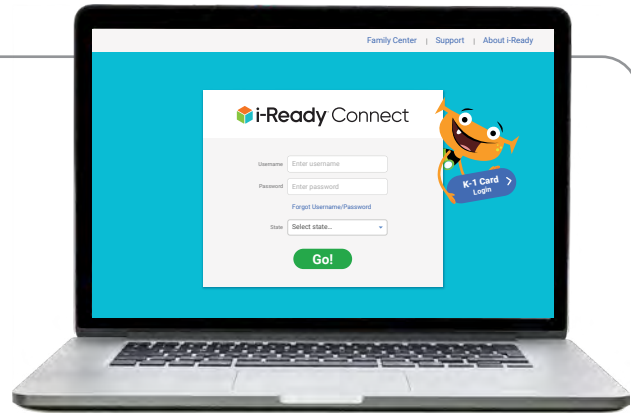# i-Ready®

2020–2021 Leader Success Guide

Login Information:

⚠️ **Single Sign-On (SSO) users must access _i-Ready Connect_ through their district's login portal.**

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

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

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

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

5. Click **Go!**

Trouble Logging In?

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

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

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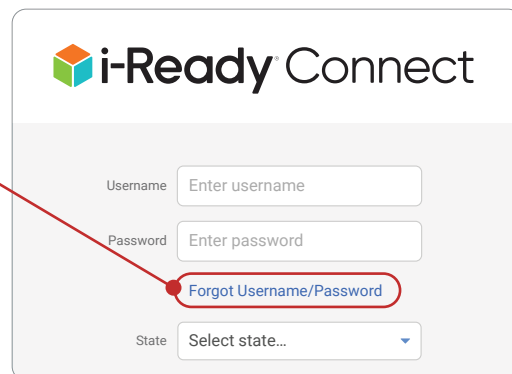
🔲 **i-Ready**

Leader Success Guide

Using This Guide: This guide provides important information that will help you have a successful year with *i-Ready*. Use it to understand your role and impact and to plan and support an *i-Ready* implementation that drives student achievement and fosters data-driven culture.

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

Get Support on *i-Ready Central*!

The support and resources you need to get the most out of your *i-Ready* implementation are available at your fingertips. Access videos, tips and planning tools, printable resources to use with students and families, and actionable ideas from educators across the country. No matter where you are or what time it is, we've got your back!

This icon appears throughout this guide to call out essential resources and where to find them on *i-Ready Central*. Use the URLs provided or type specific titles into the search bar on i-ReadyCentral.com to access them.

## Here are some of our most popular and useful items:

Downloadable Resources

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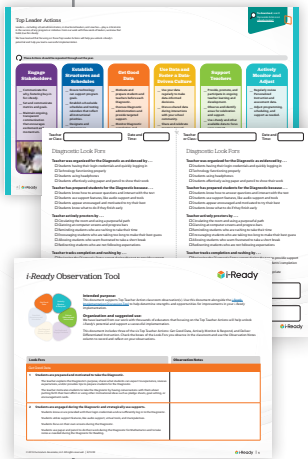
Ideas from Other Educators

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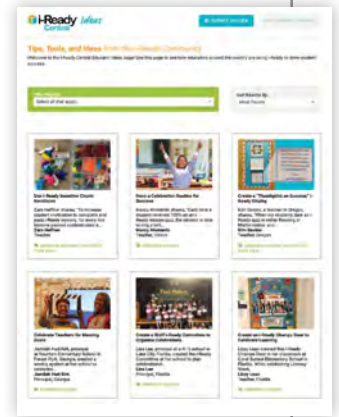
Curated Tips & Tools

Easy-to-follow collections bring together the information, strategies, and resources that are most useful in driving student growth and impacting change.

Answers to Frequently Asked Questions

Learn more about *i-Ready* and how it works. Explanations and examples of common features and terminology help put data and instructional recommendations into context.
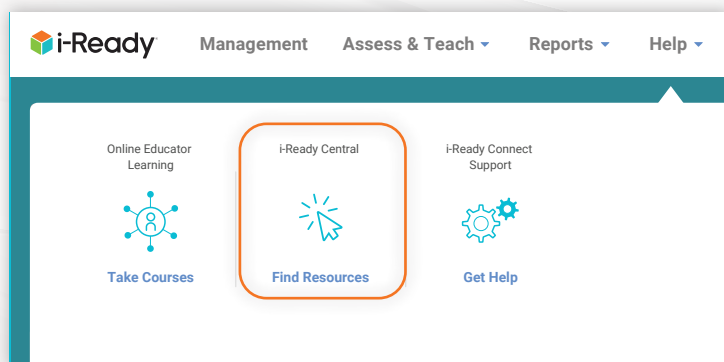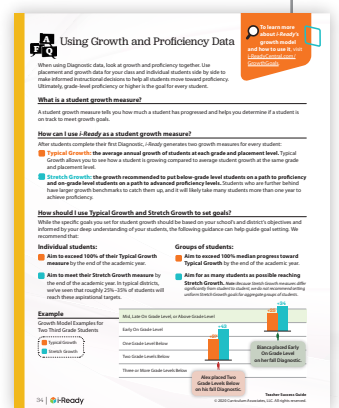
Easily Accessible!

Navigate to ***i-Ready Central*** right from ***Help*** on your dashboard.

i-Ready | Management | Assess & Teach ▾ | Reports ▾ | Help ▾

Online Educator Learning — **Take Courses**

i-Ready Central — **Find Resources**

i-Ready Connect Support — **Get Help**

iv | i-Ready

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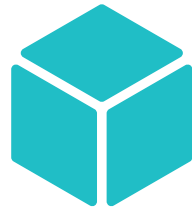
Why *i-Ready*?

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

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

◆ i-Ready® Assessment

See Students Grow

Educators know there is no single way to close the achievement gap, but the pathway to proficiency begins with passionate teachers and practical data.

i-Ready Assessment shows how much growth is needed to reach grade-level proficiency and what students need to do next to get there. *i-Ready Assessment*:

- Gives every student an aspirational, attainable goal to get on a path to proficiency or advanced proficiency levels

- Provides data that always informs teaching and learning

- Connects seamlessly to instructional resources that support the needs of all students

Components

- **Diagnostic (K–12)**
  See a complete picture of student performance and growth with an adaptive test. Tools for Instruction are also included with *i-Ready Assessment.*

- **Growth Monitoring (K–8)**
  Measure student progress.

- **Standards Mastery (2–8)**
  Get targeted insight into mastery of grade-level standards.

🟩 i-Ready® Learning

See Students Shine

To accelerate growth, educators must do the hard work of helping every student address learning gaps while also enabling all students to access grade-level learning.

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

- Precise instructional pathways that are guided by *i-Ready Assessment* data

- Engaging instruction that motivates students to persist in building their skills

- Scaffolded supports that meet the needs of all learners, especially English Learners

Components

- **Personalized Instruction (K–8)** Challenging online lessons in reading and mathematics

- **Learning Games (K–8)** Fun, engaging skills practice

- **Teacher Toolbox (K–8)** Digital collection of on- and off-grade level instructional resources

- **Tools for Instruction (K–8)** Actionable, in-the-moment resources for remediation and reteaching
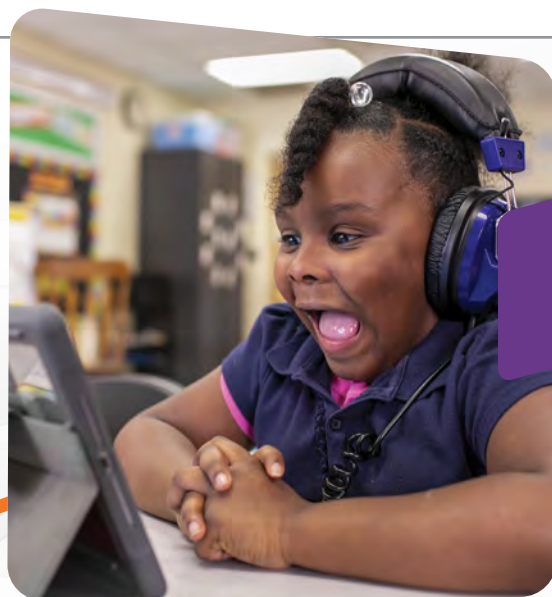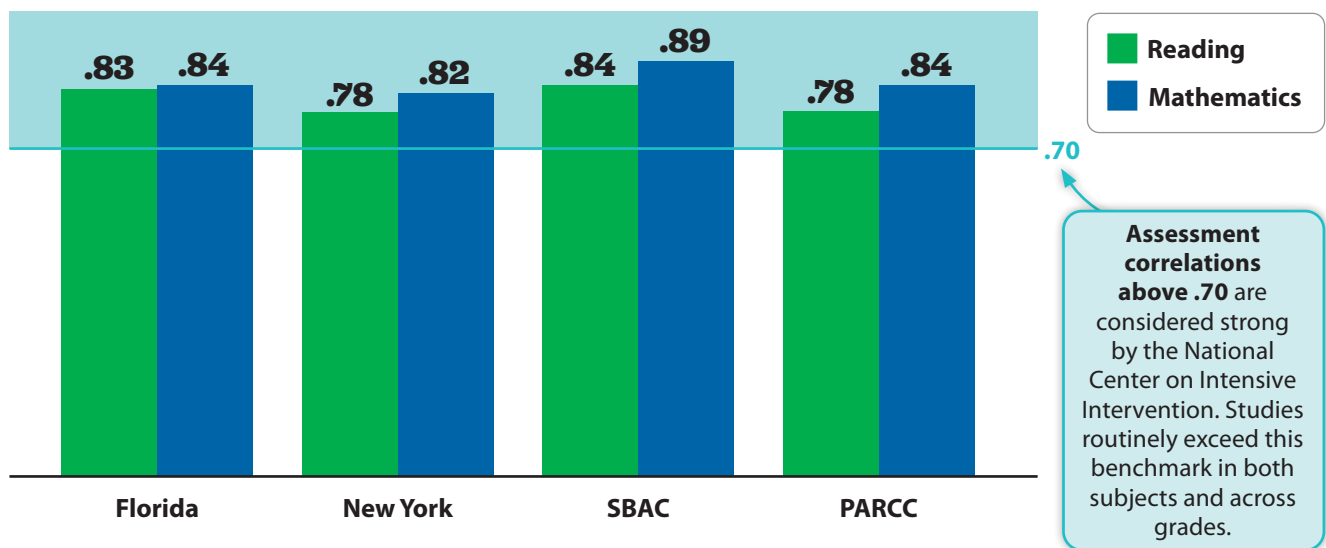
Diagnostic Data You Can Trust

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

With the Educational Research Institute of America, Curriculum Associates has conducted studies and has found a high correlation between *i-Ready Diagnostic* and leading summative assessments. A high correlation between two assessments provides evidence that they measure similar constructs.

Third-Party Correlations between *i-Ready Diagnostic* and Consortium and State Summative Assessments

	Reading	Mathematics
Florida	.83	.84
New York	.78	.82
SBAC	.84	.89
PARCC	.78	.84

.70

Assessment correlations above .70 are considered strong by the National Center on Intensive Intervention. Studies routinely exceed this benchmark in both subjects and across grades.

Additional linking studies have been conducted in:

State	Reading	Mathematics
Colorado	.81	.87
Georgia	.80	.81
Michigan	.83	.88
Mississippi	.80	.85
Missouri	.82	.84
Ohio	.80	.86

Our validity research is ongoing. If your state is not listed above, visit: CurriculumAssociates.com/Research-and-Efficacy.

" *I find the Diagnostic results to be extremely beneficial.* The specific results help drive my instruction for each student and ensure my students are receiving help on specific areas they need and are struggling in. "
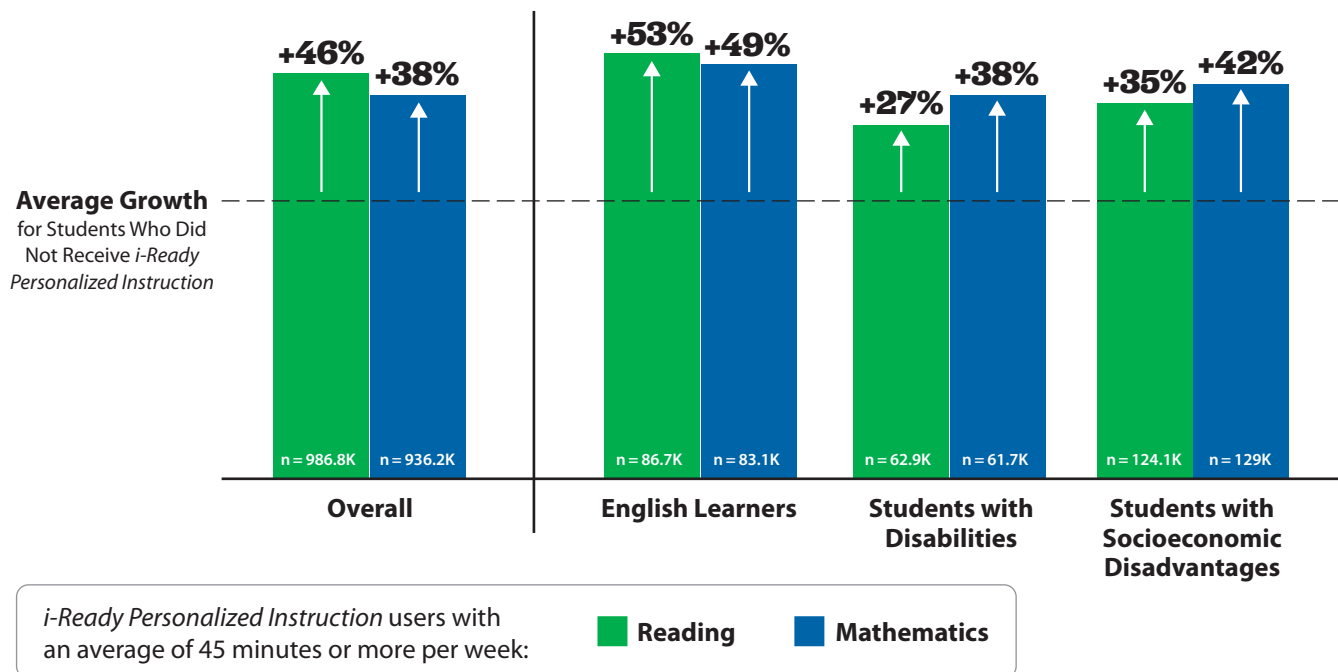
—Teacher

i-Ready Personalized Instruction Is Proven to Work

Comprehensive research using data from more than one million students in Grades K–8 during the 2017–2018 school year found that students who used *i-Ready Personalized Instruction* experienced greater learning gains than students who did not use the program across all grades and subjects. The learning gains were statistically significant for students who received an average of 45 minutes or more per subject per week for 18 weeks of *i-Ready Personalized Instruction*.

Score Gains for Students Receiving *i-Ready Personalized Instruction* Relative to Students Not Receiving *i-Ready Personalized Instruction*

	Reading	Mathematics	n (Reading)	n (Mathematics)
Overall	+46%	+38%	n = 986.8K	n = 936.2K
English Learners	+53%	+49%	n = 86.7K	n = 83.1K
Students with Disabilities	+27%	+38%	n = 62.9K	n = 61.7K
Students with Socioeconomic Disadvantages	+35%	+42%	n = 124.1K	n = 129K

Average Growth for Students Who Did Not Receive *i-Ready Personalized Instruction*

i-Ready Personalized Instruction users with an average of 45 minutes or more per week: ■ Reading   ■ Mathematics

> "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

> "[i-Ready] *is the strongest tool that I have ever come across in my 40 years in education:* If you implement it with fidelity, your children will grow exponentially.
> —Principal

i-Ready | 5

Navigating *i-Ready Connect*

i-Ready is designed to put the information you need front and center, with features and resources for every phase of your implementation. Log in regularly to review and manage your settings, access data that will help you monitor your implementation, and learn about tools that support data-informed instruction. Being knowledgeable about *i-Ready* also demonstrates your investment in the program to your teachers and staff.

Manage settings for assessments and instruction, including setting Diagnostic Windows. Manage rosters and enrollments for students, staff, classes, and report groups.

**Plan upcoming assessments, assign lessons, and find instructional resources.**

i-Ready

Management ▾   Assess & Teach ▾   Reports ▾   Help ▾

Diagnostic Status	Diagnostic Results	Instruction	Standards Mastery

Analyze Performance

Explore how students placed on the Diagnostic, overall and by domain, and compare performance across assessments.

Reading | Math

Explore Instructional Groupings

Group students with similar instructional priorities and find resources to support differentiated instruction.

Reading | Math

Online Educator Learning
Online courses that complement teacher PD

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

Tools and Tips

▷ Video: Using Diagnostic Results Reports for Districts and Schools

📄 Kit for Using Data to Plan Instruction

📄 Data Analysis Guide for Diagnostic Data

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

Use direct links to key reports.

Actively monitor your students' progress on their assessments and Personalized Instruction.

Don Adison

Diagnostic Growth

?

Ways to Get Immediate Support
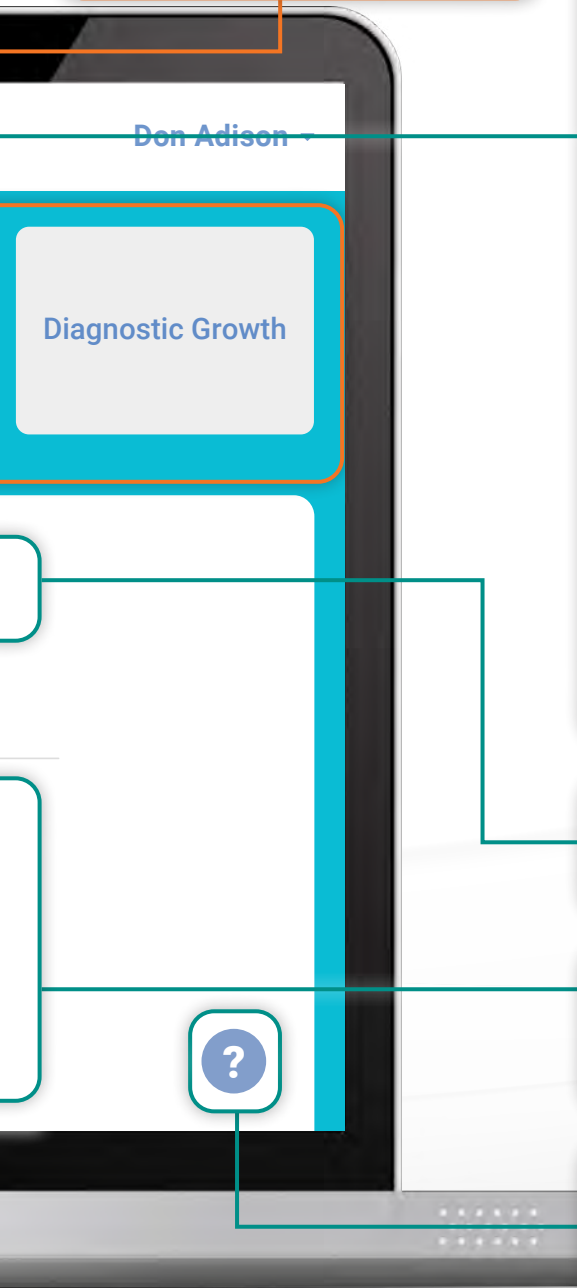
Access the *i-Ready Connect* Support page for tours and additional support to help you get the most out of *i-Ready*.

i-Ready Connect Support

Get help using i-Ready!
Are you new to i-Ready?   Take a short tour →

How Tos:

To learn how to use i-Ready features, check out the How To links below.

General	Reporting	Assess & Teach
Using the Dashboard	Reviewing Diagnostic Results	Administering the Diagnostic
Working with Rosters		Accessing the Teacher Toolbox
Accessing Online Educator Learning		Managing Personalized Instruction

FAQs:

For guidance on getting started or for answers to the most frequently asked questions, check out:

↗ **Frequently Asked Questions on i-Ready Central**

Tech Support:

Access online courses that complement teacher PD and continue your learning.

Find tools to use with students and support resources to help use *i-Ready* to its fullest potential. Click on a resource to download it directly from *i-Ready Connect*!

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

Top Leader Actions

Leaders—including school administrators, instructional leaders, and coaches—play a critical role in the success of any program or initiative. From our work with thousands of leaders, we know that holds true for *i-Ready*.

We have learned that focusing on these Top Leader Actions will help you unlock *i-Ready*'s potential and help you lead a successful implementation.

These Actions should be repeated throughout the year.

Engage Stakeholders

— Communicate the why, fostering buy-in for *i-Ready*.

— Set and communicate metrics and goals.

— Maintain ongoing, transparent communication that encourages excitement and momentum.

Establish Structures and Schedules

— Ensure technology can support program goals.

— Establish schoolwide schedules and testing calendars that reflect all instructional priorities.

— Designate and empower co-champions for your implementation.
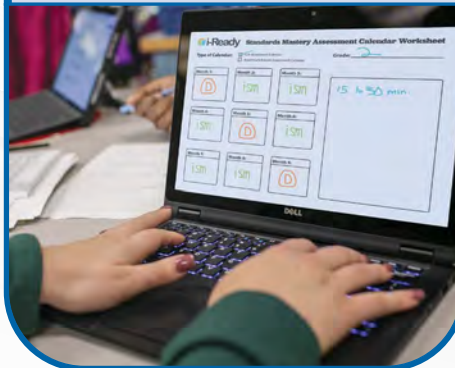
Get Good Data

— Motivate and prepare students and teachers before each Diagnostic.

— Oversee Diagnostic administrations and provide targeted support.

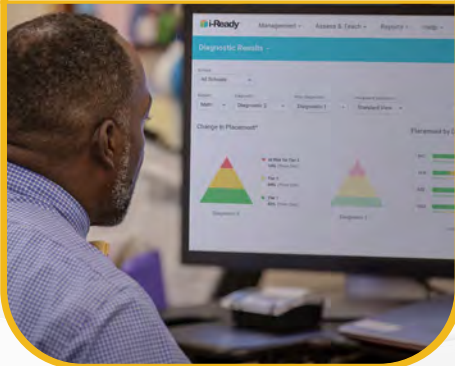— Monitor Diagnostic completion and rushing.

Use Data and Foster a Data-Driven Culture

— Use your data regularly to make data-informed decisions.

— Discuss shared data during interactions with your school community.

— Share and celebrate progress toward goals.

Support Teachers

— Provide, promote, and participate in ongoing teacher learning and development.

— Observe and identify areas for celebration and support.

— Use *i-Ready* and other available data to focus your support.

Actively Monitor and Adjust

— Regularly review Personalized Instruction and assessment data.

— Adjust programming, scheduling, and support as needed.

Your Year with *i-Ready*

Before 1st Diagnostic	1st Diagnostic Window *(≤ 4 weeks)*	Between Diagnostic Windows *(12–18 weeks)*
Before School Year Begins *Your Dates:*	**Months 1–2**	**Months 3–4**

● Engage Stakeholders

☐ Get to know the program and share why it's being adopted with teachers and families.

☐ Make a plan to share updates with your school community throughout the year.

● Establish Structures and Schedules

☐ Create a testing calendar that includes three Diagnostic Windows.

☐ Create school and class schedules that allow usage goals for Personalized Instruction to be met.

☐ Set up your professional development calendar.

● Engage Stakeholders

☐ Share your district, school, and grade-level goals with your school community.

☐ Build excitement with your teachers, students, and families for using *i-Ready*!

● Get Good Data

☐ Organize testing schedules, technology, and materials.

☐ Help teachers understand best practices for preparing students for the Diagnostic.

☐ Encourage teachers to motivate students by using the *Getting Students Ready for the Diagnostic* presentation, Pledge Sheets, and other activities to motivate students.

☐ Monitor Diagnostic completion and rushing using the Diagnostic Status report.

