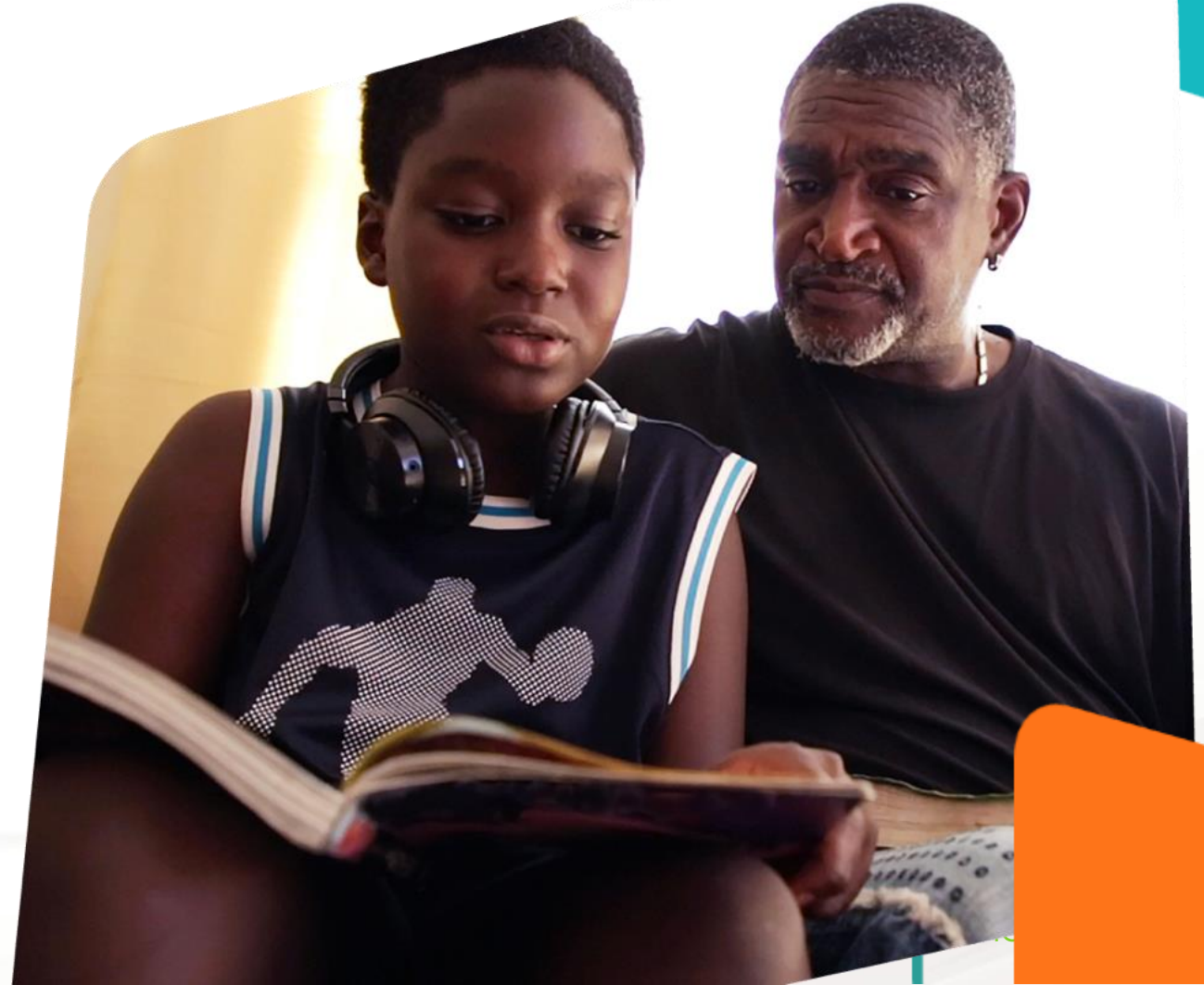
