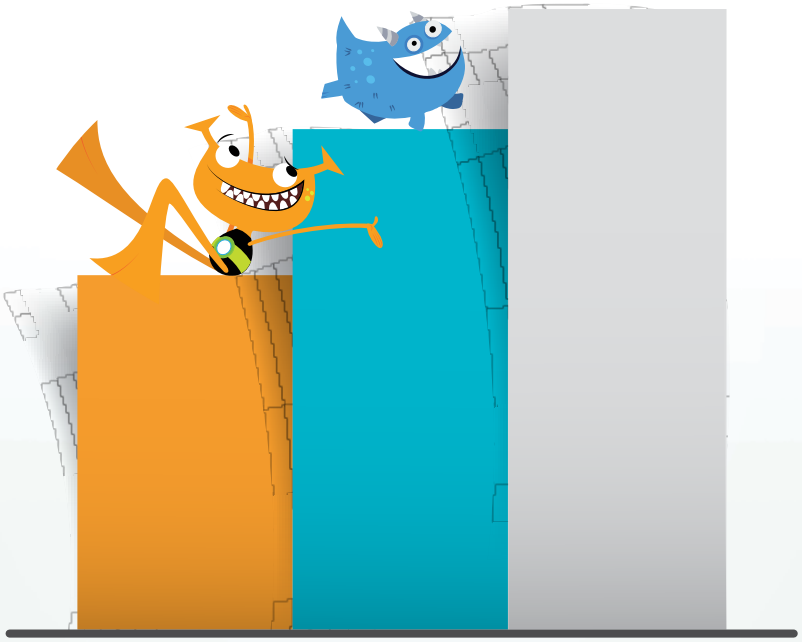
i-Ready®

Teacher
Training Guide

for New & Practicing Users



Curriculum Associates®

Rob Waldron, right, with company founder Frank Ferguson

A Letter from Curriculum Associates CEO Rob Waldron

Curriculum Associates was founded nearly 50 years ago by a small group of passionate educators with a singular focus: to create world-class materials that make classrooms better places for students and teachers. Today, this mission lives on, driving continuous innovation in support of students and teachers.

As a privately held company, we don't answer to Wall Street or private equity investors—our business decisions focus on doing what's right for you and your students. While we've grown over the decades, our commitment to creating world-class, research-based materials and supporting the educators who use them is stronger than ever. Our materials are built from scratch in our headquarters in Billerica, MA and offices in Chicago, Iowa, and Florida.

We pride ourselves on being a company that, as one customer put it, "is large enough to meet all our needs, and small enough to know us." You are our priority, and we are honored to have the opportunity to serve you.

Our team is here to support your success in any way we can. Please don't hesitate to reach out to us at any time.

We look forward to supporting your success and learning with you.

Best,

Rob Waldron
CEO, Curriculum Associates

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Want to learn more? Go to i-ReadyCentral.com

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Login Information:

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

24/7 Support at *i-Ready*Central.com!

i-Ready Central is the destination for everything teachers, site leaders, and district leaders need to successfully implement *i-Ready*. Packed with helpful resources, this new site provides 24/7 access to the following:

- **Quick-start training videos**
- **Email templates**
- **"How-to" guides**
- **Report "cheat sheets"**
- **Planning tools**
- **Certificates, sticker templates, and other fun stuff**

i-Ready® Professional Development

i-Ready is proven to help students make real gains in reading and mathematics. It combines a powerful, comprehensive assessment system that offers a complete picture of student growth and performance with personalized instruction in a single product.

Since its creation in 2011, this robust program has been continually updated to predict and improve student proficiency, unlock additional insights from data for teachers and administrators, and enhance the user experience for all.

Our professional development is also continually updated to reflect educator feedback, product enhancements, and best practices for using *i-Ready* in daily instruction and decision-making.

i-Ready Recent Release Timeline

2015

January 2015:

Door 24® Plus app released: Students take a quick assessment and then head into practice for fact fluency or computational fluency.

April 2015:

Launch of Close Reading: The next generation of *i-Ready* Instruction, Close Reading lessons are thoroughly immersive and brought to life through innovative interactivity.

July 2015:

- **Launch of *i-Ready Central*:** A new resource for everything teachers, site leaders, and district leaders need to successfully implement *i-Ready*.
- **New administrator dashboard:** reorganized to include the most critical reports and exports
- **18 new Close Reading lessons**
- **Diagnostic progress bar:** Students are able to see their progress based on the maximum number of possible items they have left at each point in the adaptive assessment.
- **Explanation of parent reports in Spanish**

October 2015:

- **Standards Mastery assessments:** targeted insight into students' mastery of individual grade-level standards
- **Instructional Usage export:** View student-level instructional usage for all students in a district or school.
- **Lesson resume functionality:** enables lessons to be paused and resumed

December 2015:

- **Class Instructional Usage report:** View each student's overall time spent on lessons.
- **Student Item Analysis report:** View an individual student's results on each assessment.
- **Standards Mastery instructional recommendations:** recommendations for instruction for each skill assessed

2016

January 2016:

Diagnostic & Instruction Data export: Download the data for all students in a district to perform custom analysis, evaluate student gains by subgroup, and identify trends across classes, grades, and schools.

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February 2016:

Instructional Usage reports: See instructional usage at the school and district levels to ensure students are spending enough time in *i-Ready* Instruction in order to realize the greatest gains.

March 2016:

- **Brain Breaks:** ability to assign one-minute relaxation exercises instead of games for the short breaks during the Diagnostic
- **400+ new Diagnostic reading items**
- **21 new Close Reading lessons**
- **Embedded report training videos:** Get training on a report right as you want to use it.

June 2016:

- **Diagnostic Completion export:** Track the progress of a Diagnostic by school and grade; see if students who rushed the Diagnostic need to be retested.
- **Export Queue:** Request multiple reports to be processed concurrently.
- **Standards Performance Year-to-Date (YTD) reports & export:** See how students are progressing toward mastering grade-level standards with an aggregate view from every Standards Mastery assessment from the school year.

July 2016:

Student Dashboard redesign: Personalized by age segment (K–2, 3–5, 6–8), the new student dashboard is designed to advance student engagement and empower them to understand their learning path.
See p. 83 for details.

September 2016:

- **iPad® access for new student dashboard**
See p. 83 for details.
- **K Corner on *i-Ready Central*:** Support for the Kindergarten classroom will include teaching tips and resources to help teachers get their children ready for *i-Ready* Instruction.
See p. 82 for details.

Fall 2016:

- **Predicted Proficiency on State Summative Assessments report:** provides accurate prediction rates on year-end assessments allowing early action and intervention
See p. 78 for details.
- **All new K–2 ELA lessons:** Will replace our current English language arts foundational skills lessons.
See p. 80 for details.

2017

Early 2017:

All new K–2 Math lessons: Will replace our current mathematics lessons and expand instructional and practice hours
See p. 81 for details.

Assess less with one system

We've designed *i-Ready* to efficiently meet many needs by combining multiple measurement tools into one powerful and comprehensive online assessment system: an adaptive Diagnostic provides a global view of K–12 skills and growth, while a fixed-form standards mastery measure tracks student progress on grade-level standards.

i-Ready provides a complete picture of student performance while reducing time spent testing. The powerful data from this single system enables educators to focus on adapting teaching and learning for maximum impact.

"With *i-Ready*, **we eliminated 105 assessments** restoring, on average, 900 minutes of instructional time at each grade."

Laura M. Parker, Ph.D.,
Director of Assessment and Performance Management
Vancouver, WA Public Schools

The i-Ready® approach

i-Ready combines an understanding of each student's specific learning needs and whether they are on track to meet annual goals with a grade-specific view of how well they've learned recently taught content.

Adaptive Diagnostic & Growth Monitoring

Captures comprehensive insight into student learning using a vertical scale across K–12 skills.

- Diagnoses learning needs
- Personalizes individual learning paths
- Identifies at-risk students
- Groups students for differentiated instruction
- Monitors growth
- Predicts end-of-year proficiency
- Recommends targeted instructional resources

+

Standards Mastery

Provides flexible, user-controlled assessments to evaluate specific grade-level standards.

- Delivers real-time visibility into students' performance
- Focuses instructional priorities and intervention strategies
- Measures progress through instruction
- Uncovers common errors and misconceptions
- Recommends targeted instructional resources

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Know more with powerful reports

i-Ready shows results in intuitive, easy-to-read reports with recommendations to focus instruction in the classroom and enable administrators to drive decisions.

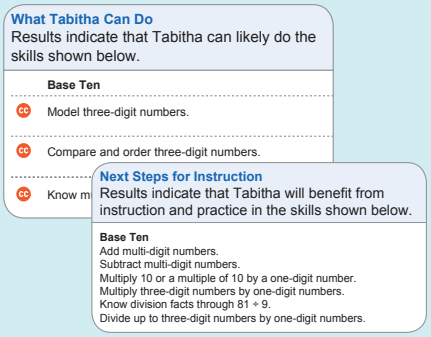
Presents Easy-to-Interpret Results

With intuitive color-coding and clear labeling, reports are designed with ease of interpretation for data novices and experts alike.

	Overall Scale Score	Overall Placement	Placement by Domain: Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Herrera, Patty	605	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Level 4
Campbell, Jorge	603	Early 5	Tested Out	Tested Out	Tested Out	Level 4	Mid 5	Level 4
Hernandez, Heath	577	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Early 5	Level 4
Miller, Leigh	570	Level 4	Tested Out	Tested Out	Tested Out	Early 5	Level 4	Level 3
Good, Cary	554	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Level 4	Level 4
Frasier, Ian	553	Level 4	Tested Out	Tested Out	Tested Out	Early 5	Level 3	Level 3
Favreau, Abigail	549	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Level 3	Level 4
Wells, Jasmine	540	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3

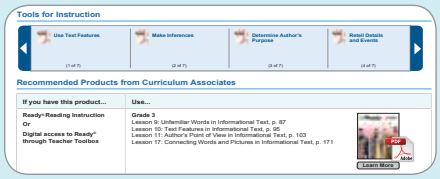
Provides Meaningful Details

i-Ready reports are carefully constructed to help teachers see more than a score and truly help drive focused instruction.



Links Directly to Instructional Resources

i-Ready reports provide key insights into learning needs and deliver targeted, rigorous instructional resources—saving teachers valuable time.



Adapt teaching in a connected learning environment

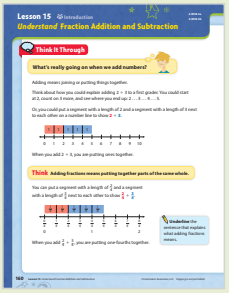
i-Ready uses rich diagnostic data to connect the student experience across digital and classroom learning environments and equips teachers with the insights needed to differentiate teaching for every student. Purposefully designed to connect the student experience across modalities and settings, *i-Ready* makes the promise of blended learning a reality for teachers and students.

Personalized Online Lessons

Engaging modules deliver 10- to 45-minute lessons with an instructional design that builds conceptual understanding.

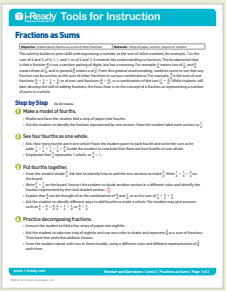
Whole Class Lesson Plans

Ready Teacher Toolbox provides teachers online, on-demand access to detailed K–8 lesson plans and digital tutorials to support both instruction in prerequisite skills as well as on grade-level instruction.



Small Group Lesson Plans

Tools for Instruction provide 15- to 20-minute targeted lessons that are ideal for small group or individual instruction.



i-Ready® Teacher Training Guide

This Training Guide provides helpful information to get started with *i-Ready* quickly and ensure a successful implementation. Our goal is for you to be able to use *i-Ready* data to target instruction to students' specific needs, driving differentiated instruction to improve student outcomes.

We are looking forward to supporting you and your students through this process. Now let's get started!

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Featured Updates

i-Ready is continually being updated. While the courses in this guide include up-to-date training on the enhancements you can start using today, there are many more that will be added throughout the year.

Check out the new features below that are coming soon!

Predict Proficiency on State Summative Assessments!

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New

New Users:

Getting Started with *i-Ready* Course

New

i-Ready Implementation Calendar

Beginning of Year PD
Teachers/Leaders prepare for implementation

Post-Diagnostic #1 PD
Teachers/Leaders learn to use data to plan instruction

Ongoing PD and Coaching

	Month 1: _____	2: _____	3: _____	4: _____
Overview		**Diagnostic #1**	***i-Ready* Instruction**	
		• Starts 2–3 weeks into school year (recommended) • Length of window not to exceed 4 weeks • All students tested during window	**Student-driven (online) and teacher-led** • 12–18 weeks of instruction between Diagnostic #1 and #2 • Students receive Online Instruction (45 minutes per subject per week recommended) • *i-Ready Standards Mastery* or Growth Monitoring administered	
Teachers	• Begin whole class instruction using *Ready* Instruction, Interactive Tutorials, and Interim Assessments from the Online Teacher Toolbox	• Review student roster, obtain student login information • Prepare students for Diagnostic • Monitor student completion of Diagnostic • Check for rush flags, and consider retesting students who took the Diagnostic too quickly	• Continue whole class instruction with *Ready* resources from the Teacher Toolbox, adapting instruction in response to class Diagnostic data • Deliver differentiated small group or individualized instruction using the Instructional Grouping Profile and other key reports • Use *i-Ready* Tools for Instruction and prerequisite *Ready* lessons from the Teacher Toolbox to address learning gaps • Use/review *i-Ready* reports in data meetings • Monitor Online Instruction via student lesson alerts, Response to Instruction reports, and the Instructional Usage report. Prioritize and adjust Online Instruction plans as needed to help students meet goals.	

Key *i-Ready* Dates and Decisions

Administer Diagnostic:

Administer the Diagnostic to measure progress versus baseline. We recommend beginning, middle, and end of year.

	Diagnostic 1 Window	***Diagnostic 2 Window***	***Diagnostic 3 Window***
Reading			
Math			

☐ **Growth Monitoring Schedule** **OR**
☐ ***i-Ready Standards Mastery* Schedule**

Reading	
Math	

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Growth Report — Ongoing PD and Coaching — Growth Report

5: _____	6: _____	7: _____	8: _____	9: _____	10: _____

	Diagnostic #2	*i-Ready* Instruction	Diagnostic #3
	• Length of window not to exceed 4 weeks • All students tested during window	**Student-driven (online) and teacher-led** • 12–18 weeks of instruction between Diagnostic #2 and #3 • Students receive Online Instruction (45 minutes per subject per week recommended) • *i-Ready Standards Mastery* or Growth Monitoring administered	• Length of window not to exceed 4 weeks • All students tested during window
	• Prepare students for Diagnostic #2 • Monitor student completion of Diagnostic • Check for rush flags, and consider retesting students who took the Diagnostic too quickly • **At end of Diagnostic #2, participate in Mid-Year Student Data Review**	• Continue whole class instruction with *Ready* resources from the Teacher Toolbox • Deliver differentiated small group or individualized instruction using the Instructional Grouping Profile and other key reports • Use *i-Ready* Tools for Instruction and prerequisite *Ready* lessons from the Teacher Toolbox to address learning gaps • Based on results of mid-year Diagnostic, make adjustments to teacher-led instruction as necessary • Continue to use/review *i-Ready* reports in data meetings • Continue to monitor Online Instruction via student lesson alerts, Response to Instruction reports, and the Instructional Usage report. Prioritize and adjust Online Instruction plans as needed to help students meet goals.	• Prepare students for Diagnostic #3 • Monitor student completion of Diagnostic • Check for rush flags, and consider retesting students who took the Diagnostic too quickly • **At end of Diagnostic #3, participate in End-of-Year Student Data Review** • Begin planning for next year's implementation

Other Important Dates and Decisions

New

Using *i-Ready*

Administering the Diagnostic

The following steps should be used to guide preparation for test day(s).

Before the Diagnostic

Getting Organized

1. Confirm that computers are functioning properly by running our free system check: **www.i-Ready.com/support/systemcheck**
2. Confirm that headphones and audio are functioning properly.
3. Schedule computer access time:
   Grades K–1: two–three 15–20-minute testing periods per subject
   Grades 2+: two 45-minute testing periods per subject
   Consider strategies to assist students in grades K–2 and those receiving Special Education services: Schedule additional staff to assist with logging in and monitoring.
4. Review accuracy of class roster(s):
   - A. After logging in, click the **Roster tab**. The **Classes sub-tab** should be showing by default.
   - B. Click **Edit** next to the class name. The **Edit Class window** will pop up.
   - C. Click the **Student Enrollment tab** and scroll through the roster.

   Note: If a district has chosen to automatically sync its SIS with i-Ready, users will not be able to make manual roster changes directly in the i-Ready interface.
5. Obtain student login information for each class.
6. Gather paper and pencils for each student taking the math Diagnostic.

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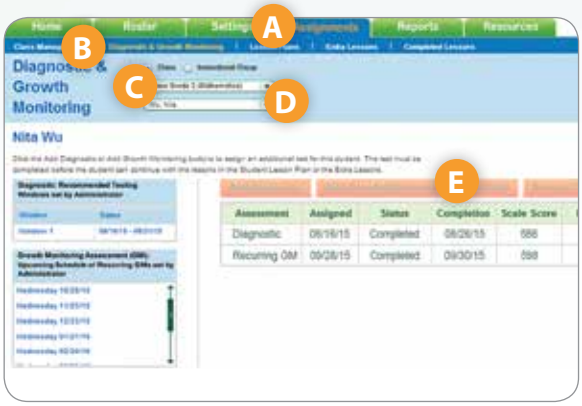
Preparing Your Students

1. Review test procedures with students:
   - Set clear expectations for student participation in the Diagnostic.
   - Explain how the results will be used.
   - Explain that each student's test is unique (For example, "Everyone's test is unique. If you answer a question correctly, you will get a harder question and if you miss a question, you will receive an easier question. This is how *i-Ready* determines your skill levels.")
   - Encourage students to try their best and to take their time.
   - Remind students that paper and pencil should be used for computation on the math Diagnostic.
   - Explain that test breaks will appear at different times for each student. Grades K–8 will have short games to play or relaxation exercises. Grades 9+ will take short, guided breaks.
2. Show the beginning screens of the Diagnostic, sample test questions, and Diagnostic intro videos (available at www.*i-Ready*Central.com).
   - Explain that they will select a Study Buddy, Theme, and Subject.
   - Point out the **speaker icon** ( )
   - Review how to repeat audio (hold mouse over speaker icon).
   - Remind the students that the test is not timed and that they can start and stop by clicking on the **X** ( ) in the top right corner of each test question.
   - Point out how an answer is selected and how to change the selection.
   - Stress that answers cannot be changed after students click the **Done button**.
   - Tell students to scroll through the reading passages that are longer than one page (use the **yellow triangles** [ ] at the bottom of the passages to go forward and backward within the passage).
   - When showing Diagnostic intro videos, direct students' attention to the navigational tools and tips included for their subject and grade level.
   - For K–2 students and those receiving Special Education services, conduct a lesson that teaches students how to log in.
3. Prepare activities for students who complete the Diagnostic. If you have Online Instruction, students may start online lessons immediately upon completion of the Diagnostic. (See page 11 for directions on enabling Online Instruction.)
   - Inform students of post-Diagnostic expectations.

New

During the Diagnostic

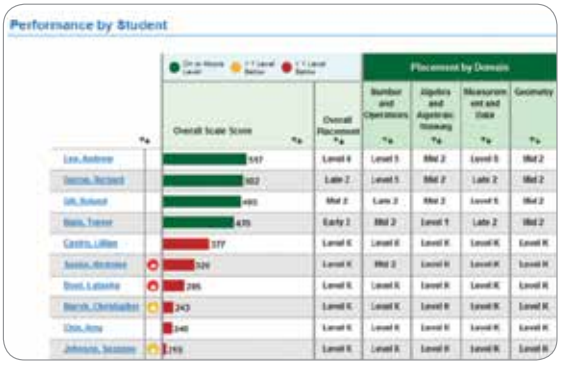
1. Actively monitor students.
2. If a student is rushing/not trying his/her best, reset his/her Diagnostic test. Diagnostic tests can only be reset if they are "In Progress." Completed tests can not be reset or removed.
   - **A.** Once logged in, click the **Assignments tab**.
   - **B.** Select the **Diagnostic & Growth Monitoring sub-tab**.
   - **C.** Select your **Class** or **Instructional Group** from the first dropdown menu.
   - **D.** Select the **student** from the second dropdown menu.
   - **E.** Click **Reset Test.**
     - A confirmation pop-up box will appear, asking you to confirm this change. Click **Yes.**



After the Diagnostic

1. Check for completion
   - After logging in, click the question on the Home screen, *"Which students still need to complete the Diagnostic?"*
2. Check for rushing
   - Review the **Class Profile report**. An alert icon next to a student's name indicates that the student may have rushed through the test. Click the icon for more information. Click the student's name to generate the **Student Profile report**. If the student's test results seem abnormal, you may want to readminister the test.
   - Request a **Diagnostic Export report** from your *i-Ready* administrator for a full list of students who rushed through the Diagnostic.
3. **Review key reports for teachers***—These are the most useful reports for understanding student performance on the Diagnostic and planning instruction:
   - *Class Profile*
   - *Instructional Grouping Profile*
   - *Student Profile*

   Other helpful Diagnostic reports for teachers:
   - *Parent Report*—Helps teachers easily explain to families how their students did on the Diagnostic assessment.
   - *Class Norms*—Identifies how your students are performing relative to their peers nationwide.
   - *Predicted Proficiency (not available for all states)*—Shows the percentage of students predicted to be proficient on state summative assessments. Each student's probability of proficiency will be updated after each completed Diagnostic.



Red alerts appear when the student has spent less than 11 seconds on average per item for the reading Diagnostic or less than 12 seconds on average per item for the math Diagnostic. At this pace, the student's score is likely lower than his/her true ability level. It's recommended that this student retake the Diagnostic for that subject.

Yellow alerts appear when the student has spent less than 15 seconds on average per item for reading or less than 21 seconds per item on average for math. At this pace, the student's score may be lower than their true ability. If the score is lower than expected, you may want to consider having him/her retake the test.

*See descriptions and usage tips for these three important reports on pages 30–35 of this guide.

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Delivering Differentiated Instruction

Following the Diagnostic, *i-Ready* instantly provides instructional support in two ways:

Teacher-Led Differentiated Instruction

The *i-Ready Diagnostic* pinpoints individual student needs down to the sub-skill level. *i-Ready* reports, such as the **Student Profile** and **Instructional Grouping Profile**, use this Diagnostic data to provide teachers with an action plan for differentiated individual and small group instruction, and point them to instructional resources that best meet individual, group, or class needs.

1. Access and review your key reports:
   - **Class Profile report**: This report gives an overview of instructional needs for an entire class.
   - **Instructional Grouping Profile report**: This report provides guidance for how best to group students for reading and/or mathematics instruction.
   - **Student Profile report**: This report identifies each student's "can dos" and next steps for instruction.
2. Determine instructional priorities based on these results. How will you use this data to deliver differentiated instruction to students?
3. Preview recommended **Tools for Instruction** and other resources, and determine when/how to use with individual students or small groups.
4. Remember to check reports and adjust instruction after each Diagnostic.