● Use Data and Foster a Data-Driven Culture

☐ Review your Diagnostic Results reports to help make data-informed decisions.

☐ Talk to teachers, students, and families about their data.

☐ Help teachers understand the bright spots and areas for improvement in their data.

● Actively Monitor and Adjust

☐ Review Personalized Instruction data regularly and provide support as needed.

☐ Celebrate successes with teachers and students and identify next steps that support your implementation.

● Support Teachers

☐ Actively participate in ongoing teacher learning that focuses on Top Teacher Actions.

☐ Observe *i-Ready* and data use in the classroom to provide teachers with action-oriented feedback.

2nd **Diagnostic Window** *(≤ 4 weeks)*	Between **Diagnostic Windows** *(12–18 weeks)*	3rd **Diagnostic Window** *(≤ 4 weeks)*	**End of Year**
Months 5–6	**Months 7–8**	**Months 9–10**	

Get Good Data

☐ Organize testing schedules, technology, and materials.

☐ Remind teachers to continue to use best practices for preparing students for the second Diagnostic.

☐ Encourage teachers to motivate students by using the *Getting Students Ready for a Subsequent Diagnostic* presentation, Pledge Sheets, and other activities.

☐ Monitor Diagnostic completion and rushing using the Diagnostic Status report.

Engage Stakeholders

☐ Communicate and celebrate progress toward goals with teachers, students, and families.

Use Data and Foster a Data-Driven Culture

☐ Review your Diagnostic Results and Diagnostic Growth reports to help make data-informed decisions.

☐ Talk to teachers, students, and families about their data.

☐ Communicate and celebrate progress toward goals with a focus on both growth and proficiency.

Actively Monitor and Adjust

☐ Review Personalized Instruction data regularly and provide support as needed.

☐ Celebrate successes with teachers and students, and identify next steps that support your implementation.

Support Teachers

☐ Observe *i-Ready* and data use in the classroom to provide teachers with action-oriented feedback.

Get Good Data

☐ Organize testing schedules, technology, and materials.

☐ Remind teachers to continue to use best practices for preparing students for the final Diagnostic.

☐ Encourage teachers to motivate students by using the *Getting Students Ready for a Subsequent Diagnostic* presentation, Pledge Sheets, and other activities.

☐ Monitor Diagnostic completion and rushing using the Diagnostic Status report.

Use Data and Foster a Data-Driven Culture

☐ Review your Diagnostic Results and Diagnostic Growth reports to help you plan priorities for the next school year.

☐ Engage with teachers, students, and families in reflecting on their data.

☐ Communicate and celebrate accomplishment of goals with teachers, students, and parents.

Top Leader Actions Planning and Reflection Template

Use this template to plan and/or reflect on your implementation of the Top Leader Actions. Rate yourself on your implementation of each Top Leader Action and identify area(s) of focus. Then determine activities that will have the most impact and owners and dates for next steps.

	Self-Score	What are we doing well? What could we be doing better?	What steps could we take to improve?
Engage Stakeholders			
Communicate the why, fostering buy-in for *i-Ready* by sharing purpose and rationale.			
Set and communicate metrics and goals for growth and proficiency, as well as attainable targets for Personalized Instruction, including Lesson Time-on-Task and % Lessons Passed.			
Maintain ongoing transparent communication, encouraging excitement and momentum by updating your school community on progress toward goals and implementation best practices.			
Establish Structures and Schedules			
Ensure technology can support program goals, including access, account setup, and general infrastructure.			
Establish schoolwide schedules and testing calendars that reflect all instructional priorities, including 45 minutes of Personalized Instruction per subject per week and three Diagnostic Testing Windows.			
Designate and empower co-champions for your implementation, support their work, and communicate their responsibilities to your school community.			
Get Good Data			
Motivate and prepare students and teachers before each Diagnostic by communicating expectations and best practices and sharing key resources.			
Oversee Diagnostic administrations and provide targeted support by conducting walkthroughs to observe for best practices and provide feedback where needed.			
Monitor Diagnostic completion and rushing and ensure all students test within the designated testing window.			

	Self-Score	What are we doing well? What could we be doing better?	What steps could we take to improve?
Use Data and Foster a Data-Driven Culture			
Use your data regularly to make data-informed decisions about resource allocation, student support, program needs, and instructional effectiveness.			
Discuss shared data during interactions with your school community by engaging them in data analysis, decision-making, data chats, and instructional planning.			
Share and celebrate progress toward goals with your school community to compel growth and change.			
Support Teachers			
Provide, promote, and participate in ongoing teacher learning and development.			
Observe and identify areas for celebration and support grounded in the Top Teacher Actions by conducting walkthroughs, coaching, collaborative meetings, and other PD sessions.			
Use *i-Ready* and other available data to focus your support and guide teachers to fully leverage the program for data-driven instruction.			
Actively Monitor and Adjust			
Regularly review Personalized Instruction and assessment data to understand overall implementation health and determine high-impact action steps.			
Adjust programming, scheduling, and support as needed.			

Top Teacher Actions Overview

Teachers who embrace school goals for use of *i-Ready* and understand how to use the program in the classroom are integral to a strong implementation that drives student learning. Focusing on these Top Teacher Actions will help teachers leverage *i-Ready* at the classroom level to meet the unique needs of each of their students. Use the Top Teacher Actions and Top Leader Actions together to ensure practice is aligned across the school.

Get Good Data

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

Set Schedules

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

Use Data to Plan Instruction

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

Actively Monitor and Respond

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

Deliver Differentiated Instruction

Target instruction to students' needs: Use *i-Ready* data to inform small groups and deliver tailored instruction using the recommended resources. Regularly check for understanding.

Set Goals and Engage Students

Set clear goals with students and celebrate growth and progress: Make goals visible to students, routinely track student progress, and have data chats with students regularly.

Top Teacher Actions Planning and Reflection Template

Use this template to plan and/or reflect on the implementation of the Top Teacher Actions in your school. Rate your teachers (or have them rate themselves) on the implementation of each Top Teacher Action. Then identify area(s) of focus and prioritize next steps.

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

Scoring Key:

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

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

Notes:

Helping You Support Your Teachers

Support your educators in implementing each of the Top Teacher Actions through collaborative planning, ongoing discussion of strengths and opportunities for improvement, and sharing trusted resources. At *i-Ready Central*, you'll find resources to improve your *i-Ready* implementation and increase program fidelity. Be sure to communicate expectations for using these resources during staff meetings, coaching sessions, or through email—links to many items can be shared directly from *i-Ready Central*—and to highlight successful use in order to inspire others.

Get Good Data

- Review the 🔍 *Administering the Diagnostic Checklist (Teachers)* with your staff to help them prepare for testing.
- Encourage teachers to use the 🔍 *Getting Students Ready for the Diagnostic Presentation* and 🔍 *Pledge Sheets* with their class(es) before the Diagnostic.
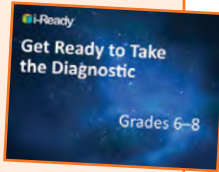
Actively Monitor and Respond

- Encourage teachers to use the 🔍 *Personalized Instruction Reflection Worksheet* to plan for, manage, and adjust Personalized Instruction practice.
- Complete the 🔍 *Monitoring Personalized Instruction Leader Worksheet* weekly (and encourage teachers to do the same using the teacher version of this resource).

Set Schedules

- Review the 🔍 *Sample Schedules* before creating a schoolwide schedule or providing scheduling guidance to teachers.
- Have teachers complete the 🔍 *Scheduling Worksheet* to ensure their classroom schedules include key instructional priorities.
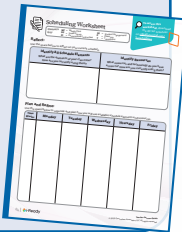
Deliver Differentiated Instruction

- Encourage teachers to complete the 🔍 *Small Group Worksheet* to plan instruction and group students to best meet their needs.
- Familiarize yourself with the instructional resources available in *i-Ready Connect* and through the Teacher Toolbox, and ensure teachers do the same. Allocate time during a staff meeting for teachers to explore these tools.

Use Data to Plan Instruction

- Use the 🔍 *Data Analysis Guide* during meetings with teachers and encourage teachers' use for data analysis and planning.
- Have 🔍 *Data Chats* with teachers to discuss data and create next steps.

Set Goals and Engage Students

- Encourage teachers to have 🔍 *Data Chats* with students.
- Create student engagement systems with teachers using the 🔍 *Action Plan for Engaging Students*, or assign an *i-Ready* committee to do so.

Helping You Support Your Teachers

Supporting your teachers and providing ongoing teacher learning and development is crucial to ensuring a successful *i-Ready* implementation. Use data, observations, and discussions to identify what additional support your educators need to refine and strengthen your *i-Ready* implementation.

Online Educator Learning

- Available to all educators through *i-Ready Connect*, the Educator Prep Series offers interactive professional learning modules.
- Can be taken by individual educators or used in a collaborative setting
- Guide educators through key practices for maximizing impact on students
- Available on demand to enhance and extend onsite teacher professional development

Sample Topics Include:

- Administering the Diagnostic
- Using Data to Plan Instruction
- Engaging Students through Data Chats
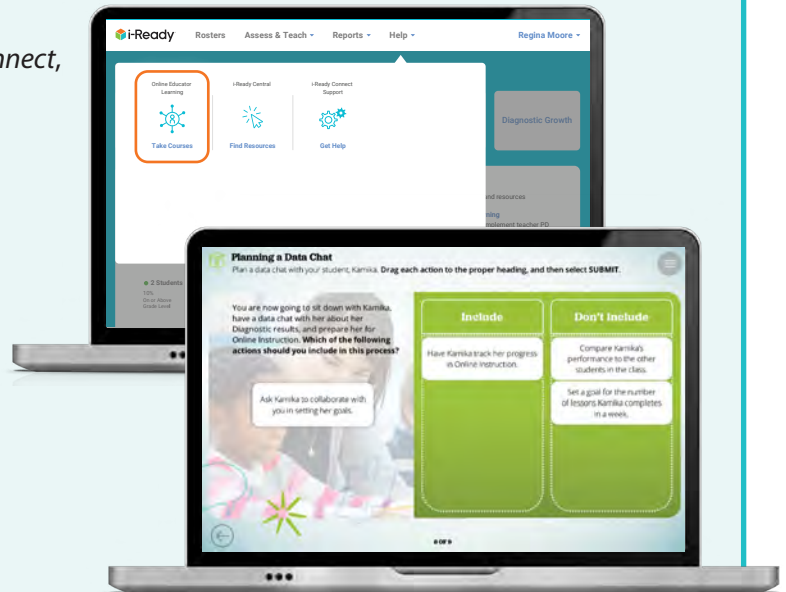
Collaborative Learning Extensions

- Designed to help educators explore key steps and strategies to ensure a successful *i-Ready* implementation
- Encourage discussion on *i-Ready* topics and include action planning
- Include all necessary resources for a leader, coach, or teacher to facilitate collaborative meetings with colleagues
- Can be used in Professional Learning Communities, grade or team meetings, or other collaborative settings

Sample Topics Include:

- Using Tools for Instruction in Small Group Instruction
- Goal Setting
- Family Engagement
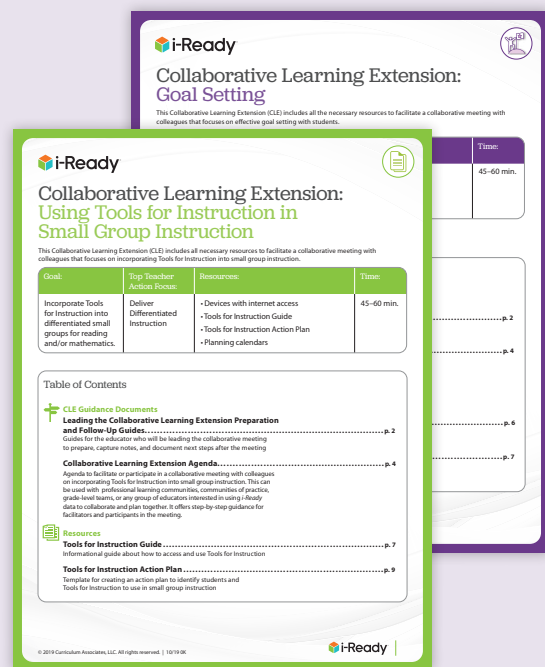
i-Ready Observation Tool

- Helps support observation of *i-Ready Assessment* and *Learning* to determine strengths and opportunities for improvements in your *i-Ready* implementation

- Includes Look Fors to observe the Top Teacher Actions of Get Good Data, Actively Monitor and Respond, and Deliver Differentiated Instruction in the classroom
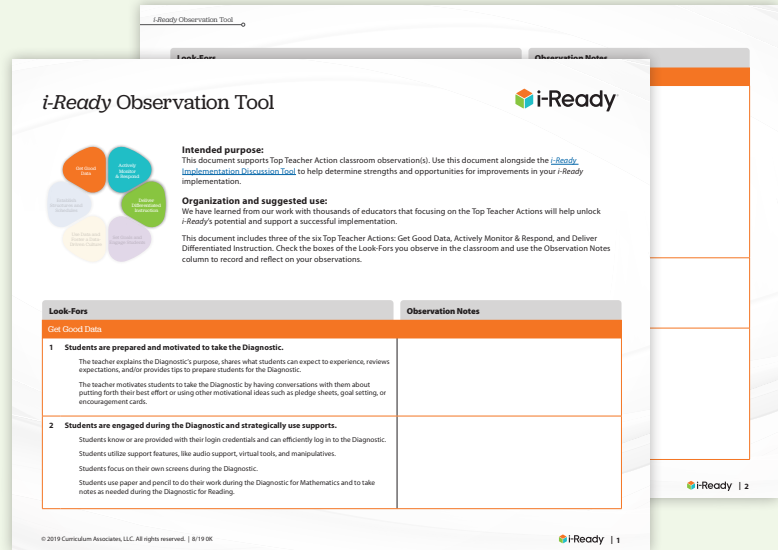
i-Ready Implementation Discussion Tool

- Helps facilitate discussion among leaders, coaches, and teachers to determine strengths and opportunities for improvement in your *i-Ready* implementation

- Includes discussion questions, Listen Fors, and time for reflection to understand what additional support and guidance you can provide your educators
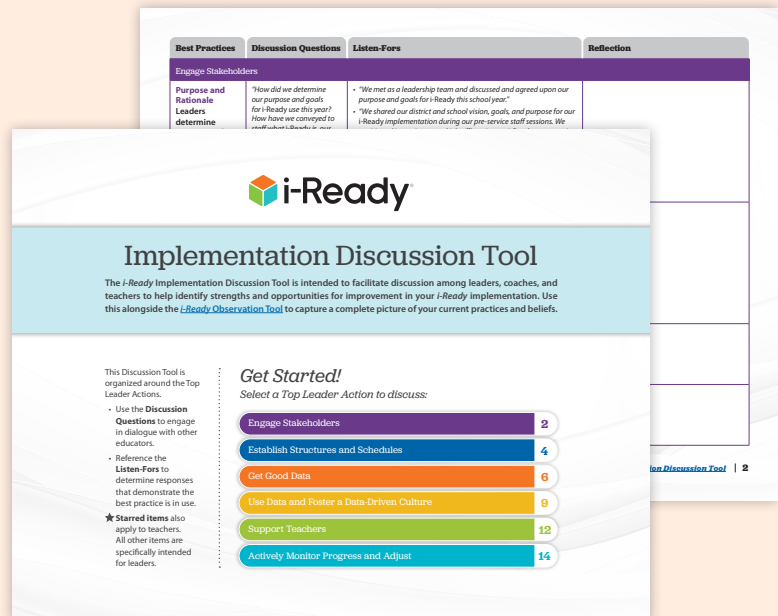
Helping You Get Good Data

Good data is crucial to a successful year with *i-Ready*. If data is not accurate, student scores and growth measures, recommendations for teacher-led instruction, and placement in *i-Ready Personalized Instruction* lessons will not match students' current strengths and needs. When data doesn't reflect students' true skills levels, it can be difficult to make effective programmatic decisions, target instruction to student needs, invest students in their own learning, and ensure families have accurate information about their children.

Point teachers to full guidance and resources on this topic at i-ReadyCentral.com/GetGoodData.

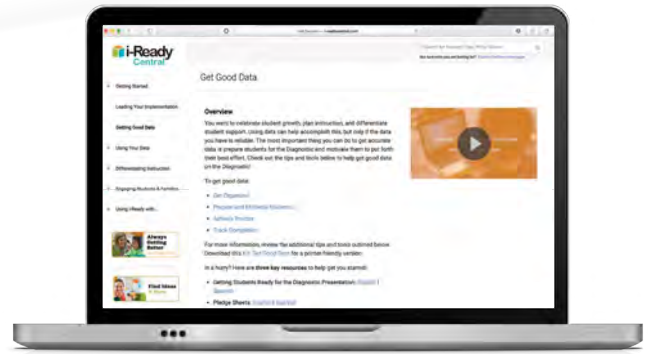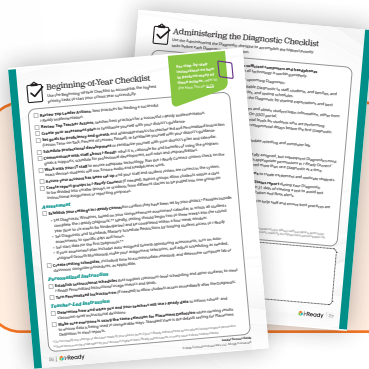Prepare for and lead schoolwide assessment administration that gets good data using the Beginning-of-Year Checklist and Administering the Diagnostic Checklist for Leaders (pp. 26–27).

Support fellow leaders, coaches, and teachers in using key resources and taking important steps to ensure reliable Diagnostic results.

Get organized, encourage and prepare students and teachers, oversee Diagnostic administrations, and monitor Diagnostic completion by reviewing the Leader Kit: Get Good Data at i-ReadyCentral.com/Leaders.
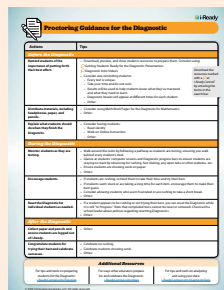
Learn about and share best practices for proctoring the Diagnostic by reviewing the Proctoring Guidance document during a staff meeting. Discuss actions teachers should take before, during, and after the Diagnostic to get good data.
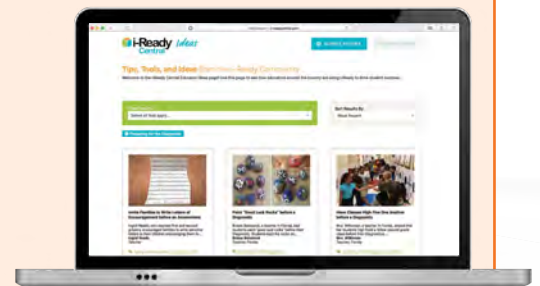
See how leaders across the country engage their school communities in preparing for the Diagnostic at i-ReadyCentral.com/Ideas.

Leading Your Implementation

Exploring Common Diagnostic Reports Worksheet

Use the professional development account information provided to explore reports that will help you answer important questions about student performance in your district or school.

Questions:	**What is the status of Diagnostic assignment and completion in my school or district?** **How many students have rushed or have a Diagnostic expiring soon?**	**How can I group my students into tiers using their placements?** **What percentage of students is below or on/above grade level, and who needs the most support?**
Access this report:	**Diagnostic Status**	**Diagnostic Results** *Focus: Report Summary and Placement Summary Table*
How will the data in this report be useful for my district/school?		
What is most valuable from this report for my role?		
How will I use this report to support my teachers and students?		
When will I want to check and use this report?		

Coming Soon! *Early in the 2020–2021 school year, an option to view five Overall Placement Levels will be added to the Diagnostic Results report. This will provide a more accurate picture of students' placement levels to focus instruction to help students make learning gains.*

Which domains are students struggling with?	For each domain, how are students performing?
Diagnostic Results *Focus: Needs Analysis by Domain Table*	**Diagnostic Results** *Focus: Placement by Domain Table*

For additional support with analyzing data, visit i-ReadyCentral.com/DataAnalysisGuide.

Notes:

Beginning-of-Year Checklist

Use the Beginning-of-Year Checklist to accomplish the highest priority tasks to start your school year successfully.

- ☐ **Review Top Leader Actions**: Best practices for leading a successful *i-Ready* implementation.
- ☐ **Review Top Teacher Actions**: Teacher best practices for a successful *i-Ready* implementation.
- ☐ **Create your assessment plan** or familiarize yourself with your district's guidance.
- ☐ **Set goals for proficiency and growth** and attainable metrics for teacher-led and Personalized Instruction (i.e., Lesson Time-on-Task, Percent of Lessons Passed), or familiarize yourself with your district's guidance.
- ☐ **Schedule professional development** or familiarize yourself with your district's plan and calendar.
- ☐ **Communicate with staff about *i-Ready***: What it is; rationale for and benefits of using the program; goals it supports; schedule for professional development; and roles and responsibilities.
- ☐ **Work with your IT staff** to ensure adequate technology. Run the *i-Ready Connect* system check at https://cdn.i-ready.com/systemcheck on the exact devices students will use. Ensure audio and headphones work.
- ☐ **Assure your account has been set up** and your staff and student rosters are correct in the system.
- ☐ **Create report groups in *i-Ready Connect*** (if needed). Report groups allow students within a class to be divided into smaller groups, or students from different classes to be pulled into one group for instructional assignment or reporting purposes.

Assessment

- ☐ **Establish your settings in *i-Ready Connect*** or confirm they have been set by your district.* Priorities include:
  - Set Diagnostic Windows, based on your comprehensive assessment calendar, in which all students complete the *i-Ready Diagnostic*.** Ideally, testing should begin two to three weeks into the school year (four to six weeks for kindergarten) and be completed within a four-week window.
  - Set Diagnostic and Standards Mastery Schedule Restrictions by limiting student access to *i-Ready* assessments to specific days and hours.
  - Set start date for the first Diagnostic.**
  - If your assessment plan includes auto-assigned Growth Monitoring assessments, turn on auto-assigned Growth Monitoring, make your assignment selections, and adjust scheduling as needed.
- ☐ **Create testing schedules**, including time to accommodate retesting, and determine computer lab or classroom computer procedures, as applicable.

Personalized Instruction

- ☐ **Establish instructional schedules** that support classroom-level scheduling and allow students to meet *i-Ready Personalized Instruction* usage metrics and goals.
- ☐ **Turn on Personalized Instruction** (if needed) to allow students access immediately after the Diagnostic.

Teacher-Led Instruction

- ☐ **Determine how and when you and your teachers will use *i-Ready* data** to inform school- and classroom-level instructional decisions.
- ☐ **Make sure everyone is using the same selection for Placement Definition** when viewing results to ensure data is being used in comparable ways. Standard View is the default setting for Placement Definition in most reports.

*Do not modify any settings or decisions made by your district (even if your i-Ready administrator access allows) without express permission.

**These items must be undertaken by your account's highest-level i-Ready administrator, in many cases a district administrator.

Administering the Diagnostic Checklist

Use the Administering the Diagnostic Checklist to accomplish the highest priority tasks before each Diagnostic administration.

☐ **Support teachers by reconfirming they have sufficient computers and headphones** to accommodate your testing schedule and that all technology is working properly.

☐ **Communicate with all stakeholders** about the upcoming Diagnostic:

- Communicate the importance of a valid and reliable Diagnostic to staff, students, and families, and remind them of Diagnostic Window dates, policies, and testing schedules.
- Motivate and prepare students and teachers for the Diagnostic by sharing expectations and best practices.
- Remind teachers to review accuracy of class rosters and obtain student login information, either from *i-Ready Connect* or the district/school Single Sign-On (SSO) portal.
- If needed: Support teachers in setting developmental levels for students who are performing significantly below grade level due to academic/developmental delays before the first Diagnostic.

