |      | Grade 3 |     |      |
|--------------------------------------|---------|-----|------|---------|-----|------|
|                                      | Early   | Mid | Late | Early   | Mid | Late |
| Number and Operations (NO)           |         |     | 4    | 6       |     | 8    |
| Algebra and Algebraic Thinking (ALG) |         |     | 5    | 7       |     | 9    |
| Measurement and Data (MS)            |         |     |      |         |     |      |
| Geometry (GEO)                       |         |     |      |         |     |      |

|                                      | Grade 2 |     |      | Grade 3 |     |      |
|--------------------------------------|---------|-----|------|---------|-----|------|
|                                      | Early   | Mid | Late | Early   | Mid | Late |
| Number and Operations (NO)           |         |     |      |         |     |      |
| Algebra and Algebraic Thinking (ALG) |         |     |      |         |     |      |
| Measurement and Data (MS)            |         |     | 10   |         |     |      |
| Geometry (GEO)                       |         |     | 11   |         |     |      |

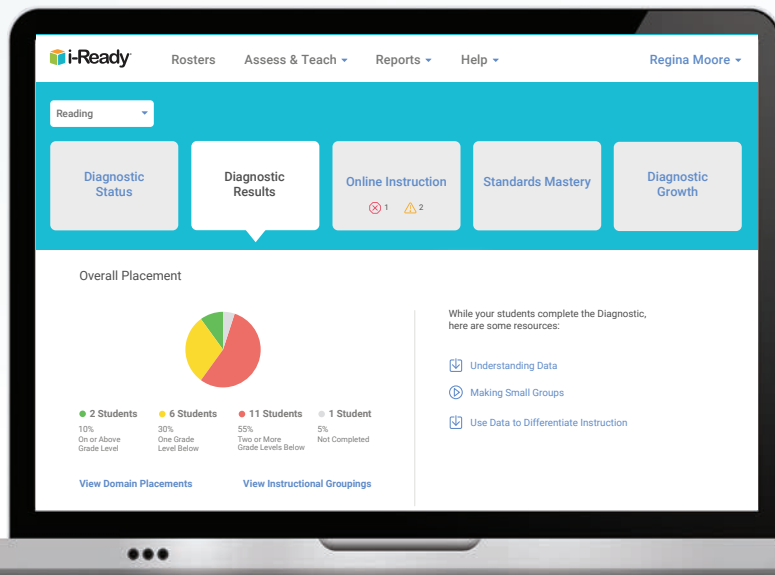


### I-READY CENTRAL RESOURCE CONNECTION

Search *Understanding Online Lesson Placements after Subsequent Diagnostics* on *i-Ready Central* for information about changes to a student's lesson path after each Diagnostic.