Personalized Online Instruction

With *i-Ready*'s online instructional modules, students are automatically placed into engaging instruction at their zone of proximal development based on *i-Ready Diagnostic* results. Modules engage learners in a low-risk environment and provide a personalized experience.

1. Enable ***i-Ready* Online Instruction** if you or an administrator have not already done so.
2. Go over what students are working on in their Online Instruction so you can plan complementary teacher-led instruction and/or check for understanding.
3. Regularly monitor and manage students' Online Instruction.
   - **Use instructional time to help students meet goals.** Research shows that students using *i-Ready* for 45 or more minutes per subject per week show significantly greater gains in math and reading than their *i-Ready* peers. When time and computer resources are limited, use your knowledge of your students to prioritize Online Instruction as appropriate. Use the **Instructional Usage report** to track students' time in online lessons and determine which students need more instructional time to meet goals.
   - Watch for **Student Lesson Alerts**. Identify which students are struggling with online lessons via alerts on the *i-Ready* home page.
   - Review **Student Response to Instruction reports**. Determine how each of your students is performing in Online Instruction, if they are making progress, and where they need additional teacher support.

New

Tracking Student Progress

Monitoring student progress with *i-Ready* is easy and consistent. In addition to providing teachers with reports and alerts to monitor student progress through Online Instruction, *i-Ready* allows users to track students' skill and standards-based proficiency and growth, driving clear action steps for data-driven instructional decisions. It's all delivered with immediacy in easy-to-use reports.

Big Picture Growth—*i-Ready* Diagnostic

- Administered every 12–18 weeks.
- Provides a comprehensive analysis of each student's needs across domains on a K–12 continuum.
- Identifies personalized learning paths and teacher-led differentiated instruction for students of all ability levels.
- Measures annual growth.
- Predicts end-of-year proficiency levels.

Interim Growth Check—Growth Monitoring *(optional)*

Short adaptive assessments that are administered approximately monthly.

- Assesses all domains, for reading or math, to provide a global view on growth.
- Provides interim checks on a student's trajectory toward end-of-year targets, adjusting to become more precise with each administration.

Interim Standards Mastery Check—*i-Ready Standards Mastery (optional)*

Brief 6–10 item assessment to measure mastery of a standard. (Multiple assessments may be combined to measure mastery of more than one standard per test assignment).

- Delivers timely, targeted insight into student mastery of individual, grade-level standards for a class and each student.
- Maps to a district's unique scope and sequence.
- Provides detailed, item-level response analysis.
- Offers targeted instructional recommendations linked to online and classroom instructional tools (*i-Ready* and *Ready*).
- Available on iPads beginning fall 2016.

Weekly/Daily Check—Alerts and Response to Instruction Reports

- **Student alerts on the teacher dashboard** identify students struggling with Online Instruction.
- **Class and Student Response to Instruction reports** track student performance on lessons by pass/fail rates, percentage correct on scored activities, and time on task for lessons in each domain.
- The **Instructional Usage report** helps you determine whether students are trending toward usage goals or if they may need more instruction to be successful.
- It's recommended that teachers check their dashboards, Response to Instruction reports, and Instructional Usage report 1–2 times per week.

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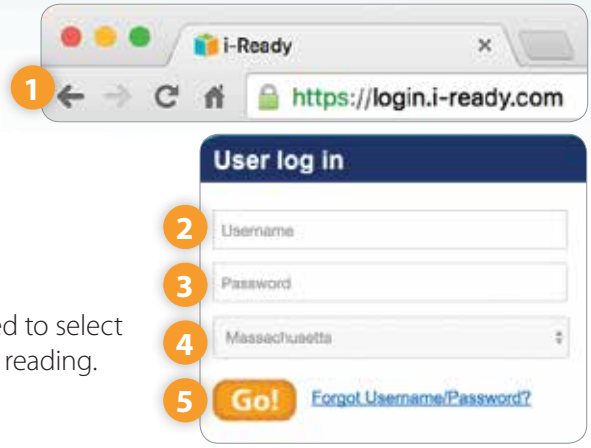
Key Tasks in *i-Ready*

Below are the top things you should know how to do in *i-Ready*. **For the full User Guide, visit i-ReadyCentral.com.**

Logging in

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

If you have access to more than one *i-Ready* account, you will be asked to select one. When your students log in, they will also need to select math or reading.

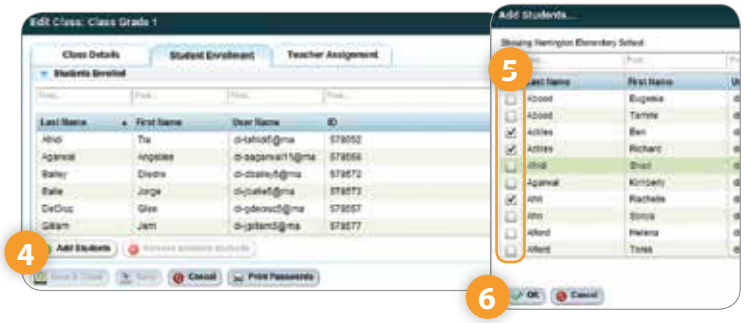


Reviewing Roster/Adding and Removing Students

1. After logging in, click the **Roster tab**. The **Classes sub-tab** should be showing by default.
2. Click **Edit** next to the class name. The **Edit Class window** will pop up.
3. Click the **Student Enrollment tab** and scroll through the roster.

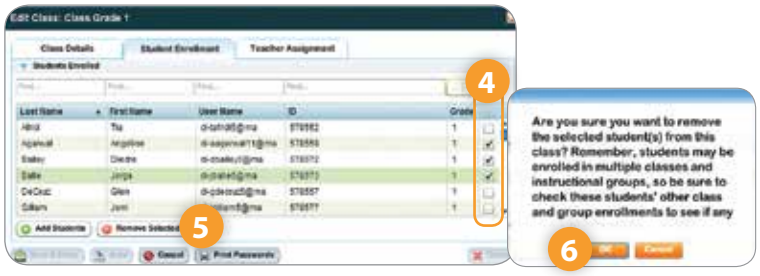
Adding Students:

4. Click the **Add Students button**. The **Add Students window** will open.
5. Select which students you wish to add using the checkboxes on the left.
6. Click **OK.**



Removing Students:

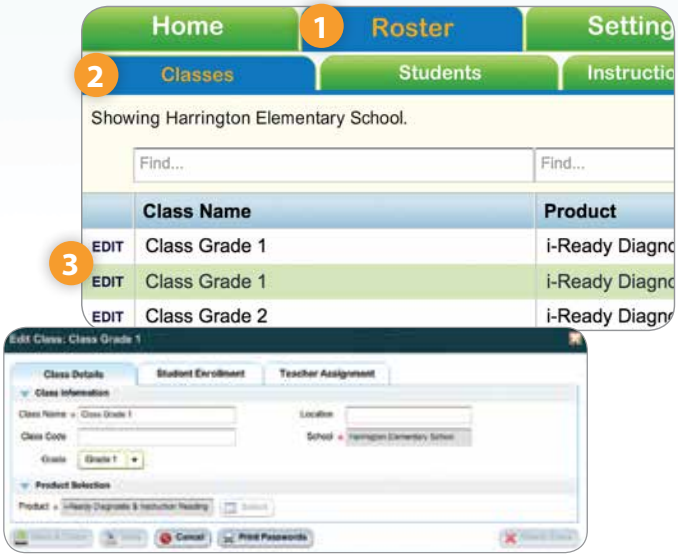
4. Select which students you wish to remove using the checkboxes on the right.
5. Click the **Remove Selected Students button**. A window will pop up asking you to confirm that you want to complete this action.
6. Click **OK**.



New

Obtaining Student Login Information

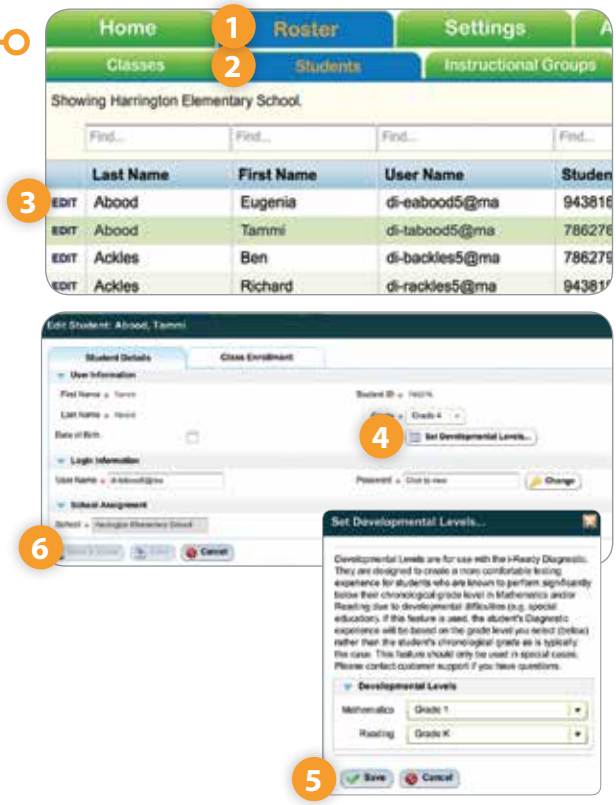
1. Once logged in, click the **Roster tab**.
2. Click the **Classes sub-tab**.
3. Click the word **Edit** next to the class name. The **Edit Class window** will open.



Setting Developmental Levels

1. Once logged in, click the **Roster tab**.
2. Click the **Students sub-tab**.
3. Click the word **Edit** next to the student's name. The **Edit Student window** will open.
4. Click the **Set Developmental Levels… button**. The **Set Developmental Levels… window** will open.
5. Select the appropriate levels using the dropdown menus and click **Save**.
6. Be sure to click **Save & Close** again to exit this pop-up without losing your changes.

Note: Developmental Levels are for use with the i-Ready Diagnostic. They are designed to create a more comfortable testing experience for students who are known to perform significantly below their chronological grade level in Mathematics and/or Reading due to developmental difficulties. This feature should only be used in special cases.



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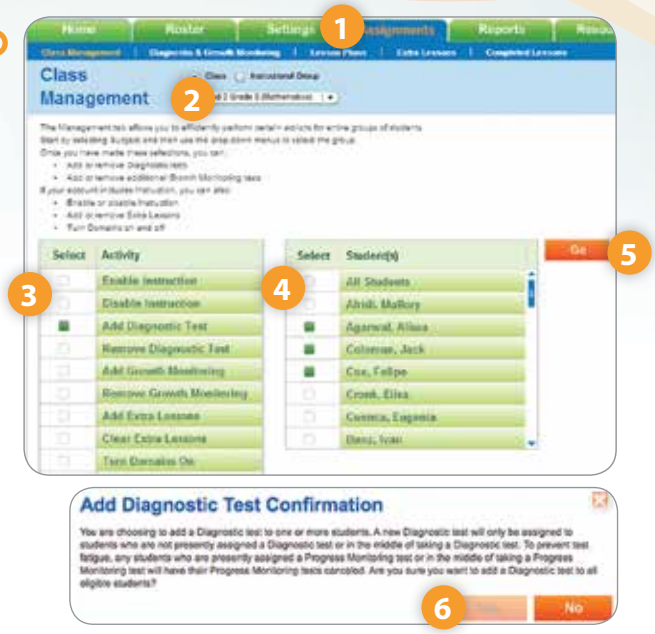
Adding/Removing a Diagnostic

1. Once logged in, click the **Assignments tab**. **Class Management** should be showing by default.
2. Select your **Class** from the dropdown menu.
3. In the chart that loads below, select the checkbox next to **Add Diagnostic Test** OR **Remove Diagnostic Test**. A chart to the right will load.
4. Select one or more students from this list using the checkboxes on the left.
5. Click **Go** when done. The **Add Diagnostic Test Confirmation window** will open.
6. Click **Yes**.



Enabling Instruction

1. Once logged in, click the **Assignments tab**. **Class Management** should be showing be default.
2. Choose your **Class** from the dropdown menu.
3. Select **Enable Instruction** in the chart below. This will bring up a new chart.
4. Select All Students with Instruction or individual students.
5. Click Go.

New

Adding Extra Lessons

For an individual student:

1. Once logged in, click the **Assignments tab**.
2. Click **Extra Lessons**.
3. Select your **Class** and **Student** from the dropdown menus.
4. Click the **Add Lessons button**. The **Add Extra Lesson window** will open.
5. Select the domain using the checkboxes on the left.
6. Click **Next**. The window for that domain will open. *You may preview a lesson by clicking the name of the lesson.*
7. Select which lesson(s) you would like to add using the checkboxes on the left.
8. Click **Add**. The **Confirm window** will open.
9. Click **Yes.**

For multiple students:

1. Once logged in, click the **Assignments tab**. **Class Management** should be showing by default.
2. Select your **Class** from the dropdown menu.
3. In the chart that loads below, select the checkbox next to **Add Extra Lessons**. A chart will load to the right.
4. Select students from this list using the checkboxes on the left.
5. Click **Go**. The **Add Extra Lesson window** will open. Follow steps 5–9 from above.

Log in to i-Ready: login.i-Ready.com
Want to learn more? Go to i-ReadyCentral.com

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Building Instructional Groups

Instructional Groups enable you to create informal groupings of students for the convenience of assignment and student and class reporting. (They are not included in your administrator's aggregate school and district reports.)

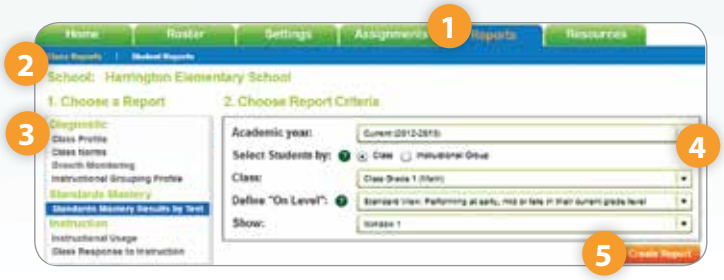
Students must be in a class before they can be in a group.

1. After logging in, click the **Roster tab**.
2. Click the **Instructional Groups sub-tab**.
3. Click the **Add New Instructional Group… button**.
4. The **Add Instructional Group window** will open. Fill in the *Group Name*, *Grade Level*, and *Product*. You must select a product to associate with the class. Click the **Select button** next to the *Product* field. You may only select one product. Be sure to click **OK** once you have selected a product. Location and Group Code are optional.
5. Click the **Student Enrollment tab** of the pop-up to add students to the *Instructional Group*. You can add or remove students from your Instructional Group at any time.
6. You will be automatically selected as the teacher of the *Instructional Group*. You can edit this and/or add other staff from the **Teacher Assignment sub-tab**.

To learn more about Instructional Groups and when to use them, see the *Understanding Instructional Groups* resource in the Instruction section at www.i-ReadyCentral.com.

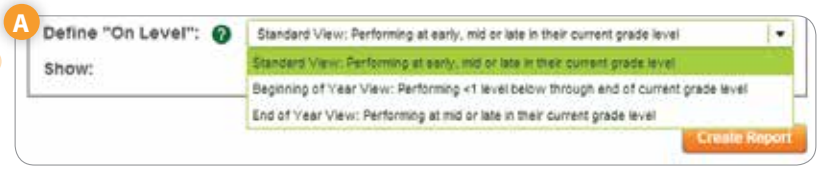
New

Creating Reports



1. After logging in, click the **Reports tab**.
2. Choose **Class Reports** or **Student Reports**.
3. Choose the report you would like to create in the box on the left.
4. Use the dropdown menus on the right to choose the options for the report.

   A. Define "On-Level" for reporting purposes.



   - Most users opt to select the standard view.
   - At the beginning of the year, some users prefer to include "emerging" students who are up to 1 level behind current grade level as on-level because they expect that many students from this group will be comfortable with current grade level material but just haven't been exposed to it yet.
   - If it is late in the school year, users might select "End of Year View," since they may consider students still placing Early in their chronological grade to be behind.

5. Click the **Create Report button**.

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Turning Domains On and Off

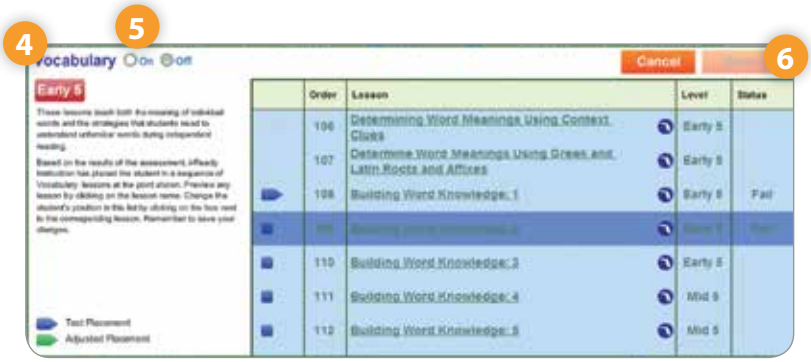
If students are struggling with online lessons and have failed two consecutive lessons twice each within one domain, that domain will be shut off automatically. After teachers have intervened, they may then turn that domain back on.

For individual or multiple students:

1. After logging in, click the **Assignments tab**. **Class Management** should be showing by default.
2. Select a **Class** from the dropdown menu.
3. In the chart that loads below, select the checkbox next to **Turn Domains On** OR **Turn Domains Off**. A chart will load to the right.
4. Select the students for which you would like to turn domains on or off using the checkboxes on the left.
5. Click **Go**. The **Turn Domains On** or **Turn Domains Off window** will open.
6. Select domain(s) using the checkboxes on the left.
7. Click the **Confirm button**.

For Individual Students:

1. From the **Assignments tab**, click on the **Lesson Plans sub-tab**.
2. Choose the class and student that has a domain turned off.
3. Click on a domain name in the **Placement Date grid**, or on a domain name in the **Domain column**.
4. The associated **domain window** will appear. The domain window will display the student's placement within the lessons of the domain.
5. Click the **radio button labeled "On"** to turn the domain on.
6. Click **Save.**



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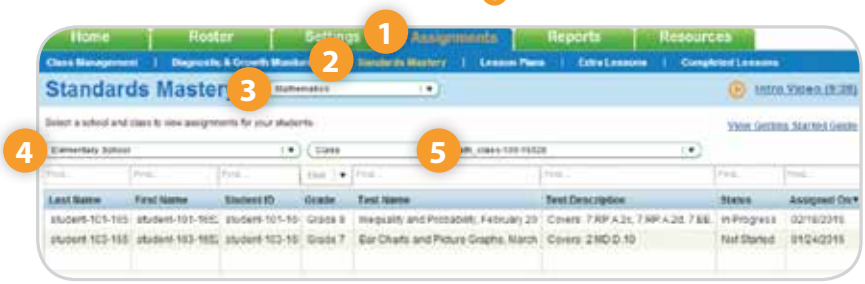
Managing Diagnostic and Growth Monitoring

If applicable, use the Diagnostic & Growth Monitoring sub-tab to: check your students' Growth Monitoring schedule, manage Diagnostic & Growth Monitoring Assessments assigned to students, and view summaries of the tests assigned to your class or individual test details.

1. After logging in, click the **Assignments tab**.
2. Click the **Diagnostic & Growth Monitoring sub-tab**.
3. Select your **Class** from the first dropdown menu.
4. From the second dropdown menu, select Class Summary All Tests, Class Summary Most Recent Test, or an individual student.
5. If you select a specific student you will see the **Growth Monitoring Assessment schedule**.

Managing Standards Mastery Assessments

If applicable, teachers can view information about Standards Mastery assignments that school or district administrators have made for their students.



1. After logging in, click on **Assignments tab**.
2. Click on the **Standards Mastery sub-tab**.
3. Select **Reading** or **Mathematics** from the Select Subject dropdown menu.
4. Select your **School** and **Class** or **Instructional Group**.
5. Then select the class of the students for whom you want to see assignments. This will display a list of your students and the status of any assignment that has not been started or that is in progress.

Note: To see results for completed assignments, go to the Reports tab and generate the Standards Mastery Results by Test report.

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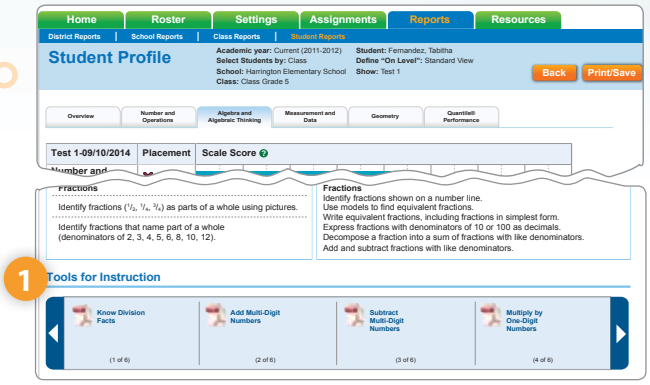
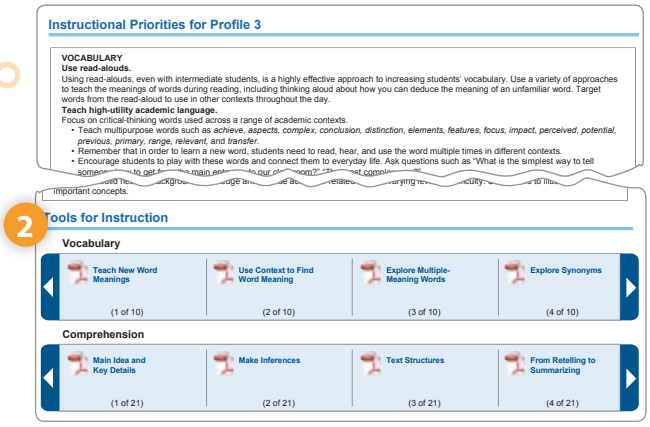
Accessing Tools for Instruction

There are **three different ways** to access Tools for Instruction.

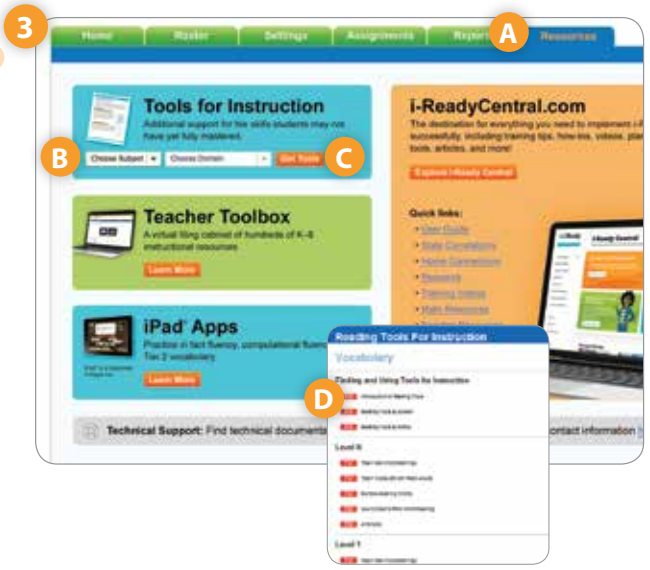
1. Go to the **Student Profile** report to get tools tailored to a particular student's instructional needs.



2. Go to the **Instructional Grouping Profile** to get Tools for Instruction tailored to the needs of various student profile groupings.



