



Ocean View  
School District



Board of Trustees

# *Application of i-Ready Diagnostic Assessments*

March 28, 2023

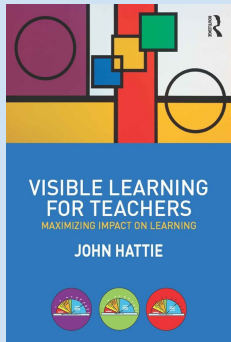
-- Ocean View School District --  
Educational Services Division

# Overview

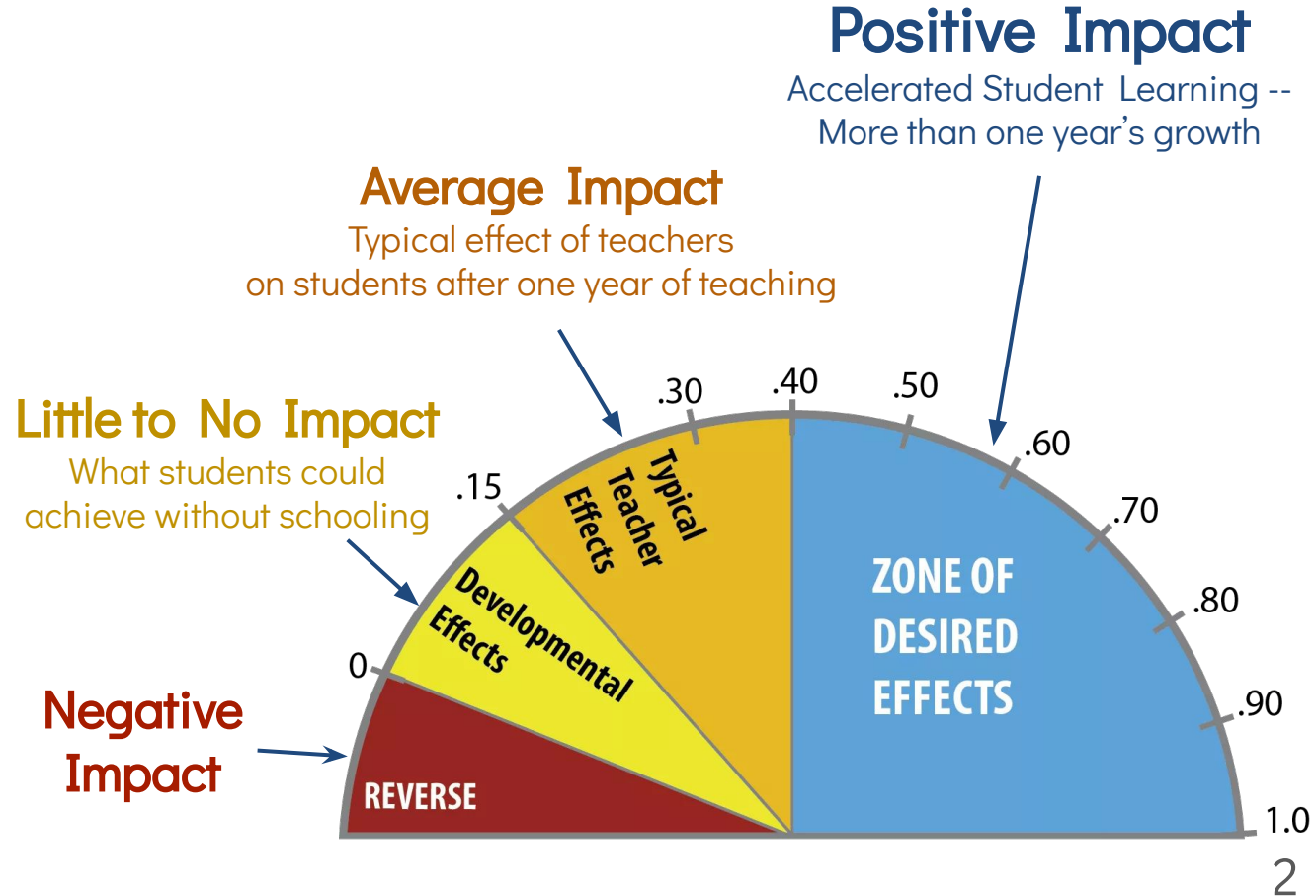
- **Components of an Effective Instructional Program**
- **Leveraging Data to Make Informed Decisions**  
Instructional Resources to Support Learning