Assessment

☐ **Update testing schedules**, including time to accommodate retesting and computer lab or classroom computer procedures, as needed.

☐ **Assign the Diagnostic.** The first Diagnostic is automatically assigned, but subsequent Diagnostics must be manually assigned by an administrator or teacher with appropriate permissions in *i-Ready Connect*.* Communicate with staff to ensure students are not assigned more than one Diagnostic at a time.

☐ **Communicate completion goals and testing expectations** to create excitement and motivate students.

☐ **Monitor completion and rushing using the Diagnostic Status report** during your Diagnostic Window. Ensure each student completes a Diagnostic within 21 days of starting a test to avoid test expiration. Encourage teachers to actively monitor test expiration and Rush alerts.

☐ **Actively support and manage Diagnostic administration** to help staff and ensure best practices are being used.

☐ **Retest students as needed** within the Diagnostic Window.**

*Do not modify any settings or decisions made by your district (even if your i-Ready administrator access allows) without express permission.
**Permissions for completing specific tasks in i-Ready Connect may vary based on the decisions made by the highest-level administrators for your account.

Notes:

Immediately after Each Diagnostic Checklist

Use the Immediately after Each Diagnostic Checklist to accomplish the highest priority tasks after you administer each Diagnostic.

- [ ] **Celebrate student and class performance and growth** to keep teachers, students, and families motivated.

Assessment

- [ ] **Review schoolwide Diagnostic results** to identify trends and inform priorities and next steps.
- [ ] **Evaluate school progress toward goals and programmatic and instructional effectiveness**, adjusting programming and implementation activities as needed.

Personalized Instruction

- [ ] **Turn on Personalized Instruction**, if not already done.
- [ ] **Review Personalized Instruction schedules** and make modifications to prioritize time based on student needs.
- [ ] **Use Diagnostic results to identify students who need additional instructional time** to meet goals or to identify students who will participate in Personalized Instruction if not all students will have access to it.

Teacher-Led Instruction

- [ ] **Have data chats with teachers** about their classes' Diagnostic results to discuss student learning, growth, and progress toward goals.
- [ ] **Have data chats with your leadership team** to identify next steps for classroom observation and support.
- [ ] **Identify instructional priorities** and emphasize the importance of teacher-led instruction and *i-Ready* resources that support it (e.g., Tools for Instruction, Teacher Toolbox, if applicable).

Notes:

Routines between Diagnostics Checklist

Use the Routines between Diagnostics Checklist to accomplish the highest priority tasks between your Diagnostic administrations.

☐ **Actively monitor and adjust implementation.**

- Observe *i-Ready* use and data-informed instruction in classrooms to support staff. Engage teachers in professional development, coaching, and collaborative planning in response to your observations.
- Use schoolwide data to track progress toward growth and proficiency goals as well as metrics for teacher-led and Personalized Instruction (e.g., Lesson Time-on-Task, Percent of Lessons Passed).
- Adjust programming, scheduling, and implementation activities as needed.

☐ **Consistently celebrate and showcase** student and class successes and examples of best practices.

Personalized Instruction

☐ **Conduct regular data chats with teachers** about class and student *i-Ready* results (in Personalized Instruction and/or interim assessments).

☐ **Conduct regular data chats with your leadership team** about schoolwide *i-Ready* results (in Personalized Instruction and/or interim assessments).

Teacher-Led Instruction

☐ **Support teachers in reviewing and celebrating progress** toward classroom and individual student goals and engaging students in data chats.

Notes:

Communication Planning: Diagnostic

Consider how you will communicate with key stakeholders about goals and expectations related to Diagnostic administration and use of results.

Diagnostic Window 1: _____

In my role, I will . . .	What is our message? Why is this important for our students?	To whom will it be conveyed?
Communicate which student results we are collectively trying to drive through the use of *i-Ready* (growth and proficiency goals).	*(e.g., work with particular students or subpopulations to raise mathematics scores, etc.)*	
Communicate expectations for a successful Diagnostic administration (before and during the Diagnostic).		
Communicate expectations for reviewing data and taking action based on the data after the Diagnostic.		

How and when will this be communicated?	How will I hold myself and other stakeholders accountable for these tasks?

Engaging Co-champions Worksheet

Consider how your *i-Ready* implementation will be organized—such as by instructional department, grade level, or intervention program—as well as who will complement your leadership style. Identify who at your school or building can support you in leading this year's *i-Ready* implementation, and determine what aspects of the implementation you will directly manage and what aspects you may choose to delegate. Use this table, which includes items from the Top Leader Actions, to record your initial plans.

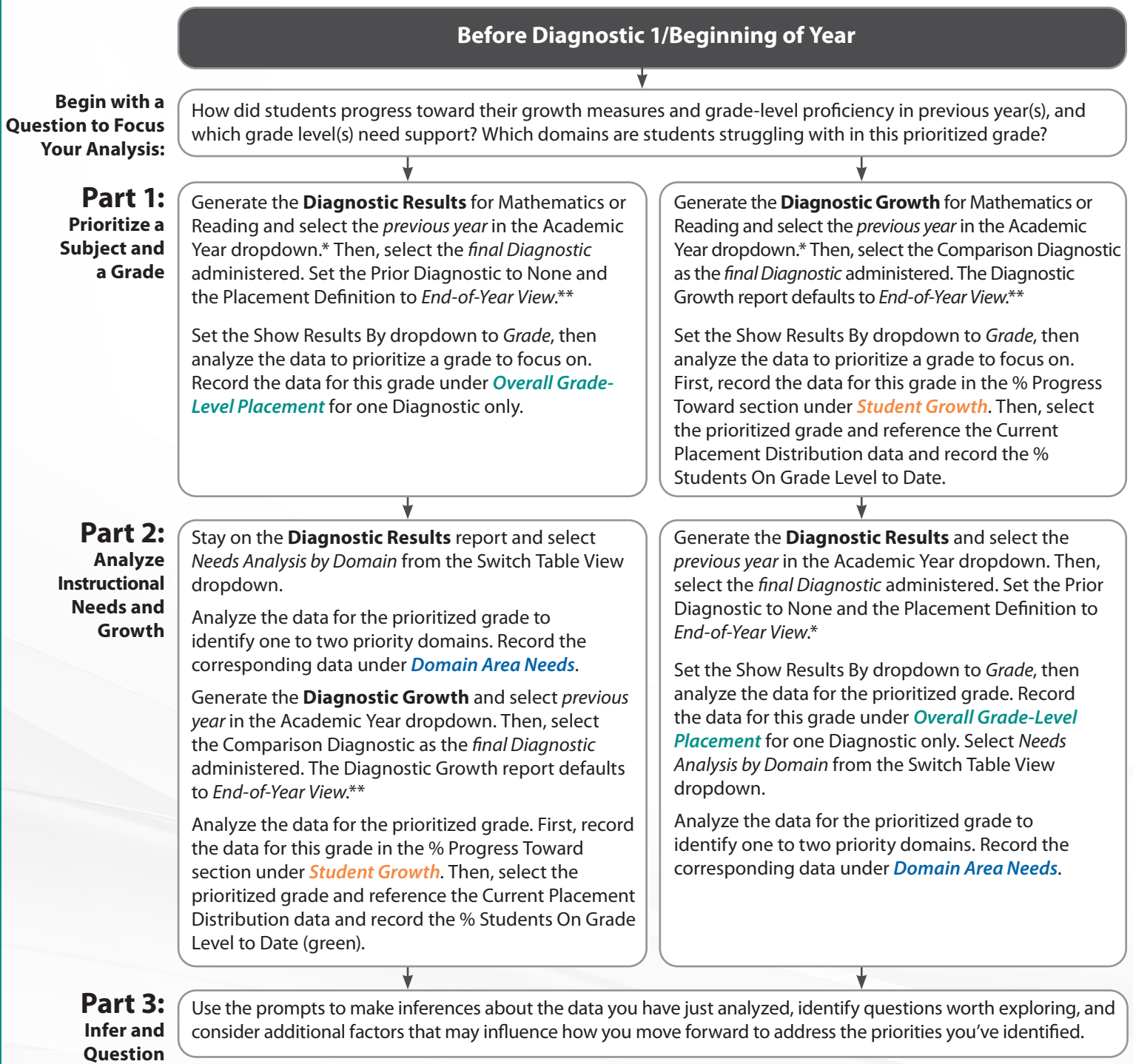|	Self	Delegate To:	Notes:
Engage Stakeholders			
Communicate the why, fostering buy-in for *i-Ready* by sharing purpose and rationale.	☐		
Set and communicate metrics and goals for growth and proficiency, as well as attainable targets for Personalized Instruction, including Lesson Time-on-Task and % Lessons Passed.	☐		
Maintain ongoing transparent communication, encouraging excitement and momentum by updating your school community on progress toward goals and implementation best practices.	☐		
Establish Structures and Schedules			
Ensure technology can support program goals, including access, account setup, and general infrastructure.	☐		
Establish schoolwide schedules and testing calendars that reflect all instructional priorities, including 45 minutes of Personalized Instruction per subject per week and three Diagnostic Testing Windows.	☐		
Get Good Data			
Motivate and prepare students and teachers before each Diagnostic by communicating expectations and best practices and sharing key resources.	☐		
Oversee Diagnostic administrations and provide targeted support by conducting walkthroughs to observe for best practices and provide feedback where needed.	☐		
Monitor Diagnostic completion and rushing and ensure all students test within the designated testing window.	☐		

	Self	Delegate To:	Notes:
Use Data and Foster a Data-Driven Culture			
Use your data regularly to make data-informed decisions about resource allocation, student support, program needs, and instructional effectiveness.	☐		
Discuss shared data during interactions with your school community by engaging them in data analysis, decision-making, data chats, and instructional planning.	☐		
Share and celebrate progress toward goals with your school community to compel growth and change.	☐		
Support Teachers			
Provide, promote, and participate in ongoing teacher learning and development.	☐		
Observe and identify areas for celebration and support grounded in the Top Teacher Actions by conducting walkthroughs, coaching, collaborative meetings, and other PD sessions.	☐		
Use *i-Ready* and other available data to focus your support and guide teachers to fully leverage the program for data-driven instruction.	☐		
Actively Monitor Progress and Adjust			
Regularly review Personalized Instruction and assessment data to understand overall implementation health and determine high-impact action steps.	☐		
Adjust programming, scheduling, and support as needed.	☐		

Analyzing Data to Prioritize Needs: Before the First Diagnostic

Analyze your Diagnostic and growth data from the previous school year to zoom in on one subject and grade and determine instructional needs and priorities. First, follow the steps in the left column to identify a priority grade based on performance. Then, follow the steps in the right column to identify a priority grade based on growth.*

Before Diagnostic 1/Beginning of Year

Begin with a Question to Focus Your Analysis:

How did students progress toward their growth measures and grade-level proficiency in previous year(s), and which grade level(s) need support? Which domains are students struggling with in this prioritized grade?

Part 1:
Prioritize a Subject and a Grade

Generate the **Diagnostic Results** for Mathematics or Reading and select the *previous year* in the Academic Year dropdown.* Then, select the *final Diagnostic* administered. Set the Prior Diagnostic to None and the Placement Definition to *End-of-Year View*.**

Set the Show Results By dropdown to *Grade*, then analyze the data to prioritize a grade to focus on. Record the data for this grade under *Overall Grade-Level Placement* for one Diagnostic only.

Generate the **Diagnostic Growth** for Mathematics or Reading and select the *previous year* in the Academic Year dropdown.* Then, select the Comparison Diagnostic as the *final Diagnostic* administered. The Diagnostic Growth report defaults to *End-of-Year View*.**

Set the Show Results By dropdown to *Grade*, then analyze the data to prioritize a grade to focus on. First, record the data for this grade in the % Progress Toward section under *Student Growth*. Then, select the prioritized grade and reference the Current Placement Distribution data and record the % Students On Grade Level to Date.

Part 2:
Analyze Instructional Needs and Growth

Stay on the **Diagnostic Results** report and select *Needs Analysis by Domain* from the Switch Table View dropdown.

Analyze the data for the prioritized grade to identify one to two priority domains. Record the corresponding data under *Domain Area Needs*.

Generate the **Diagnostic Growth** and select *previous year* in the Academic Year dropdown. Then, select the Comparison Diagnostic as the *final Diagnostic* administered. The Diagnostic Growth report defaults to *End-of-Year View*.**

Analyze the data for the prioritized grade. First, record the data for this grade in the % Progress Toward section under *Student Growth*. Then, select the prioritized grade and reference the Current Placement Distribution data and record the % Students On Grade Level to Date (green).

Generate the **Diagnostic Results** and select the *previous year* in the Academic Year dropdown. Then, select the *final Diagnostic* administered. Set the Prior Diagnostic to None and the Placement Definition to *End-of-Year View*.*

Set the Show Results By dropdown to *Grade*, then analyze the data for the prioritized grade. Record the data for this grade under *Overall Grade-Level Placement* for one Diagnostic only. Select *Needs Analysis by Domain* from the Switch Table View dropdown.

Analyze the data for the prioritized grade to identify one to two priority domains. Record the corresponding data under *Domain Area Needs*.

Part 3:
Infer and Question

Use the prompts to make inferences about the data you have just analyzed, identify questions worth exploring, and consider additional factors that may influence how you move forward to address the priorities you've identified.

*Note that this process for analysis assumes that students have completed a Diagnostic in spring or at the end of an academic school year. Additionally, previous year data is only available if you have been using i-Ready for one or more years.

**In order to consistently compare students across the year, the same Placement Definition of End-of-Year View has been suggested. You may choose to use a different view on your reports. For more information on Placement Definitions, refer to the FAQ: Which Placement Definition should I select? on p. 69.

Leader Success Guide

Prioritized Subject: ☐ Mathematics ☐ Reading **| Placement Definition:** ☑ End-of-Year View

Overall Grade-Level Placement

Diagnostic	Prioritized Grade	% of Students In:		
		Tier 1	Tier 2	Tier 3

Student Growth

Prioritized Grade	% Progress Toward:		% Students On Grade Level to Date
	Typical Growth*	Stretch Growth	

Domain Area Needs

Prioritized Domain Areas	% Students Below Grade Level	Other Data Sources

Notes:

Infer and Question

What trends do you notice?	
What are the instructional implications?	
What are some known strengths about this grade? Reflect on success stories, instruction delivered, planning, scheduling, staffing, and factors unique to the teaching team at this grade, etc.	

*Aim for groups of students to make 50%** or greater median progress to Annual Typical Growth by midyear and 100% or greater median progress by the end of the year. This is a good indication that a specific group has grown as much or more than the average for a similar group (e.g., district, school, grade, class, report group). **This is based on a midyear Diagnostic that is completed about halfway between the initial and end-of-year Diagnostic, with equal periods of instruction in between each assessment. When the midyear Diagnostic is scheduled earlier or later, look for progress to Typical Growth to vary accordingly.*

Analyzing Data to Prioritize Needs:
After Each Diagnostic

Analyze data after your first or second Diagnostic to zoom in on one subject and grade and identify instructional needs and priorities.

	After Diagnostic 1	**After Diagnostic 2/Midyear**
Begin with a Question to Focus Your Analysis:	What percentage of students is below or on/above grade level and who needs the most support? Which domains are students struggling with?	How are students progressing toward their growth measures and grade-level proficiency?
Part 1: Prioritize a Subject and a Grade	Generate the **Diagnostic Results** for Mathematics or Reading for the current year and select *Diagnostic Window 1*. Set the Prior Diagnostic to None and the Placement Definition to *End-of-Year View*.* Set the Show Results By dropdown to *Grade*, then analyze the data to prioritize a grade to focus on. Record the data for this grade under *Overall Grade-Level Placement* for one Diagnostic only.	Generate the **Diagnostic Growth** for Mathematics or Reading for the *current year*. Select the Comparison Diagnostic as *Diagnostic Window 2*. The Diagnostic Growth report defaults to *End-of-Year View*.* Set the Show Results By dropdown to *Grade*, then analyze the data to prioritize a grade. First, record the data for this grade in the % Progress Toward section under *Student Growth*. Then, select the prioritized grade and reference the Current Placement Distribution data and record the % Students On Grade Level to Date (green).
Part 2: Analyze Instructional Needs and Growth	Stay on the **Diagnostic Results** using the same settings as in *Part 1*. Select *Needs Analysis by Domain* from the Switch Table View dropdown. Analyze the data for the prioritized grade to identify one to two priority domains. Record the corresponding data under *Domain Area Needs*.	Generate the **Diagnostic Results** for the *current year* and clear all filters. Set Diagnostic to *Diagnostic Window 2* and set Prior Diagnostic to *Diagnostic Window 1*. Set the Placement Definition to *End-of-Year View*.* Set the Show Results By dropdown to *Grade*, then record the data for the prioritized grade under *Overall Grade-Level Placement*. Next, use the Switch Table View dropdown and select *Needs Analysis by Domain* to identify one to two priority domain areas for this grade. Record the corresponding data under *Domain Area Needs*.**
Part 3: Infer and Question	Use the prompts to make inferences about the data you have just analyzed, identify additional questions worth exploring, and consider additional factors that may influence how you move forward to address the priorities you've identified.	

In order to consistently compare students across the year, the same Placement Definition of End-of-Year View has been suggested. You may choose to use a different view on your reports. For more information on Placement Definitions, refer to the FAQ: Which Placement Definition should I select? on p. 69.

**Also record any other data sources you may need to use to obtain more information to prioritize instructional needs for this grade.*

Prioritized Subject: ☐ Mathematics ☐ Reading | **Placement Definition:** ☐ Standard View ☐ End-of-Year View

Overall Grade-Level Placement

Diagnostic	Prioritized Grade	% of Students In:		
		Tier 1	Tier 2	Tier 3

Student Growth

% Progress Toward:		% Students On Grade Level to Date
Typical Growth*	Stretch Growth	

Domain Area Needs

Prioritized Domain Areas	% Students Below Grade Level	Other Data Sources

Notes:

Infer and Question

What trends do you notice?	
What are the instructional implications?	
What are some known strengths about this grade? Reflect on success stories, instruction delivered, planning, scheduling, staffing, and factors unique to the teaching team at this grade, etc.	

*Aim for groups of students to make 50%** or greater median progress to Annual Typical Growth by midyear and 100% or greater median progress by the end of the year. This is a good indication that a specific group has grown as much or more than the average for a similar group (e.g., district, school, grade, class, report group. **This is based on a midyear Diagnostic that is completed about halfway between the initial and end-of-year Diagnostic, with equal periods of instruction in between each assessment. When the midyear Diagnostic is scheduled earlier or later, look for progress to Typical Growth to vary accordingly.

Part 4: Set Goals for Your Prioritized Grade

Based on the domain need(s) you have identified on p. or p. , determine one or more goals that will move students in this grade forward as a group. Priorities and goals may be for any time frame you choose.

1. **What are your proficiency and growth goals for this grade?**

2. **How do these goals fit in the context of your schoolwide goals?**

Suggested Next Steps:

Share your data analysis and domain area needs with teachers and coaches. Engage them in collaborative analysis and discussion of class and student data to identify instructional priorities for these domain areas. Plan instructional adjustments that support the proficiency and growth goals you've set for students in this grade.

Notes:

Leader Success Guide

Part 5: Plan Next Steps for Your Prioritized Grade

Indicate next steps for the prioritized grade in each of the following categories, as applicable.

Next Steps	Responsible Stakeholders	Timeline for Action Steps	How will the action steps be evaluated?	When will we review our data?
Curriculum				
Instruction				
Resources				
Environment				

Notes:

What's New in *i-Ready*

Supporting the Needs of All Learners

i-Ready is inclusive, supportive, and accessible.
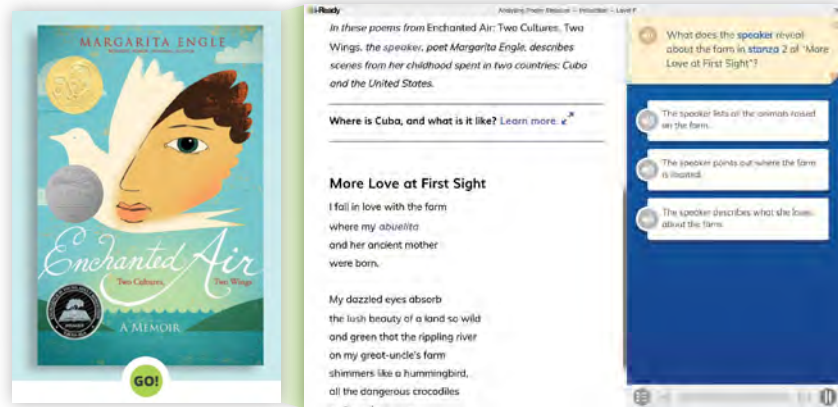
Committed to Being Culturally Responsive

Even more culturally responsive content in online lessons and Diagnostic items empowers students to see themselves in their learning.

Designed with English Learners in Mind

Students will benefit from more lessons that expand access, integrate strategic scaffolds, and support academic language development.
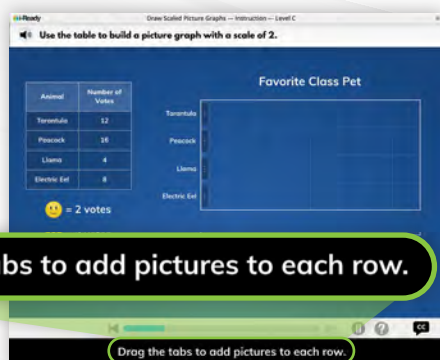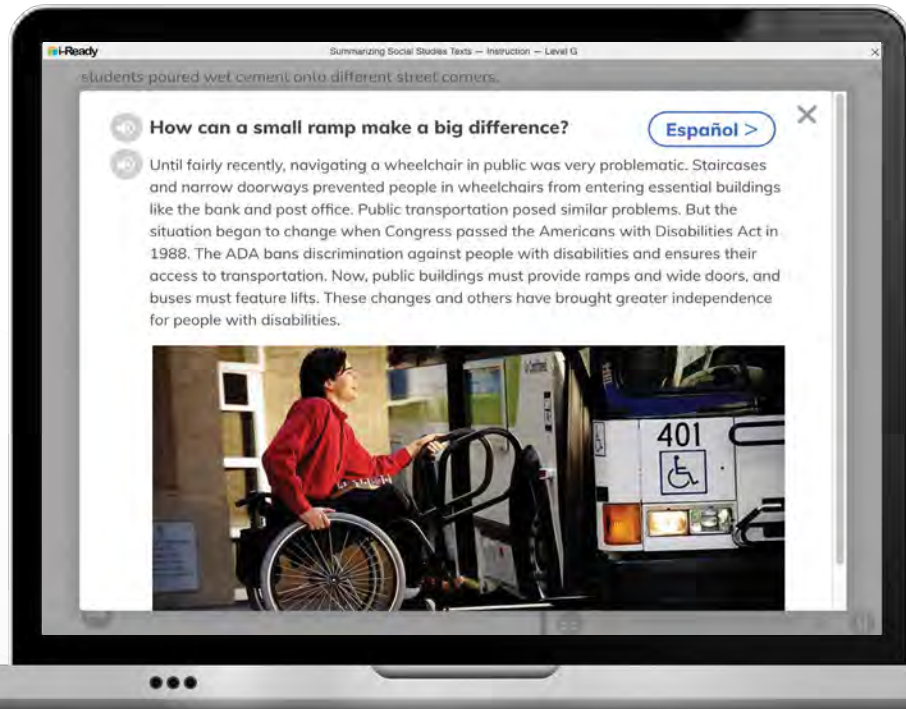
Ongoing Accessibility Improvements

Closed captioning and keyboard navigation will be available in many online lessons and Standards Mastery items as the school year progresses.

All images are prototypes and subject to change.

Introducing Lessons in Spanish

i-Ready's new instruction in Spanish supports the youngest learners.