3. Go to the **Resources tab** to explore and download every available Tools for Instruction PDF.
   - **A.** Click on the **Resources tab**.
   - **B.** Under the **Tools for Instruction box**, choose the subject and domain for the lessons you are looking for.
   - **C.** Click **Get Tools** and a pop-up will appear, with all Tools for Instruction showing, sorted by grade level.
   - **D.** Click on the red **PDF rectangle** next to the tool you wish to download. The PDF will automatically open in a new browser window, where it can be printed or saved.



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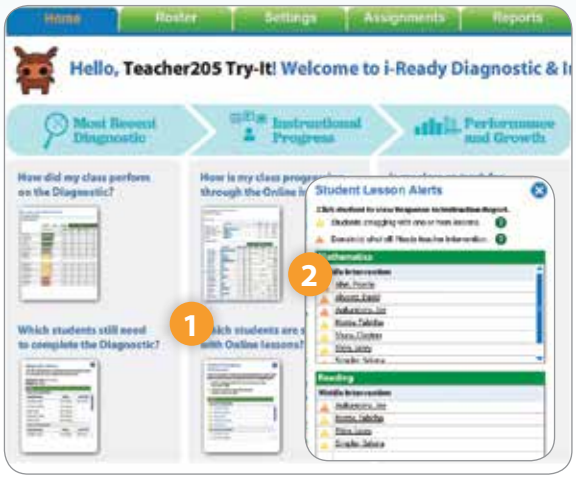
Monitoring Student and Class Progress In Online Instruction

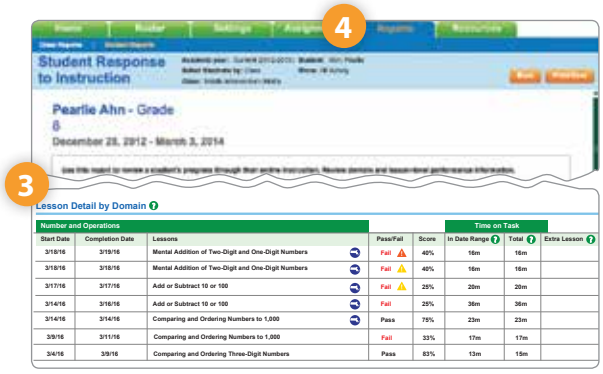
It is important to log in to your *i-Ready* teacher account 1–2 times a week to monitor and manage your students' Online Instruction to support their progress and make sure they are spending enough time in online lessons.

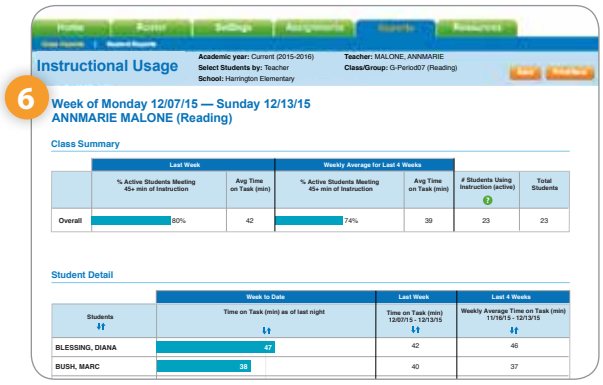
1. After logging in, on the **Home tab**, look at the **Instructional Progress section**. Click the bottom icon, **"Which students are struggling with Online lessons?"** The **Student Lesson Alerts window** will appear. This list informs you of any students who are having significant trouble with their lessons.
2. Click on **any student's name**. The **Student Response to Instruction report** for that student will generate.
3. Review the **Lesson Detail by Domain section** to understand where intervention is needed.
4. Click the **Reports tab** to get to the reports criteria page.
5. To see how your class is progressing in Online Instruction, view your **Class Response to Instruction report**. Select the **Class Reports sub-tab** and then **Class Response to Instruction** in the menu at left. Use the dropdown menus on the right to choose your class and create your report.
6. Return to the reports criteria page, using the **Back button**, and use the menus to create the **Instructional Usage report** from the list on the left. This is where you can check time on task in online lessons for your whole class and individual students.

Note: Close Reading lessons only work on web browsers that meet minimum requirements. This includes the latest version of Firefox and Chrome, Internet Explorer 10 or higher, and Safari 6 or 7. If a student uses an unsupported browser, i-Ready skips the Close Reading lesson and goes to the next lesson. Afterward, teachers will see "n/a" for the lesson.

For more information on managing Online Instruction, including Student Lesson Alerts and Instruction reports, see the ***Instruction section*** of i-ReadyCentral.com.







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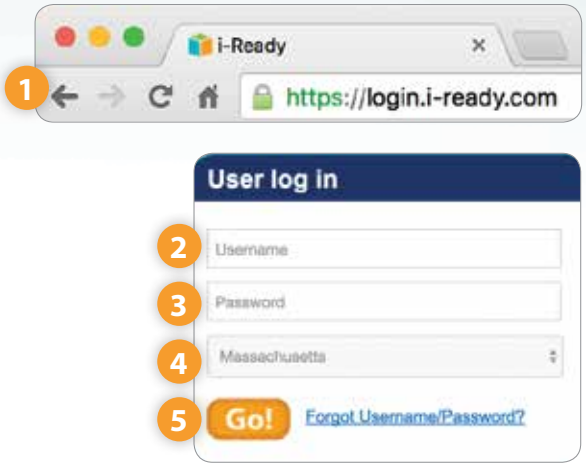
Activity: Exploring *i-Ready*

Logging In



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

On the Reports tab

Click the **Reports tab**. The **Class Reports sub-tab** should be selected by default. Select **Class Profile** from the **Choose a Report menu**. Under Choose Report Criteria, select a class and subject of your choice. For Define "On Level," select Standard View. Click **Create Report**.

1. Review the Performance by Domain section.

Overall, how many students are On or Above level?

How many students are <1 Level Below?

How many students are >1 Level Below?

Find the domain with the lowest Average Scale Score. What is the Student Placement Distribution for this domain?

Domain:

Students On or Above level: Students <1 Level Below: Students >1 Level Below:

New

2. Review the Performance by Student section.

Do rush alerts appear next to any student's name? Circle **Yes** or **No**.

Click on the rush alerts to view more information.

3. Use the green arrows at the top of each column to sort.

Which student has the highest overall score?

Compare this student's overall score and placement level to his/her placement levels for each domain. What does this tell you about the student's strengths and possible areas for additional instruction?

Which student has the lowest overall score?

Compare this student's overall score and placement level to his/her placement levels for each domain. What does this tell you about the student's strengths and possible areas for additional instruction?

Exploring the Instructional Grouping Profile Report*

From the **Class Profile report**, click the orange **Back button** to return to the main **Reports tab** and **Class Reports sub-tab**. Select **Instructional Grouping Profile** from the **Choose a Report menu**. Under Choose Report Criteria, your previous selections should populate automatically, taking you to the Instructional Grouping Profile for the class you just viewed. Click **Create Report**.

** Please note: This report is only available for grades K–8. High School educators should skip this portion of the activity.*

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4. Review the Profile Overview section.
Read the Profile definitions in the key on the right-hand side of the screen.

Which domain(s) are prioritized in organizing students into Profiles?

How many domains are used to define Profile 3?

How many students are in each Profile group?

Profile 1:

Profile 2:

Profile 3:

Profile 4:

Profile 5:

5. Select a Profile to explore further. Select the tab for that Profile.
Review the Priorities and Students sections.

In the Students table, use the green arrows at the top of each column to sort.

Which student has the lowest overall placement level?

Compare this student's overall placement level to his/her placement levels for each domain displayed in this table. What does this tell you about the type of support this student may need?

6. Review the Instructional Priorities section.

As a teacher, how would you use this information?

7. Scroll through the Tools for Instruction and browse the Recommended Products from Curriculum Associates. You will have an opportunity to take a closer look at these later.

New

Exploring the Student Profile Report

From the Instructional Grouping Profile report, click the orange **Back button** to return to the main **Reports tab**. Select the **Student Reports sub-tab**. Choose **Student Profile** from the **Choose a Report menu**. Under Choose Report Criteria, select the information for the class you used previously, and select a student of your choice. Click **Create Report**.

Student:

8. Review the Overview tab.

What is this student's overall placement level?

Did this student receive the maximum score or test out of any domains? Circle **Yes** or **No**.

In which domain did the student perform at the lowest placement level?

9. Select the tab at the top of the report for the domain in which this student placed lowest. Review this tab.

What are some important things this student can do in this domain?

Identify a few next steps for instruction that will benefit this student:

Scroll through the Tools for Instruction recommended for this student. Identify, by title, one Tool for Instruction that addresses one of the next steps for instruction you've identified.

10. Select the Lexile® tab (for reading) or Quantile® tab (for math) at the top of the report. Review this information.

As a teacher, how would you use this feature?

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Exploring Tools for Instruction

Work with the same **Student Profile report** you used to complete the "Exploring the Student Profile Report" activity. If you did not complete that activity, see the instructions listed under that heading to generate a Student Profile report. Here, you will focus on **Tools for Instruction** recommended for this student.

11. From the domain tab of your choice, select a Tool for Instruction. Click on it to open the PDF lesson. Review this lesson.

What do you notice about this lesson that would be helpful for teachers wishing to differentiate for groups or individual students?

12. Look back at what the student can do and next steps for instruction.

How does this Tool for Instruction address this student's instructional needs?

Does this lesson include a Check for Understanding? Circle **Yes** or **No**.

13. Discuss with a partner: If you were this student's teacher, how might you use Tools for Instruction?

If time permits, review additional Tools for Instruction. You may also return to the Instructional Grouping Profile report and explore Tools for Instruction recommended for groups of students based on similar needs.

New

Exploring Online Instruction

Click the Home tab:

1. Look at the* Instructional Progress *section. Click the image that says,
"Which students are struggling with Online lessons?"

What can you see here?

What do the different colored triangles mean?

When student names are listed on the Student Alerts pop-up, you will be able to click directly on a name to go to that student's Response to Instruction report. You will explore that report shortly.

Click the Reports tab:

The **Class Reports sub-tab** should be selected as the default. Select **Class Response to Instruction** from the **Choose a Report menu**, then select the information for a class of your choice under Choose Report Criteria. Click **Create Report**.

2. Look at the Class Summary section.
Overall, how many lessons has this class completed in this subject?

3. Review the Student Detail section.

Which student has passed the most lessons?

4. Which students, if any, have orange triangular alerts next to their names?

What do these alerts mean?

Select a student from this **Class Response to Instruction report**. Click their name to go to their **Student Response to Instruction report**. Choose one domain in which this student has completed lessons to respond to the next few questions.

Domain:

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5. Look at the Completion Summary.

At what level did this student start online lessons in this domain?

How many levels has he/she progressed through at this time, according to the green arrow?

6. Look at the Domain Summary section.

What is the student's pass rate in this domain?

7. Find the table for the domain you have selected in the Lesson Detail by Domain section.

Write down a few things you have learned about this student's performance and progress by looking at this information:

Click the orange **Back button** twice to return to the Reports tab. From the **Class Reports sub-tab**, select the **Instructional Usage report**. Click **Create Report**.

8. Write down 1–2 conclusions you can draw from looking at the information in this report:

Click the Assignments tab:

9. Click on the Lesson Plans sub-tab. Use the dropdown menus to select a class and student of your choice.

Scroll to see the next 20 lessons in this student's lesson plan.

What will he/she work on next?

What standards does that lesson address?

New

10. Click on the lesson name for more information. Use the View links to preview part of the lesson, if you choose. Close the Lesson Preview pop-up.

11. Click on the Domain name in the Lesson Plan table or under the Placement Date heading in the blue bar above.

At what level did the student start Online Instruction in this domain?

You can also click the lesson titles in the domain pop-up to view lessons before or after a student has completed them. Close the domain pop-up.

12. Click on the Completed Lessons tab.

What was the student's score on the very first lesson completed?

How much time did he/she spend on the lesson?

Exploring *i-Ready* Navigation

Click the Home tab:

1. What are the Diagnostic Test Windows for this account?

Click the Roster tab:

2. From the Classes sub-tab, click Edit next to any Class Name of your choice.

Are you able to obtain students' usernames and passwords? Circle **Yes** or **No**.

3. From the Student Enrollment tab of the Edit Class pop-up, use the appropriate buttons and checkboxes next to student names to add or remove a student from the class.

How did you do this?

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Click the Settings tab:

4. Check the Assessment Restrictions for this account.

Are there any restrictions on the days/hours during which students can take *i-Ready* assessments? Circle **Yes** or **No**.

5. If you are a high school educator, select the HS Math sub-tab.

Which math pathway is being used?

Click the Assignments tab:

6. Under the Class Management sub-tab, select any class from the dropdown menu. Select Enable Instruction or Disable Instruction, and follow the prompts to enable/disable instruction for the class or individual students.

7. Under the Diagnostic & Growth Monitoring sub-tab, select a class and student.

When did this student last complete a Diagnostic or Growth Monitoring assessment?

What type of assessment was it? Circle **Diagnostic** or **Growth Monitoring**

What was his/her scale score?

Do you see the orange buttons you can use to Add Diagnostic, Add Growth Monitoring, Reset Test, or Remove Test? Circle **Yes** or **No**.

8. If you will be using Standards Mastery this year, select the Standards Mastery sub-tab.

Select a Subject, School, Class Type, and Class/Instructional Group.

Are there any students with pending Standards Mastery assignments (assessments that have not been started yet or are in progress)? Circle **Yes** or **No**.

Click the Resources tab:

9. From the top navigation bar, click My Account:

Next to the Password field, click the **Change button**. What information do you need to change your teacher account password?

New

New Users:

Understanding Data Course

New

Using *i-Ready* Data to Differentiate Instruction

i-Ready makes it easy to truly differentiate instruction based on your students' Diagnostic results. Below are three key reports that you can use immediately after the Diagnostic to inform and plan instruction based on student needs.

Class Profile Report

Description

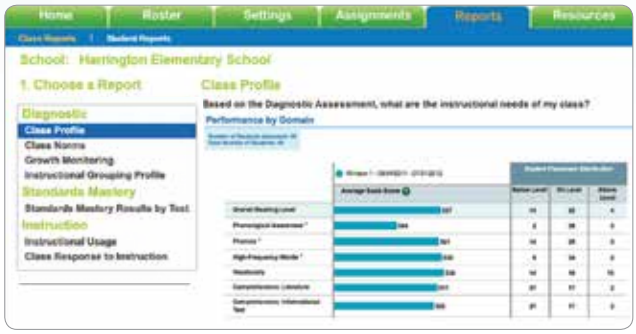
- This report tells you what instructional needs your class has in math and/or reading, by class, by student and by domain, based on the Diagnostic Assessment.
- Use this report to plan instruction by looking at domain-specific placement and results.

Components

- Average Scale Score
- Student Placement Distribution
- Overall Scale Score
- Overall Placement
- Placement by Domain
- Rush Alerts

Key Instructional Features

- **Rush Alerts**—You may see a red or yellow alert symbol when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, consider retesting. **Without valid data, instructional recommendations for the student will not be accurate.**



Mrs. Thompson's Grade 5 Reading Class

Performance by Student

Number of Students Assessed: 19
Total Number of Students: 19

On or Above Level · <1 Level Below · >1 Level Below

	Overall Scale Score	Overall Placement	Placement by Domain: Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Chavez, Avis	643	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Level 6	Mid 5
DelRosario, Naomi	633	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Late 5	Mid 5
Ishikawa, Lakisha	625	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Early 5
Byrd, Deirdre	607	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Early 5	Early 5
Herrera, Patty	605	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Level 4
Campbell, Jorge	600	Early 5	Tested Out	Tested Out	Tested Out	Level 4	Mid 5	Level 4
Hernandez, Heath	577	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Early 5	Level 4
Miller, Leigh	570	Level 4	Tested Out	Tested Out	Tested Out	Early 5	Level 4	Level 3
Good, Cary	554	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Level 4	Level 4
Frasier, Ian	553	Level 4	Tested Out	Tested Out	Tested Out	Early 5	Level 3	Level 3
Favreau, Abigail	549	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Level 3	Level 4
Wells, Jasmine	540	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3
Fussell, Tameka	533	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 4	Level 2
Alford, Tonia	532	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3
Ackles, Ben	517	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Burt, Blaine	509	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 3	Level 2
Gonzalez, Tia	505	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 2	Level 2
Bridger, Gordon	495	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 2	Level 2
Burris, Yash	491	Level 2	Tested Out	Level 3	Tested Out	Level 3	Level 1	Level 2

Notes

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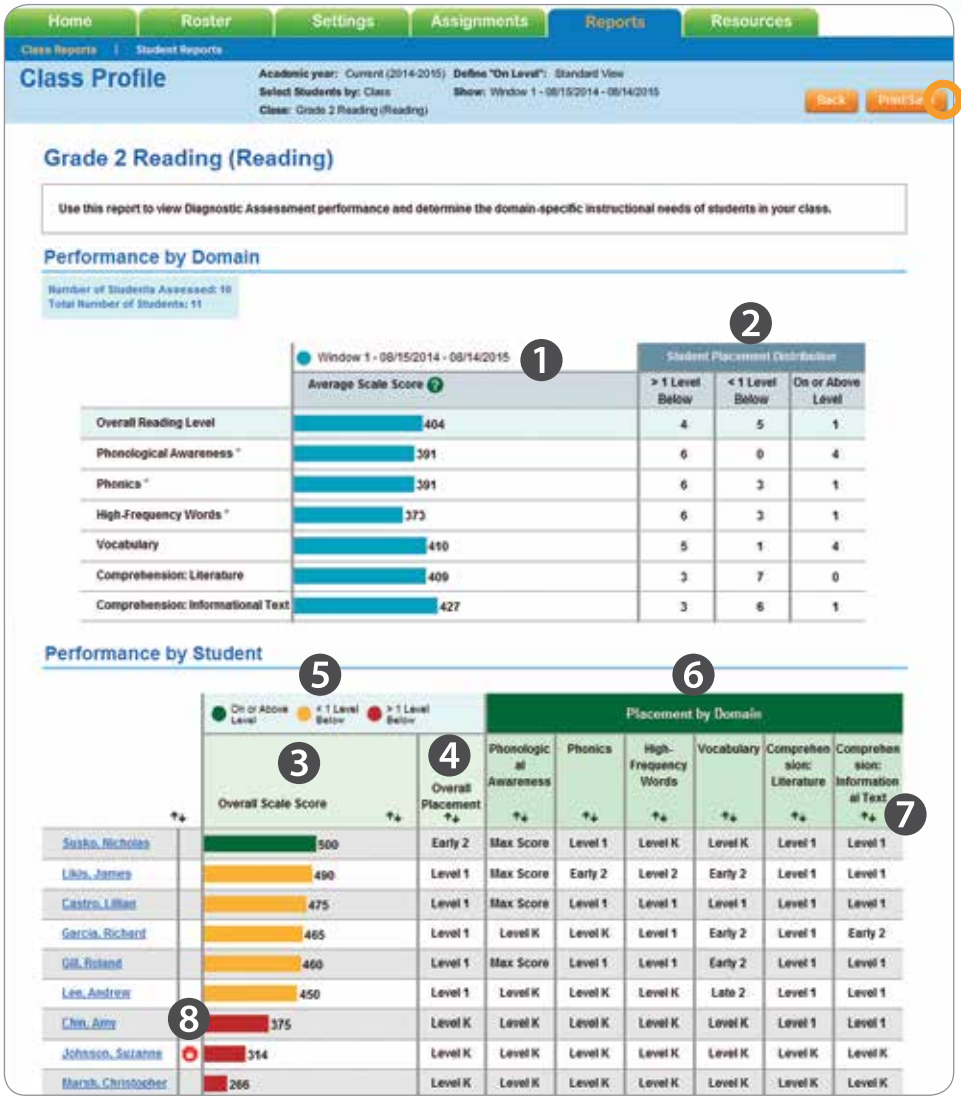
Cheat Sheet: Class Profile Report (Reading)

What this report tells you: This report tells you what instructional needs your class has in Reading, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students. The Reading version of this report is identical to the Math version except it contains scale scores and placement levels for reading domains.

Intended use(s): For Planning Instruction

When to use it: When first planning instruction after an administration of the Diagnostic Assessment



Click the "Print/Save button to print or save a PDF version of any report.

1. **Average Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.
2. **Student Placement Distribution:** How many of each of your students are below, on, or above level.
3. **Overall Scale Score:** Scale score on the selected Diagnostic Assessment for all Reading domains.
4. **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment.
5. **Overall Placement Key:** Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.
6. **Placement by Domain:** Grade-level student was placed at for each subject domain.
7. Use the ⇅ symbol to sort scores by overall or domain placement level.
8. **Test Duration Alert:** You may see a symbol like this when reviewing a student's performance on the most recent test. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

Tips

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

New

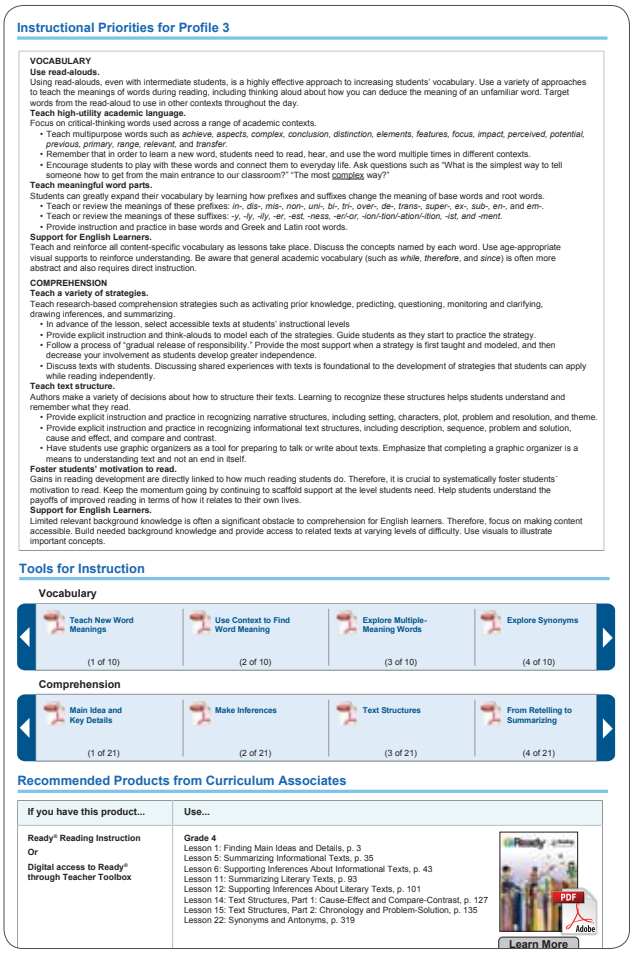
Instructional Grouping Profile Report

Description

- This report tells you how you can best group students in your class for math and/or reading instruction based on the Diagnostic Assessment results. It will also help you plan instruction.
- Use this report to organize your differentiated small group instruction and identify Tools for Instruction for each group or profile.

Components

- Profile Overview Chart
- Students in Each Grouping Profile
- Profile Priorities
- Instructional Priorities
- Tools for Instruction
- Recommended Curriculum Associates Products



Instructional Priorities for Profile 3

VOCABULARY
Use read-alouds.
Using read-alouds, even with intermediate students, is a highly effective approach to increasing students' vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read-aloud to use in other contexts throughout the day.
Teach high-utility academic language.
Focus on critical-thinking words used across a range of academic contexts.
- Teach multipurpose words such as *achieve, aspects, complex, conclusion, distinction, elements, features, focus, impact, perceived, potential, previous, primary, range, relevant,* and *transfer.*
- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions such as "What is the simplest way to tell someone how to get from the main entrance to our classroom?" "The most complex way?"