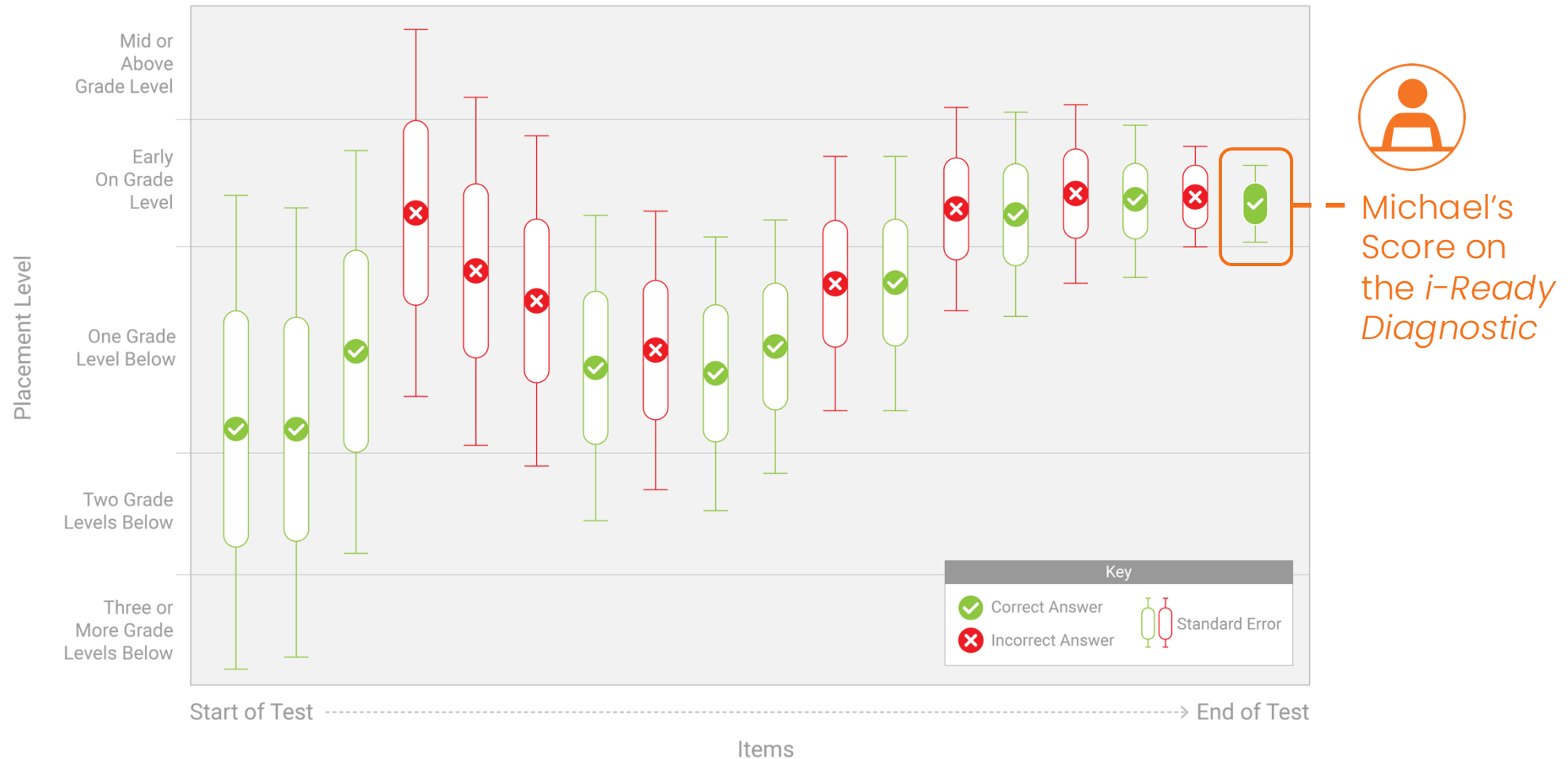