Mathematics

Spanish versions of kindergarten Mathematics lessons offer equitable learning experiences.*

Teachers can support students across Grades K–8 with Tools for Instruction for Mathematics in Spanish.

All Kindergarten Lessons Available

Reading

To support Spanish literacy development, *i-Ready* is releasing an initial selection of authentic Spanish Reading lessons focused on kindergarten Phonics.*

Spanish lessons must be assigned by teachers and will not have full reporting features during Early Access.

What's New in *i-Ready*

Engaging Lessons for Elementary Learners

Phonics

New systematic, explicit Phonics lessons provide just the right amount of instruction: more for students who need it and less for students who don't. *(Grades K–2)*
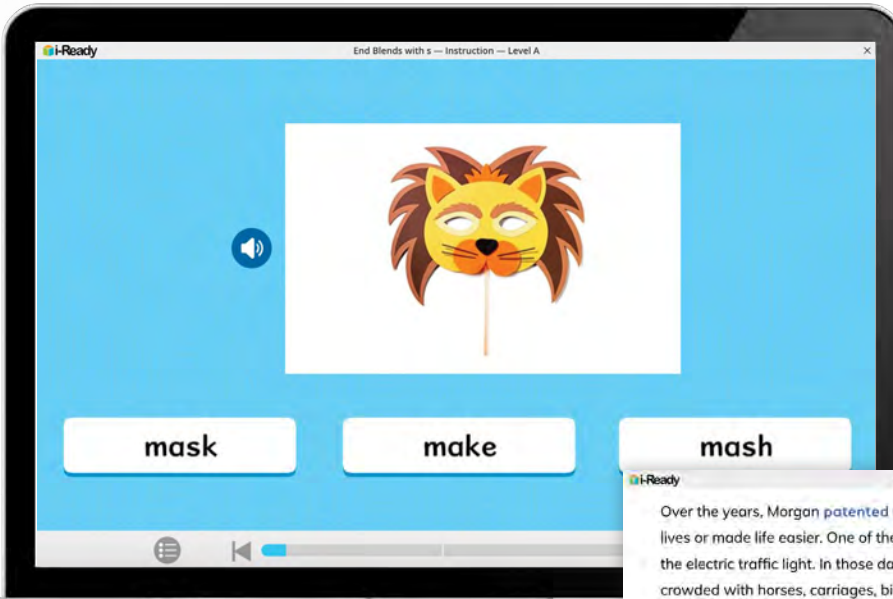
Reading Comprehension

New lessons will include both standards-focused and sentence-structure–focused instruction. *(Grades 3–5)*
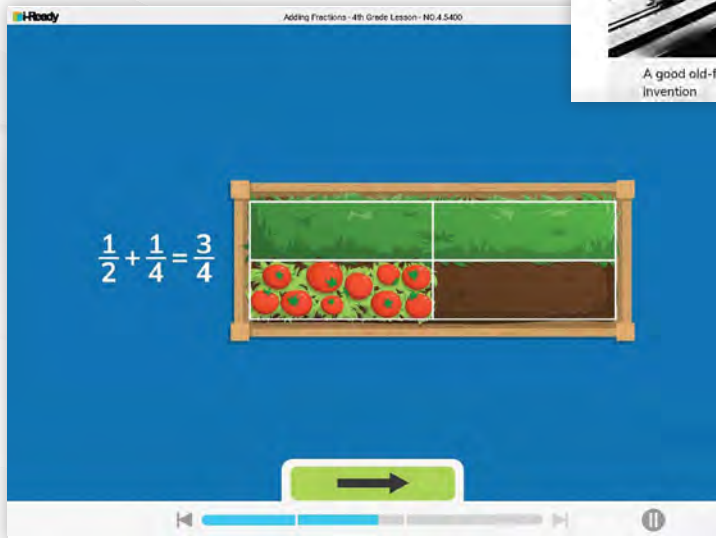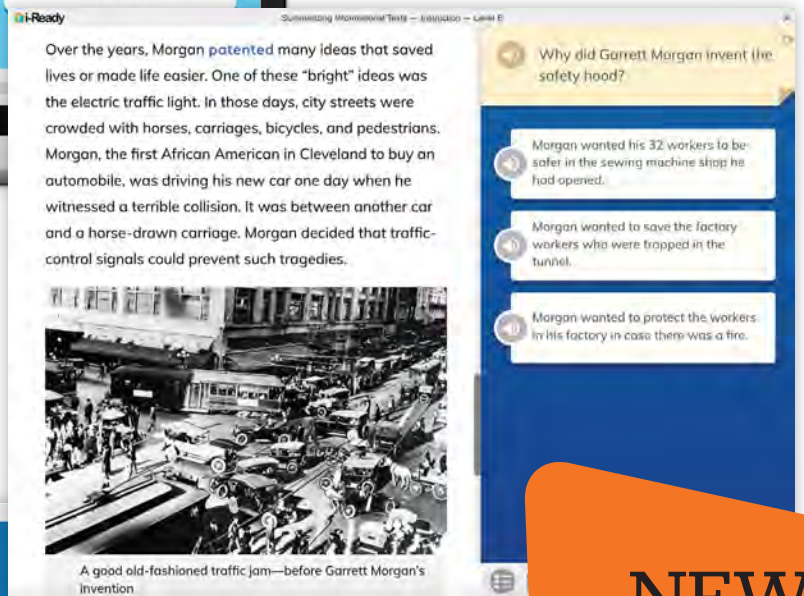
Mathematics

New lessons offer an innovative approach to help students understand fractions. *(Grades 3–5)*

NEW LESSONS adapt pacing to student needs!

New instruction will be released on a rolling basis.

All images are prototypes and subject to change.

Motivating Instruction for Middle Schoolers

Reading Comprehension

All learners, and especially English Learners, will benefit from new lessons that prepare students to deconstruct and reconstruct sentences to understand academic language and unpack complex texts. *(Grades 6–8)*
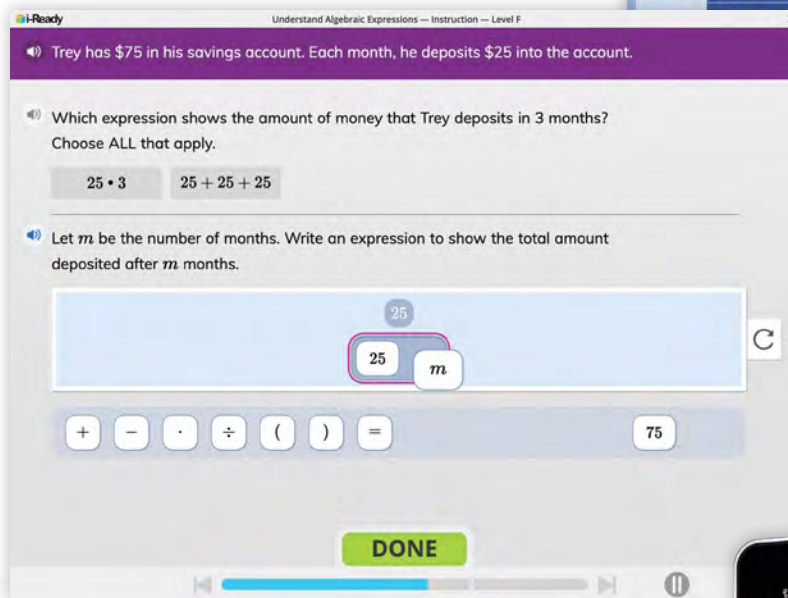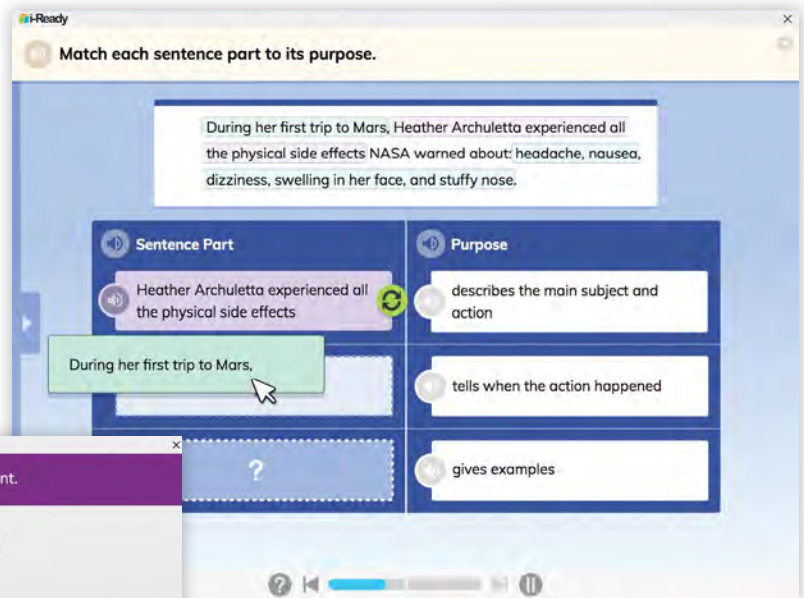
Mathematics

New instruction focuses on the major work of Grades 6 and 7, including expressions, equations, inequalities, and ratios and proportions.

Access to Learning Games

Middle school students can play *i-Ready* Learning Games, which provide fun, challenging practice that strengthens understanding of mathematical concepts.
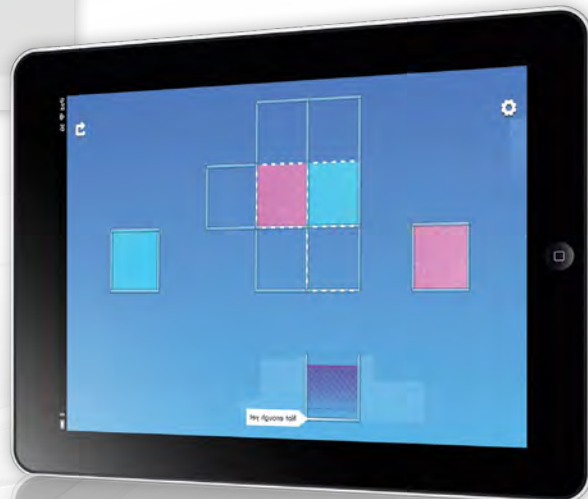
See Student Performance in New Ways

Reporting improvements provide simple, powerful insight into instructional needs.

Prerequisites ▾

Subject	Class/Report Group	Grade	Concept
Math	Grade 4, Section 2 ▾	Grade 4 ▾	Number and Operati... ▾

Overview

Number and Operations in Base Ten
Students build on their understanding of place value, rounding, and addition and subtraction of three-digit numbers. They explore place value to the hundred-thousands place, rounding, comparing, adding, and subtracting multi-digit numbers.

Learning Progression Map

Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

PDF
Whole Class Prerequisite Support

Prerequisite Groups	Group A 4 Students	Group B 5 Students	Group C 6 Students	Group D 4 Students
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations
Understand hundreds, tens, and ones	✓	✓	✓	Additional Support
Essential Skill Add and subtract within 1,000	✓	Additional Support	In-Depth Review	In-Depth Review
Round to the nearest ten or hundred	✓	Additional Support	In-Depth Review	In-Depth Review
	Madera, Isabella Marcus, Joseph Nguyen, Eric Rodriguez, Jeremy	Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Jones, Aisha Medeiros, Nick Nelson, Sean	Charnas, Bren... Andrews, Willi... Kovac, Valarie... Williams, Gera...

Grade 4, Number and Operations in Base Ten

Prerequisite Skill	Grade 2	Grade 3	Grade 4
Understand hundreds, tens, and ones	Read and Write Three-Digit Numbers Compare Three-Digit Numbers		Understand Place Value Compare Whole Numbers
Add and subtract within 1,000	Add Three-Digit Numbers Subtract Three-Digit Numbers	*Essential Skill* Use Place Value to Add and Subtract	Add and Subtract Whole Numbers
Round to the nearest ten or hundred		Use Place Value to Round Numbers	Round Whole Numbers

...lts.
...selecting prerequisite work.

Recommendations: Group C

🧊 i-Ready

Grade Grade 4

Add and Subtract Whole Numbers

Add and subtract within 1,000 — In-Depth Review
Essential Skill

Skill: Add Three-Digit Numbers (Grade 2)

Teacher-Led Small Groups
• Tools for Instruction: Add Three-Digit Numbers

Independent Reinforcement
• Learning Games: Hungry Fish
• Learning Games: Match

Skill: Subtract Three-Digit Numbers (Grade 2)

Teacher-Led Small Groups
• Tools for Instruction: Subtract Three-Digit Numbers

Independent Reinforcement
• Learning Games: Hungry Fish
• Learning Games: Match

Skill: Use Place Value to Add and Subtract (Grade 3)
Essential Skill

Teacher-Led Small Groups
• Tools for Instruction: Three-Digit Addition
• Tools for Instruction: Three-Digit Subtraction

Independent Reinforcement
• Learning Games: Hungry Fish
• Learning Games: Cupcake
• Learning Games: Pizza
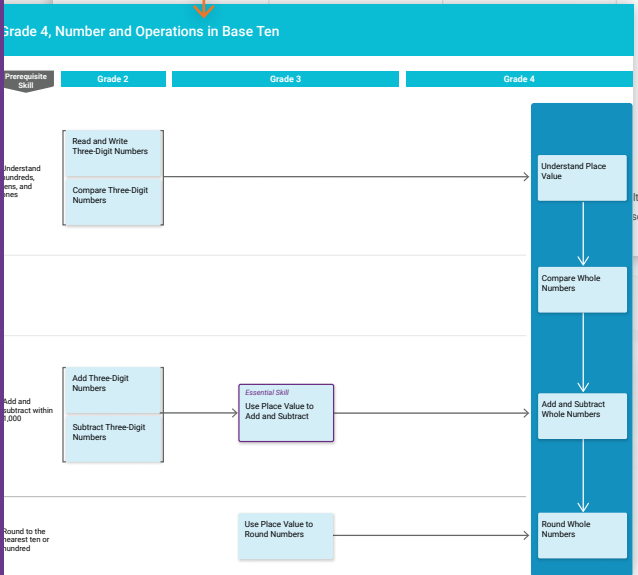
Choose the Right Supports Your Students Need to Access Grade-Level Instruction

A new Prerequisites report for Mathematics* and instructional supports for Reading help teachers focus on the most important prerequisite skills to support grade-level instructional success.

*Availability by state not confirmed at time of publication. Please check with your Educational Consultant for more information.

All images are prototypes and subject to change.

Leader Success Guide
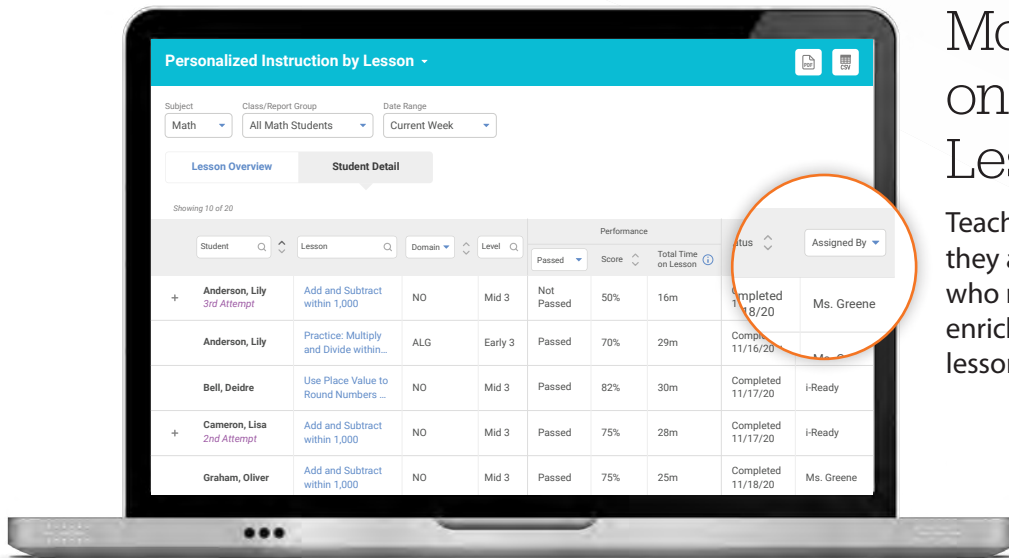
Monitor Performance on Teacher-Assigned Lessons

Teachers can track performance on lessons they assign and create groups of students who might benefit from remediation or enrichment based on how they perform on lessons.

Personalized Instruction by Lesson

Subject: Math | Class/Report Group: All Math Students | Date Range: Current Week

Lesson Overview | **Student Detail**

Showing 10 of 20

Student	Lesson	Domain	Level	Performance			Status	Assigned By
				Passed	Score	Total Time on Lesson		
Anderson, Lily *3rd Attempt*	Add and Subtract within 1,000	NO	Mid 3	Not Passed	50%	16m	Completed 11/18/20	Ms. Greene
Anderson, Lily	Practice: Multiply and Divide within…	ALG	Early 3	Passed	70%	29m	Completed 11/16/20	Ms. Greene
Bell, Deidre	Use Place Value to Round Numbers …	NO	Mid 3	Passed	82%	30m	Completed 11/17/20	i-Ready
Cameron, Lisa *2nd Attempt*	Add and Subtract within 1,000	NO	Mid 3	Passed	75%	28m	Completed 11/17/20	i-Ready
Graham, Oliver	Add and Subtract within 1,000	NO	Mid 3	Passed	75%	25m	Completed 11/18/20	Ms. Greene

Putting Research-Based Oral Reading Fluency Assessment into the Hands of Educators

New *i-Ready* Oral Reading Fluency Assessments

Introduction: You will read a passage about a girl who gets a special cat statue from Japan.

Cat Day

Emi was excited to get a package in the mail all the way from Japan, where her grandma and grandpa lived. Emi tried to guess what was inside, but she had a feeling that it might be a cat. Not a real cat, of course, but a small statue of a cat that was special to many people from Japan.

When Emi and her mom opened the box, Emi found what she had been hoping for. She lifted out a white, smiling stone cat with a red ribbon around its neck, its paw next to its ear, waving at Emi.

"Yes," said Mom, "it's a beautiful cat with a very interesting story from long ago that explains why cats are so special."

"There are lots of stories about why cats are special," said Emi, "but my favorite one is about a young man who decides to rest under a tree that is next to an old, crumbling temple. On the porch he sees a cat, rubbing its ear to wash itself, but the man thinks the cat is welcoming him into the temple. Just as the man enters the temple, a great bolt of lightning strikes the tree he had been resting under! The man believes the cat has saved his life, and he shows how thankful he is by fixing the old temple. This is why cats are loved in Japan, and why I have my own special cat now!"

A Complete Picture of Reading Performance

The *i-Ready* Oral Reading Fluency Assessments can determine a student's proficiency and progress in oral reading fluency and individual instruction needs, and when used alongside trusted data from *i-Ready Diagnostic*, can provide a complete picture of a student's overall reading performance.

- **Fluency Benchmark Assessments:**
  Use grade-level texts three times per year to determine a student's oral reading fluency proficiency compared to nationally recognized norms for their grade level.

- **Fluency Formative Assessments:**
  Used to determine individual students' instructional reading level, instructional needs, and oral reading fluency growth over time.

Access Powerful Resources Directly from *i-Ready*

Educators with a Teacher Toolbox subscription can gain instant access to thousands of high-quality digital resources to support students' learning needs in Mathematics and English Language Arts.

Targeted Instructional Resources, Powered by Your *i-Ready* Data

Navigate to Teacher Toolbox to find standards-aligned resources that support students' learning needs.

Leader Success Guide

| 3 | 4 | 5 | 6 | 7 | 8 |

Classroom Resources (Spanish)   Assessment Practice

Small Group Differentiation

Assess	Reteach	Teacher-Led Activities	Student-Led Activities
Lesson Quizzes, Unit Assessments	Prerequisite Ready Lessons	Tools For Instruction	Math Center Activities
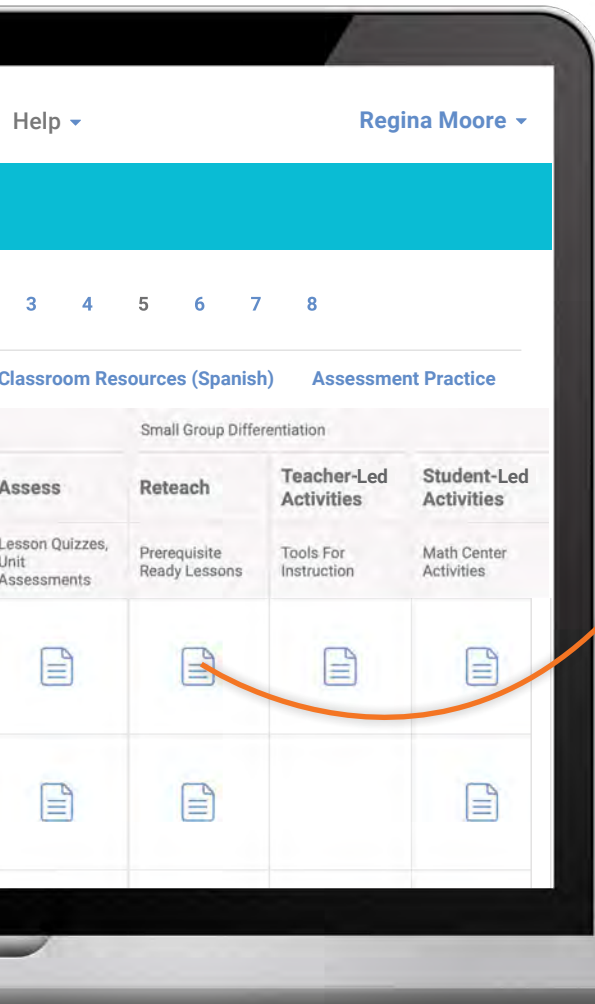
Designed to Support Small Group and Whole Class Instruction

- Meet the needs of all learners with lessons at every grade level to support remediation and enrichment.

- Provide engaging instruction for the whole class with a wealth of on-grade level resources, including lessons and practice, multimedia content, assessment practice, and discourse supports.

Teacher Toolbox requires a separate purchase.
All images are prototypes and subject to change.
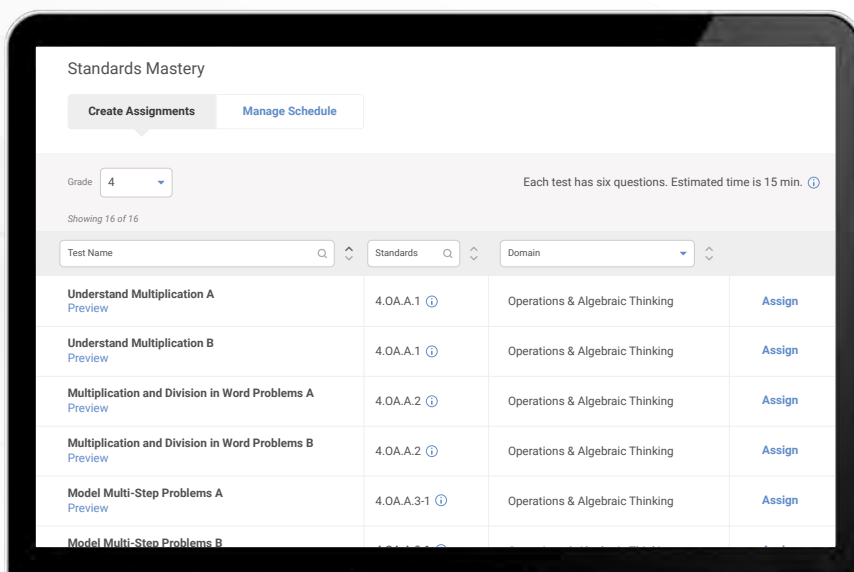
What's New in *i-Ready*

Introducing the Educator Experience on iPads®

Educators can use *i-Ready* on iPads.