Teach meaningful word parts.
Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.
- Teach or review the meanings of these prefixes: *in-, dis-, mis-, non-, uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en-,* and *em-.*
- Teach or review the meanings of these suffixes: *-y, -ly, -ily, -er, -est, -ness, -er/-or, -ion/-tion/-ation/-ition, -ist,* and *-ment.*
- Provide instruction and practice in base words and Greek and Latin root words.

Support for English Learners.
Teach and reinforce all content-specific vocabulary as lessons take place. Discuss the concepts named by each word. Use age-appropriate visual supports to reinforce understanding. Be aware that general academic vocabulary (such as *while, therefore,* and *since*) is often more abstract and also requires direct instruction.

COMPREHENSION
Teach a variety of strategies.
Teach research-based comprehension strategies such as activating prior knowledge, predicting, questioning, monitoring and clarifying, drawing inferences, and summarizing.
- In advance of the lesson, select accessible texts at students' instructional levels
- Provide explicit instruction and think-alouds to model each of the strategies. Guide students as they start to practice the strategy.
- Follow a process of "gradual release of responsibility." Provide the most support when a strategy is first taught and modeled, and then decrease your involvement as students develop greater independence.
- Discuss texts with students. Discussing shared experiences with texts is foundational to the development of strategies that students can apply while reading independently.

Teach text structure.
Authors make a variety of decisions about how to structure their texts. Learning to recognize these structures helps students understand and remember what they read.
- Provide explicit instruction and practice in recognizing narrative structures, including setting, characters, plot, problem and resolution, and theme.
- Provide explicit instruction and practice in recognizing informational text structures, including description, sequence, problem and solution, cause and effect, and compare and contrast.
- Have students use graphic organizers as a tool for preparing to talk or write about texts. Emphasize that completing a graphic organizer is a means to understanding text and not an end in itself.

Foster students' motivation to read.
Gains in reading development are directly linked to how much reading students do. Therefore, it is crucial to systematically foster students' motivation to read. Keep the momentum going by continuing to scaffold support at the level students need. Help students understand the payoffs of improved reading in terms of how it relates to their own lives.
Support for English Learners.
Limited relevant background knowledge is often a significant obstacle to comprehension for English learners. Therefore, focus on making content accessible. Build needed background knowledge and provide access to related texts at varying levels of difficulty. Use visuals to illustrate important concepts.

Tools for Instruction

Vocabulary

Teach New Word Meanings	Use Context to Find Word Meaning	Explore Multiple-Meaning Words	Explore Synonyms
(1 of 10)	(2 of 10)	(3 of 10)	(4 of 10)

Comprehension

Main Idea and Key Details	Make Inferences	Text Structures	From Retelling to Summarizing
(1 of 21)	(2 of 21)	(3 of 21)	(4 of 21)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Reading Instruction Or Digital access to Ready® through Teacher Toolbox	Grade 4 Lesson 1: Finding Main Ideas and Details, p. 3 Lesson 5: Summarizing Informational Texts, p. 35 Lesson 6: Supporting Inferences About Informational Texts, p. 43 Lesson 11: Summarizing Literary Texts, p. 93 Lesson 12: Supporting Inferences About Literary Texts, p. 101 Lesson 14: Text Structures, Part 1: Cause-Effect and Compare-Contrast, p. 127 Lesson 15: Text Structures, Part 2: Chronology and Problem-Solution, p. 135 Lesson 22: Synonyms and Antonyms, p. 319

Learn More

Key Instructional Features

- **Instructional Priorities**—Specific instructional recommendations to meet the needs of students in the profile.
- **Tools for Instruction**—Targeted, skill-based lesson plan PDFs that are tools for teaching individual, small group, or whole class lessons.
- **Recommended CA Products**—Paper- and web-based products for targeted, data-driven instruction from existing CA products. This includes a link to the Online Teacher Toolbox, for those who have access, for *Ready* lessons at all available grade levels.

Notes

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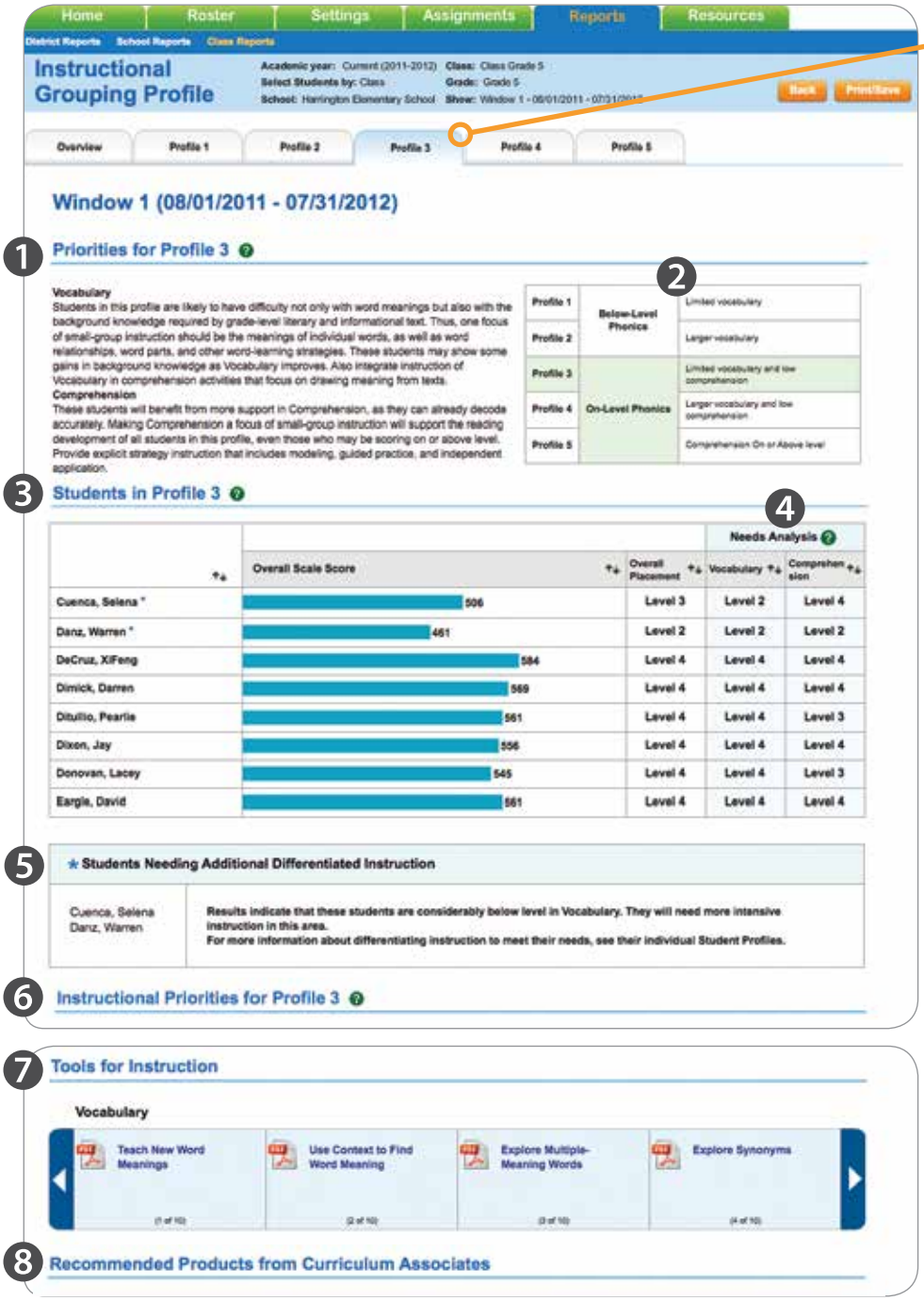
Cheat Sheet: Instructional Grouping Profile Report (Reading)

What this report tells you: This report gives you a detailed view of each student grouping profile, describing specific instructional needs for each profile in Reading, based on the Diagnostic Assessment results. This report also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills, tailored to each instructional grouping of students.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment



This is the Profile tab view of the Instructional Grouping Profile report.

1 **Profile Priorities:** A description of what specific domains and skills are a priority for this profile.

2 **Profile Priorities Grid:** A quick, visual overview of this group of students' performance level by domain.

3 **Students in Profile X:** A list of students placed in this profile, along with their overall scale score and overall placement level.

4 **Needs Analysis:** Student placement levels for the domains that are of highest priority for instructional focus.

5 **Students Needing Additional Differentiated Instruction:** This section lists students that are significantly behind in the recommended domains of instructional focus listed in the Needs Analysis section.

6 **Instructional Priorities for Profile X:** Specific instructional recommendations to meet the needs of students in the profile. Each reading profile contains instructional recommendations for your English Language Learner students.

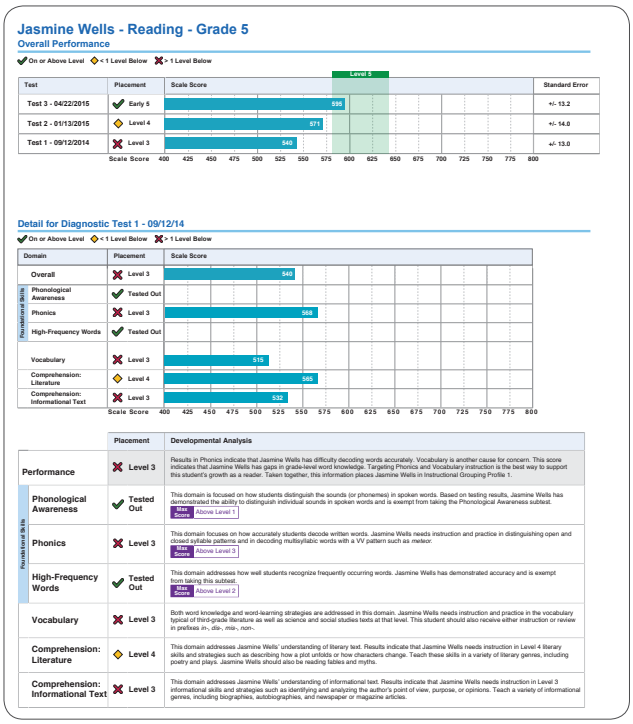
7 **Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small group, or whole class lessons. These PDFs are ideal for remediation.

8 **Recommended Curriculum Associates Products:** Use these products for targeted, data-driven instruction in your classroom.

This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

New

Student Profile Report



Description

- This report tells you the strengths and areas of need for each of your students in math and/or reading, based on the Diagnostic Assessment.
- It also gives you recommended Tools for Instruction and suggests other Curriculum Associates products that you can use to teach focused skills with specific students.
- Use this report to identify the instructional needs of students, and identify recommended resources.

Components

- Student's Overall Scale Score & Placement Level for each Diagnostic window
- Student's Domain-specific Scale Scores & Placement Levels
- Developmental Analysis
- Rush Alerts
- What Student Can Do
- Next Steps
- Recommended Curriculum Associates Products
- Lexile Measure & Range (reading)
- Link to "Find A Book, *i-Ready*" (reading)
- Quantile Measure & Range (math)

Key Instructional Features

- **Developmental Analysis**—This section highlights the student's most important areas of need. It gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student.
- **Tools for Instruction**—Targeted, skill-based lesson plan PDFs that are tools for teaching individual, small group, or whole class lessons.
- **Recommended CA Products**—Print- and web-based products for targeted, data-driven instruction from existing CA products. This includes a link to the Online Teacher Toolbox, for those who have access, for *Ready* lessons at all available grade levels.

Notes

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Cheat Sheet: Student Profile Report, Overview Tab (Reading)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Reading, based on the Diagnostic Assessment. Use this report to give you a comprehensive look at a student's performance on the Diagnostic Assessment and to assess where you should go from here. The Reading and Math versions of this report are identical except for the subject-specific content information.

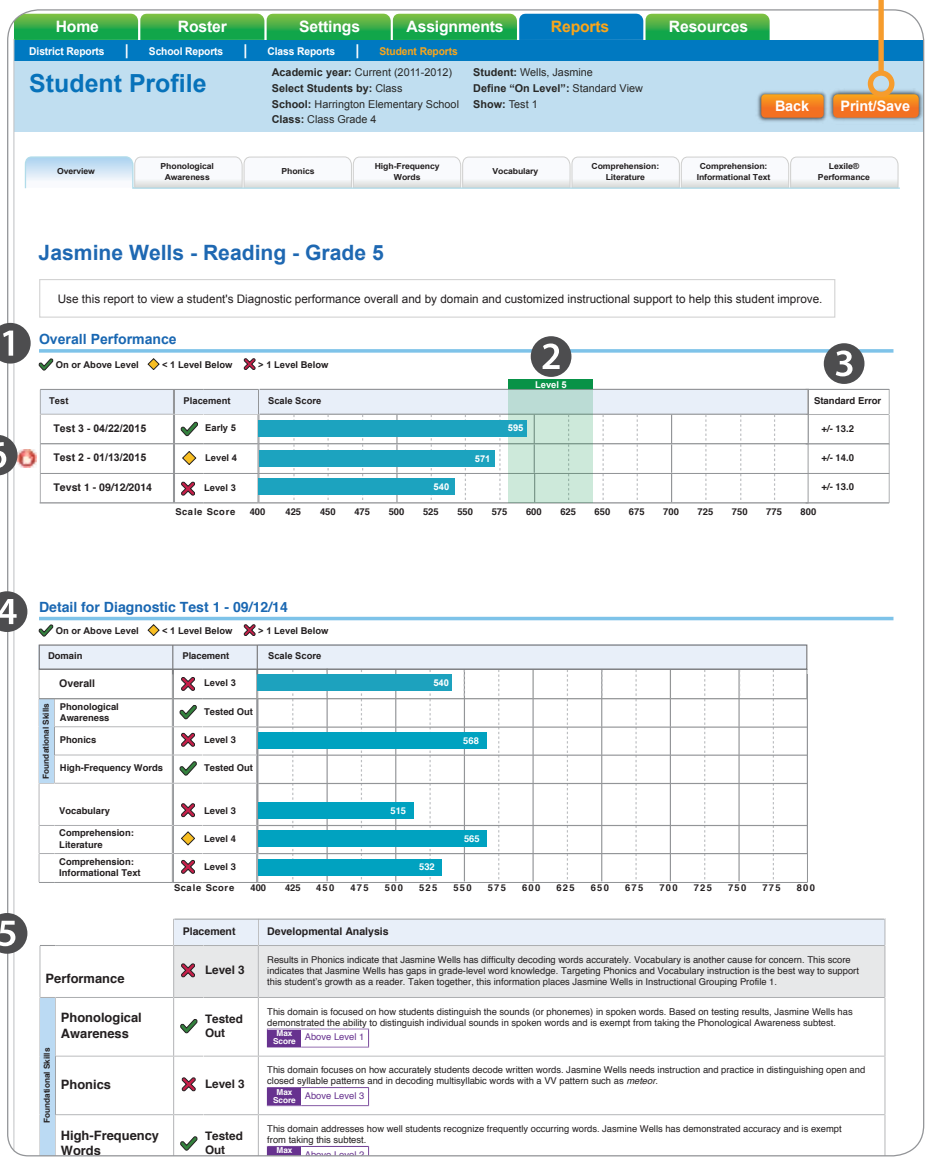
Intended use(s): For Planning Instruction/Growth Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

❶ **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment. After each administration of the Diagnostic Assessment, results will automatically appear here. Up to four administrations of the test will appear.

❷ **Student's Chronological Grade Level:** This green bar shows the range of scores that would typically be seen for a student to be on grade level.

Click the "Print/Save button to print or save a PDF version of any report.



❸ **Standard Error:** All tests have some margin of error. This tells you what the margin of error is for this student's score. A smaller number indicates a higher degree of certainty that the scale score is accurate. For example, +/– 13 indicates that the student's performance could be as much as 10 points higher or lower than what is reported. When the standard error is high (e.g., greater than 15), this suggests that a student may have clicked through some of the answers or rushed through the Diagnostic.

❹ **Placement and Scale Score by Domain:** This shows the grade-level equivalent your student was placed at for each subject domain as well as the corresponding scale score.

❺ **Developmental Analysis:** This section gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student since it highlights the most important areas of need.

❻ **Test Duration Alert:** You may see a symbol like this when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

Tips

- Use this report when you need detailed information on particular students.
- Use this report with the Class Profile report and Instructional Grouping Profile report when making instructional decisions.
- The information in the Developmental Analysis section can be used when writing IEPs for your Special Education students.

This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

New

Application Activity: Interpreting Results & Analyzing Growth

Use these instructions to guide your individual and small group work as you analyze and discuss your *i-Ready* assessment reports after two (or more) Diagnostics.

Part 1: Individual Reflection

1. Go back to your **Class Profile reports** to review class-wide progress from the first Diagnostic to the most recent one in more detail. Consider and make notes in response to these questions as you review:
   - What trends did you see?
   - Why do you think these trends are happening?
   - What surprises you most?
   - What concerns you most?

2. From your class reports, select one student whose performance/progress surprises or concerns you. Review his/her **Student Profile report**, using the following questions:
   - What progress has this student made so far?
   - Where is he/she still struggling?
   - What new guidance for his/her individual instruction or profile group addresses these needs?

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Part 2: Small Group Discussion *(in subject/grade level/specialist groups)*

3. Share key trends, surprises and concerns, and identify common trends. From what the group shared, select one student to focus on. Use the following questions to brainstorm together:
   - How is this student performing now?
   - What has his/her growth looked like?
   - What can you do to support his/her progress?
   - Where will you target your time and resources? How?

4. Make a list of three possible next steps. Record these in the **Next Steps: Instructional Plan** chart below, along with some basic information about the student, some highlights of his/her progress, and a summary of his/her target areas for growth.

Next Steps: Instructional Plan

Student's Name/Initials: _____

Subject: _____ Grade: _____

Student's current overall placement level: _____

Highlights of progress this student has made since the previous Diagnostic:	
Target areas for continued growth:	
Three Next Steps you will use to support this student (include specific strategies, tools, and time you will use to provide this support):	

New

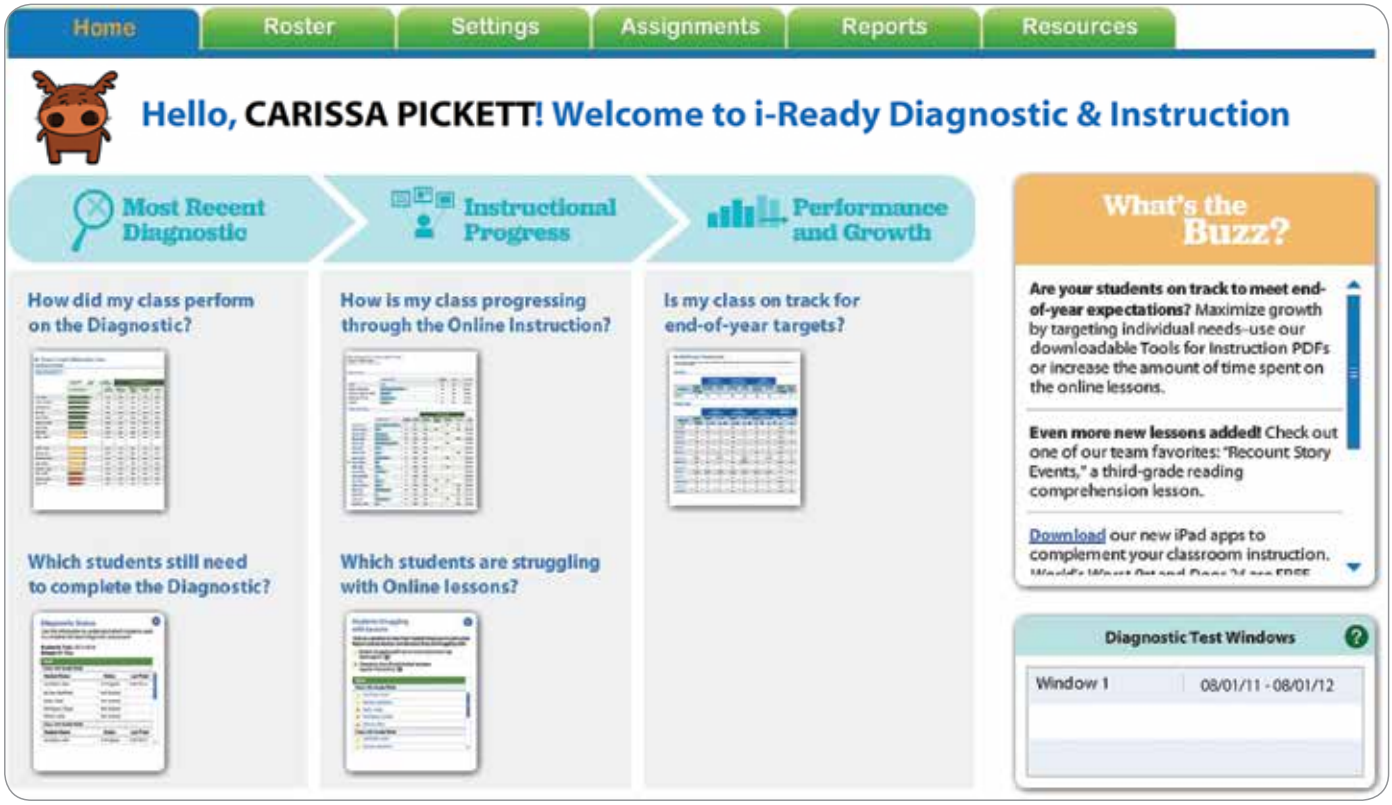
Monitoring and Managing Instruction

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

Student Lesson Alerts

Show which students are failing *i-Ready* Online Instruction lessons.

Go to your Home tab.



Look at the **Instructional Progress section**. Click the bottom section, *"Which students are struggling with Online lessons?"* The **Student Lesson Alert pop-up** will appear.