An Introduction for Families and Caregivers



Know Students Deeply with a Powerful Diagnostic



The Diagnostic

What It Does

- ✓ Assesses students' learning needs
- ✓ Results create reports teachers use to meet those needs
- ✓ Automatically assigns Personalized Learning lessons*
- ✓ Provides a starting point to show how much students learn and grow this year (so we can celebrate later!)

What It Doesn't Do

- ✗ Give students grades
- ✗ Replace the teacher's understanding of students (I'm still going to grade and look at students' work)
- ✗ Place students in their class levels

Understand Precisely the Skills Your Students Need



| Student | Overall Placement & Scale Score | Placement by Domain | | | | | | | National Norms | Percentile Rank |
|-----------------|---------------------------------|----------------------|---------|------------|---------|--------------------|---------|---------|-----------------|-----------------|
| | | PA | PH | HFW | VOC | Show Comp: Overall | | | | |
| | | COMP | LIT | INFO | | | | | | |
| Lal, Mia | Grade 2 (497) | Tested Out | Grade 1 | Tested Out | Early 2 | Grade 2 | Grade 2 | Grade 1 | 32nd | |
| Finch, Carla | Grade 2 (496) | Criterion Referenced | | | | | | | Norm Referenced | |
| Combs, Natalie | Grade 2 (487) | Tested Out | Grade 1 | Tested Out | Early 3 | Grade 2 | Grade 2 | Grade 2 | 26th | |
| Hess, Michael | Grade 2 (486) | Tested Out | Early 3 | Tested Out | Grade 2 | Grade 1 | Grade 2 | Grade 1 | 26th | |
| Jenkins, Deven | Grade 2 (483) | Tested Out | Early 3 | Tested Out | Grade 1 | Grade 2 | Grade 2 | Grade 1 | 24th | |
| Lopez, Jessie | Grade 2 (481) | Tested Out | Grade 1 | Tested Out | Grade 1 | Grade 2 | Early 3 | Grade 1 | 23rd | |
| Farrell, Alvaro | Grade 2 (474) | Tested Out | Grade 2 | Tested Out | Grade 2 | Grade 1 | Grade 1 | Grade 1 | 20th | |
| Harvey, Ivan | Grade 1 (463) | Tested Out | Grade 2 | Tested Out | Grade 1 | Grade 1 | Grade 1 | Grade 1 | 16th | |

Norm-Referenced Data Can't Give the Specificity Needed in Classrooms



Natalie

Phonological Awareness Grade K 405

Phonics Grade K 418

High-Frequency Words Max Score 533

Vocabulary Grade 1 462

Comprehension: Literature Grade 1 436

Comprehension: Informational Text Grade 1 458

Developmental Analysis

This domain focuses on how accurately children decode written words. Miles will benefit from instruction and practice in decoding CCVC words with initial consonant blends and matching vowel letters to long-vowel sounds. This student will also benefit from instruction and practice in encoding one-syllable words with short vowel sounds.

The skills in this domain extend through grade 3.

Can Do

Demonstrate basic knowledge of one-to-one letter-sound correspondences.

Match consonant sounds to letters in isolation:
x, j, w, k, z, y

Standards

Match short vowel sounds with common spellings for the five major vowels.

Match short vowel sounds to letters in isolation:
short o

Standards

Match short vowel sounds with common spellings for the five major vowels.

Match short vowel sounds to letters in isolation:
short u

Standards

Next Steps & Resources for Instruction

— **Teach decoding CCVC words with initial /-blends and r-blends.**

Teach decoding CCVC words with initial /-blends and r-blends.

- Write slip. Ask: "What sounds do the letters a and l stand for?" (/a/ /l/) Underline the blend al. Say: "The sounds of the consonants a and l blend together to say /al/."
- Blend the word and have Miles and other students say it with you: /a/ /l/ /al/ slip.
- Have students blend and read these words: crib, drop, frog, prep, trip, grab, blot, clog, clap, glad.
- Use letter cards to build flip. Then substitute one letter at a time to form flap, flap, flag. Repeat with other words.

Tools For Instruction

Words with initial /-blends

— **Introduce the long vowel sounds for a, e, i, o, and u.**

Introduce the long vowel sounds for a, e, i, o, and u.

- Review the short vowel sound for a.
- Explain that a can stand for another sound, one that sounds like the letter's name. Say a and its long vowel sound. Have Miles and other students repeat the sound.
- Say a word and have students give a thumbs-up sign when they hear a word with the long a sound. Say words such as ate, pick,

Introduce the long vowel sounds for a, e, i, o, and u.

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- Say a word and have students give a thumbs-up sign when they hear a word with the long a sound. Say words such as ate, pick,



Michael

Phonological Awareness Tested Out

Phonics Grade 1 454

High-Frequency Words Grade 2 467

Vocabulary Grade 1 474

Comprehension: Literature Grade K 398

Comprehension: Informational Text Grade K 413

Developmental Analysis

This domain addresses William's understanding of literary text. Results indicate that this child will benefit from instruction that targets listening comprehension skills such as identifying story elements, making inferences, and identifying sequence of events. Build related background knowledge and vocabulary, and encourage William to retell read-aloud stories.

Can Do

Identify cause-and-effect relationships in literary text.