Teachers can get insights, monitor performance, and hold data chats without needing their computer. Some functionality on iPads may not be supported. Requires iOS™ 13.
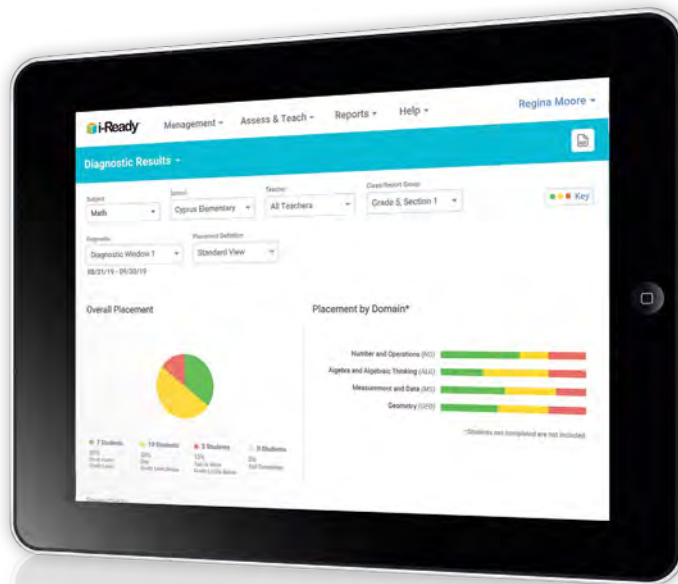
Assign Standards Mastery as a Teacher

Standards Mastery

| Create Assignments | Manage Schedule |

Grade 4

Showing 16 of 16

Each test has six questions. Estimated time is 15 min.

Test Name	Standards	Domain	
Understand Multiplication A Preview	4.OA.A.1	Operations & Algebraic Thinking	**Assign**
Understand Multiplication B Preview	4.OA.A.1	Operations & Algebraic Thinking	**Assign**
Multiplication and Division in Word Problems A Preview	4.OA.A.2	Operations & Algebraic Thinking	**Assign**
Multiplication and Division in Word Problems B Preview	4.OA.A.2	Operations & Algebraic Thinking	**Assign**
Model Multi-Step Problems A Preview	4.OA.A.3-1	Operations & Algebraic Thinking	**Assign**
Model Multi-Step Problems B			

Gain more insight into students' mastery of grade-level standards.

Teachers can assign their own assessments in districts that use Standards Mastery.

Available in fall/winter 2020.

All images are prototypes and subject to change.

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Leader Success Guide

Online Learning for All Educators

**Available to all educators through *i-Ready*, the Educator Prep Series
offers interactive professional learning modules.**
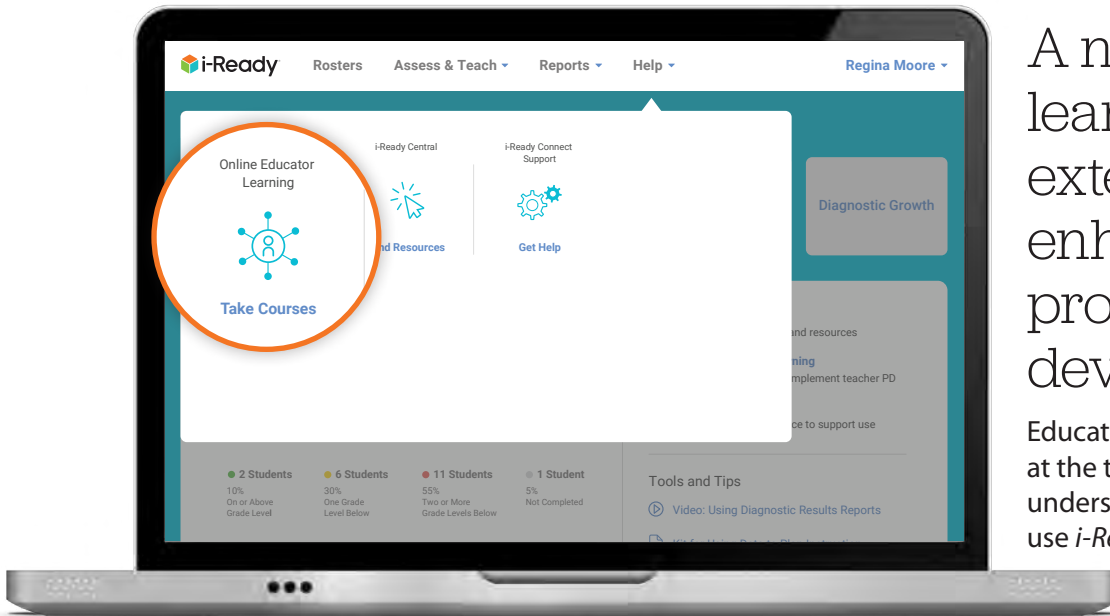
A new educator learning platform extends and enhances onsite professional development.

Educators can dive into key actions at the time of need and further their understanding of how to effectively use *i-Ready*.

Topics Include:

- Administering the Diagnostic
- Best Practices for Personalized Instruction
- Setting Goals and Measuring Growth
- Using Data to Plan Instruction
- Analyzing Diagnostic Growth (for Leaders)
- Preparing for Small Group Instruction
- Planning and Evaluating Small Group Instruction
- Engaging Students through Data Chats
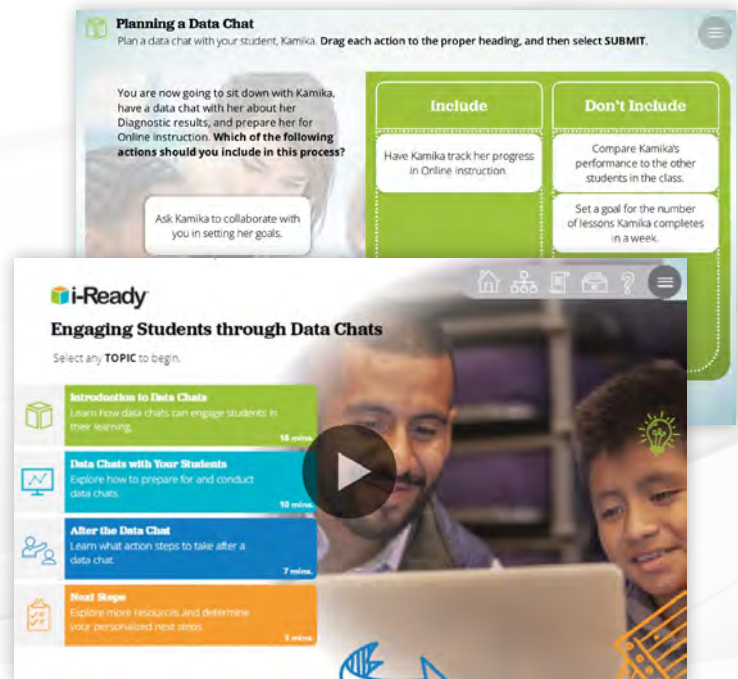
Notes:

References

Hallmarks of Strong Data Culture

This guide describes the hallmarks of strong data culture and highlights the important contributions leaders make in cultivating data-driven culture in schools.

Be Transparent

Embrace data as "ours" by being open about assessments and data. Sharing schedules, assessment details (e.g., what's being assessed, results, responses as available), and data analysis influences more open collaboration and decision-making. Leaders support transparency by setting expectations for how assessment information and data will be used and communicated and by supporting teachers in doing the same with their students.

Involve All Stakeholders in Striving for Growth

Actively discuss growth as the measure of success and make it visible. Invest faculty, students, families, and community in data-driven practices by communicating information about assessments, results, and data-driven action steps and involving all stakeholders in planning and decision-making to help every student achieve growth. Leaders promote a shared sense of community in which everyone works together to foster growth.

Schedule Time for Regular Data Use

Make time for regular data use in the schedule, including administering assessments, analyzing results (with the support of all stakeholders), monitoring progress and growth, adjusting instructional practices, and using data to evaluate the impact and effectiveness of instruction and interventions. Leaders support regular data use by dedicating time in the school schedule for teachers to analyze and plan in response to data and by discussing data with teachers and other instructional staff on an ongoing basis.

Take an Intentional, Structured Approach to Differentiation and Remediation

Use a data-driven approach to prioritize students for differentiation or remediation and develop corresponding instructional plans. Leaders adopt and implement assessment and instruction programs with a specific purpose in mind, then communicate the intended role of each program in the classroom to all instructional staff.

Infuse a Data-Driven Mindset into School Practices

Use data to guide decisions at all levels (i.e., leader to teacher, teacher to teacher, and teacher to student). Focusing on how data-driven instruction influences yearlong and day-to-day policies and practices (e.g., resource allocation, scheduling, conferences, instructional planning and delivery, Professional Learning Communities) in order to achieve desired goals. Leaders serve as champions of change by clearly communicating district and/or school goals and modeling a data-driven mindset in their own decision-making.

Provide Support and Professional Development

Use data to target staff support and resources. Both teachers and leaders continually strengthen their data practice and data-driven instruction. Leaders support teachers in learning how to use data to make instructional decisions and engaging other stakeholders in data-driven best practices. They select and schedule professional development topics strategically and participate alongside teachers.
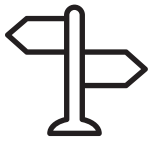
Foundations of Effective Data Use

The foundations of effective data use highlight important practices educators, students, and families should engage in to cultivate a strong data culture in classrooms.

Maintain Objectivity

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

Use a Purposeful, Structured Process to Analyze Data

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

Analyze Data Regularly

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

Engage Students and Families in Growth and Progress

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

References

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

Overview

i-Ready Diagnostic is a type of computer adaptive test that matches the difficulty of test questions to the ability of each student. As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier. In both scenarios, the test adapts to find the precise ability of each student in the quickest, most efficient way possible.

Understanding the *i-Ready Diagnostic*

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

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

- **No two students will take the same test.** Just as every student has a different ability level, every student will have a different test experience.

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

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

- **A student's assessment score is not based on the number of items answered correctly.** A student's score is determined by making adjustments after each item to determine their proficiency level estimate.

Because students will struggle with some questions, it is important for teachers to prepare their students before they take the Diagnostic. It helps when teachers:

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

- **Encourage students to try their best and make their best guess if a question seems too difficult.** It is better for a student to guess and move on than to try for too long to get a question right.

Example

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

Question Difficulty

Vocabulary

Actual Performance Level

- Correct
- Incorrect
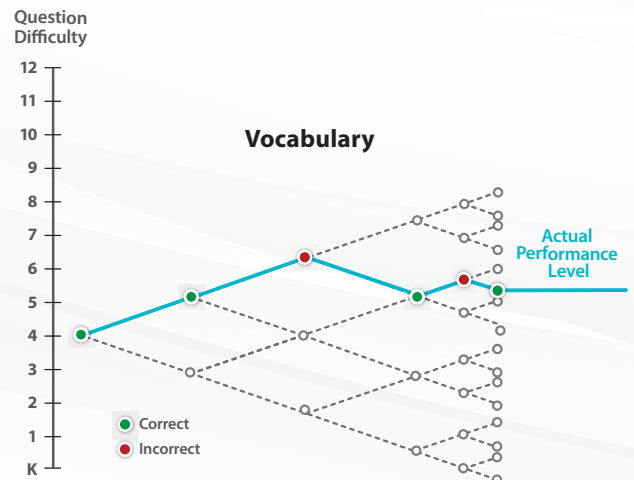
Understanding *i-Ready* Report Terminology

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

Domain

The *i-Ready Diagnostic* is divided into domains, or groups of related skills, 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)

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

Factors of Learning

Factors of Learning assess how students approach challenge, strategy, and focus in Learning Games based on the choices they make in the games. Factors reported include Growth Mindset, Confidence, Productive Strategy, and Self-Regulation.

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

Growth Measures

i-Ready's built-in growth model provides two complementary Growth Measures, or benchmarks, for understanding student growth: Typical Growth and Stretch Growth. Both take into account differences between students who placed at different levels on 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)

Lesson Time-on-Task

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

Lexile® Measure and Range

The Lexile® Framework for Reading 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 that student's 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' Diagnostic for Reading scores are used to approximate Lexile measures and ranges.

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Max Score   If a student's scale score is above a maximum score range for a specific domain and grade within the Diagnostic, you see "Max Score" instead of a grade-level placement. In some domains, such as Foundational Domains in Reading, this occurs because those domains are not tested above a certain level and the student has moved up to that level on the Diagnostic. If using Personalized Instruction, the student does not receive lessons in the domain for which they have received the Max Score at this time.

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

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

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

Percent of Lessons Passed   *i-Ready* reports the percentage 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 lessons is 80%.

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

Placement   Placement is equivalent to grade level and is determined based on scale score ranges for each chronological grade (the grade in which the student is currently enrolled). Early, Mid, or Late On Grade Level displays for students who are placing in their current grade level.

- **Below Grade Level:** Remediation focused on below-grade level material is recommended to help fill in gaps in students' foundational knowledge. Students in this level are not close to meeting the expectations of College and Career Readiness Standards (CCRS) for their grade level.
- **Early On Grade Level:** Students in this level will benefit from on-grade level instruction to help them meet the expectations of CCRS for their grade level. Students who placed Early On Grade Level have only partially met these grade-level expectations.
- **Mid On Grade Level:** Students in this level will benefit from instruction in late on-grade level topics. These students have met the minimum requirements for the expectations of CCRS in their grade level.
- **Late On Grade Level:** Students in this level will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level. Students who placed Late On Grade Level have successfully met or surpassed the grade-level expectations of CCRS.
- **Above Grade Level:** Students in this category will benefit from above-grade level instruction. Students who placed Above Grade Level have successfully met or surpassed all the expectations of CCRS for their grade level as well as some expectations from subsequent grade levels.

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

Placement Definition

The Placement Definition gives you the flexibility to define what it means for students to be considered On Grade Level (green) in *i-Ready* reports. You can choose from three selections: Standard View, Beginning-of-Year View, and End-of-Year View.

To learn more about which placement definition to select, refer to .

Scale Score

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

Skills Progress

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

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

Tested Out

This means that a student did not see any items in the domain on the Diagnostic based on high performance in other domains within the same subject. You will see "Tested Out" instead of a grade-level placement. If a student tested out of any domain, there are no Next Steps for Instruction or Personalized Instruction lessons, if using, in that domain for that student.

Quantile® Measure and Range

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

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Report Selector: District- and School-Level Questions

Our interactive reports make it easier than ever to review your data and drill through to the details you need. Starting from your district- or school-level reports, click on a specific student group, such as a grade, to take a closer look at that group. In most cases, you can use the available links to drill down another level, or use the View All Students link from the School and Grade level to review data for all students in that grade.

Diagnostic

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

During Each Diagnostic Window — 1. **What is the status of Diagnostic assignment and completion in my school or district? How many students have rushed or have a Diagnostic expiring soon?**	**Diagnostic Status**	• For the District Overall (with School, Grade, and School & Grade views) or School Overall (with Grade, Class, and Report Group views), the % of students who:
		  – Have Not Started the Diagnostic
		  – Are In Progress on the Diagnostic and # who have a Diagnostic Expiring Soon
		  – Have Completed the Diagnostic and # of students with Rush alerts
		  – # of students with Diagnostic assigned and total # enrolled
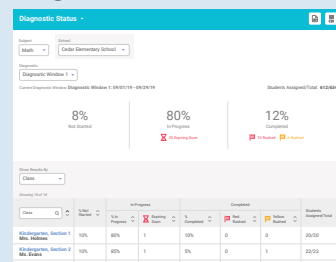
After Each Diagnostic — 2. **How can I group my students into tiers using their placements?**
3. **What percentage of students is below or on/above grade level and who needs the most support?**
	Diagnostic Results
	Report Summary and Placement Summary Table
		• District or School Overall Placement and Domain Placement summary for the current year and up to three prior years of *i-Ready* use*
		• For each School or Grade in the District, or each Grade, Class, or Report Group in the School:
		  – Diagnostic placement distribution (% On or Above Grade Level, % One Grade Level Below, % Two or More Grade Levels Below)
		  – # of Students Assessed/Total # Enrolled
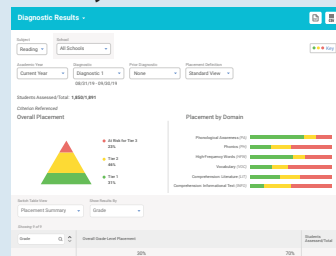
4. **Which domains are students struggling with?**	**Diagnostic Results**
	Needs Analysis by Domain Table
		• For each School or Grade in the District, or each Grade, Class, or Report Group in the School for the current year and up to three prior years of *i-Ready* use*:
		  – % of students below grade level (One or More Grade Levels Below) for each domain
		  – % of students by Overall Placement
		  – # of Students Assessed/Total # Enrolled

5. **For each domain, how are students performing?**	**Diagnostic Results**
	Placement by Domain Table
		• For each School or Grade in the District, or each Grade, Class, or Report Group in the School for the current year and up to three prior years of *i-Ready* use*:
		  – % of students On or Above Grade Level, One Grade Level Below, and Two or More Grade Levels Below for that domain
		  – % of students by Overall Placement
		  – # of Students Assessed/Total # Enrolled

Coming Soon! Early in the 2020–2021 school year, an option to view five Overall Placement Levels will be added. This will provide a more accurate picture of students' placement levels to focus instruction to help students make learning gains.

📊 A **CSV button** available on the report gives you the option to download data in a spreadsheet.

Available in the School or Grade views for the District, or the Grade view for a School, if i-Ready was used in the 2019–2020 school year.

Diagnostic, Cont'd.

If my question is:		Report contains:

After Each Diagnostic, Cont'd.

6. Across classes within a grade level at a specific school, which students have similar instructional needs, and how can they be grouped for instruction?
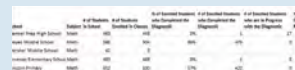
Instructional Groupings (School)
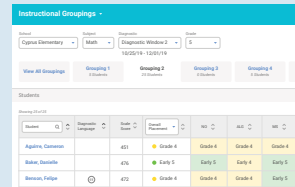
- # and names of students, with their Overall and Domain Placements, in each Instructional Grouping, for the selected Grade
- Instructional recommendations and resources for each Instructional Grouping

7. How can I export data to perform my own analyses?

Diagnostic & Instruction export

- Student username and demographic information
- Class/teacher/report group association
- Diagnostic summary, tiers, and domain details
- Typical and Stretch Growth measures
- Instructional Groupings data
- Most recent Lexile and Quantile measures

After Students Have Taken More Than One Diagnostic (in Addition to All Previous)

8. How are students progressing toward their growth measures and grade-level proficiency?

Diagnostic Growth
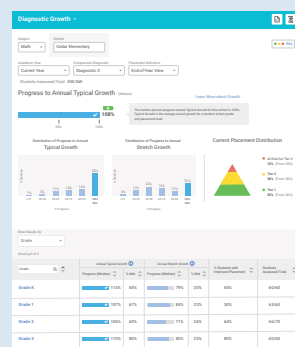
- Progress to Annual Typical Growth (median)
- Distribution of Progress to Annual Typical and Stretch Growth
- Change in placements across the district or school
- For all students in the District by School, Grade, or Initial Placement, or in the School by Grade, Class, Report Group, or Initial Placement:
  – Progress to Annual Typical Growth (median) and Annual Stretch Growth (median) and % of students who have met growth measures
  – % of students with improved placement
  – # of Students Assessed/Total # Enrolled

9. How has student performance changed between two Diagnostics?

Diagnostic Results
Comparison View
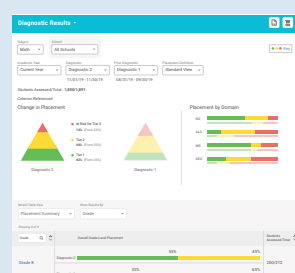
- District or School Overall Placement and Domain Placement Summary
- For each School and Grade in the District, or Grade, Class, and Report Group in the School, comparison of any Diagnostic and an earlier Diagnostic from the current year. Up to three prior years of *i-Ready* data also available*:
  – % of students On or Above Grade Level, One Grade Level Below, and Two or More Grade Levels Below overall and for each domain
  – % of students below grade level for each domain
  – # of Students Assessed/Total # Enrolled

Coming Soon! *The Diagnostic Results export will be available in the 2020–2021 school year. This export contains student-level data on completed Diagnostics academic year to date, including Overall and Domain-Level Scale Scores, Overall Relative Placements, Growth Measures, and the Mid On Grade Level scale score to determine how close the student is to grade-level placement.*

Personalized Instruction

As students progress through Personalized Instruction, you should continue to reference students' Diagnostic results to help inform your programmatic and instructional decisions. For help, go to the "Diagnostic" section of this Report Selector.

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

1. **How many students are using instruction?**
 	
2. **Is instructional usage in the recommended range and/or meeting our weekly goals for each subject?**
 	
3. **How are students performing in Personalized Instruction?**
 	
4. **How many students are struggling with lessons or have domain shutoffs?**
	Personalized Instruction Summary
	
		• For the District Overall (with School and Grade views) or School Overall (Class and Report Group views):
		 – For current week, last week, last month, or a custom selected time frame:
		  • % of students in each Lesson Time-on-Task range, with visual emphasis on the recommended range of 30–49 minutes per subject per week (appears as average Lesson Time-on-Task per student for custom time frames)
		  • # of students with Domain Shutoff alerts and Struggling with Lessons alerts
		  • Average Lesson Time-on-Task and % of Lessons Passed for the selected time frame alongside average % Lessons Passed Year to Date in Personalized Instruction Summary table view
		  • # of students using instruction/total # enrolled
		 – For Year to Date:
		  • % of students with 70%–100%, 50%–69%, and 0%–49% of lessons passed overall
		  • # of students completing lessons/total # licensed

5. **How can I export instructional usage data to perform my own analyses?**	**Instructional Usage export** 	• Student username and demographic information • Grade/school association • Lesson Time-on-Task *(total time for the last week and weekly average for the last four weeks)* • Monthly Lesson Time-on-Task and % Lessons Passed • Last week and monthly counts of passed and completed lessons
6. **How can I export instructional performance data to perform my own analyses?**	**Diagnostic & Instruction export** 	• Student username and demographic information • School/grade/teacher/class/report groups association • # of lessons Passed, Not Passed, and Completed, and Percent of Lessons Passed overall and by domain • Lesson Time-on-Task • Instruction domain details

Coming Soon! The Personalized Instruction by Lesson export will be available in the 2020–2021 school year. This export contains student-level data on completed lessons academic year to date, including lesson, grade level, whether or not the student passed, and if the lesson was Teacher Assigned.

Report Selector: Class- and Student-Level Questions

Diagnostic

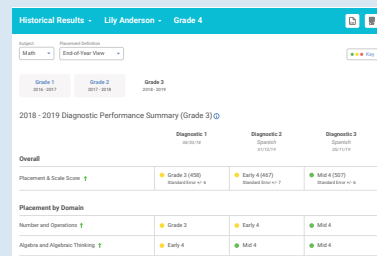| If my question is:	Use this report:	Report contains:
Before First Diagnostic		
1. How did my current class progress in *i-Ready* last year?	**Historical Results (Class)**	• Previous school year's results* for students: – Class Progress to Annual Typical Growth (median) – Class Final Overall Placement distribution – Class % Lessons Passed distribution – Each student's initial and final placement levels and scale scores, % Progress and Scale Score Progress toward growth measures, Total Lesson Time-on-Task with comparison of lessons passed and completed
2. How did an individual student progress in *i-Ready* previously (up to the past three years)?	**Historical Results (Student)**	• A student's previous results for up to three years of *i-Ready* use*: – Progress to Typical and Stretch Growth (for up to two years prior) – Diagnostic Overall Placements and scores – Placements by Domain – Comparison of Personalized Instruction completed and passed, with % Lessons Passed, overall and by domain – Total Lesson Time-on-Task for the year
During Each Diagnostic Window		
3. Have all my students completed the Diagnostic? If not, how far along are they? 4. Whose Diagnostic is expiring soon? 5. Who rushed on the Diagnostic?	**Diagnostic Status (Class)**	• Each student's Diagnostic assessment status (Not Assigned, Not Started, In Progress with % progress in real time, completed showing placement and Rush alerts) • When a student has seven days or less before their Diagnostic expires, a countdown appears with the number of days remaining. Diagnostics expire 21 days from the day each student started the test.
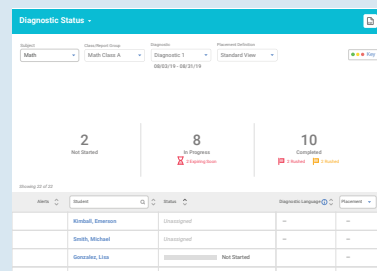
Only available for those who used i-Ready in previous school years.