1. Do you have any students listed with a yellow alert? Circle Yes ***or*** No

Student(s) name(s)

2. Do you have any students listed with an orange alert? Circle Yes ***or*** No

Student(s) name(s)

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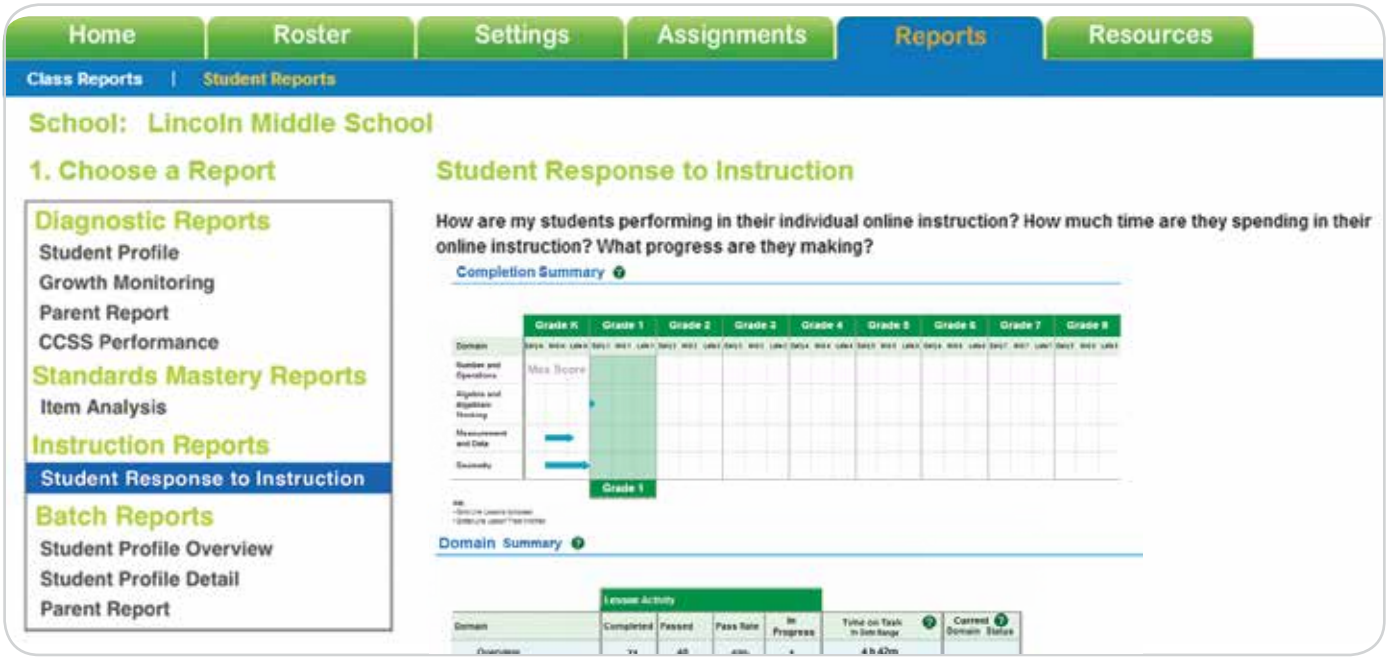
Student Response to Instruction Report

Monitors individual student progress by domain and lesson of the instructional program.

Use the directions below to look at each of these students' **Student Response to Instruction report** to determine which domain they are struggling with and to plan appropriate intervention.

1. If you have any students listed with a **yellow or orange alert**, click on any of the names listed. This will bring you directly to the selected student's **Student Response to Instruction report**.
2. If you DO NOT have any students listed with a **yellow or orange alert**, click on the **Reports tab**.
   - Click **Student Reports**.
   - Select **Student Response to Instruction** report and **select a student** to view.



Note: Image provided as a sample. Actual display may be different.

Concerns	Possible Solutions

New

Student Alerts on Student Response to Instruction Report

Yellow and orange alerts may also appear in the Detail by Lesson section of the **Student Response to Instruction report**. They have different meanings, which you can read by scrolling over each alert icon.

In this section of the report, alerts follow this pattern:

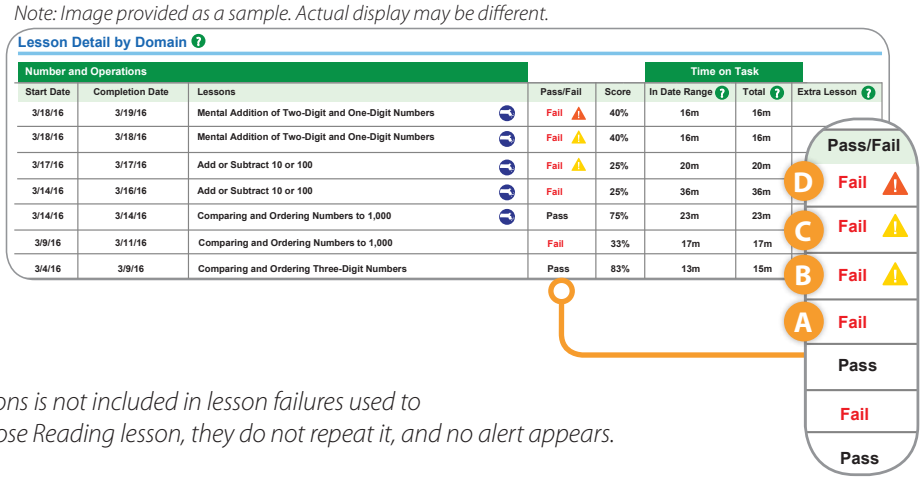
A. The first time a student fails a lesson, no alert appears. You see that they failed by looking in the Pass/Fail column.

B. If the student fails when they attempt that same lesson again, a yellow alert will appear.

C. After failing the same lesson twice, the student progresses on to the next lesson in that domain. If they fail their first attempt, another yellow alert icon will appear.

D. The student will have one more chance to take this lesson. If they fail this lesson on the second attempt, the orange alert will appear showing that the student has failed two consecutive lessons twice in the same domain, and the domain has been turned off.

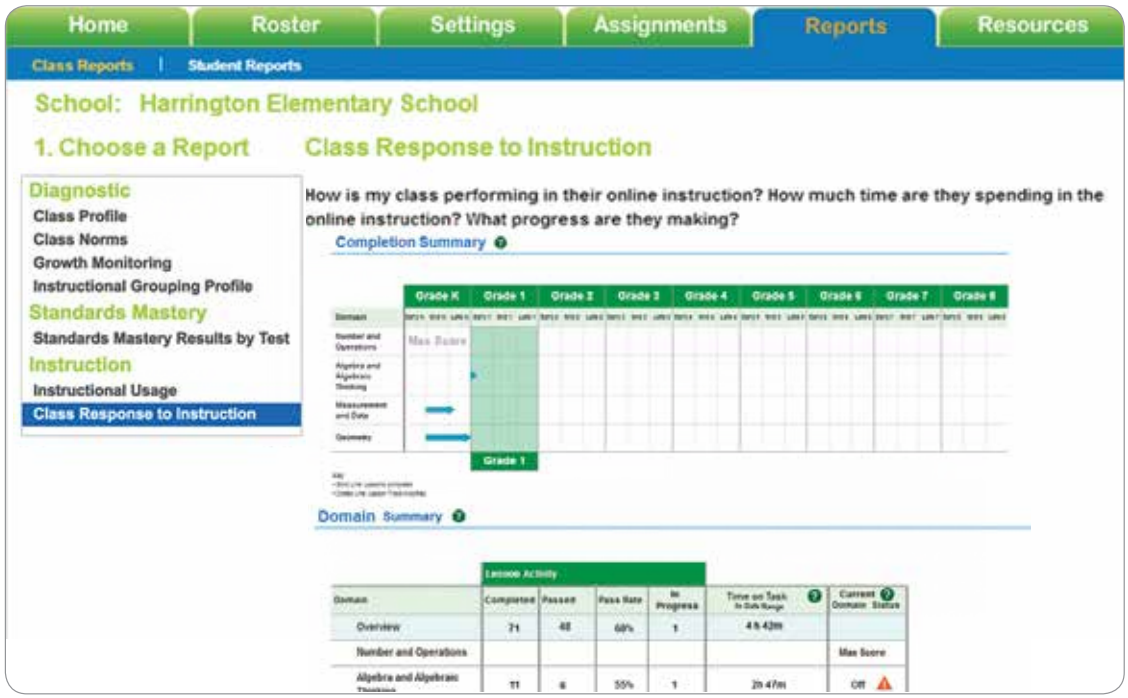
Note: Image provided as a sample. Actual display may be different.



Note: Student performance on Close Reading lessons is not included in lesson failures used to trigger Student Lesson Alerts. If a student fails a Close Reading lesson, they do not repeat it, and no alert appears.

Class Response to Instruction Report

Monitors class progress by domain and lesson of the instructional program.



Note: Image provided as a sample. Actual display may be different.

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On the Assignments tab

You can also monitor each student's automatic lesson plan.

Click the **Lesson Plans sub-tab**. Select a class and student.

1. The **Lesson Plans** shows the next 20 lessons.
2. Click on the name of a lesson to see the **Lesson Preview pop-up** and to see key information about the lesson and to preview its components.

You can add **Extra Lessons** if desired.

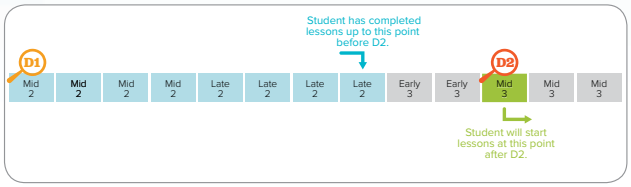
1. See the **Key Tasks section** of this Teacher Training Guide for more guidance on adding Extra Lessons.
2. Can you find **Extra Lessons** that are appropriate for this student? YES | NO

New

Planning Instruction and Providing Intervention After Subsequent Diagnostics

Reviewing Student Lesson Plans After Subsequent Diagnostics

Scenario 1: The High Flyer

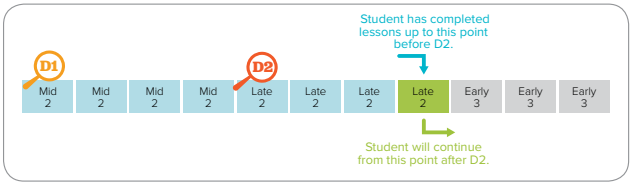


This student's performance on her subsequent Diagnostic (D2) is better than her first (D1), but she has not reached that level in Online Instruction. This student will MOVE AHEAD in her lesson path.

In this situation, the teacher-led instruction you are providing and the work your student is doing in *i-Ready* Online Instruction is clearly working.

Important next steps: You and your student should keep doing what you've been doing to promote learning and growth.

Scenario 2: The Lesson Leaper

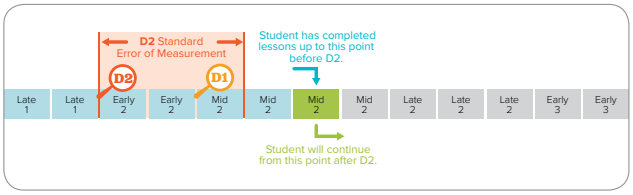


This student's performance on his subsequent Diagnostic (D2) is the same or better than his first (D1), but he has already worked beyond that level in Online Instruction. In this case, the student will STAY THE COURSE in his lesson path, so you will not see any changes.

You may want to investigate the discrepancy between the Lesson Leaper's progress through Online Instruction and his performance on the subsequent Diagnostic. Gather information, including the student's recent performance in Online Instruction, his performance in your classroom instruction, and anything you know about his usual testing habits or extenuating circumstances on the day he completed the subsequent Diagnostic. Use that information and your best teacher judgment to determine whether additional teacher-led intervention is needed.

Important next steps: Gather information.

Scenario 3: The Steady Study



This student's performance is lower on her subsequent Diagnostic (D2) than her first (D1), but the first score (D1) is within the Standard Error of Measurement of the subsequent Diagnostic (D2). This student will STAY THE COURSE in her lesson path, and you will not see any changes.

If this student has been successful in Online Instruction, you may not need to adjust your instruction or intervention. Instead, you may want to gather some information and use your best teacher judgment when you consider whether this student needs more attention or intervention. Again, you'll want to consider the student's recent performance in Online Instruction, her recent performance in your classroom instruction, and any factors impacting testing when she completed the Diagnostic.

Important next steps: Gather information.

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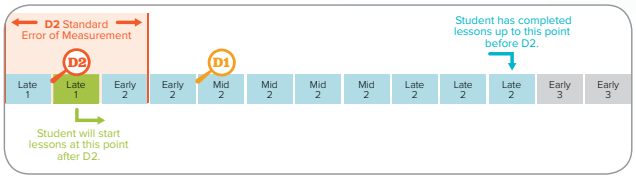
Scenario 4: The Struggling Student

This student's performance is lower on his subsequent Diagnostic (D2), but the first (D1) is not within the Standard Error of Measurement of the subsequent Diagnostic (D2). This student will MOVE BACK in his lesson path to the point that matches his latest Diagnostic (D2) results, so that he can practice prerequisite skills he may be lacking.



In this scenario, teacher-led intervention is needed. Review recommendations for instruction in this student's most recent **Student Profile report** and **Instructional Grouping Profile report**, and the consider how you will use these recommendations, related Tools for Instruction, and other instructional resources to plan an intervention strategy.

Important next steps: Provide intervention.

Online Instruction After Subsequent Diagnostics: Important Reminders

- These scenarios occur automatically, whether or not a teacher has adjusted the online lesson path. Teachers do not need to do anything in order for students to continue working in online lessons at levels appropriate for them.
- It's a good idea to view your students' online lesson plans after each subsequent Diagnostic so that you can see what they will be working on next. This information is found under the Assignments tab in *i-Ready*.
- Any previously assigned Extra Lessons will remain in a student's lesson path after each subsequent Diagnostic.
- Domains that have been shut off by a teacher will remain off until the teacher turns them back on. Domains that have been shut off by *i-Ready* due to a student failing lessons will turn back on after the subsequent Diagnostic.

Notes

New

Application Activity: Planning Instruction and Providing Intervention After Subsequent Diagnostics

Use the guidance below to plan instruction, including intervention for one individual student, using information from your student's most recent Diagnostic reports, recent performance in *i-Ready* Online Instruction, and online lessons in the updated online lesson plan.

Part 1: Check Student Alerts for Domains Turned Off

If your students have had some time to work through Online Instruction since the most recent Diagnostic, you may have some students with one or more domains turned off. Follow the instructions under Monitoring and Managing Instruction to check for domains turned off.

- Identify the domain(s) that are turned off.
- Identify the lessons in the domain the student failed.

Remember, you can view specific lesson information in the Lesson Preview under the Assignments tab.

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Make a plan for intervention, including using key resources provided by *i-Ready*.

Which Tools for Instruction recommended for this student on their instructional profile group address these skills and concepts? See the **Student Profile** and **Instructional Grouping Profile reports**, or the **Resources tab**, to access all available Tools for Instruction.	
What other instructional recommendations for this student address these skills and concepts? See the **Student Profile** and **Instructional Grouping Profile reports**.	
Are there Extra Lessons that could be used **after** teacher-led intervention if the student still does not demonstrate understanding? *Follow instructions on p. 12 of your Teacher Training Guide to view and assign Extra Lessons.*	
How and when will you use these resources, some or all, to provide intervention?	

Once you have provided intervention, and you are sure that your student understands these skills and concepts, use the instructions on p. 15 to turn this domain back on.

New

Part 2: Plan for an Individual Student

Use the information you have after the most recent Diagnostic and student progress through online instruction to create an instruction/intervention plan for one student. It's most important to focus on the "Struggling Student," but guidance for all scenarios is provided for your future planning or in the event that none of your students are "Struggling Students" after their second (or later) Diagnostic. **Record your plan on a separate piece of paper.**

Assessment Results Diagnostics 2+	What does it mean? What can I expect?	What should I do?
The Struggling Student: My student's performance on the second Diagnostic is significantly lower than their performance on the first Diagnostic (D1 is outside the SEM for D2).	**This student was moved back in Online Instruction.** **This student likely needs remediation/intervention.** This scenario is the highest priority to address with remediation/intervention. Consider using common needs, taken from Instructional Grouping Profile and Response to Instruction reports, to group students and create a plan for a small group.	**Intervene using Teacher-Led Instruction** Review this student's Student Profile and Instructional Grouping Profile. • Which domain(s) are of highest need? • What instructional recommendations are provided for this domain? • Which Tools for Instruction are recommended for this domain? *You can also look for additional Tools for Instruction related to this student's needs under the Resources tab. Under Tools for Instruction, choose the subject and domain, and click Get Tools. Scroll through the available levels to find lessons that address skills and concepts of need.* **Intervene using Online Instruction** Review this student's Student Response to Instruction report and online Student Lesson Plan. • How has the student been performing in this domain in Online Instruction? • What online lessons are coming up that address areas of need? • How do the upcoming lessons align with your upcoming classroom curriculum and small group instruction plans? Use the Adding Extra Lessons instructions to view extra lessons in the domain of need. • Are there Extra Lessons that can be used **after** teacher-led intervention if the student still does not demonstrate understanding? Record your plan for intervention, including when and how you will use any of the teacher-led or Online Instruction tools you've selected.

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Assessment Results Diagnostics 2+	What does it mean? What can I expect?	What should I do?
The Steady Study: My student's performance on the second Diagnostic was lower than the first, but not significantly (D1 is within SEM of D2).	This student's online lesson plan has not been adjusted. They continue on their original lesson plan. Some additional information gathering may be needed.	**Gather information and use your teacher judgment.** Consider what you know about this student to determine whether intervention is needed. • Does this student's new Diagnostic score and placement align with their current classroom performance? • Do they generally test poorly? • Were there other factors in play for this student when they took the Diagnostic? If you are concerned about this result, or you have identified significant needs using the Student Profile report, make an instructional plan using the same guidance and questions listed for *The Struggling Student*. You may also consider adding a Diagnostic for this student. **Continue to monitor this student's performance in the classroom and Online Instruction. Look for signs that intervention is needed.**
The Lesson Leaper: My student performed the same or better on their subsequent Diagnostic, but they've already worked beyond that level in Online Instruction.		
The High Flyer: My student performed higher on their subsequent Diagnostic than their first, but they haven't reached that level in Online Instruction yet.	This student moves ahead in their online lesson path, according to their most recent Diagnostic placement.	**Keep using teacher-led instruction and Online Instruction as you have been with this student.** As long as this student continues to make progress through instruction and perform well, you won't need to plan additional intervention. Their online lesson plan and the instructional recommendations provided in their Student Profile should continue to challenge them.

Practicing

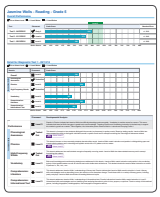
Practicing Users:

Instructional Planning Course

Differentiated Instruction

Using data to deliver instruction that differentiates and personalizes.

Key Diagnostic Reports & Instructional Resources
(Under the Reports tab in i-Ready*)*

Report	Description	Components	Key Instructional Features
Class Profile	• This report tells you what instructional needs your class has in math and/or reading, by class, by student and by domain, based on the Diagnostic Assessment. • Use this report to plan instruction by looking at domain-specific placement and results.	• Average Scale Score • Student Placement Distribution • Overall Scale Score • Overall Placement • Placement by Domain • Rush Alerts	• **Rush Alerts**—You may see a red or yellow alert symbol when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, consider retesting. **Without valid data, instructional recommendations for the student will not be accurate.**
Instructional Grouping Profile Report	• This report tells you how you can best group students in your class for math and/or reading instruction based on the Diagnostic Assessment results. It will also help you plan instruction. • Use this report to organize your differentiated small group instruction and identify Tools for Instruction for each group or profile.	• Profile Overview Chart • Students in each Grouping Profile • Profile Priorities • Instructional Priorities • Tools for Instruction • Recommended Curriculum Associates Products	• **Instructional Priorities**—Specific instructional recommendations to meet the needs of students in the profile. • **Tools for Instruction**—Targeted, skill-based lesson plan PDFs that are tools for teaching individual, small group, or whole class lessons. • **Recommended CA Products**—Paper- and web-based products for targeted, data-driven instruction from existing CA products. This includes a link to the Online Teacher Toolbox, for those who have access, for *Ready* lessons at all available grade levels.
Student Profile Report 	• This report tells you the strengths and areas of need for each of your students in math and/or reading, based on the Diagnostic Assessment. • It also gives you recommended Tools for Instruction and suggests other Curriculum Associates products that you can use to teach focused skills with specific students. • Use this report to identify the instructional needs of students, and identify recommended resources.	• Student's Overall Scale Score & Placement Level for each Diagnostic window • Student's Domain-specific Scale Scores & Placement Levels • Developmental Analysis • Rush Alerts • What Student Can Do • Next Steps • Recommended Curriculum Associates Products • Lexile Measure & Range (reading) • Link to "Find A Book, *i-Ready*" (reading) • Quantile Measure & Range (math)	• **Developmental Analysis**—This section highlights the student's most important areas of need. It gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student. • **Tools for Instruction**—Targeted, skill-based lesson plan PDFs that are tools for teaching individual, small group, or whole class lessons. • **Recommended CA Products**—Print- and web-based products for targeted, data-driven instruction from existing CA products. This includes a link to the Online Teacher Toolbox, for those who have access, for *Ready* lessons at all available grade levels.

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Activity: Differentiate with the Instructional Grouping Profile Report and Tools for Instruction

Work in groups to read and discuss the scenarios for using the Instructional Grouping Profile (IGP) and Tools for Instruction presented in the following written vignettes.

Scenario 1–Grade 4 Reading

Ms. Ellis teaches fourth grade at a school with a high English Language Learner (ELL) population. After Ms. Ellis' students completed their *i-Ready Diagnostic* Assessment, Ms. Ellis analyzes the results. Based on the information in the IGP, Ms. Ellis plans differentiated small group instruction. For the students in Profile 3, Ms. Ellis learns that these students need work in vocabulary and comprehension. As she analyzes further, Ms. Ellis makes several determinations to begin instruction for this group of students.

First, she decides to make reading aloud an important part of her plan. She knows this will address two of the challenges identified in the IGP—background knowledge and word meanings. She makes a note to preteach a few vocabulary words from each read-aloud and to engage students in discussion of the read-aloud. She plans to use a rich mix of literary texts and informational texts related to current science and social studies topics. To get started, Ms. Ellis uses the Tool for Instruction "Teach New Word Meanings." This lesson plan provides a framework that she can use for any text. She decides to do the read-alouds in whole group and makes sure that students in Profile 3 have numerous opportunities to participate in the discussions. She knows that all of her students will benefit from these read-alouds.

Next, Ms. Ellis considers the various vocabulary strategies suggested in the IGP and decides to focus on using context clues to determine the meaning of unknown words in small group instruction. She has noticed that students in Profile 3 tend to read past words they do not know and the data from the Diagnostic supports her observations. She locates another Tool for Instruction,"Use Context to Find Word Meaning," to teach the skill explicitly. She knows that the ELL students in this group will need considerable scaffolding so she attends carefully to the Check for Understanding in the lesson plan.

Finally, Ms. Ellis decides to focus on the comprehension strategy of making inferences. She thinks this strategy will support the students as they are using context clues to determine the meaning of unknown words. She makes careful note of the steps provided in the Instructional Priorities section of the IGP for explicitly teaching comprehension strategies. As she looks at the Tool for Instruction "Make Inferences," Ms. Ellis pays close attention to the Support for English Language Learners recommendation and decides to begin this skill with pictures for this small group.

Scenario 2–Grade 1 Math

Ms. Higgins teaches first grade at a high-performing school. After Ms. Higgins' students complete their *i-Ready Diagnostic* Assessment, Ms. Higgins analyzes the results. Based on the information in the IGP, Ms. Higgins plans differentiated small group instruction. For the students in Profile 1, Ms. Higgins learns that these students need work in counting, base ten numbers, and algebraic thinking. As she analyzes further, Ms. Higgins makes several determinations to start her differentiated small group instruction.

First, based on the Instructional Priorities for this group, Ms. Higgins decides to make counting up to 30 a priority. She will use the strategies recommended—counting objects, counting on, and using a number line. Once students are confident up to 30, Ms. Higgins will continue these strategies through 100. When she looks at the Tools for Instruction, Ms. Higgins finds several lesson plans that she can use and adapt for this skill. To provide students with more practice, she will have a counting center in her math rotations.