With support, identify examples of cause and effect, using pictures or words in literary text read aloud.

Standards

Next Steps & Resources for Instruction

+ **Teach asking and answering questions about key ideas and details. As you read stories and poems aloud, mo...**

— **Build understanding of story elements. Using read-aloud stories:**

Build understanding of story elements.

Using read-aloud stories:

- Review the meanings of key terms related to story elements, including character, setting, event, problem, and solution.
- Model describing characters by noticing what they do and say, as well as how they look in pictures and illustrations.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide William to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

Tools For Instruction

Story Elements

Describe Characters

Additional Resources

Ready® Common Core Reading Instruction

— **Build understanding of story elements. Using read-aloud stories:**

Build understanding of story elements.

Using read-aloud stories:

- Review the meanings of key terms related to story elements, including character, setting, event, problem, and solution.
- Model describing characters by noticing what they do and say, as well as how they look in pictures and illustrations.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide William to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

Criterion-Referenced Data Helps Meet the Unique Needs of Each Student



Natalie

Introduce the long vowel sounds for a, e, i, o, and u.

- Review the short vowel sound for a.
- Explain that a can stand for another sound, one that sounds like the letter's name. Say a and its long vowel sound. Have Miles and other students repeat the sound.
- Say a word and have students give a thumbs-up sign when they hear a word with the long a sound. Say words such as ate, pick,

Tools for Instruction

Match Vowel Letters and Long Sounds

A single vowel letter can have varied sounds, as in *man*, *mane*, *Ma*, *mark*, *mare*, and *about*. By forming new vowel-letter/vowel-sound associations, beginning readers expand their awareness of the variability of matching vowel letters and vowel sounds. Students begin decoding words with a single short sound for each vowel letter, and then move on to long sounds. They learn that a long vowel sound is the same as the name of the vowel letter: /ā/, /ē/, /ī/, /ō/, /yō/.

Two Ways to Teach

Identify Beginning Long Sounds 10–15 minutes

- Display one lowercase vowel letter, such as e, and have students say the letter name.
- Explain that the long vowel sound in a word is the same as the name of the letter. Then say, *The long e sound is /ē/. What is the long sound for the vowel e? (/ē/)*
- Tell students that you will say some words and you want them to listen carefully for the beginning sound of each word. If the word has the long e sound, have students hold up the vowel letter card.
- Say words including several that begin with the targeted long vowel sound. (The word should begin with the target letter, even if it is part of a vowel pair.) See the example below.

Display the lowercase letter e. What is the letter name? (e) Yes, the long e sound is the same as its letter name.



Michael

Build understanding of story elements. Using read-aloud stories:

Build understanding of story elements.

Using read-aloud stories:

- Review the meanings of key terms related to story elements, including *character*, *setting*, *event*, *problem*, and *solution*.
- Model describing characters by noticing what they do and say, as well as how they look in pictures and illustrations.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide William to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

Tools for Instruction

Story Elements

Students benefit in important ways from learning to identify and describe the characters, setting, and significant events in a story. Recognizing story elements helps readers remember and retell a story. It also creates a mental map for comprehending new stories. Describing story elements is an early step toward becoming a close reader of literary texts. Provide plenty of practice with read alouds and stories of students' own experiences.

Three Ways to Teach

Teach With Fairy Tales 15–20 minutes

When first teaching students to identify and describe story elements, use familiar stories such as fairy tales. Read aloud a picture-book version of a fairy tale, such as *Lon Po Po: A Red-Riding Hood Story From China*, by Ed Young. At strategic points, pause and guide students to respond to prompts such as these.

- *Who is this story about? Is this character real or make-believe? What clues help you know this?*
- *Does this story take place now or long ago? What are some hints?*
- *Where does this story happen? Is this a real or make-believe place? How do you know?*
- *What was the first thing that happened to [character's name]? What happened next?*

As you identify story elements, record them in **Story Elements Chart** (page 3) with words and/or simple

Criterion-Referenced Data Helps Meet the Unique Needs of Each Student

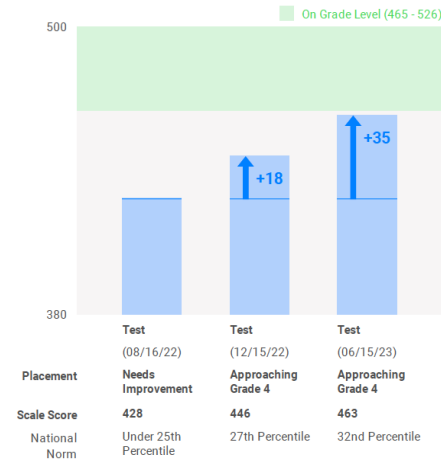
For Families



Subject Math
Student Ananda Allen
Student ID ID:AnAllenGr4S1_PDrix
Student Grade 4

What is i-Ready? i-Ready is an online learning program focused on reading and math. Ananda has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-ready.com/FamilyCenter.