Diagnostic, Cont'd.

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

After Each Diagnostic

If my question is:

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

Use this report:

Diagnostic Results (Class)*

*Coming Soon! Early in the 2020–2021 school year, an option to view five Overall Placement Levels will be added. This will provide a more accurate picture of students' placement levels to focus instruction to help students make learning gains.

Report contains:

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

If my question is:

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

Use this report:

Diagnostic Results (Student)

Report contains:

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

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If my question is:

13. **How can I group my students according to instructional needs?**
14. **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:

- # 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

---

If my question is:

15. **What are the strengths and needs of students in my class related to grade-level standards?**

Use this report:

Standards Performance

Report contains:

- High-level overview of your students' likely understanding of grade-level standards based on Diagnostic results
- Indications for students that they:
  – Likely understand the skills aligned to the standard
  – Likely understand some of the skills aligned to the standard but may not understand all of it
  – Likely do not have sufficient understanding of the skills aligned to the standard
- Results by standard for your class
- Students' likely understanding of grade-level standards in the context of standards for earlier or later grades

---

Additional Questions:

16. **How do I explain to families how their child did on the Diagnostic?   For Families report**
17. **How did an individual student perform on our state standards?   Your State Standards report**

Diagnostic, Cont'd.

If my question is:

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

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

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

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

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

Use this report:

Diagnostic Growth (Class)

Diagnostic Growth (Student)
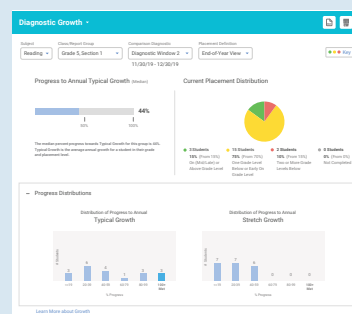
Report contains:

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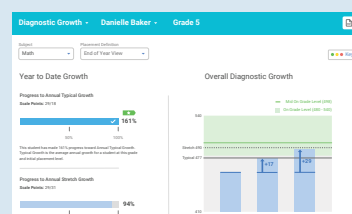
- Student's placements (overall and by domain) for each Diagnostic
- Student's scale score for each Diagnostic
- Student's Typical and Stretch Growth measures and progress toward each measure
- Number of years students who started in the same placement level took to meet their proficiency goal

Coming Soon! A new Prerequisites report for Mathematics helps teachers focus on the most important prerequisite skills to support grade-level instructional success. Availability by state not confirmed at time of publication. Please check with your Educational Consultant for more information.

Personalized Instruction

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

If my question is:

1. **Is my students' instructional usage in the recommended range and/or meeting our weekly goals for each subject?**

2. **How are my students performing in Personalized Instruction (overall, this week, or in another time frame)?**

3. **Which students are struggling in their lessons or have had a domain shut off as a result?**

Use this report:

Personalized Instruction Summary (Class)
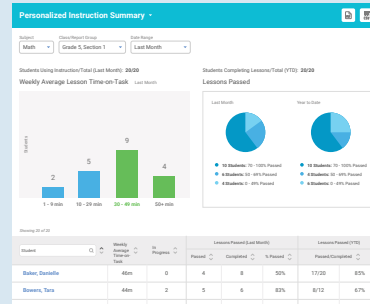
Report contains:

- For this week, last week, last month, or a custom selected time frame:
  - # of students in each Lesson Time-on-Task range, with visual emphasis on the recommended range of 30–49 minutes per subject per week
  - Lesson Time-on-Task for each student
  - Overall % Lessons Passed for each student (including # passed and completed) and a class distribution summary
  - Student Lesson Alerts indicating that students are struggling or have had domains automatically shut off

---

4. **Which lessons has an individual student taken, how much time did that student spend on those lessons, and how have they 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?**

Personalized Instruction Summary (Student)
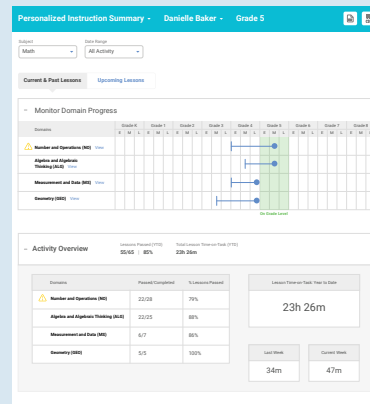
- Visual representation of the student's progress through their personalized instruction path
- Current domain status (i.e., On, Off, Max Score) and lessons passed in each domain
- Details on each of the student's in progress and completed lessons, including: start date, completion date, passed or not passed, score, Lesson 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 shut off, with the ability to get recommended resources and turn the domain back on directly from this screen

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

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

10. **How has my class performed on a lesson?**

11. **What levels are students in my class working at in each domain?**

Personalized Instruction by Lesson*

- For this week, most recent two weeks, or a custom selected time frame:
  - Student performance on *i-Ready*-Assigned and/or Teacher-Assigned Lessons
  - Details on each of the student's not started Teacher-Assigned Lessons, all in progress lessons, and all completed lessons, including lesson names, previous lesson attempts, domains, lesson levels, passed/not passed, percentage scores, Total Time on Lesson, and date completed
- Ability to sort by Passed or Not Passed to view students who are struggling in similar domains and levels
- Ability to review by domain and level or lesson name

__Coming Soon!__ During the 2020–2021 school year, the option to view the Personalized Instruction by Lesson report by Lesson Overview will become available. Lesson Overview groups lessons students are completing and provides details, including number of students assigned, students passed/completed, and % Students Passed.

Learning Games for Mathematics*

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

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

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

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

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

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

References

Using Growth and Proficiency Data

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

What is a student growth measure?

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

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

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

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

Stretch Growth: the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve proficiency.

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

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

Individual students:

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

Aim to meet their Stretch Growth measure by the end of the academic year. In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets.

Groups of students:

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

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

Example

Growth Model Examples for Two Third Grade Students

Typical Growth
Stretch Growth

Mid, Late On Grade Level, or Above Grade Level

Early On Grade Level

One Grade Level Below

Two Grade Levels Below

Three or More Grade Levels Below

+27 +43

+25 +34

Bianca placed Early On Grade Level on her fall Diagnostic.

Alex placed Two Grade Levels Below on his fall Diagnostic.

Leader Success Guide
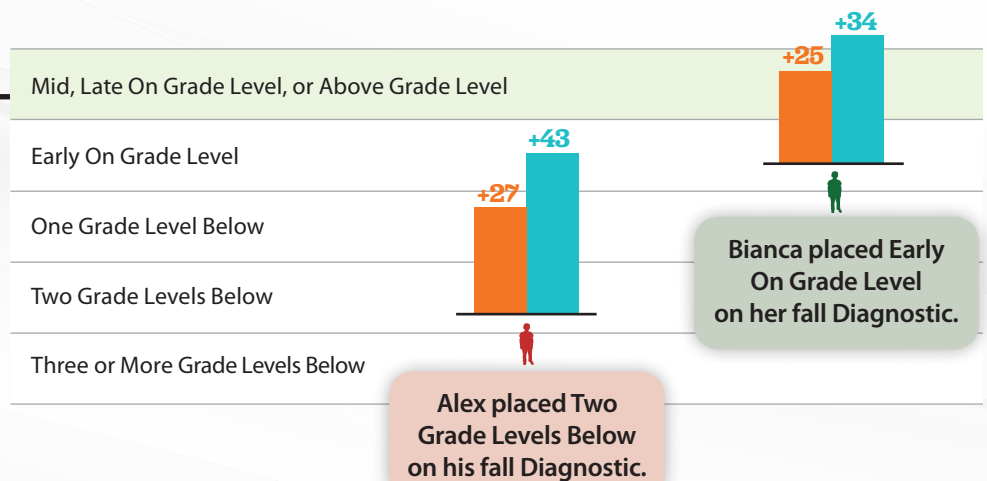
AFQ Which Placement Definition should I select?

Overview

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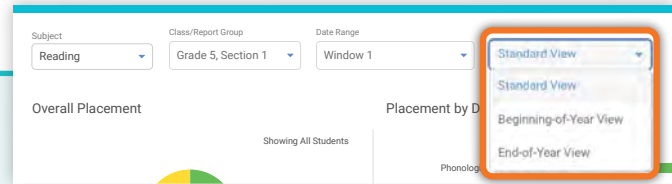
- This feature gives you the flexibility to define what it means for a student to be considered On Grade Level (green). As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year, students have not been exposed to grade-level material yet).
- **Student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

Understanding "Placement Definition"

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

*When comparing two or more reports, it is very important to make sure you have selected the same Placement Definition for every report.

Example

Fourth grader Michael gets a scale score of 470 on the 2nd Diagnostic. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

- **Beginning-of-Year** or **Standard View:** Michael's score will be considered On Grade Level and his score will be shaded green (🟢).
- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (🟡).
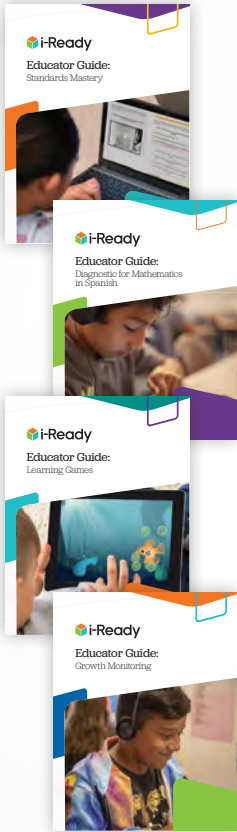
View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late

Michael
2nd Diagnostic
Scale Score: 470

References

Appendix of Ancillary Resources

Educator Guides:

Use these comprehensive guides to learn more about and explore the *i-Ready* topics listed below.

- **Standards Mastery**
  Learn how leaders and teachers can use Standards Mastery to identify performance trends, determine learning gaps, and provide differentiated instructional supports for students to develop proficiency on individual grade-level standards.
  Download at i-ReadyCentral.com/StandardsMastery.

- **Diagnostic for Mathematics in Spanish**
  Learn how the Diagnostic for Mathematics in Spanish was developed, considerations for implementation, and how to use the data.
  *Search **Diagnostic for Mathematics in Spanish** at i-ReadyCentral.com*.

- **Learning Games**
  Learn why Learning Games were created, how they target skills your students need, and how to use them in your instructional practice.
  Download at i-ReadyCentral.com/LearningGames.

- **Growth Monitoring**
  Learn about best practices and potential pitfalls, implementation guidance and considerations, and using Growth Monitoring class and student data.
  Download at i-ReadyCentral.com/GrowthMonitoring.
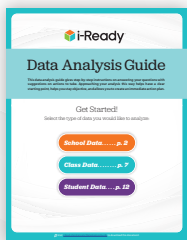
Data Analysis Guide

Learn how to answer specific questions about performance, progress, and learning needs based on the data in *i-Ready* reports. Also see which reports contain the right information and suggestions for specific actions to take.
Download at i-ReadyCentral.com/DataAnalysisGuide.

Report Selector

Review guidance on which report to use based on the question you have as well as more information about the data provided in each report.
Download at i-ReadyCentral.com/ReportSelector.
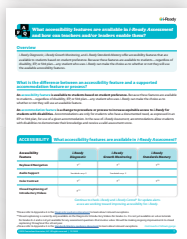
FAQ on Accessibility Features

Learn about the accessibility features in *i-Ready* and how to make them available for your students.
*Search **Accessibility** at i-ReadyCentral.com*.

How Tos
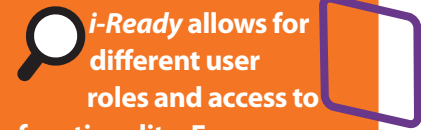
How Tos

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

Note: Personalized Instruction, Learning Games, Growth Monitoring, and Standards Mastery are not used in all cases. You will only see the assessment and instruction features that are applicable to you and your students. Use them in accordance with district decisions or, if given discretion, your school-level plan.

Logging In*

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

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

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

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

5. Select **Go!**

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

6. Select the **subjects** for which you will be using *i-Ready* this year from the *Select Subject(s)* dropdown.

7. Use the **checkboxes** to select all grades your current students are enrolled in.

   ⚠️ *Make sure to select grade levels for Reading and Math if you oversee both subjects.*

8. Click **Save & Continue**.

Notes:

- *You can change your choices by clicking on the dropdown arrow next to your name and selecting My Profile from any screen when logged in to i-Ready Connect.*

- *If you have forgotten your login information, use the "**Forgot Username/Password**" link on the i-Ready Connect login page and follow the prompts to retrieve your credentials. District administrators will only be able to retrieve passwords using this link and will need to contact i-Ready Support for username assistance. School administrators with more than one i-Ready Connect account associated with the same email address will need to contact their district administrators for login support, as district administrators can see school administrator usernames and reset passwords.*

- *SSO users will access i-Ready through their district's login portal and will need to contact the school or district administrators who handle portal credentials for login support.*

i-Ready Connect

2 Username [Enter username]

3 Password [Enter password]

Forgot Username/Password

4 State [Select state… ▾]

5 [Go!]

K-1 Card Login >

Hello, Regina!

Please tell us which subjects apply to you.

6 [Reading & Math ▾]

Select the grades your students are enrolled in.

7

Reading					Math			□ Same grades as Reading
☑ K	☑ 1	☑ 2	□ 3		☑ K	□ 1	□ 2	□ 3
□ 4	□ 5	□ 6	□ 7		□ 4	□ 5	□ 6	□ 7
□ 8	□ 9	□ 10	□ 11		□ 8	□ 9	□ 10	□ 11
□ 12					□ 12			

You can change these settings at any time through My Profile. These settings will apply to the products that you are licensed in.

8 [Save & Continue]

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

i-Ready |

Management: Rosters

On the Rosters screen, under Management, you can view and manage individual users, classes, and report groups. Administrators have all the same capabilities described for teachers in the *Teacher Success Guide*, plus:

- **School administrators** can edit and add teachers and students within their school.

- **District administrators** can add school administrators, teachers, and students. They can also move students, teachers, or school administrators between schools.

Note: If a district has chosen to automatically sync its SIS with i-Ready Connect*, you will not be able to make manual roster changes, other than creating report groups, directly in the* i-Ready Connect *interface.*

Export Student Login Information for a Grade
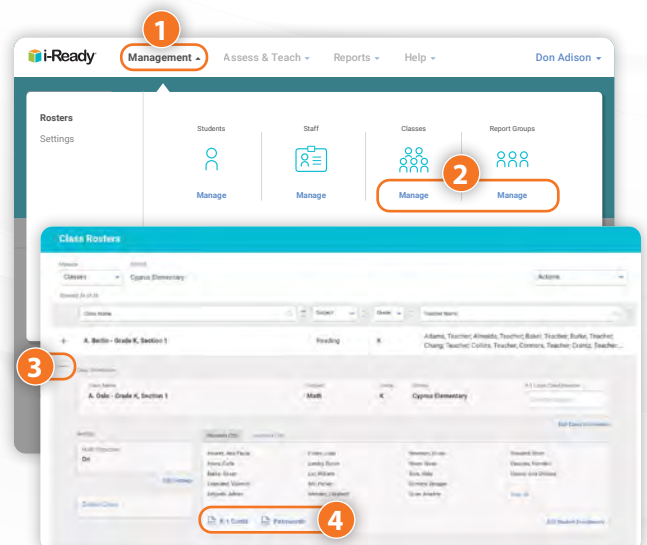
1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Students*.

3. Select **Export Passwords** from the *Actions* dropdown.

4. Select a **School** and **Grade**.

5. Click **Download CSV**.

6. **Student Rosters** will download immediately to a CSV file. (Not pictured.)

Note: To export login information for Staff, Classes, or Report Groups, follow the same process with the selection you need in Step 2.
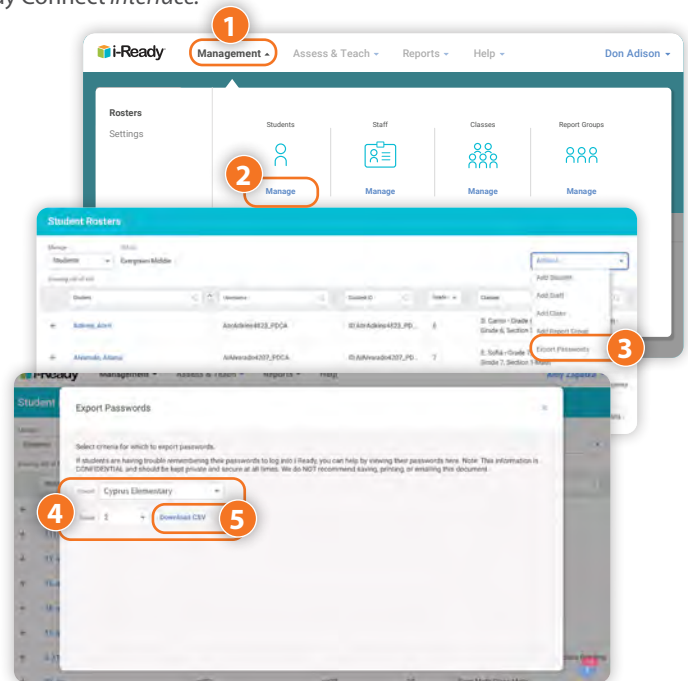
Obtain Student Login Information for a Specific Class or Report Group

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Classes* or *Report Groups*.

3. Select the **+ icon** for a class or report group to expand the row. When expanded, it will change to a – icon.

4. Click **K–1 Cards** or **Passwords** to obtain this information.

Manage Staff

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Staff*.

*To **view and edit** a staff member's information:*

3A. Select the **+ icon** next to a name to expand the row. When expanded, it will change to a – icon. Select **Edit Staff Information** to change specific fields. Be sure to save your changes.

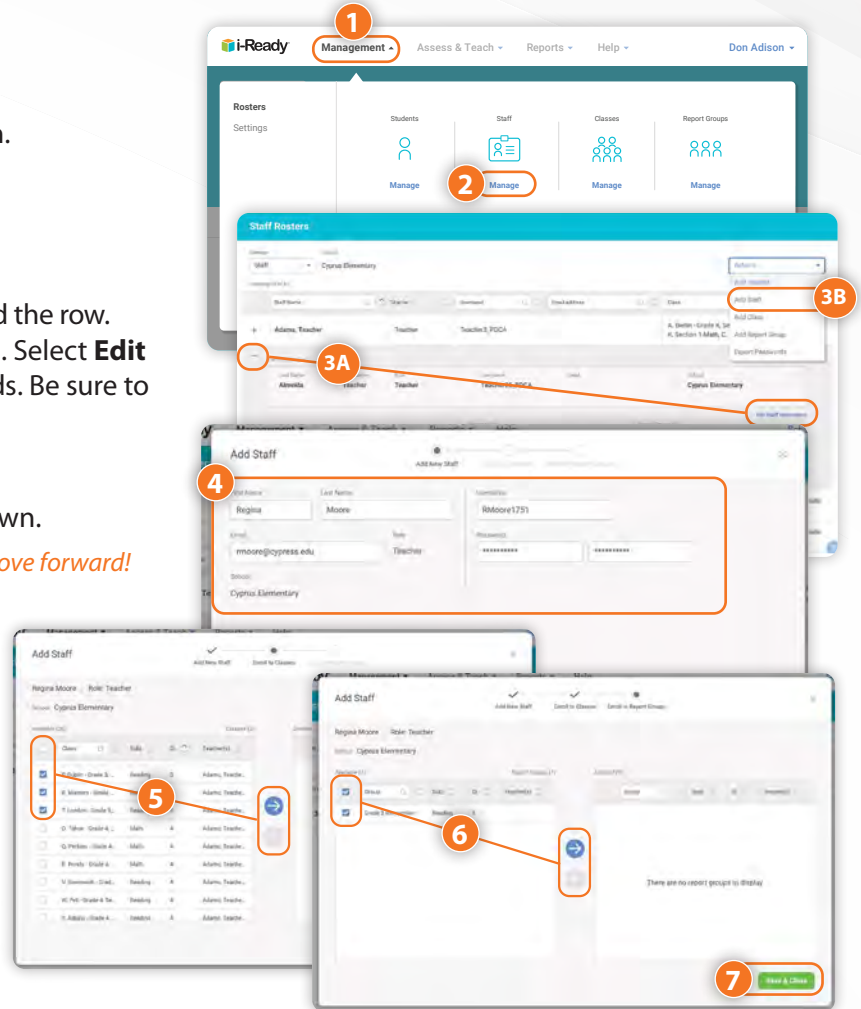*To **add** staff members:*

3B. Select **Add Staff** from the *Actions* dropdown.

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

4. Input the relevant staff information.

5. Use the **checkboxes** to select *classes* and the **arrows** to *add or remove them* from the staff member's enrollment.

6. If relevant, use the **checkboxes** to select *Report Groups* and the **arrows** to *add or remove them* from the staff member's enrollment.

7. Select **Save & Close**.

Manage Students

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Students*.

*To **view and edit** a student's information:*

3A. Select the **+ icon** next to a name to expand the row. When expanded, it will change to a – icon. Select **Edit Student Information** to change specific fields. Be sure to save your changes.
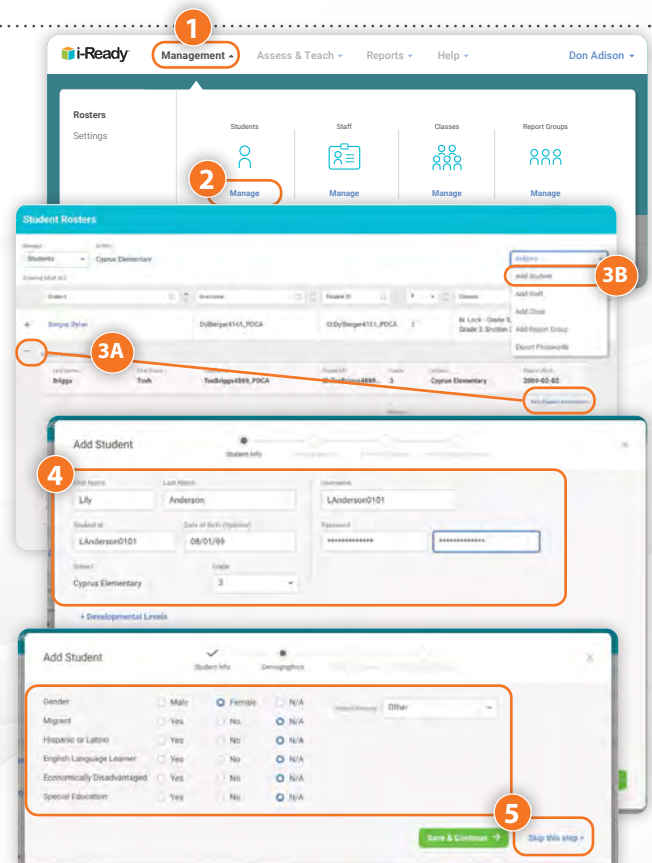
*To **add** a student:*

3B. Select **Add Student** from the *Actions* dropdown.