Next, Ms. Higgins wants to develop these students' fluency in base ten. She again uses the recommendation in the Instructional Priorities section of the IGP and plans to have her students bundle sets of 11 to 19 objects into groups of five and ten and have students count the groups. This will lay the foundation for later place value concepts. There is a Tool for Instruction, "Making a Set of Up to Ten Objects," that she plans to use for this skill.

Finally, Ms. Higgins considers algebraic thinking. The Instructional Priorities include several recommendations, so she decides to begin instruction with combinations of five and ten. As she reads the description, she makes a note that she will need ten frames and counters to help students visualize the combinations. She also finds a Tool for Instruction, "Number Pairs for Sums to Ten," that she can use for this skill. To provide more practice, Ms. Higgins will have a Make Ten center in the math rotations.

For all of these skills, Ms. Higgins makes notes of specific vocabulary to use in her instruction. Some of the terms she'll use are *equal to*, *add*, and *plus*.

Scenario 3–Grade 8 Reading

Mr. Betts teaches at a middle school serving a high-poverty area. He teaches the eighth grade language arts block and many of his students are struggling readers. After Mr. Betts's students completed their *i-Ready Diagnostic* Assessment, he analyzes the results. Based on the information in the IGP, Mr. Betts plans differentiated small group instruction. For the two students in Profile 1, Mr. Betts learns that these students need to work on phonics, reading fluency, and vocabulary. As he analyzes further, Mr. Betts makes several determinations to begin instruction for these students.

First, Mr. Betts considers the recommendations for phonics in the Instructional Priorities section of the IGP. He sees that these two students need practice decoding longer words. He opts to begin their instruction with common prefixes and suffixes, since he knows that many of the words they struggle with contain prefixes and/or suffixes. Mr. Betts makes a list of the prefixes and suffixes he wants to include in his instruction based on the recommendation in the IGP. He makes a special note that he needs to model reading words with prefixes and suffixes for these students, and be prepared to scaffold the instruction when needed. He finds the Tool for Instruction,"Multisyllabic Words with Prefixes and Suffixes." This lesson plan provides several different strategies that Mr. Betts can adapt for any prefix or suffix.

Next, to improve reading fluency for the students in Profile 1, Mr. Betts will find texts on these students' reading level. He knows the importance of rereading to develop fluency, so Mr. Betts decides to have a library center in his classroom so that students can read and reread these texts. He makes himself a note to use the Lexile Level tab and Find-A-Book on the Student Profile report.

Finally, Mr. Betts thinks about how he will address the vocabulary needs of these students. Based on a recommendation in the IGP, he decides to coordinate the work on prefixes and suffixes with vocabulary development. He will make sure that the students understand how each prefix and suffix changes the meaning of words, and he will select some less common examples, such as *pro-*, *hydro-*, *-ism*, and *-dom*. He makes himself a note to include the students' science and social studies texts as they practice reading these words in context.

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Differentiated Instruction Plan

Class: _____ ***Profile:*** _____

Instructional Priority	Instructional Tools to use (e.g., Tools for Instruction)	Additional Strategies to Use	Time Frame for Instruction (Date/Week)
1			
2			
3			

Practicing

Activity: Explore How the Online Lesson Path Personalizes Learning

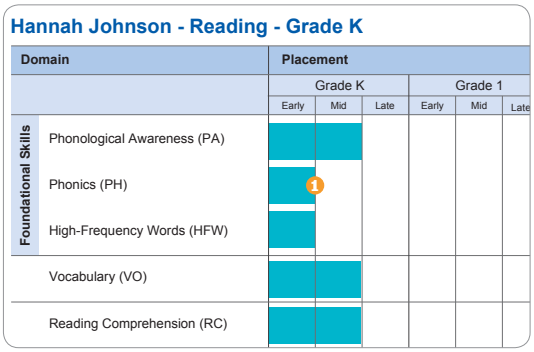
How To: Understanding the Online Lesson Sequence *(Reading)*

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

Lessons in *i-Ready* Online Instruction are sequenced to catch students up until they are working on all the skills at the same level.

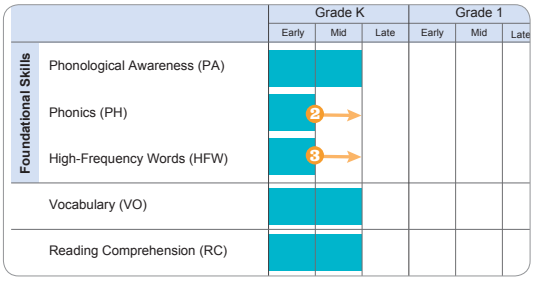
Each student completes the Diagnostic and receives a placement level for each domain. The student will begin Online Instruction in the domain in which he/she placed lowest. If there is ever a "tie" between domains, the domains will be prioritized in this order: ***Phonological Awareness (PA), Phonics (PH), High-Frequency Words (HFW), Vocabulary (VO),*** and ***Reading Comprehension (RC).***

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



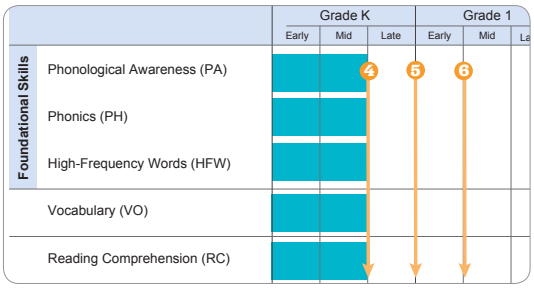
When a student transitions between domains in Reading, he/she will not transition after each lesson or after every two lessons. The student will only rotate between domains at the end of each subplacement (Early, Mid, Late). For example, a student will finish all of the *PH—Mid* lessons before transitioning to *HFW—Mid* lessons.

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



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

4. *Grade K—Late* in *PA* and then *PH, HFW, VO, RC*
5. *Grade 1—Early* in *PA* and then through all domains
6. *Grade 1—Mid* in *PA* and then through all domains



This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

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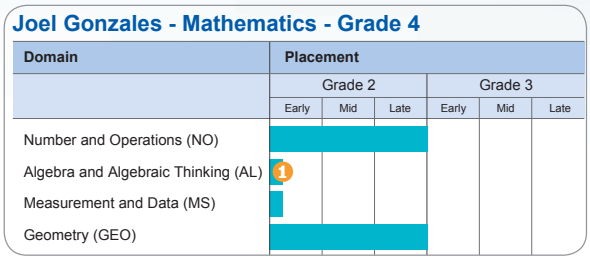
How To: Understanding the Online Lesson Sequence *(Mathematics)*

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

Lessons in *i-Ready* Online Instruction are sequenced to catch students up until they are working on all the skills at the same level.

Each student completes the Diagnostic and receives a placement level for each domain. The student will begin Online Instruction in the domain in which he/she placed lowest. If there is ever a "tie" between domains, and one of those domains is ***Number and Operations (NO)*** or ***Algebra and Algebraic Thinking (AL)***, these foundational math domains will be prioritized.

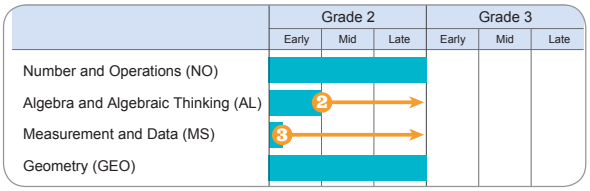
1 For example, in the chart to the right, since Joel placed at *Grade 2—Early* in both *Measurement and Data (MS)* and *AL*, he will start receiving lessons in *AL* first because it is a foundational domain.



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

2 Joel will continue to receive lessons in *AL* until he completes lessons through *Grade 2—Late*.

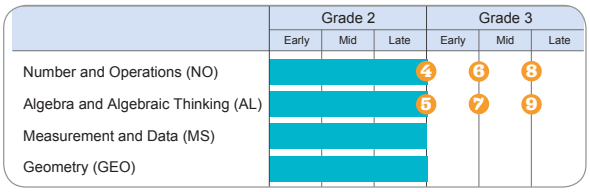
3 Joel will then receive lessons from the *MS* domain and will complete up to *Grade 2—Late*.



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

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

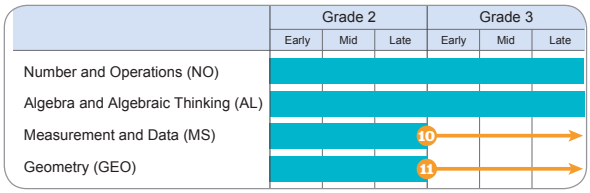
4 *Grade 3—Early* in *NO* and then in 5 *AL*
6 *Grade 3—Mid* in *NO* and then in 7 *AL*
8 *Grade 3—Late* in *NO* and then in 9 *AL*



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

For example, Joel will be served up:

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



This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

K–8 Classroom Profiles: *i-Ready* Online Instruction Scheduling & Implementation

Review the applicable *i-Ready* classroom profiles that follow.

Each is a glimpse into one classroom that has scheduled 60 minutes of *i-Ready* Online Instruction per subject per week. **Remember, we recommend scheduling 60 minutes to get 45 minutes of work time in online lessons.**

Note how some teachers:

- Prioritize Online Instruction for specific groups of students,
- Use Tools for Instruction, or
- Use online lessons in other ways to support student achievement.

Elementary School Classroom Profiles

1 Second Grade Classroom Using a Computer Lab Model with Morning and Afternoon Subject Blocks

Ms. Hamilton is a second grade teacher who relies on the computer lab for most of her *i-Ready* Online Instruction time.

- She takes her class to the computer lab for 60 scheduled minutes of *i-Ready* Online Instruction each week—30 minutes on Tuesday for reading and 30 minutes on Wednesday for math.
- Ms. Hamilton makes sure that each student spends an additional 30 minutes each week in *i-Ready* Online Instruction during morning and afternoon rotations to make sure that every student gets at least 45 minutes of *i-Ready* Instruction in reading and 45 minutes in math.
- In addition to whole group reading instruction, Ms. Hamilton spends 60 minutes in reading rotations each morning. Students rotate through small group instruction based on their Instructional Grouping Profile, extra practice using *Ready* work pages or *i-Ready* Online Instruction, collaborative group work, and independent reading time.
- Ms. Hamilton spends 30 minutes in whole group math instruction and 30 minutes in math rotations. Students rotate through small group instruction, collaborative math practice activities or *i-Ready* Online Instruction, and independent practice.
- Ms. Hamilton sometimes uses interactive lessons from the Online Teacher Toolbox to preview upcoming skills or to review previous lessons during whole class instruction.

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Second Grade Classroom Using a Computer Lab Model with Morning and Afternoon Subject Blocks, continued.

	Monday		Tuesday		Wednesday		Thursday		Friday	
60 min	Whole Class Instruction—ELA		Whole Class Instruction—ELA Computer Lab—Whole Class *i-Ready* Reading		Whole Class Instruction—ELA		Whole Class Instruction—ELA		Whole Class Instruction—ELA	
60 min	Small Group Reading Instruction		Small Group Instruction		Small Group Instruction		Small Group Instruction		Small Group Instruction	
	Profile 1 *i-Ready* Reading	*Ready* Practice Pages	Profile 2 *i-Ready* Reading	*Ready* Practice Pages	Profile 3 *i-Ready* Reading	*Ready* Practice Pages	Profile 4 *i-Ready* Reading	*Ready* Practice Pages	Profile 5 *i-Ready* Reading	*Ready* Practice Pages
	Collaborative Group Work		Collaborative Group Work		Collaborative Group Work		Collaborative Group Work		Collaborative Group Work	
	Independent Reading		Independent Reading		Independent Reading		Independent Reading		Independent Reading	
30 min	Social Studies Instruction		Social Studies Instruction		Social Studies Instruction		Social Studies Instruction		Social Studies Instruction	
30 min	Whole Class Instruction—Math		Whole Class Instruction—Math		Computer Lab—Whole Class *i-Ready* Math		Whole Class Instruction—Math		Whole Class Instruction—Math	
30 min	Small Group Math Instruction		Small Group Instruction		Small Group Instruction		Small Group Instruction		Small Group Instruction	
	Profile 1 *i-Ready* Math	*Ready* Practice Pages	Profile 2 *i-Ready* Math	*Ready* Practice Pages	Profile 3 *i-Ready* Math	*Ready* Practice Pages	Profile 4 *i-Ready* Math	*Ready* Practice Pages	Profile 5 *i-Ready* Math	*Ready* Practice Pages
	Independent Practice		Independent Practice		Independent Practice		Independent Practice		Independent Practice	
45 min	Science Instruction & Projects		Science Instruction & Projects		Science Instruction & Projects		Science Instruction & Projects		Science Instruction & Projects	

Key

- Time
- Teacher-led small group instruction, using Tools for Instruction and/or Online Teacher Toolbox resources
- Activities done in rotations
- *i-Ready* Online Instruction
- Whole class instruction and small group activities, using other instructional resources

2 Fourth Grade Classroom Using a Rotation Model with Morning and Afternoon Subject Blocks

Mr. Rawlins is a fourth grade teacher who uses morning and afternoon rotations to make sure that every student in his class is scheduled for 60 minutes of *i-Ready* Online Instruction in reading and math, as well as 30 minutes of explicit small group instruction in both subjects based on their Instructional Grouping Profile.

- He spends 60 minutes in reading rotations each morning and 60 minutes in math rotations each afternoon.
- For math, he also uses one of his rotations to deliver on-level math instruction in small groups.
- When groups are not using *i-Ready* Online Instruction or in small group instruction with Mr. Rawlins, their groups work collaboratively or independently.
- When a larger group of his students, sometimes his whole class, needs practice on a previously taught skill, he uses Tools for Instruction (from the Resources tab in *i-Ready*) and off-level *Ready* lessons (from the Online Teacher Toolbox) as "power lessons" for explicit whole class instruction.
- Mr. Rawlins' weekly schedule still allows time for the required on grade-level instruction in all subjects.

Monday			Tuesday			Wednesday			Thursday			Friday		
60 min	Whole Class Instruction—ELA		60 min	Whole Class Instruction—ELA		60 min	Whole Class Instruction—ELA		60 min	Whole Class Instruction—ELA		60 min	Whole Class Instruction—ELA	
60 min	Profile 1 *i-Ready* Reading	Profile 2 Small Group Instruct.	60 min	Profile 2 *i-Ready* Reading	Profile 3 Small Group Instruct.	60 min	Profile 3 *i-Ready* Reading	Profile 4 Small Group Instruct.	60 min	Profile 4 *i-Ready* Reading	Profile 5 Small Group Instruct.	60 min	Profile 5 *i-Ready* Reading	Profile 1 Small Group Instruct.
		Group Work			Group Work			Group Work			Group Work			Group Work
		Indep. Work			Indep. Work			Indep. Work			Indep. Work			Indep. Work
30 min	Social Studies Instruction		30 min	Social Studies Instruction		30 min	Social Studies Instruction		30 min	Social Studies Instruction		30 min	Social Studies Instruction	
15 min	Whole Class Instruction—Math		15 min	Whole Class Instruction—Math		15 min	Whole Class Instruction—Math		15 min	Whole Class Instruction—Math		15 min	Whole Class Instruction—Math	
60 min	Profile 3 *i-Ready* Math	Profile 4 Small Group Instruct.	60 min	Profile 4 *i-Ready* Math	Profile 5 Small Group Instruct.	60 min	Profile 5 *i-Ready* Math	Profile 1 Small Group Instruct.	60 min	Profile 1 *i-Ready* Math	Profile 2 Small Group Instruct.	60 min	Profile 2 *i-Ready* Math	Profile 3 Small Group Instruct.
		Sm. Group On-level Work			Sm. Group On-level Work			Sm. Group On-level Work			Sm. Group On-level Work			Sm. Group On-level Work
		Indep. and/or Group Work			Indep. and/or Group Work			Indep. and/or Group Work			Indep. and/or Group Work			Indep. and/or Group Work
45 min	Science Instruction & Projects		45 min	Science Instruction & Projects		45 min	Science Instruction & Projects		45 min	Science Instruction & Projects		45 min	Science Instruction & Projects	

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3 Third Grade Classroom Using a Rotation Model with Block Scheduling

Ms. Simmons, a third grade teacher, uses a rotation model within block scheduling to work 60 minutes per week of *i-Ready* Online Instruction in reading and math for every student into her schedule.

- Mondays and Tuesdays are ELA days. Wednesdays, Thursdays, and Friday mornings are dedicated to math. In total, she spends 120 minutes in rotations each day.
- Every day she meets with four small groups, organized based on the Instructional Grouping Profile report for her class, for 30 minutes of teacher-led instruction. Meanwhile, other students rotate through *i-Ready* Online Instruction and independent or collaborative work.
- About once a week, Ms. Simmons projects an *i-Ready* online lesson for the class to learn and work through together, often to launch a new concept or review prior curriculum.
- Her weekly implementation plan allows time for science and social studies instruction, enrichment activities, and early dismissal/PLC meetings.

Monday		Tuesday		Wednesday		Thursday		Friday	
English Language Arts Days				Math Days				Wrap-up Day	
70 min	Whole Class Instruction—ELA	70 min	Whole Class Instruction—ELA	70 min	Whole Class Instruction—Math	20 min	Whole Class Online Lesson Review—Math	60 min	Teacher-led Small Group—Math
									i-Ready Math
						50 min	Whole Class Instruction—Math		Independent Work
									Collaborative Work
120 min	Teacher-led Small Group—Reading	120 min	Teacher-led Small Group—Reading	120 min	Teacher-led Small Group—Math	60 min	Teacher-led Small Group—Math	90 min	Whole Class Review and Standards Practice—Math
	i-Ready Reading		*i-Ready* Reading		*i-Ready* Math		*i-Ready* Math		
	Independent Work—ELA		Independent Work—ELA		Independent Work—Math		Independent Work—Math		
	Collaborative Work—ELA		Collaborative Work—ELA		Collaborative Work—ELA				

Key

- Activities done in rotations
- Time
- *i-Ready* Online Instruction
- Teacher-led small group instruction, using Tools for Instruction and/or Online Teacher Toolbox resources
- Whole class instruction and small group activities, using other instructional resources

4 Fifth Grade Language Arts Class Using a Computer Cart Model with Morning Reading Block

Mr. Norris is a fifth grade teacher who teaches two blocks of language arts each day. Every Wednesday, Mr. Norris has the mobile computer cart in his classroom for 30 minutes in the morning for students to complete *i-Ready* Online Instruction.

- On mornings when he doesn't have the mobile computer cart, Mr. Norris spends 60 minutes of the morning block in whole group instruction.
- He spends another 60 minutes in rotations. During the rotation time, he has three rotations—small group instruction using recommendations in the Instructional Grouping Profile, a writing center, and literature circles.
- He uses the two computers in his classroom to provide more *i-Ready* Online Instruction time. He assigns students a day each week to go to the computer stations during rotations to make sure each student is receiving 45 minutes of *i-Ready* Reading instruction each week.
- Mr. Norris's schedule also allows time for language and spelling instruction.

	Monday	Tuesday	Wednesday	Thursday	Friday
60 min	Whole Class Instruction—ELA	Whole Class Instruction—ELA	Computer Cart—*i-Ready* Reading Whole Class Instruction—ELA	Whole Class Instruction—ELA	Whole Class Instruction—ELA
60 min	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
	i-Ready Reading (2 students each for 20-minute rotation)	*i-Ready* Reading (2 students each for 20-minute rotation)	*i-Ready* Reading (2 students each for 20-minute rotation)	*i-Ready* Reading (2 students each for 20-minute rotation)	*i-Ready* Reading (2 students each for 20-minute rotation)
	Literacy Center 1	Literacy Center 1	Literacy Center 1	Literacy Center 1	Literacy Center 1
	Literacy Center 2	Literacy Center 2	Literacy Center 2	Literacy Center 2	Literacy Center 2
30 min	Language and Spelling Instruction	Language and Spelling Instruction	Language and Spelling Instruction	Language and Spelling Instruction	Language and Spelling Instruction

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Middle School Classroom Profiles

1 Seventh Grade English Language Arts with Block Scheduling

Mrs. Garcia is a seventh grade English language arts teacher at a middle school that uses alternating A/B block scheduling. This means that on alternating weeks, he sees a group of students for either two or three days.

Monday		Wednesday and Friday		
60 min	Whole Class Instruction—ELA	5 min	Whole class quick write and set up for workshop/project work	
20 min	Standards Practice	50 min	*i-Ready* Reading	Profiles 1 and 2 small group instruction
35 min	Independent Work or Workshop/ Project Time	50 min	*i-Ready* Reading	Profiles 3, 4, and 5 on-grade Instruction

- His school does not track students into class assignments by level, so he uses individualized *i-Ready* Online Instruction to balance his whole class instruction with targeted support for students performing below grade level.
- During weeks when he meets the same class for three days, he spends Monday on whole group instruction and standards practice, and uses Wednesday and Friday for *i-Ready* Online Instruction and small group rotations.
- At the beginning of the year, he focuses his differentiated small group instruction on Instructional Grouping Profiles 1 and 2, using Tools for Instruction.
- Throughout the year, he uses *i-Ready* reports to monitor student performance and adjusts his small group instruction plans accordingly, providing targeted intervention for struggling students as needed.
- By reinforcing transitions early on and setting time limits for students to review their student dashboards, he is able to schedule 50 minutes of *i-Ready* Online Instruction for each group of students and achieve 45 minutes for all of his students.

Key

- Time
- Teacher-led small group instruction, using Tools for Instruction and/or Online Teacher Toolbox resources
- Activities done in rotations
- *i-Ready* Online Instruction
- Whole class instruction and small group activities, using other instructional resources

2 Eighth Grade Math Class with 7-Period Scheduling

Mrs. Amin, an eighth grade math teacher, needs to get creative with time to fit everything her students need in the 50-minute classes that are part of her school's 7-period day. Students are assigned to her for different class periods based on their beginning of year math performance, and she uses this to her advantage in making decisions about how to focus her time with students.

- She makes Wednesdays her computer lab days and plans for students to spend the whole 50-minute period in *i-Ready* Online Instruction. This helps most students achieve 45 minutes of active work time in online lessons.
- Students who need more time in *i-Ready* Online Instruction can spend one of the flexible rotations Mrs. Amin sets up during the rest of the week to continue working in her regular classroom. Mrs. Amin keeps the rotations flexible, so that not all students will have additional *i-Ready* Online Instruction time or visit all rotation activities each week.
- By checking her *i-Ready* reports regularly and tracking which students have participated in small group on-level instruction each day, Mrs. Amin ensures that all of her students receive whole class power lessons—sometimes using *i-Ready* Tools for Instruction—small group on-level instruction, and the minimum 45 minutes of work time on *i-Ready* lessons.
- Other activities can be completed as homework or rolled into the next week as a foundation for the next concept in the math curriculum progression.

Monday		Tuesday		Wednesday		Thursday		Friday	
20 min	Whole Class Power Lesson	20 min	Whole Class Power Lesson	50 min	*i-Ready* Math	20 min	Whole Class Power Lesson	20 min	Whole Class Power Lesson
30 min	Small Group On-Level Instruction	30 min	Small Group On-Level Instruction			30 min	Small Group On-Level Instruction	30 min	Small Group On-Level Instruction
	Collaborative Group Work or Independent Group Work		Collaborative Group Work or Independent Group Work				Collaborative Group Work or Independent Group Work		Collaborative Group Work or Independent Group Work
	i-Ready Math		*i-Ready* Math				*i-Ready* Math		*i-Ready* Math

Key

- Activities done in rotations
- Time
- *i-Ready* Online Instruction
- Teacher-led instruction, using Tools for Instruction and/or Online Teacher Toolbox resources
- Whole class instruction and small group activities, using other instructional resources

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Group Discussion

Discuss the challenges you would need to overcome to integrate 60 scheduled minutes of *i-Ready* Online Instruction per subject per week into your classrooms (to aim for 45 minutes of instructional time). Then, brainstorm creative solutions.