# Visible Learning for Teachers:

Maximizing Impact  
on Learning

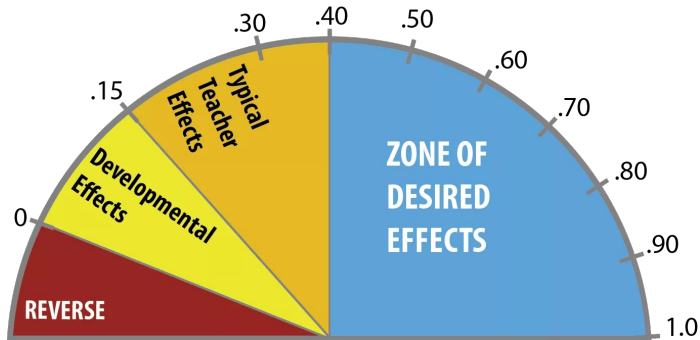


John Hattie  
2009, 2011, 2015, & 2018



# Effective Instructional Programs

## Practices & Influences with Average, Small, or Negative Effects



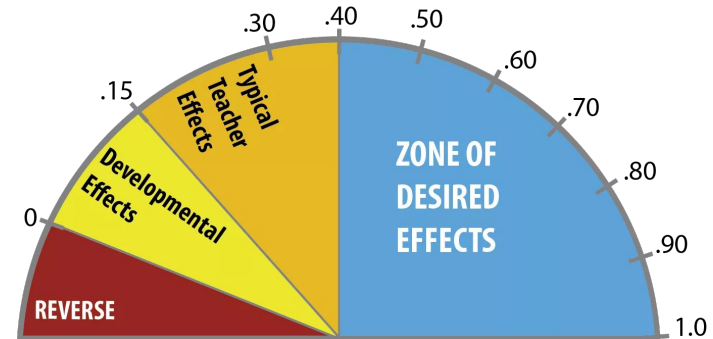
Practice/Influence	Effect Size
Homework	0.29
Streaming/Pull-Out Programs	0.12
Ability Grouping Programs	0.12
Retention	-0.32
Boredom	-0.49

# Effective Instructional Programs

## Practices & Influences that Accelerate Student Learning

Practice/Influence	Effect Size
MTSS* Instructional Program	1.29
Scaffolds	0.85
Differentiation	0.77

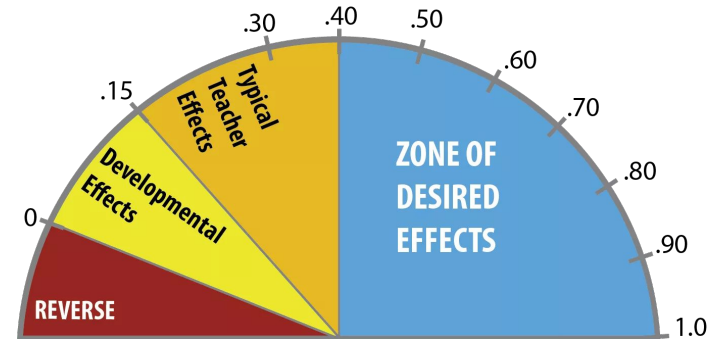
\*Multi-Tiered Systems of Support



# Effective Instructional Programs

## Practices & Influences that Accelerate Student Learning

Practice/Influence	Effect Size
MTSS* Instructional Program	1.29
Scaffolds	0.85
Differentiation	0.77
Teacher Efficacy	1.57
Student Self-Reported Grades	1.33
Teacher Estimate of Achievement	1.29



# *How Assessment Guides Instruction*



**Diagnostic  
Assessment**

March 14, 2023  
Board presentation

**Instructional  
Resources**

March 28, 2023  
How i-Ready Diagnostic  
Results guide instruction

# *How Assessment Guides Instruction*



**Diagnostic  
Assessment**

**Instructional  
Resources**

- Students → Individualized Learning Path
- Teachers → Skills Mini-lessons



## Student Resource | Personalized Learning Path



- Independent lessons based on identified skills gaps
- Lessons finish “building the bridge” from prior years’ skills or accelerates students that are ready for higher level skills

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## Teacher Resource | Small Groupings Report & Skills Mini-lessons



- Creates small groupings of students with similar skills gaps
- Provides a PDF mini-lesson with strategies for supporting filling that skills gap (ex. inferencing or finding a main idea)

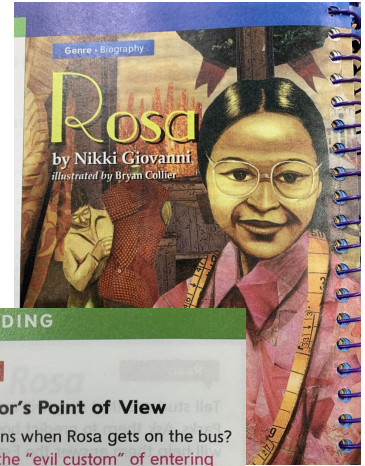
# Joan Ashley - 5th Grade - ELA

## Utilizing i-Ready Results to Guide Instruction with the Wonders Reading Program

Wonders Unit 4/ Week 3

Comprehension Skill: Author's Point of View

Making the link between i-Ready and the core curriculum to meet students' needs



**CLOSE READING**

Read

**1 Skill: Author's Point of View**

What happens when Rosa gets on the bus? (She follows the "evil custom" of entering from the rear.) What is the author's point of view about this law? How do you know? (The author strongly dislikes it. She calls it an "evil custom.") Add the details and the author's point of view to your organizer.