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

4. Input the relevant student information.

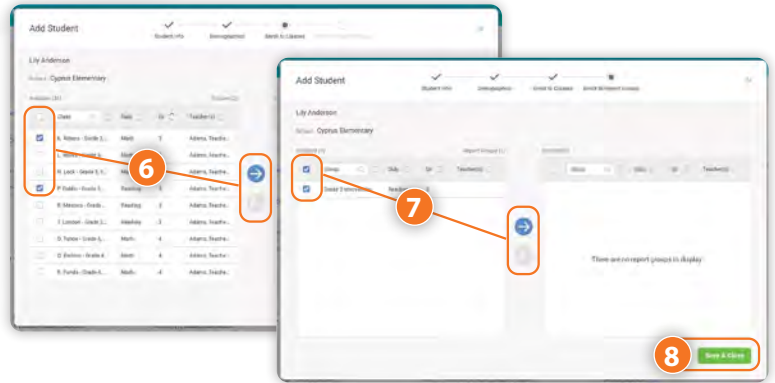5. Select the student's **Demographics** or click **Skip this step**.

6. Use the **checkboxes** to select *classes* and the **arrows** to *add or remove them* from the student's enrollment.

7. If relevant, use the **checkboxes** to select *Report Groups* and the **arrows** to *add or remove them* from the student's enrollment.

8. Click **Save & Close**.

Manage Classes and Report Groups

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Classes* or *Report Group***s**.

*To **view and edit** information for the class or report group:*

3A. Select the **+ icon** next to a name to expand the row. When expanded, it will change to a – icon. Select **Edit** next to *Class/Report Group Information*, *Settings*, *Students*, or *Teachers* to change specific details. Be sure to save your changes.

*To **add** a class or report group:*

3B. Select **Add Class** or **Add Report Group** from the *Actions* dropdown.

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

4. Select **Create New Class** or **Duplicate Existing Class**.

5. Input the relevant class or report group information.

6. Use the **checkboxes** to select *students* and the **arrows** to *add or remove them* from the class or report group.

7. Use the **checkboxes** to select *teachers* and the **arrows** to *add or remove them* from the class or report group.

8. Click **Save & Close**.

Note: Administrators and teachers may create report groups in order to divide students within a class into smaller groups or to pull students from different classes into one group for instructional assignment or class and student reporting purposes.

Set/Reset Developmental Levels

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Students*.

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

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

5. Select the **appropriate level** using the dropdown menus for each subject.

6. 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 grade 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.*
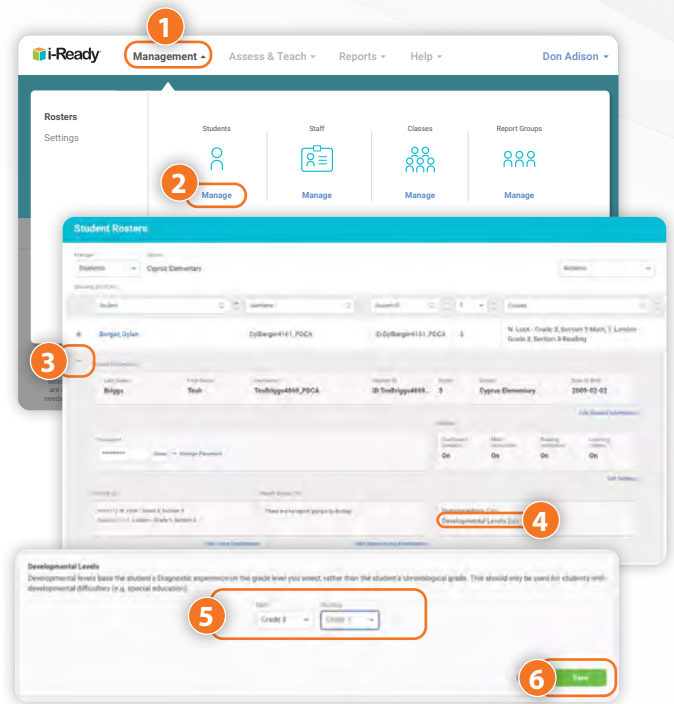
Management: Settings

On the Settings screen, administrators manage student access and start dates for the first *i-Ready Diagnostic* and enable other features related to *i-Ready* assessments.

Set the Start Date for the First Diagnostic of the Year

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

2. Select **Settings** and **Manage** under *Assessment*.

3. Select the **+ icon** to expand *Diagnostic Start Date*.

4. Make your selection for when students should take their first *i-Ready Diagnostic*. The system defaults to *In the future* and suggests a start date for the first Diagnostic. You may set a **specific start date**, such as the first day of your scheduled Diagnostic Window, or select **Now**.

5. Click **Save**.

Note: If you select Now, the first Diagnostic will launch when a student logs in to i-Ready Connect *for the first time.*
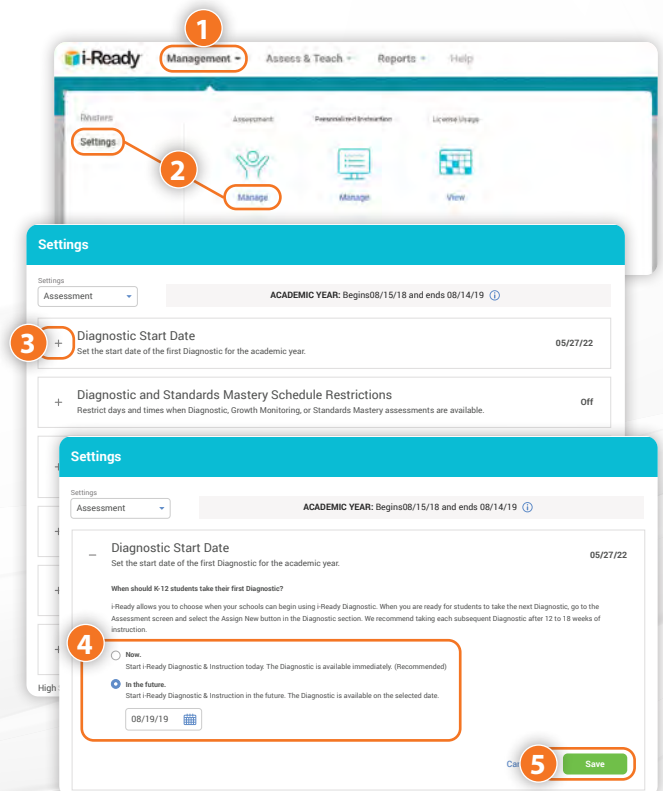
Turn Growth Monitoring On, if Using, and Review or Adjust Schedule

Growth Monitoring is set to **Off** by default at the start of the academic year for each account. Districts may choose to turn it **On** for the district, by school, or by grade.

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under *Assessment*.
3. Select the **+ icon** to expand *Growth Monitoring*.
4. Turn Growth Monitoring assessments on for all K–8 students or select grades within your school by selecting the appropriate **checkboxes**. District administrators will only see district-level selections.
5. Adjust your schedule for Growth Monitoring assessments as needed by clicking **Edit**.
6. Click **Save**.

- -
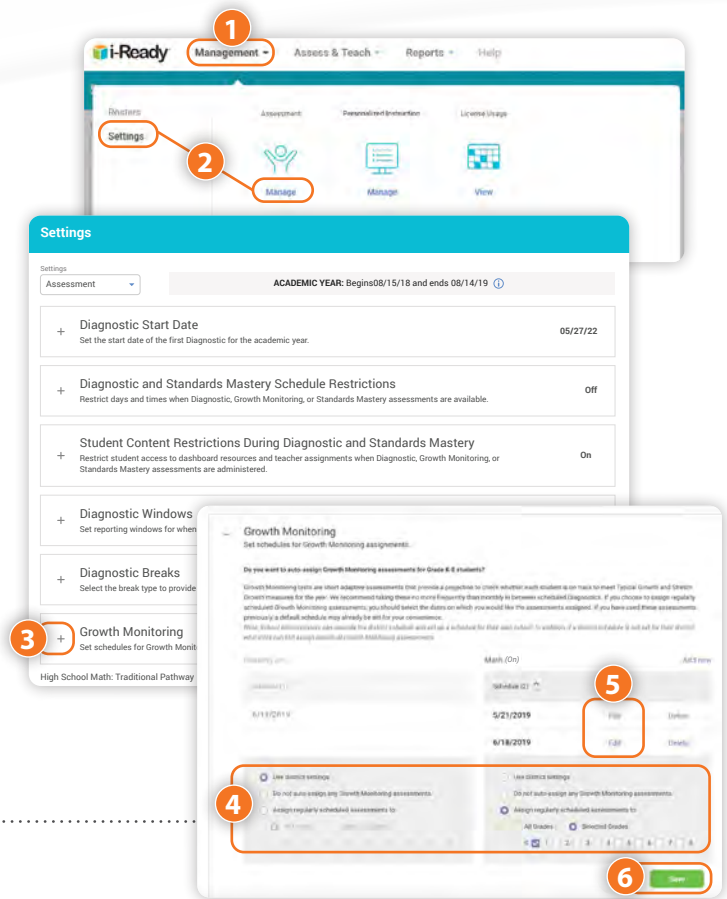
Control Student Access to *i-Ready* Assessments

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under *Assessment*.
3. Select the **+ icon** to expand *Diagnostic and Standards Mastery Schedule Restrictions*.
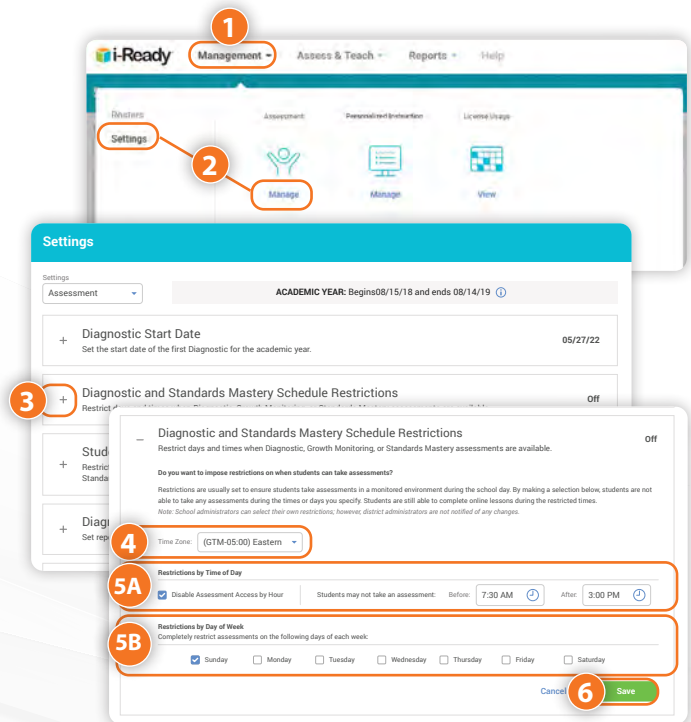4. Choose a **time zone** from the *Time Zone* dropdown.

To restrict student access to i-Ready *assessments by time of day:*

5A. Check the box next to **Disable Assessment Access by Hour** and select your desired times.

To restrict student access to assessments by day of the week:

5B. Use the **checkboxes** for the desired days under *Restrictions by Day of Week*.

6. Click **Save**.

Notes:

- *To disable assessment access by a specific time frame, choose the earliest and latest times that students can begin an assessment. These access restrictions apply to the Diagnostic, Standards Mastery, and Growth Monitoring assessments, but not Personalized Instruction.*

- *Any* i-Ready *administrator can specify which days and times students may take* i-Ready *assessments. If access restrictions are decided at the district level, other administrators should check these settings to understand and communicate them to staff and students. If your district has given school administrators discretion to adjust Settings, you may make your own selection or Revert to District Settings.*

Control Student Access to Dashboard Resources and Assignments

Administrators can restrict or allow student access to the dashboard resources and teacher assignments during the Diagnostic, Standards Mastery, and Growth Monitoring assessments. By default, access will be restricted.

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under *Assessment*.
3. Select the **+ icon** to expand *Student Content Restrictions During Diagnostic and Standards Mastery*.
4. Select **On** or **Off**.
5. Click **Save**.

Note: If your district has given school administrators discretion to adjust Settings, you may make your own selection or Revert to District Settings.
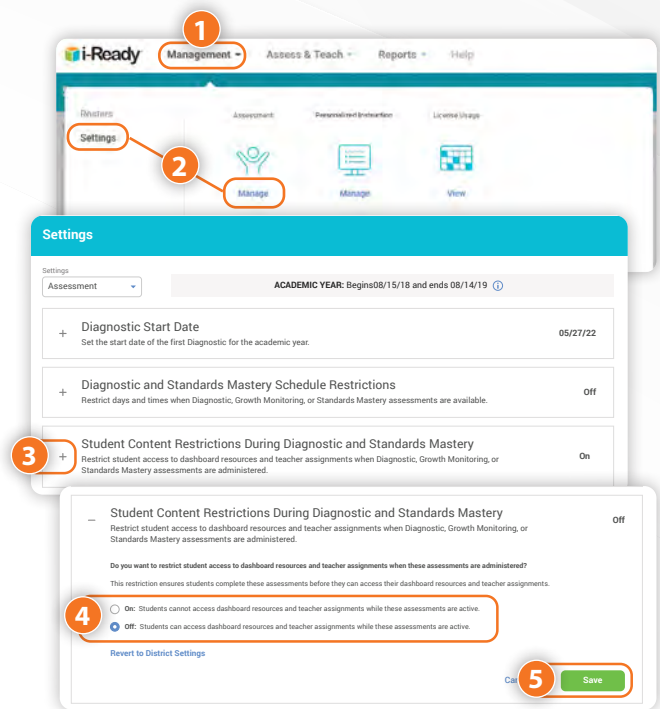
Set/Edit Diagnostic Windows

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under *Assessment*.
3. Select the **+ icon** to expand *Diagnostic Windows*.

*To **set a new** Diagnostic Window:*

4A. Select the **Add New** link and enter **Window Name**, **Start Date**, and **End Date**.

*To **change an existing** Diagnostic Window:*

4B. Select **Edit**. Input your changes.

5. Click **Save**.

Notes:

- *Diagnostic Windows do not assign an assessment or force Diagnostics to be taken during the Windows, so communication about these Windows is of utmost importance to ensure compliance with planned assessment schedules.*
- *Permissions for assigning or canceling a Diagnostic may vary based on the decisions made by the highest-level administrators for your account.*
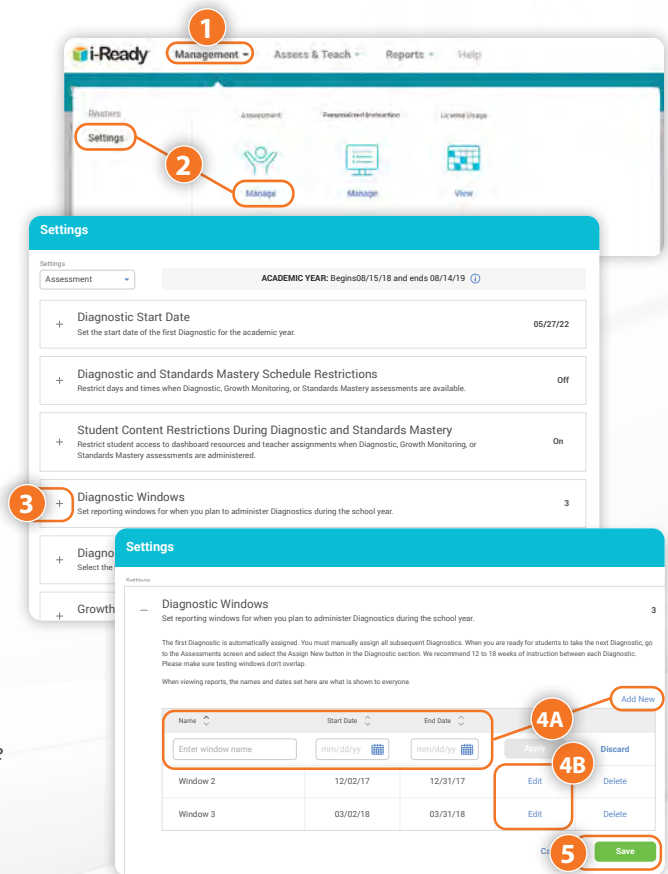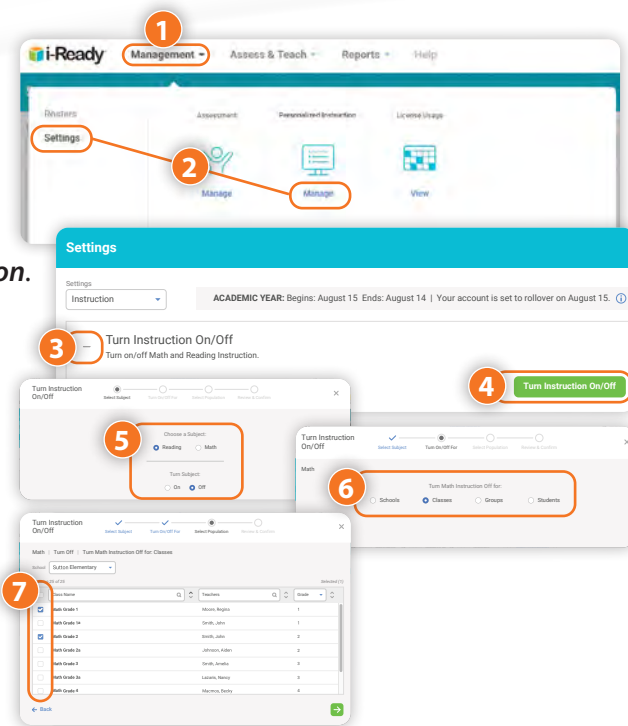
Turn Instruction On/Off

For an Entire School or Multiple Schools, Classes, Report Groups, or Students:

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

2. Select **Settings** and **Manage** under *Personalized Instruction*.

3. Select the **+ icon** to expand *Turn Instruction On/Off*. When expanded, it will change to a – icon.

4. Click the **Turn Instruction On/Off** button.

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

5. Choose **Reading** or **Math** and **On** or **Off**.

6. Select **Schools**, **Classes**, **Report Groups**, or **Students**.

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

8. Review and save your selections. (Not pictured.)

For Individual Classes, Report Groups, or Students:

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Students*, *Classes*, or *Report Groups*.

3. Select the **+ icon** to expand the row. When expanded, it will change to a – icon.

4. Select the **Edit Settings** link.

5. Use the **toggles** to turn Instruction on or off by subject.

6. Click **Save**.
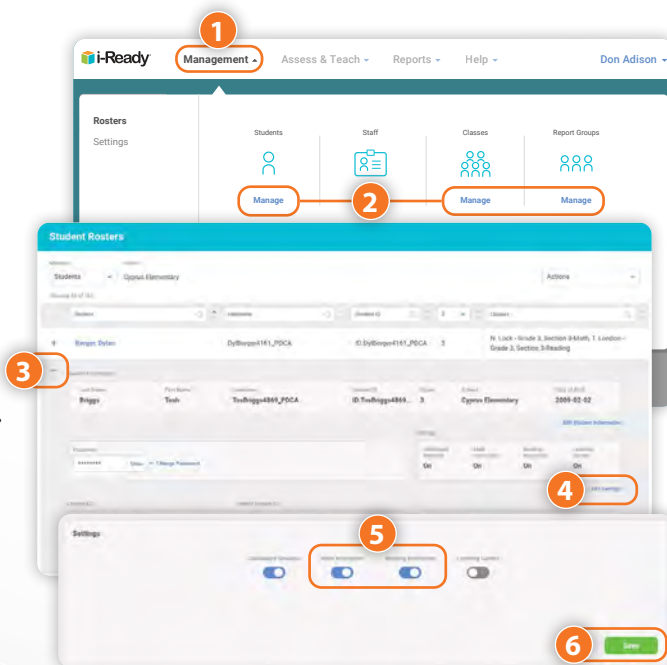
## Turn Learning Games On/Off

For an Individual Student:

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Students*.

Follow Steps 3–4 from *Turn Instruction On/Off for Individual Classes, Report Groups, or Students*.

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

6. Click **Save**.

Note: The individual student on/off feature will allow Learning Games to be enabled for an individual student even when Learning Games has been turned off for the entire class.
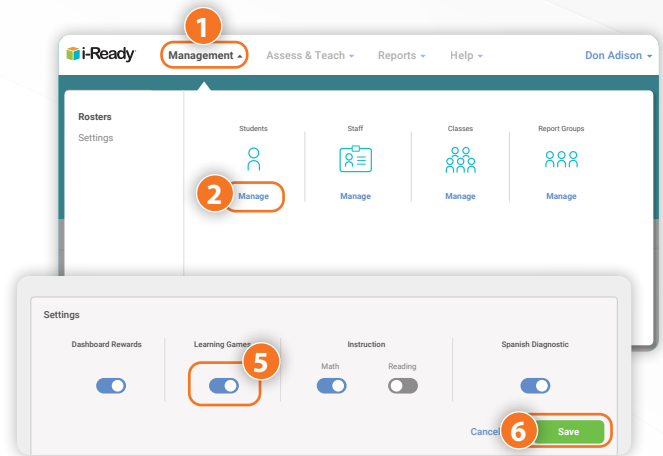
Assign Lessons to a Grade across One or More Schools

With appropriate permissions, district administrators can assign *i-Ready* lessons to all students in a Grade across one or more schools in the district. School administrators can assign to a Grade within their school(s).

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

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

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

4. Under *Preview or Assign Lessons*, select the **school you are adding lessons to**. If you are assigning lessons to more than one school, you must still select a school from the list.

5. In the *Create Assignments view*, use the **checkboxes to select lessons** you would like to add. You may add up to 10 lessons at a time. You can click on a lesson name to view the objectives associated with the lesson and preview parts of the lesson before deciding whether to assign it.

6. Click **Assign Lessons**. The corresponding pop-up will appear.
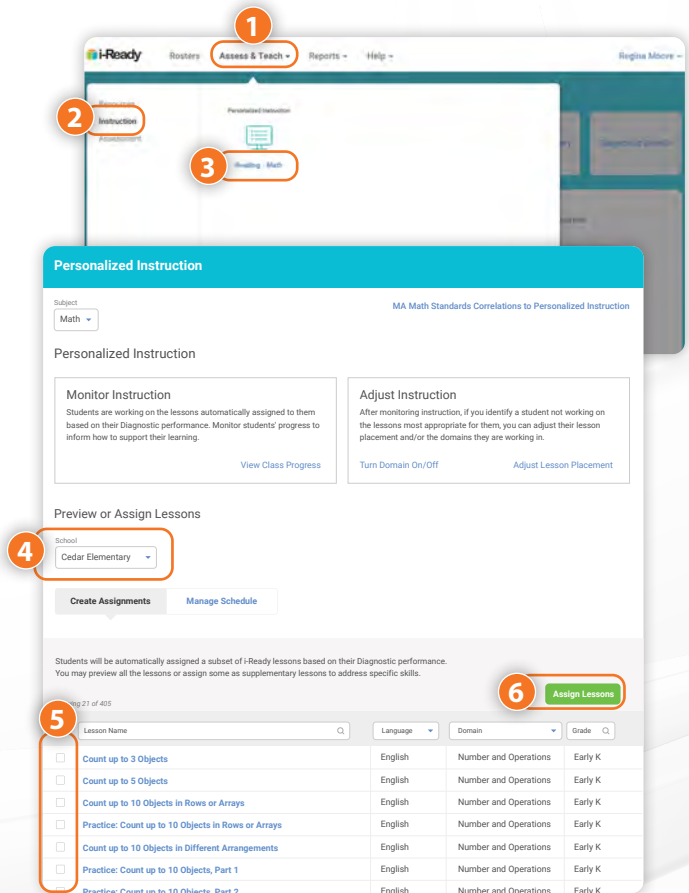
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⚠️ *Make sure to click the arrow after each step to move forward!*

7. Choose to assign lessons to **Schools**, **Classes**, **Report Groups**, or **Students**.

   Note: School administrators can only see and assign for their school(s). District administrators can assign across one or more schools in the district.