Ananda's Overall Math Performance



| Domain | Test (08/16/22) | Test (06/15/23) |
|--------------------------------|---------------------|---------------------|
| Overall | Needs Improvement | Approaching Grade 4 |
| Number and Operations | Approaching Grade 4 | At Grade 4 |
| Algebra and Algebraic Thinking | Needs Improvement | At Grade 4 |
| Measurement and Data | Needs Improvement | Approaching Grade 4 |
| Geometry | Needs Improvement | Approaching Grade 4 |

Additional Suggestions

✓ Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

✓ Reach out to the teacher

Ask your student's teacher for additional insight into Ananda's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Ananda's level of performance overall and on each subtest, and they describe the optimum instruction level.

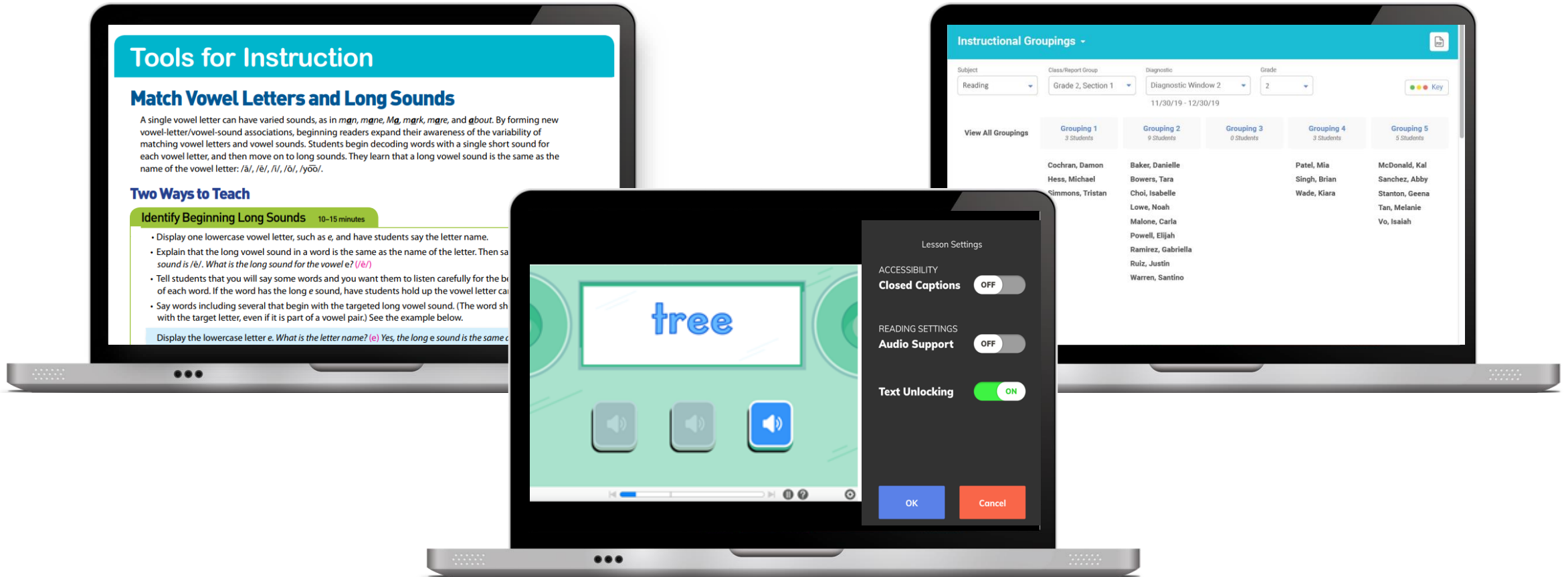
The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the *i-Ready Diagnostic*.

National Norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a Norm of 60% on the test scored better than 60% of a nationally representative group of students who took the test.