Details	Author's Point of View
The author calls the custom "evil."	The author strongly dislikes the way blacks were made to ride the bus.
Rosa had to get off the bus after she paid and enter the bus from the rear.	

**2 Strategy: Summarize**

# Using i-Ready Data

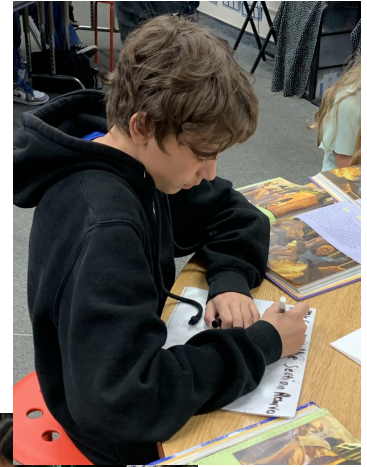
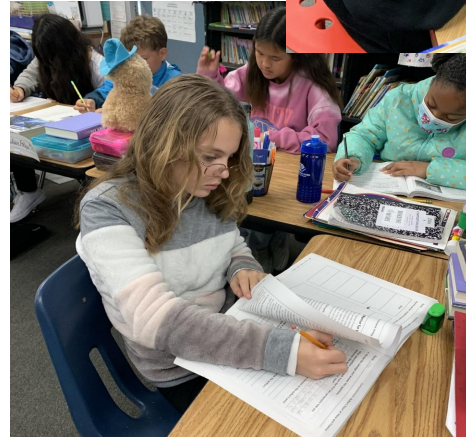
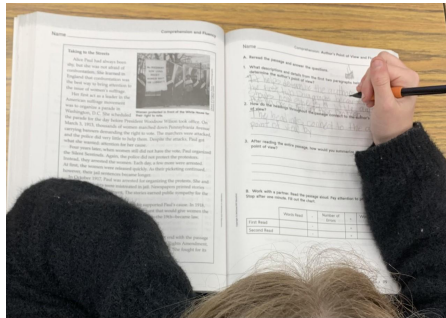
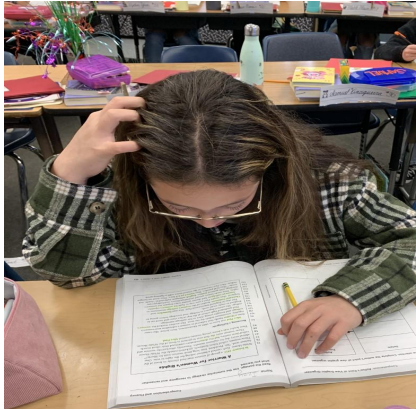


i-Ready data helps identify specific skills gaps that can impact the students' ability to master a grade-level standard.

This provides the teacher an opportunity to meet with a small group of students and “fill” the gap through targeted intervention that leads to success in the grade level content.

# Independent Menu

While I'm working with my target group(s), the other students have required work related to the same skill at their level. Then, they can choose from a “menu” of other relevant activities.



# Sarah Roberts - Middle School

What does differentiated instruction look like at the middle school level?

## FLUID AND FLEXIBLE GROUPINGS | Reports Provided by i-Ready Diagnostic Results

- Student groupings based on skill(s) being addressed
- Student pairings that create “reading partners” based on skills

## SKILLS AND SUPPORTS | Resources for Small Group Instruction

- StudySync
  - Summary writing, vocabulary, and grammar
- iReady
  - Mini-lessons that support phonics and reading comprehension





# *i-Ready Rotations in Middle School*

## **Example Rotations**

- i-Ready lessons in class - part of rotations
  - Seeing growth in progress and working their way through lessons more so than previous years
  - Teachers can monitor the environment that students are working in
- 20-40 minute rotations - 2 times a week

Every student is receiving small group and/or one-on-one instruction in areas, including grammar, writing, comprehension, & vocabulary.



# Middle School Cross-Curricular Support

## Supporting Literacy Across the Content Areas

### Social Studies

- Vocabulary development
- Focus on both content and academic vocabulary
- Using strategies from our November Professional Development Day - Kagan student engagement strategies



### Science

- Student groupings based on i-Ready diagnostic scores
- Ability to address vocabulary needs
- OVSD Fall Writing Benchmark -- completed in science class
  - Article and short-constructed response