8. Use the **checkboxes** to select the *Schools*, *Classes*, *Report Groups*, or *Students* you would like to assign to.

   – You will need to select the *population* by Schools if you want to assign a lesson to an entire Grade. When assigning by Schools, select Grade, then use the checkboxes to **select specific school(s)**.

9. Schedule and Confirm:

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

   – Make sure you add available dates for all the lessons you've selected to assign. You may need to scroll down to enter dates for all lessons.

   Note: We encourage administrators to have a clear purpose and plan for assigning lessons, and to communicate to schools and teachers which lessons are being assigned and when they will become available to students in order to avoid students receiving the same lessons from multiple educators and i-Ready. Until the Available Date you have selected, teachers will not see the lessons you have assigned in their reports or the i-Ready Connect interface.

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

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

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

11. Click **Assign Lessons**.
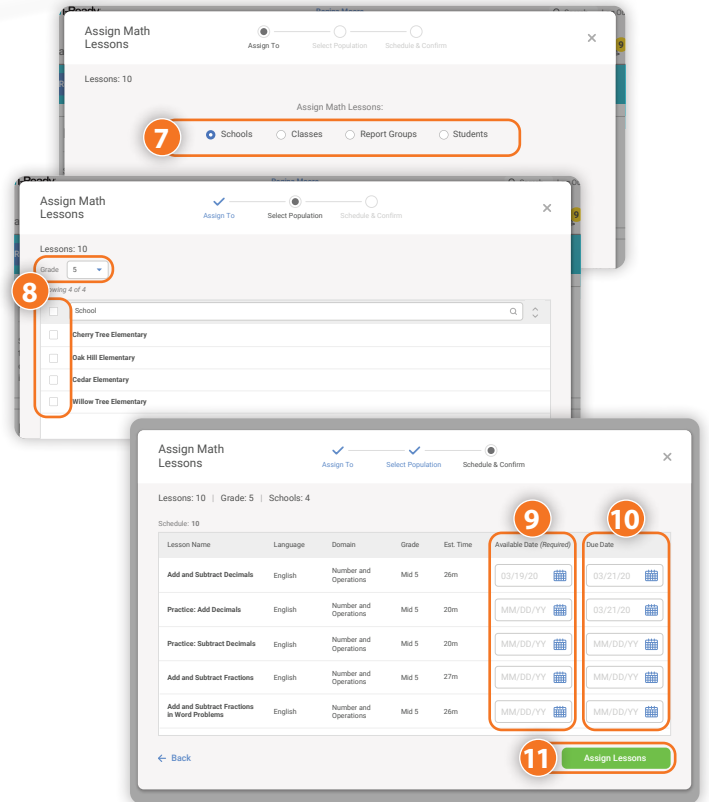
Reports

i-Ready provides a wide range of reports that you can use for various administrative and instructional purposes. These reports provide actionable data at the District/School, Class, and Student levels.

Create Reports

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

2. Select the **report level** and **category** you are interested in.

3. Select **Reading** or **Math** under the report you would like to view. Interactive reports will open on screen.
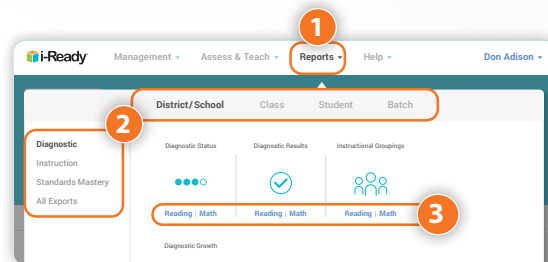
Create Exports

Under Reports, you may also export a variety of student-level data for your district or school. This data is generated in a CSV (comma-separated value) file type, which can then be used in part or whole as an import to other systems or can be saved and worked with as an Excel® file. Please note that all exports function similarly.

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

2. Select **All Exports**.

3. Select the **Reading** or **Math** link under the export you would like to create.

4. Use the **checkboxes** to select specific *data fields* to include.

5. Click **Create Export**.

6. Click **View Export Queue** to download your export when it is ready.
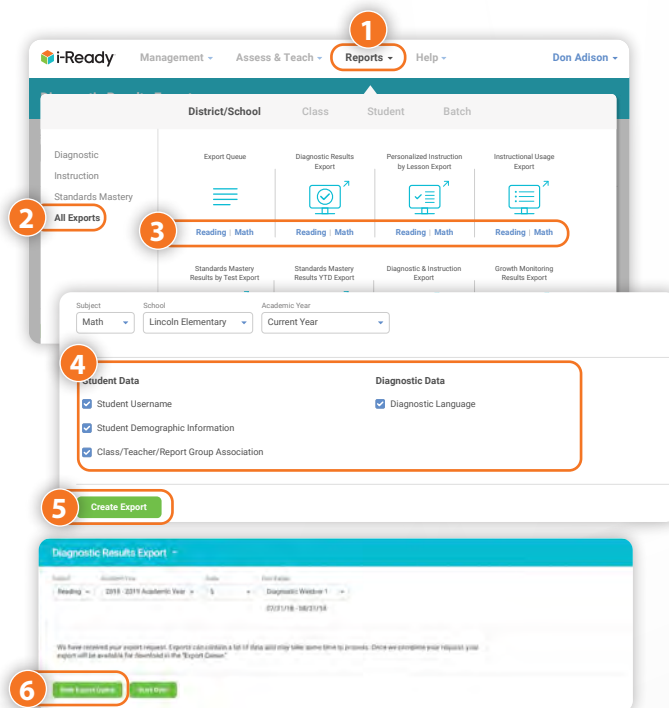
Note: *You can also navigate to the Export Queue by selecting Reports > All Exports > Export Queue.*

Microsoft Excel® is a registered trademark of Microsoft Corporation.

Assess & Teach

Under Assess & Teach, you can perform all tasks teachers do for their classes and students for your entire school, groups of teachers, or groups of classes.

Assign/Cancel a Diagnostic

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

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

3. Select **Reading** or **Math** under *Diagnostic* or *Diagnostic & Standards Mastery*.

4. Select **Assign New** or **Cancel Current** under *Diagnostic: Recommended Testing Windows*.

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

5. Choose **Schools**, **Classes**, **Report Groups**, or **Students**.

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

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

Note: Depending on your user role, permission to assign or cancel a Diagnostic varies. If you do not have permission to View Assignments, Assign and Manage, or cancel a Diagnostic, please contact your highest-level administrator.
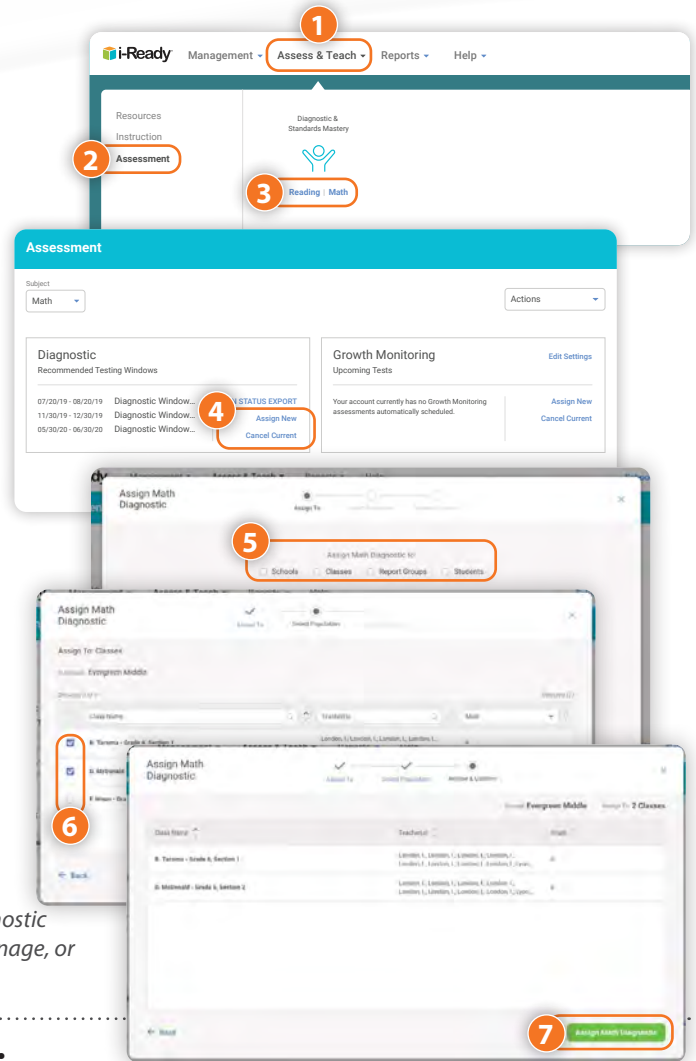
Manually Add or Cancel Growth Monitoring Assessments for Classes, Report Groups, or Students

If your assessment plan includes Growth Monitoring tests for specific classes or students, instead of auto-assigned assessments for all students in a district, school, or grade, you will need to manually add tests at the time you want students to take them.

Follow Steps 1–3 from *Assign/Cancel a Diagnostic*.

4. Select **Assign New** or **Cancel Current** under *Growth Monitoring: Upcoming Tests*.

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

5. Choose **Schools**, **Classes**, **Report Groups**, or **Students**.

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

7. Review your selections and click **Assign Growth Monitoring** or **Cancel Growth Monitoring**.

Note: Depending on your user role, permission to add or cancel Growth Monitoring assessments varies. If you do not have permission to add or cancel Growth Monitoring assessments, please contact your highest-level administrator.
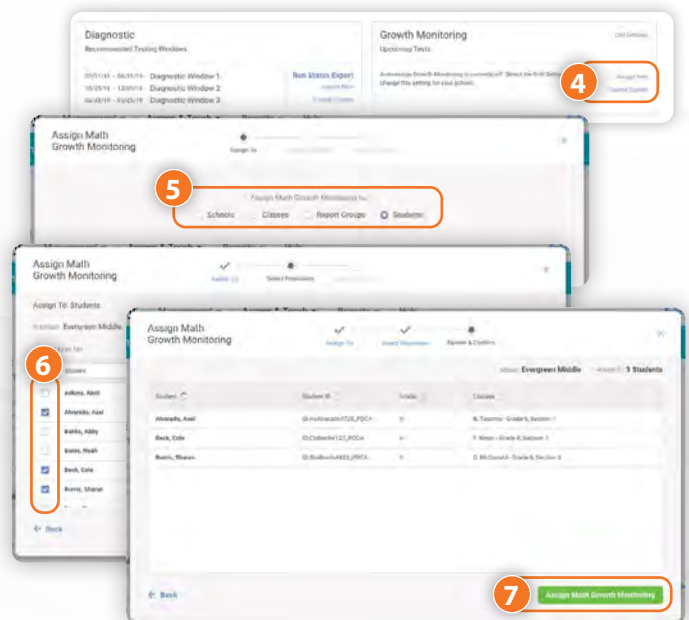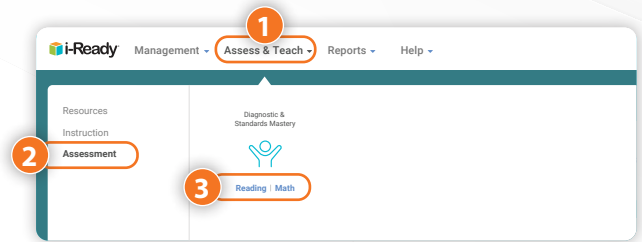
Create, Manage, and Assign Standards Mastery Assessments

To access Standards Mastery administrator features:

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

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

3. Select **Reading** or **Math** under *Diagnostic & Standards Mastery* and see the **Standards Mastery** section of the screen.

To create new Standards Mastery assessments:

1. Select **Create New**.

⚠️ *Make sure to click the arrow at the bottom of each screen to move forward! Click Back at any time to change previous selections.*

2. Select the **Standards Grade** from the dropdown.

3. Use the checkboxes to select the *standards* to include in the assessment. If needed, you may also do the following from this screen:

   A. **Search for the standards you want** by filtering in the Domain column and reviewing the Standards & Descriptions.

   B. **Change the test Form** using the dropdown. *Form A* is the default.

   C. **Preview** the assessment.

4. Edit or add to the **Test Name**, **Test Description**, and the **Grade** of students this assessment is intended for.

⚠️ *See below for guidance on Standards Mastery naming conventions.*
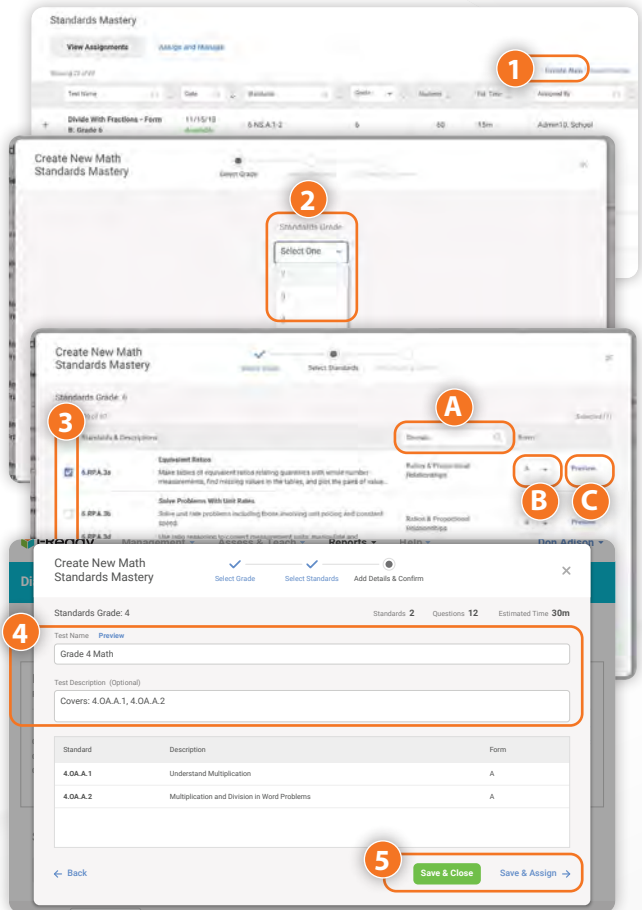
5. Review your selections and click **Save & Close** to save this assessment and assign it at a later time or **Save & Assign** to select your student assignment options.

Standards Mastery Naming Conventions

- Name tests so they can be easily identified when it is time to assign them and run reports.
- Include the date of the planned assignment in the test name.
- Keep names to 64 characters or fewer.

Consider the following examples:

Date of Planned Assignment, Grade, Module/Unit/Skill:
- 121020, Grade 4, Unit 5
- 121020, Grade 5, Themes and Summaries

District, Module/Unit/Skill, Grade, Date of Planned Assignment:
- DCPS, Themes and Summaries, Grade 5, 121020
- DCPS, Unit 3, Grade 5, 121020

Note: Depending on your user role, permission to add or cancel Standards Mastery assessments varies. If you do not have permission to add or cancel Standards Mastery assessments, please contact your highest-level administrator.

*Under **View Assignments** or **Assign and Manage**, select the **+ icon** to expand the row for any assessment listed to perform some of the steps that follow.*

To View, Change the Date, or Cancel an Assigned Assessment:

1. **View Assignments** is the default view and shows all current and future assignments. Select it if you are on the *Assign and Manage* screen. From the *View Assignments* screen, you can perform your choice of the following tasks.

To change the date:

A. With the row expanded, change the date of an assignment scheduled in the future by selecting **Edit** next to *Date*. You will have the option to test students immediately or select a future date. Be sure to save your changes.

*To cancel multiple assignments for a Class or Report Group:*

B. Cancel any assignment for students in a specific class or report group by selecting **Cancel Existing**. Follow the prompts to cancel for *Students by Class* or *Students by Report Group*, select a **specific class** or **group**, and then select **specific students**. Be sure to confirm your selections.

To cancel a specific assignment for all students:

C. With the row expanded, cancel this assessment for all students included in the current assignment by selecting **Cancel for All Students**. You will be prompted to confirm the cancellation.

To cancel a specific assessment for individual students:

D. Cancel this assessment for some students in the current assignment by selecting **Cancel for Individual Student**. Select the **students** for whom you wish to cancel the assignment. Be sure to save your changes.

![i-Ready]
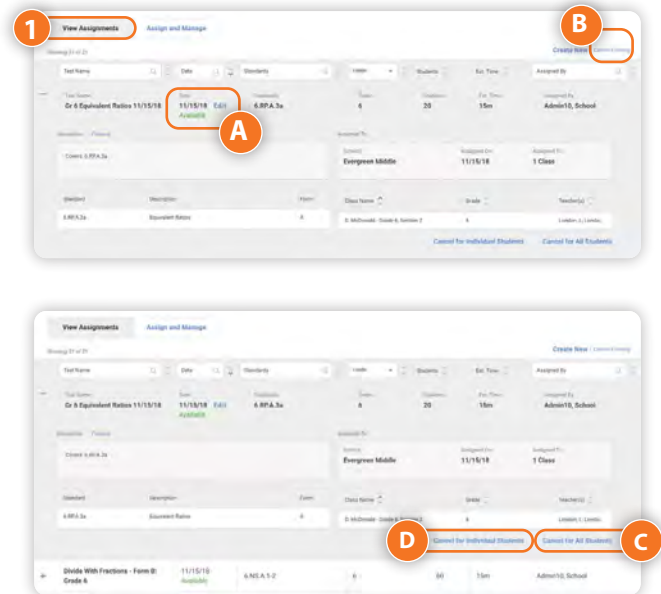
To Assign, Edit, or Remove an Existing Assessment:

1. Select **Assign and Manage**. With the row expanded, review the assessment details and perform your choice of the following tasks.


To edit an assessment name:

A. Edit the assessment name by selecting **Edit** next to *Test Name*. Be sure to save your changes.

To remove a test:

B. Remove the test from the system entirely by selecting **Remove Test**. You will be prompted to confirm that you want to remove the test. Once removed, the test cannot be retrieved or assigned again; however, it will be available for reporting if it was previously assigned to students.

To assign an assessment:

C. Assign the assessment by selecting **Assign**.

1. Select **Schools**, **Classes**, **Report Groups**, or **Students**.

2. Use the **checkboxes** to select the *population* for the assignment.

3. Select **Test Students Immediately** to deploy the assignment now or **Test Students On** to choose a future date within the current academic year.

4. Review your selections and click **Assign Standards Mastery**.
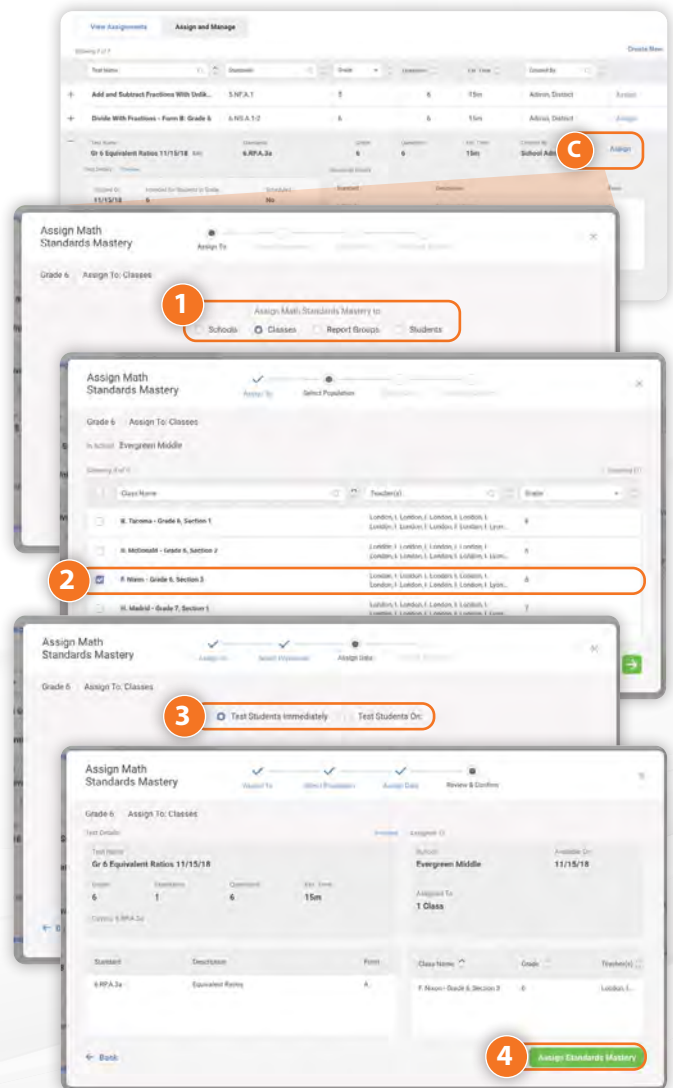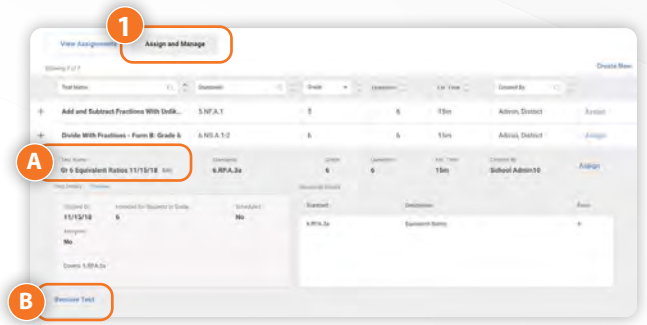
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Access Materials for *i-Ready* Oral Reading Fluency Assessments

These materials can help educators assess students' oral reading fluency. Assessments can be used across a district or school, or for specific classes or students. See the Oral Reading Fluency Assessments Administration Manual for implementation recommendations and assessment administration details.

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

2. Select the **Assessment** category at the left.

3. Click **Resources** under *Oral Reading Fluency Assessments*.

4. In the *Oral Reading Fluency Assessment* view, download the **Administration Manual**. The Administration Manual will walk you through a variety of implementation considerations and all the details your teachers will need to administer the Benchmark Assessment and/or Formative Assessment. This includes information about the additional materials educators administering the assessments will need to download from their *i-Ready Connect* accounts.

Note: The Oral Reading Fluency Benchmark Assessment is intended for use with students enrolled in Grades 1–4. The Formative Assessment, however, can be used for students at developmental reading levels from Grades 1–4. For example, a Grade 5 or Grade 6 student reading below grade level could be assessed with the Formative Assessment.
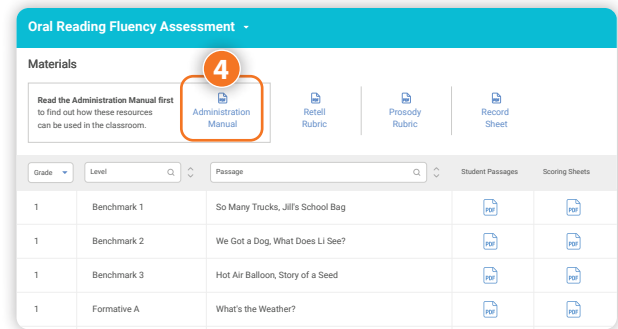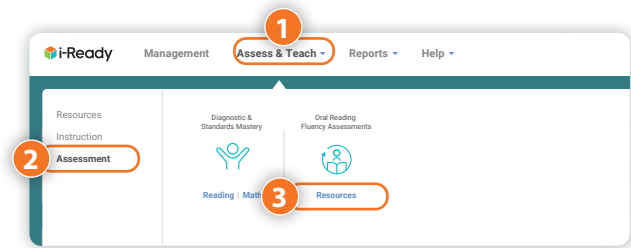
Notes:

Fill out our Professional Development Survey: SurveyMonkey.com/r/iReadyPD

Session Number:

Date:

Facilitator(s):

Facilitator(s):

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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.*

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
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)*

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