## What's New in i-Ready

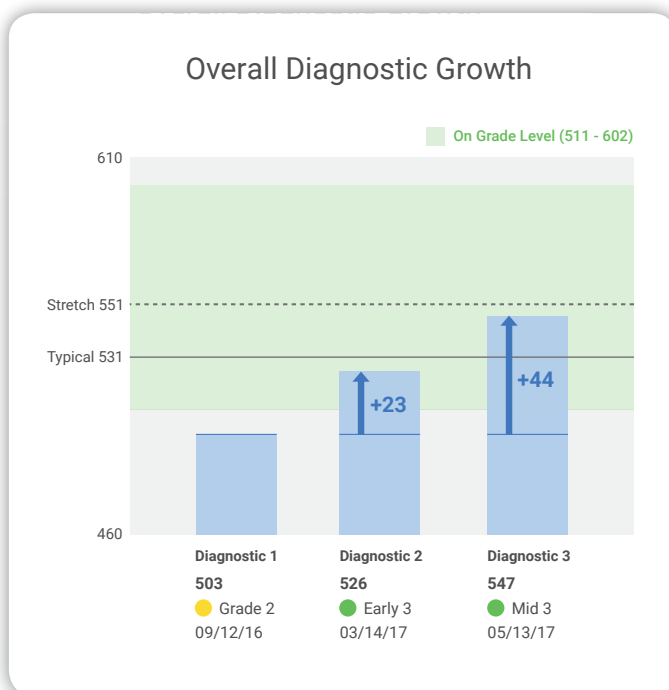


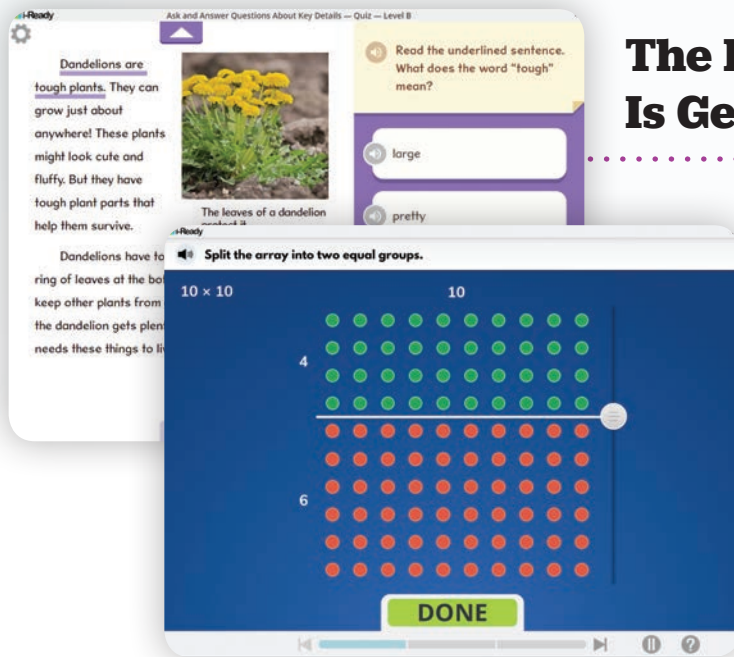
## New Experience for Teachers

- **Intuitive visuals** with key student performance and growth metrics.
- **Immediate insight** into instructional needs.
- **Simple navigation** to help teachers find more information in fewer clicks.
- **Clear next steps** for instructional actions to best support students.

## New Growth Measures, Differentiated for Every Student

- **Differentiated growth measures** for students and more personalized growth expectations, based on performance and placement on the first *i-Ready Diagnostic*.
- **Two complementary measures of growth**, including how much a student is typically expected to grow and the amount a student needs to grow to get on track for grade-level proficiency and beyond.





## The Best Instruction Is Getting Better

- **New, cutting-edge Reading lessons** in Reading Comprehension for Grades K–2, and more than 100 new lessons for Grades 3–5 in Phonics, Vocabulary, and Reading Comprehension.
- **A significant expansion to our Mathematics lessons** to engage students across a broad range of ages, build deeper conceptual understanding, and provide even more coverage across standards.

## Fully Available for Students on the iPad

Students will be able to have a complete *i-Ready* experience on a supported iPad\* when using the *i-Ready for Students* iPad app.

*\*HTML5 versions of portions of Grades 3-5 Vocabulary lessons are planned for release and iPad availability in late 2018.*

**Compatibility Requirements:** Students will need the *i-Ready for Students* iPad app to access *i-Ready*. This app is only available on iPads that are compatible with iOS 10 or above. *i-Ready for Students* is not supported on iPad minis and is not accessible on iPhones or non-iPad tablet devices. See System Requirements on [i-Ready.com](http://i-Ready.com) for more details.



**Diagnostic**



**Online Lessons\***



**Standards Mastery**



**Growth Monitoring**

## ***Sign up to be selected for a focus group!***

At Curriculum Associates, we are constantly thinking about new products and improving our current offerings, and we believe the best way to do that is to get feedback from educators like you! **Our focus groups are:**



### **Convenient to attend from any location:**

All you need is a computer,  
internet access, and a phone.



### **Short:**

Sessions typically  
last only 1–2 hours.



### **Paid opportunities:**

Participants are  
compensated based  
on length of session.

## **CurriculumAssociates.com/FocusGroups**

Sign up now, and we will contact you when we have an opportunity for you to participate.

*Please note that signing up does not guarantee participation.*

***Inspire others.  
Share your i-Ready stories!***



**Post**

Post on  
social media.



**Tag**

Use the hashtag:  
**#myiready**



**Share**

Get noticed  
and be featured!



@myiready



Curriculum Associates



@CurriculumAssoc



# Contact Information



## i-ReadyCentral.com

24/7 access to self-service support, including tutorial videos, how-tos, planning tools, and tips



## Technical Support

[i-ReadySupport@cainc.com](mailto:i-ReadySupport@cainc.com)

[i-Ready.com/support](https://i-Ready.com/support)

(Mon–Fri 7:00 a.m.–9:00 p.m. ET)



## Customer Service

(800) 225-0248

(Mon–Thurs 8:30 a.m.–6 p.m.;  
Fri 8:30 a.m.–5 p.m. ET)

To see how other educators are maximizing their  
*i-Ready* experience, follow us on social media!



@myiready



Curriculum Associates



@CurriculumAssoc

Curriculum Associates®

5/18 150K



23729.0