Challenges:	Creative Solutions:

i-Ready *Instructional Power Practices:*

1. Differentiate with Instructional Grouping Profile
2. Let Online Instruction Personalize for Students
3. Strive for 45 Minutes of Online Instruction per Subject per Week
4. Intervene when Students Struggle with Online Instruction
5. Use Extra Lessons Strategically
6. Adjust Teacher-led Instruction Based on Monitoring Data

Differentiated Instruction Plan

Class: _____ ***Profile:*** _____

Instructional Priority	Instructional Tools to use (e.g., Tools for Instruction)	Additional Strategies to Use	Time Frame for Instruction (Date/Week)
1			
2			
3			

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Practicing

Practicing Users:

Helping All Learners Succeed Course

Practicing

Activity: Differentiated Instruction Plan

Differentiate & Personalize Instruction for ***Your*** Students

Class Profile Report: Analyzing Whole Class Needs

Strongest Domain	Priority Domain	Which students need the most support in the Priority Domain?

Instructional Grouping Profile Report: Analyzing Small Group Needs

Profile Group	Overall Observations for Each Profile Group *(e.g., number of students, specific students in group, anything unexpected)*
1	
2	
3	
4	
5	

Select a **Profile Group** and complete the table below to begin planning teacher-led differentiated small group instruction.

Class: _____ **Profile:** _____

Instructional Priority	Instructional Tools to Use (e.g., Tools for Instruction)	Additional Strategies to Use	Time Frame for Instruction (Date/Week)
1			
2			
3			

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Activity: Adjust Instruction Based on Monitoring Data

Use this graphic organizer to record the steps used to plan instructional adjustments based on monitoring data (Growth Monitoring or *i-Ready Standards Mastery*). Note reports, report sections or details, and any other resources used for each step.

1

2

3

4

5

6

7

8

9

Practicing

i-Ready Growth Monitoring

Class Growth Monitoring Report

What this report tells you: This report allows you to check in on how the students in your class are progressing against growth targets and whether your students are on track to make expected growth by the end of the year.

Intended use(s): For Growth Monitoring/Adjusting Instruction

When to use it: During the year after students complete new Diagnostic or Growth Monitoring Assessments, to monitor how your students' growth is trending and decide whether you need to intervene in your students' instruction.

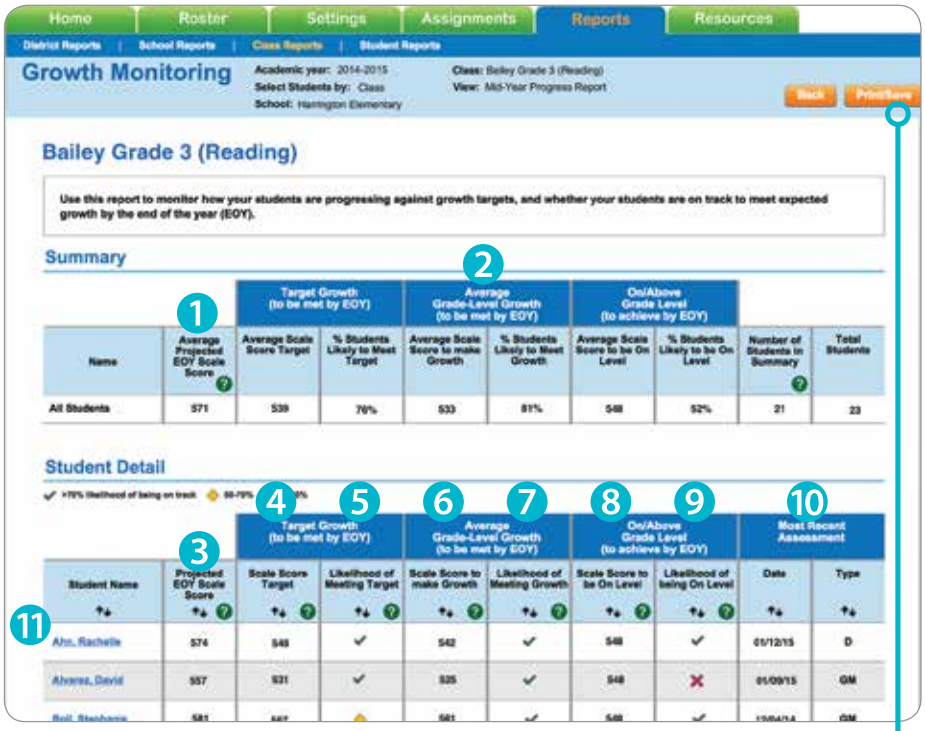
1 Average Projected EOY Scale Score: Average scale score students in the class are projected to achieve by the end of the year, based on how the students' growth is trending. Only includes students with a Projected EOY Scale Score in the Student Detail table below.

2 Average Scale Score and Percentage of Students Likely to Meet Target: These columns show your students' average scale score target for each growth measure, and what percentage of your class is likely to meet each target. Only students with a green check (greater than 70% likelihood of meeting the target) are considered likely to meet the target. All other students (including those with at least one test, but with more data required) are not. You can see the details by student in the table below.

3 Projected EOY Scale Score: Scale score the student is projected to achieve by the end of the year, based on how the student's growth is trending. This projection is calculated based on all of the student's completed Diagnostic and Growth Monitoring tests year-to-date. This may say "More Data Required."

4 Target Growth—Scale Score Target: Scale score needed by the end of the year to achieve the growth target set by your administrator for the student's grade and subject. If your administrator has not set growth targets for your students, this column will not appear in your report.

5 Target Growth—Likelihood of Meeting Target: Is the student likely to achieve the growth target set by your administrator by the end of the year? (Likelihood is based on the probability of meeting the target, with green for >70% likelihood; yellow for 50-70% likelihood; red for <50% likelihood.) Note, if your administrator has not set growth targets for your students, this column will not appear in your report.



Click the "Print/Save" button to print or save a PDF version of any report.

6 Average Grade-Level Growth—Scale Score to Make Growth: Scale score needed by the end of the year to achieve the amount of growth that the average *i-Ready* student in this grade and subject typically makes over the course of the year (30 weeks).

7 Average Grade-Level Growth—Likelihood of Meeting Growth: Is the student likely to achieve the average amount of growth for their grade and subject by the end of the year? (Likelihood is based on the probability of meeting the target, with green for >70% likelihood; yellow for 50–70% likelihood; red for <50% likelihood.)

8 On/Above Grade Level—Scale Score to Be On Level: Scale score needed to be on grade level by the end of the year, where on grade level (at EOY) is defined as mid or late on-level for the student's grade.

9 On/Above Grade Level—Likelihood of Being On Level: Is the student likely to be on or above grade level by the end of the year, where on grade level (at EOY) is defined as mid or late on-level for the student's grade? (Likelihood is based on the probability of meeting the target, with green for >70% likelihood; yellow for 50–70% likelihood; red for <50% likelihood.)

10 Most Recent Assessment: Date of the student's most recent assessment. "D" indicates this test was a Diagnostic. "GM" indicates this test was a Growth Monitoring test.

11 Student Links: Click on a student's name to open that student's Growth Monitoring Report PDF.

This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

Log in to i-Ready: login.i-Ready.com
Want to learn more? Go to i-ReadyCentral.com

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Student Growth Monitoring Report

What this report tells you: This report helps you determine whether your student is on track to meet end-of-year targets for growth and grade-level performance.

Intended use(s): Growth Monitoring/Adjusting Instruction

When to use it: During the year after a student completes new Diagnostic or Growth Monitoring tests, to monitor how the student's growth is trending and decide whether you need to intervene in the student's instruction.

1 Is Student On Track? This table helps you determine if your student is on track to meet each of his/her targets by the end of the year.

a. Likelihood:
Likelihood that the student will meet the target by the end of the year. Green check for greater than 70% likelihood, yellow diamond for 50–70% likelihood, red "x" for less than 50% likelihood.

b. Projected End-of-Year Scale Score:
Scale score the student is projected to achieve by the end of the year. This is the end point of the Projected Growth line.

c. Scale Score to be On Track:
Scale score needed by the end of the year to meet each target.

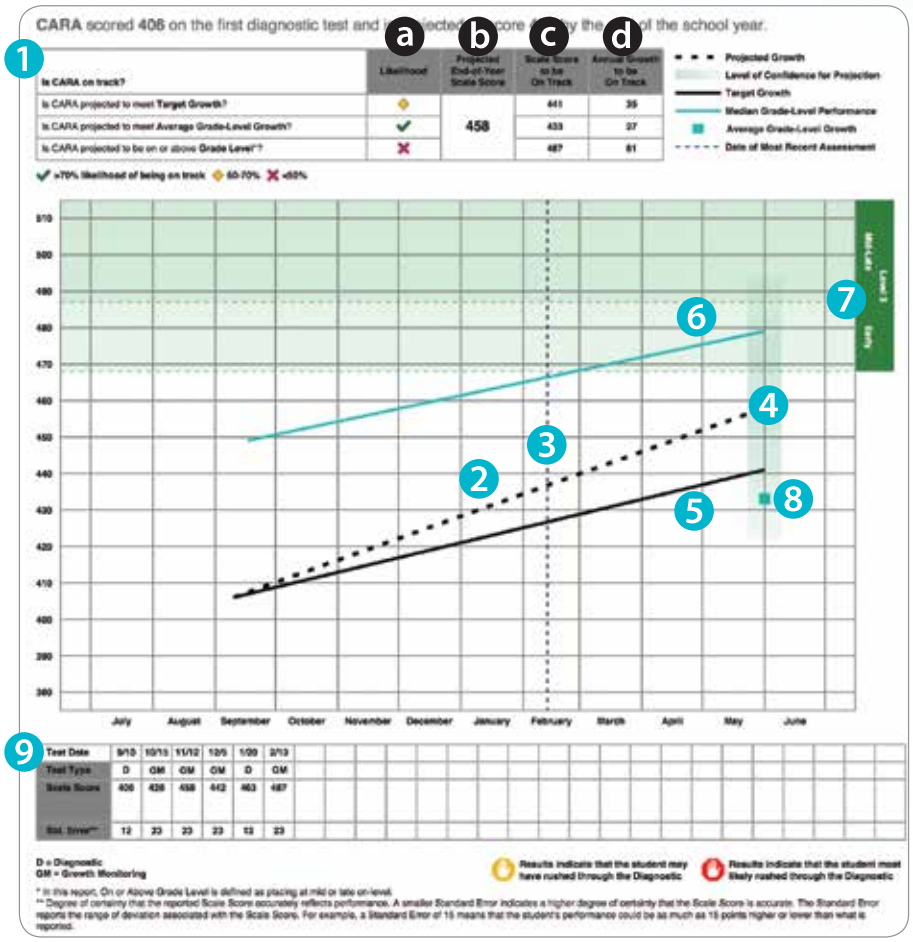
d. Annual Growth to be On Track:
Amount of scale score growth needed from the first Diagnostic to meet each of the targets by end of year.

2 Projected Growth Line: Projection of how the student is likely to perform at the end of the year, based on the student's current performance to date.

3 Date of Most Recent Assessment: Shows the date of the student's most recent assessment, which informs how current the student's projection is.

4 Level of Confidence for Projection: Represents a range of scale scores in which the student is likely to score, given the error inherent in assessing and projecting growth. This range is equal to the student's Projected Growth plus/minus the standard error of the projection.

5 Target Growth: The amount of growth needed for your student to meet the growth target set by your administrator. (Note: this line will only appear if your administrator has set recommended growth targets for your students. Administrators can set targets to vary by grade and subject.)



6 Median Grade-Level Performance: Shows how the median student in a nationally representative sample of students in this grade and subject performs over the course of the year.

7 On Grade Level: Range of scale scores that would typically be seen for a student to be on grade level. Light green highlights scores for early on grade level. Dark green highlights scores for mid or late on level. The student's target to be on grade level by the end of the year is set to the minimum of the mid–late on level range (dark green).

8 Average Grade-Level Growth: Sets a growth expectation for your student equal to the amount of growth that the average *i-Ready* student in this grade and subject typically makes over the course of a year (30 weeks).

9 All Test Scores: Lists all Diagnostic and Growth Monitoring tests your student has completed year-to-date, with each test's date, scale score, and standard error of measurement.

This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

i-Ready Standards Mastery

After each Standards Mastery assessment students complete, you can get an overview on their performance for the entire assessment and for each standard included in the most recent assessment. You can view this information for your class as a whole and for each student who has completed the assessment. *i-Ready* also recommends instructional resources based on student performance for each standard.

i-Ready Standards Mastery reports and recommended instructional resources are based on three performance categories, determined by the student score for a Standards Mastery assessment.

Key for class-level Standards Mastery reports:

Beginning	< 33%
Progressing	33% to 66%
Proficient	> 66%

- **Beginning** (less than 33% correct, appears in red on Standards Mastery reports)—These students will benefit from instruction focused on developing underlying concepts.
  - It's also possible that students scored this low because they were not taking their time, paying close attention to the items, or trying their best. If a particular student's performance doesn't reflect what you have seen in class, a quick conference with the student or check for understanding can give you more information to determine what this student needs for further instruction. You may end up bumping this student up to "progressing" work if you are confident they are ready.
- **Progressing** (33–66% correct, appears in yellow on Standards Mastery reports)—Students performing in the Progressing category will benefit from instruction focused on practice and confidence building. Response analysis for these students can be very helpful in identifying misconceptions in order to tailor instruction and practice activities.
- **Proficient** (more than 66%, appears in green on student Standards Mastery reports)—These students will benefit from instruction focused on deepening understanding.

When reviewing any class level report with aggregated data for your whole class, the color coding you see reflects the average score for the class, not the percentage of students in the class associated with each category (e.g. a class average of 55% means that the average of all student scores in the class is 55%, not that 55% of students are "progressing"). The percentage of students proficient, progressing, and beginning are listed in separate columns, without color coding.

One of the main reports you will use to monitor student performance and plan instruction based on Standards Mastery data is the **Class Standards Mastery Results by Test.**

Teachers can use two additional reports for more detailed information and instructional planning after each Standards Mastery assessment:

- **Class Item Analysis—**Tells you the percentage of students who answered an assessment item correctly and which students answered incorrectly.
- **Student Item Analysis**—Shows student performance on a specific assessment and probable explanations for incorrect or missed responses.

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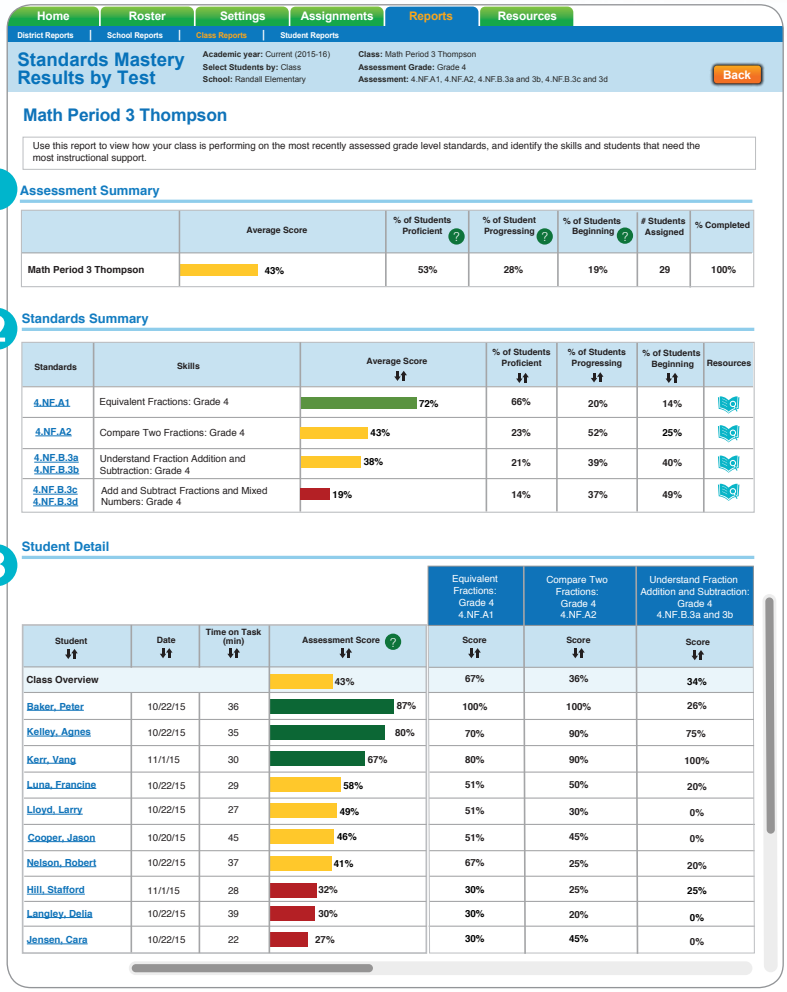
Class Standards Mastery Results by Test

What this report tells you: How students are performing on grade-level standards. Use this information to adjust ongoing instruction and remediation.

Intended use(s): For tracking student progress in mastering recently taught standards

When to use it: Upon completed administration of Standards Mastery assessments



1 The **Assessment Summary** table shows performance for the overall Standards Mastery assessment, giving you insight into your class's mastery of the group of skills.

- Average Score on the Standards Mastery assessment.
- Percentage of Students Proficient, Progressing, and Beginning in their mastery of the skills assessed.
- Number of Students Assigned shows the number of students within this grade level who were assigned the Standards Mastery assessment.
- Percentage Completed shows how many of the assigned students have completed the assessment. If fewer than 33%, an asterisk will be shown to call attention to the low completion rate.

2 The **Standards Summary** table shows performance on each of the standards included within the assessment, to help you identify gaps and strengths in your class's standards mastery.

- Average Score on each standard covered by the assessment.
- Percentage of Students Proficient, Progressing, and Beginning in their mastery of each standard.
- Click on the Standards Code links to view the full text for a standard.

3 The **Student Detail** table shows how each of your students performed on the overall Standards Mastery assessment as well as on each of the standards included within the assessment.

- Assessment Score shows each student's performance on the overall assessment. Green indicates students who are Proficient on the standards group. Yellow indicates Progressing students. Red indicates Beginning students.
- Scores for a student's performance on each of the individual standards on the assessment are shown in the following columns, under the dark blue headers.
- You can also see the Date your student completed the assessment and the Time on Task to complete it. *Note: If your student has retaken the Standards Mastery assessment, their most recent assessment result will be shown in this report, and a small gray (2) will be shown next to the Date.*
- Click on Student Name to view Student Item Analysis report.

Scale

- Proficient students scored above 66%
- Progressing students scored 33%–66%
- Beginning students scored below 33%

Tips

Use the Standards Summary table to identify your class's biggest areas of need. Then find those standards in the Student Detail table and sort on the columns to find the students who need the most support on those skills.

Practicing

Activity: Intervene when Students Struggle with Online Instruction

Online Instruction Intervention Planning Tool

From the **Home Screen** access **Student Lesson Alerts** by clicking **"Which students are struggling with Online Instruction?"** Click on students with orange alerts to access the **Student Response to Instruction Report**.

Use the **standards icon** in the **Lesson Name** column to identify skills addressed.

Student	Domain Turned Off	Lesson(s) Failed	Skill(s) Addressed

Adjust instruction and provide intervention as needed for individual students, small groups of students, or the whole class.

Instructional plan for: _____	
Intervention Delivery (whole class, small group, individual, and/or Online Instruction)	
Resources (names of Tools for Instruction and/or extra lessons)	
Date to begin (include date of conferencing, if applicable)	
Monitoring (how will you monitor progress?)	

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Activity: Use Extra Lessons Strategically

1. Read the scenarios below. All are examples of teachers using *i-Ready* Extra Lessons in recommended ways.

Scenario 1–Pre-Teaching with Extra Lessons

Mr. Taylor teaches fourth grade Math. In two weeks he will begin teaching Measurement and Data during whole class instruction. He is aware from his Class Profile report that more than half of his students are below level in this domain.

To prepare students, Mr. Taylor adds Extra Lessons from late Grade 3 of the Measurement and Data domain to the online lesson paths of all his students as a way to reinforce prerequisites and preteach these skills. He specifically chooses lessons on area, perimeter, bar graphs, and line plots because these are areas identified as next steps in several Student Profiles. Finally, Mr. Taylor tells his class to complete the Extra Lessons before moving on in the automated Online Instruction path.

Scenario 2–Reteaching with Extra Lessons

Mrs. Hooks teaches an after-school math class at a middle school using *i-Ready Math*. She works closely with the daytime math teachers to support the classroom instruction. Mrs. Hooks knows that the seventh grade students just completed a unit on Geometry and that several students in her after-school class just barely passed the unit, so she assigns Extra Lessons in Geometry as a way to reteach and reinforce the learning.

Scenario 3–Providing Skill Practice with Extra Lessons

Ms. Evans teaches second grade. She notices that one student, Jamie, is passing lessons in Grade 2 Phonics but scoring in the low to mid 70s on the quizzes. She is concerned that Jamie may not have a solid grasp of these skills. As she looks at the lessons Jamie has completed, she sees that they are focused on consonant digraphs and consonant blends.

To help Jamie firm up her phonics skills, Ms. Evans adds Extra Lessons from Grade 1 that address consonant blends and digraphs. She tells Jamie to complete all of the Extra Lessons before returning to the automated Online Instruction path.

Scenario 4–As a Complement to Teacher-Led Intervention

Mr. Daniels teaches sixth grade Reading. He notices that one student, Jennifer, scored level 4 in Vocabulary on the Diagnostic. When he looks at Jennifer's Response to Instruction report, he sees that Jennifer has only passed half of the lessons she attempted in Vocabulary. Because Mr. Daniels understands the cumulative effect of vocabulary development, he realizes that Jennifer needs more work in this domain. After he provides teacher-led intervention using Tools for Instruction related to Vocabulary development, Jennifer continues to fail online Vocabulary lessons.

Mr. Daniels assigns Jennifer Extra Lessons from Grade 3 Vocabulary to help fill in some of the gaps Jennifer has. He also assigns some lessons in early Grade 6 Vocabulary so that Jennifer's exposure to on-level vocabulary doesn't suffer.

2. Review the list of lessons available to you:

- From the **Assignments** tab, select the **Extra Lessons sub-tab**.
- Select your **Class** and any **Student**, and click the **Add Lessons button**. Because you are only viewing lessons right now, it does not matter which student you choose.
- Choose a **domain** you want to explore further based on your classroom observations or the *i-Ready* data you've reviewed today. Click the **Next button**.
- Once the list of lessons comes up, scroll through to find **lesson levels** and **topics** that are applicable to your students.
- If time permits, click *one* **Lesson name** to get more information about the lesson. You can even view the lesson if you want to see what students would experience.