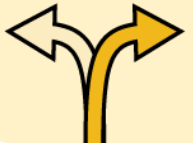
Meet Students Where They Are



Personalized Learning*



Assigned based on students' Diagnostic Results



Separate from students' classwork



Targets students' individual needs



Accessed through i-ReadyConnect.com



*Not all schools use Personalized Learning.

How do I get my student started?

If your student's school has advised what they should work on, follow this guidance to keep your student's learning aligned with the current curriculum.

Within the *i-Ready* program, your student will be able to select:

- 1. Reading or Mathematics Lessons:** Note that some schools will have purchased just one subject, in which case your student will only see that option on their screen.
- 2. My Path Lessons or Teacher-Assigned Lessons:** My Path lessons are assigned to your student based on their latest results on the *i-Ready Diagnostic*. Note that *Teacher-Assigned Lessons* will only appear as a choice on the screen if a teacher has manually assigned lessons.
- 3. Learning Games:** These games help your student build mathematics skills in fun ways. To access the games, your student will need to choose Math in the upper left-hand corner of the To Do screen and then click on Learning Games in the bottom navigation bar. Note that *Learning Games* are available to students if the school is using *i-Ready Personalized Instruction for Mathematics* and has enabled the use of the games for students.



Where can my student and I see the progress being made?

You and your student can monitor progress by clicking on **My Progress** in the bottom navigation bar.



On the My Progress page, you will be able to see:

1. **Time-On-Task:** The number of minutes your student has spent this week (Monday–Sunday) on *i-Ready Personalized Instruction*
2. **Lessons Passed:** The total number of lessons your student has passed this school year
3. **Lesson Streak:** How many lessons your student has passed in a row
4. **Completed Work:** The name and quiz score for each lesson your student has taken



Hello! Congratulations to your student on completing the *i-Ready Diagnostic*!

What is the *i-Ready Diagnostic*?

The Diagnostic is an adaptive assessment that identifies students' strengths and opportunities for growth. That information helps determine how to best support their learning. Watch this [video](#) to learn more.



How can I access my student's results?

1. **Log in to your student's *i-Ready* Dashboard** using their district or school's portal credentials and then click on the *i-Ready* icon. If your district does not use a portal, visit i-ReadyConnect.com and log in using the credentials provided by their teacher(s).
2. **Click on the For Families dropdown and select the For Families report.**
3. **Enter your District's Report Code [insert code].**

How should I interpret my student's results?

How is my student doing overall?

The goal is for your student to achieve performance levels that meet or exceed the expectations set for their grade level.

On the For Families report, the **A** blue bar(s) on the graph and the corresponding **B** placement level(s) indicate how your student performed on each test in relation to their grade level, which is indicated by the **C** green shading. The **D** National Norm percentile below the graph indicates how your student performed in relation to students in the same grade level nationwide.

How is my student doing in specific learning areas?

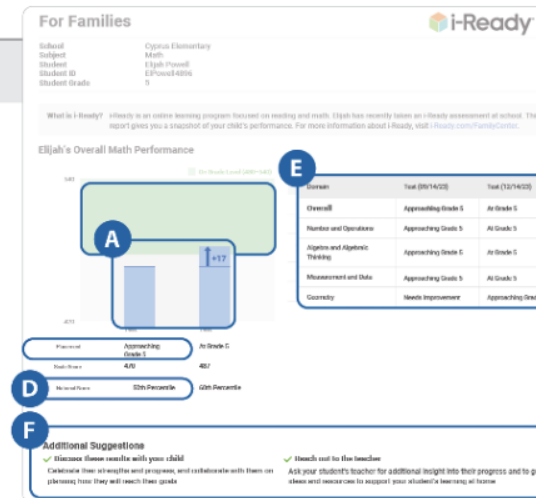
It is important to understand how your student did in more specific learning areas, which are called domains. The **E** domain table shows how your student did in specific domains and helps teachers know where to build on strengths and focus their instructional support.

How is my student progressing over time?

The goal is for your student to be making progress in their learning. After your student has taken more than one Diagnostic in the school year, you will see results for each Diagnostic, which includes your student's progress overall and within each domain.

How can I support my student at home? **F** Additional Suggestions

Celebrate your student's strengths and progress so they can feel motivated and ready to work on their goals. Contact your student's teacher for additional insight into their progress and to get resources that can support your student's learning at home.



Thank you!



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Curriculum Associates



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