  Keep in mind: This is the same pool of lessons i-Ready uses for students' automated online lesson paths. If you choose to assign Extra Lessons, you will want to be careful that you're not assigning a lesson that a student has already completed or has coming up in their online lesson path. Adding such a lesson means that the student will see it twice.

3. Determine if Extra Lessons are needed for any of your students.

Student	What is my purpose in assigning Extra Lessons? *(e.g. preteach, reteach, skill practice, complement teacher-led instruction)*	Which subject, domain, and skills am I trying to address? At what level?	Are the *i-Ready* lessons available the "right" lessons to address these skills at this level?	Has my student already completed the lesson I've identified or is it coming up in his/her online lesson path?

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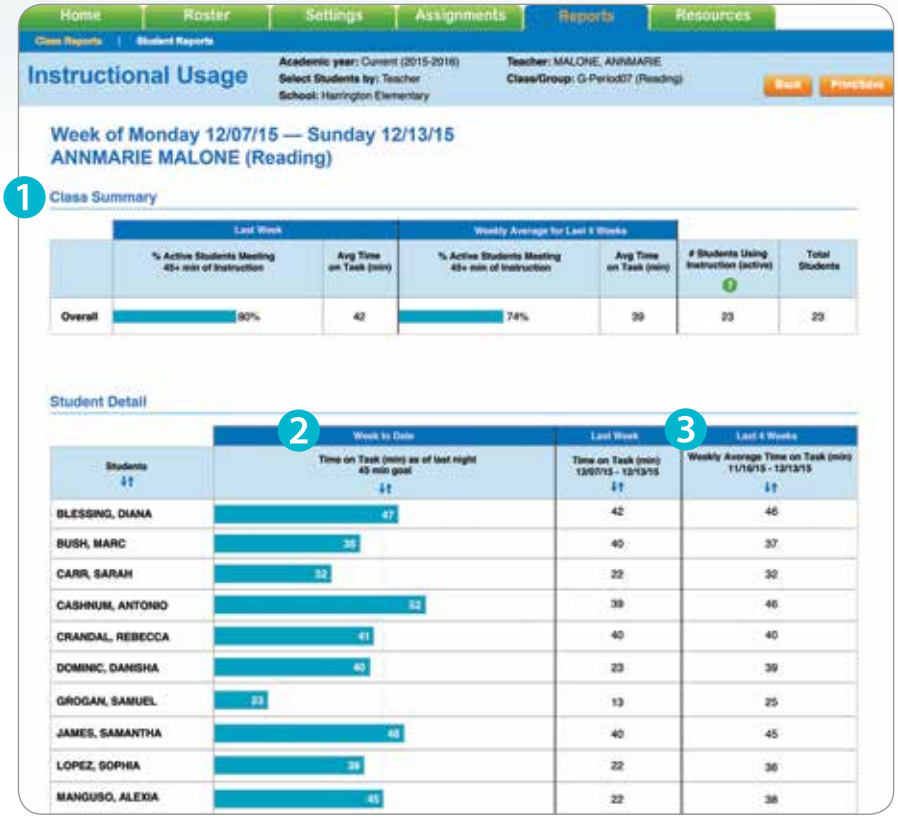
Activity: Are you Striving for 45?

Review your calendar and your student schedule for online instruction. Keep in mind your original goal for Online Instruction in each subject.

Challenges you've faced implementing the schedule	What you did	Strategies from colleagues I might try

Class Instructional Usage Report

The Class Instructional Usage report helps you see how your class is performing and if all students are trending toward the goal of 45 minutes per subject per week.



How you can gauge progress:

1 **How are we progressing on our overall usage goals?** Look at the Class Summary table to view percentage of students in the class meeting the goal of 45 min. of instruction.

2 **How much online instruction have your students completed this week?:**

- Look at the "Week to Date" column.
- Sort by clicking on arrows to see usage in ascending/descending order.

3 **Which students have increased/decreased their usage this week compared to their average for the last 4 weeks?:**

- Look at the "Last Week" and "Last 4 Weeks" columns.
- Sort by clicking on arrows to see usage in ascending/descending order.

Explanation of terms

% Active Students Meeting 45+ min. of Instruction:
The percentage of active students in the class who had more than 45 min. of instruction for the past week and for past 4 weeks. (Updated weekly each Monday)

Week to Date:
The number of minutes of Online Instruction for the current week. (Updated daily for the previous day)

Time on Task:
The total number of minutes a student spent in online lessons the past week. (Updated weekly each Monday)

Weekly Average Time on Task:
The most recent 4-week average time on task in Online Instruction. (Updated weekly each Monday)

This cheat sheet can be found on i-ReadyCentral.com. | You must be logged in to *i-Ready* in order to access the site.

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Featured Updates

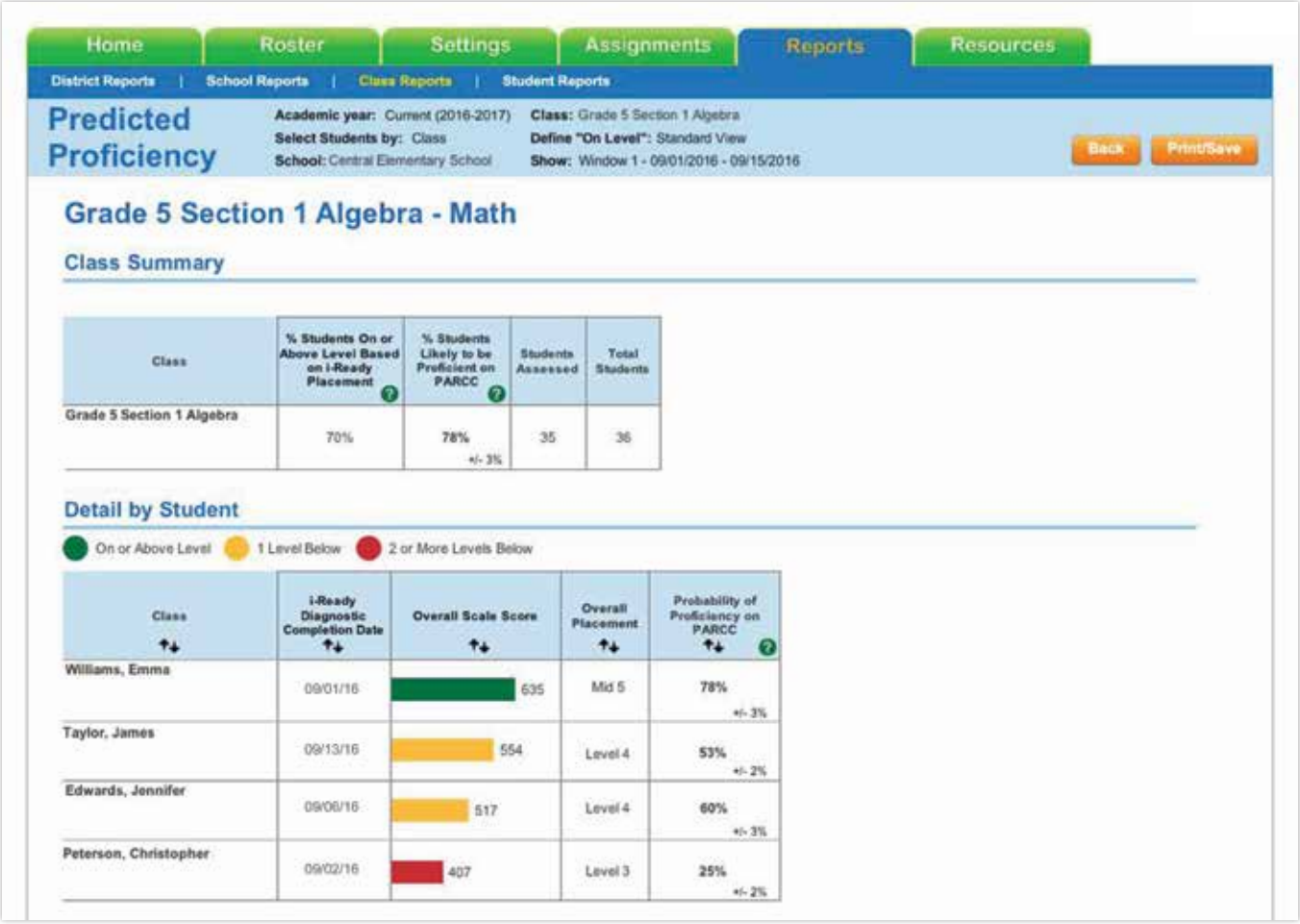
Predicted Proficiency on State Summative Assessments Report

Available Fall 2016

This new tool gives educators an accurate prediction of student proficiency rates on their year-end assessments, enabling educators to take early action and intervene with students who are at risk of falling below expectations. These reports are available as soon as students complete the first *i-Ready Diagnostic* at the beginning of the school year.

Research Basis for Predictive Proficiency

Prediction models are based on results from extensive third-party linking studies demonstrating that *i-Ready Diagnostic* is both highly correlated with and proven to predict performance on assessments based on the new College and Career Readiness Standards, including SBAC, PARCC, Florida, and New York state assessments.



Note: Image provided as sample.
Actual product may be different.

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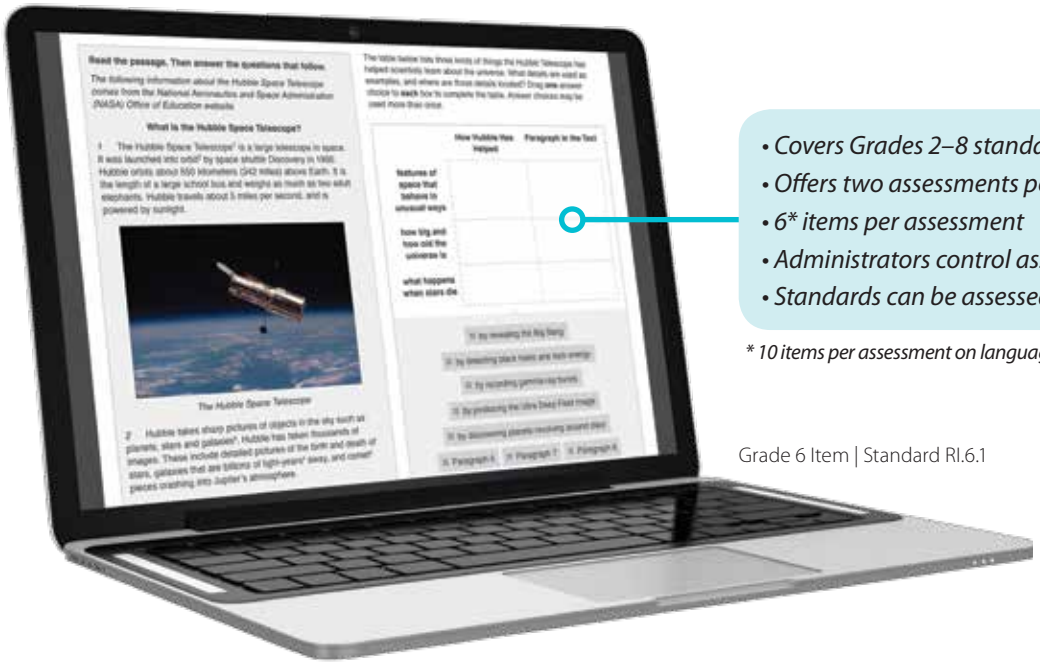
i-Ready Standards Mastery

Available Now!

***i-Ready* now has a complete system of assessments to meet your entire district's needs with one streamlined and powerful program, allowing you to assess less, know more, and inform instruction.**

i-Ready Standards Mastery is the perfect complement to *i-Ready Diagnostic*. The combined program provides the best of both worlds: *i-Ready Diagnostic* provides a powerful adaptive diagnostic and growth measure as well as the capability to predict student proficiency on state tests, while *i-Ready Standards Mastery* provides flexible user-defined assessments that allow quick, targeted evaluation of specific standards. Together, *i-Ready Diagnostic* and *i-Ready Standards Mastery* provide a complete view of each student's growth and performance.

- **Evaluates students' understanding of recently taught standards,** helping to quickly identify when reteaching and remediation is needed and for whom.
- **Maps to districts' unique scope and sequence.**
- **Gives educators the flexibility** to choose which individual standards or groups of standards to assess.
- **Recommends instructional resources** in *Ready* and *i-Ready* that will meet students' specific needs.
- **Includes a wide range of technology-enhanced assessment items** that students will encounter on state tests.
- **Integrated within the *i-Ready* platform,** making a range of assessments easy to implement through a single system.



- *Covers Grades 2–8 standards for Reading and Math*
- *Offers two assessments per standard*
- *6* items per assessment*
- *Administrators control assignment of standards*
- *Standards can be assessed individually or in groups*

** 10 items per assessment on language assessments*

Grade 6 Item | Standard RI.6.1

New K–2 ELA Lessons

Releases Begin Fall 2016

***i-Ready*'s completely new Grades K–2 interactive digital ELA lessons help develop students into fluent, thoughtful analytic readers.**

The new program includes work in Phonological Awareness, Phonics, High-Frequency Words, Reading Comprehension, and Vocabulary and completely replaces our current K–2 Foundational Skills lessons. Developed with the input of leading ELA researchers and experts in student experience, these new lessons will help educators support diverse student needs with engaging, interactive instruction.

- **Built to meet the rigor** of the College and Career Readiness Standards.
- **Lessons embed skills in engaging, real-world contexts,** hosted by new animated characters designed to motivate both younger and older readers.
- **Extensive, systematic practice** supports students, particularly struggling readers.
- **Supports English Language Learners and older struggling readers** through multiple approaches to learning phonics, which research shows produces better results.
- **Lessons relate Foundational Skills to texts** so that students understand the connection to reading.
- **Culturally diverse "texts worth reading" and real-world photographs** engage a wide range of students.
- **Engaging texts and animations** reinforce oral language and build vocabulary.
- **Enables students to use iPads®** for all new instruction and practice.

Lessons are introduced by Plory and Yoop, new animated characters designed to motivate both younger and older learners.

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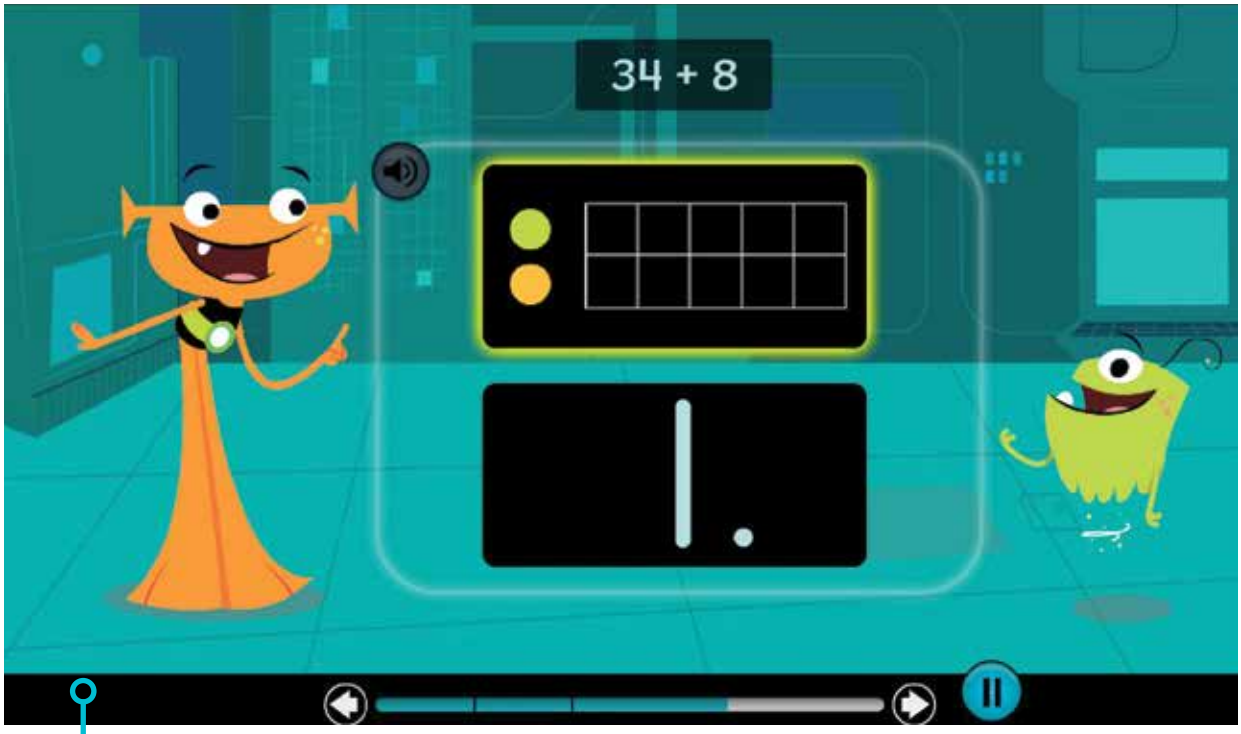
New K–2 Mathematics Lessons

Releases Begin Early 2017

***i-Ready*'s new lessons for Grades K–2 will deliver rigorous instruction that engages students across a broad range of ages.**

The new interactive lessons will build deeper conceptual understanding, support productive struggle, and provide comprehensive coverage of the new standards. Designed with input from leading math researchers and student engagement experts, the new program completely replaces our current *i-Ready* K–2 mathematics lessons and expands instructional and practice hours.

- **Built from scratch** for the new College and Career Readiness Standards.
- **Breaks standards into sub-skills** for a deeper dive into each standard.
- **Supports productive struggle** by providing feedback that helps students understand how to solve problems correctly and encourages students to try again when an answer is incorrect.
- **Incorporates a variety of digital tools and mathematical models,** helping prepare students for new question types commonly used in digital assessments.
- **Enables students to use iPads®** for all new instruction and practice.



Students explore new mathematical concepts through the use of math tools and engaging interactions.

iPad® is a trademark of Apple Inc., registered in the U.S. and other countries.

i-Ready Central

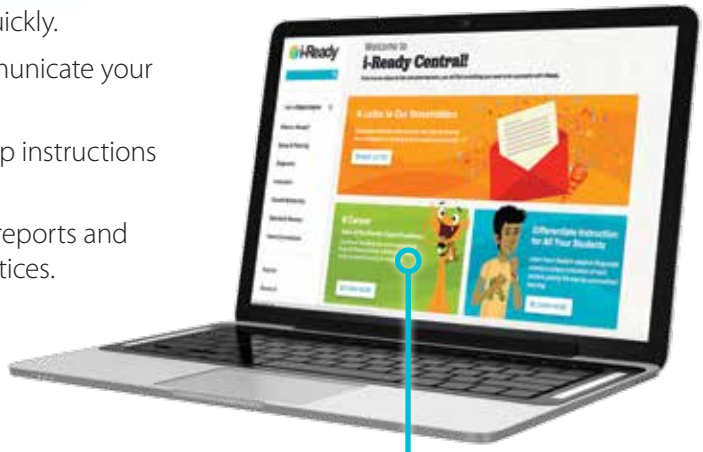
Check it out at i-ReadyCentral.com!

Available Now!

24/7 Support for Teachers, Site Leaders, and District Administrators

i-Ready Central is the destination for everything teachers, site leaders, and district leaders need to implement *i-Ready* successfully. Packed with helpful resources, this new site provides 24/7 access to tips and guides for planning your year, communicating your vision, learning how to use *i-Ready,* and celebrating success.

- **Quick-start training videos** to get you up to speed quickly.
- **Email templates** to help you explain *i-Ready* and communicate your vision for instruction to key stakeholders.
- **"How-to" guides** with brief, easy-to-follow, step-by-step instructions on performing key tasks.
- **Report "Cheat Sheets"** that provide overviews of key reports and show how *i-Ready* reports can inform instructional practices.
- **Planning tools** to help you stay on track for success.
- **Certificates, sticker templates, and other fun stuff** to engage students and reward student success.



Introducing the *K Corner!*

Available in September 2016

The K Corner is the new home on *i-Ready Central* for teaching tips and resources that support the Kindergarten classroom. For back to school, the K Corner will include resources to help prepare all Kindergarten children to become comfortable using computers and to have a successful *i-Ready* learning experience.

Later in the fall, the K Corner will include resources to help teachers get their kindergarteners ready for *i-Ready* instruction.

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New Student Dashboard

New dashboard available in July 2016; iPad® access available fall 2016

***i-Ready's* new, student-centered dashboard is designed to advance student engagement and empowers students to understand their learning path.**

Built to promote metacognition and to give students increased visibility into their learning, this updated interface will incorporate best practices in motivational design to encourage students to spend more time learning and growing their skills in *i-Ready*. The new dashboard is personalized by age segment (K–2, 3–5, 6–8) so that it is age appropriate for all students.

Over the course of the 2016–17 school year, additional releases will enhance ways for students to visualize their progress and promote student investment in their academic growth.

Sign up to be selected for a focus group!

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

Our focus groups are:

- **Convenient** to attend from any location: all you need is a computer, internet access, and a phone
- **Short:** typically lasting only 1–2 hours
- **Paid opportunities:** participants are compensated based on length of session

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

CurriculumAssociates.com/FocusGroups

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

Putting the Pieces Together

The *i-Ready* Blended Learning System can help schools realize the benefits of a blended learning instructional model. Components were designed to work together and make it easier for teachers to differentiate their instruction, providing students a more engaging and effective learning experience.

Diagnose and Monitor

A Complete System of Assessments

i-Ready Diagnostic

An adaptive Diagnostic designed to identify areas where a student is struggling, measure growth across a student's career, and plan a personalized instructional path for each student.

i-Ready Standards Mastery

A customizable monitoring tool that provides targeted insight into a student's mastery of individual grade-level standards.

Ready Assessments

Paper-based assessments that teachers can use to gauge students' mastery of grade-level content.

Teacher-Led Whole Class Instruction

Teacher-Led Small Group Instruction and Practice

Online Personalized Instruction and Practice

Log in to i-Ready: login.i-Ready.com
Want to learn more? Go to i-ReadyCentral.com

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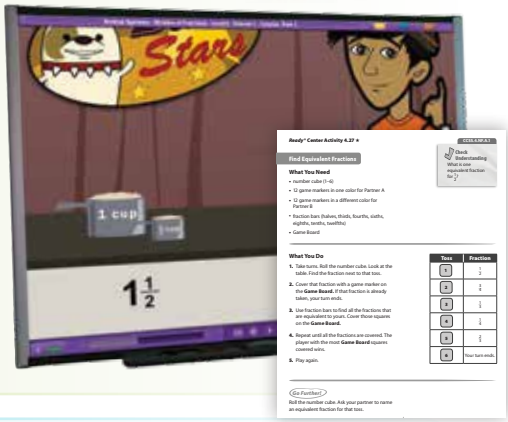
Teach and Learn

Ready®

A rigorous, on grade-level instruction and practice program for reading, mathematics, and writing that fully prepares students for the standards in a highly supportive way.

Ready® Toolbox

A virtual filing cabinet of instructional resources for reading, mathematics, and writing where teachers can easily access teacher-led activities, interactive whiteboard lessons, and detailed lesson plans for all K–8 standards.



i-Ready® Instruction

Engaging, interactive lessons that allow students to work independently on their personalized online instruction plan.

7/16 75K
15316.0

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

Customer Service

800-225-0248
(M–Th 8:30am–7pm,
Fri 8:30am–5pm ET)

Educational Consultant

Name:

Phone:

Email:

Curriculum Associates