2021–2022

i-Ready

Teacher Success Guide





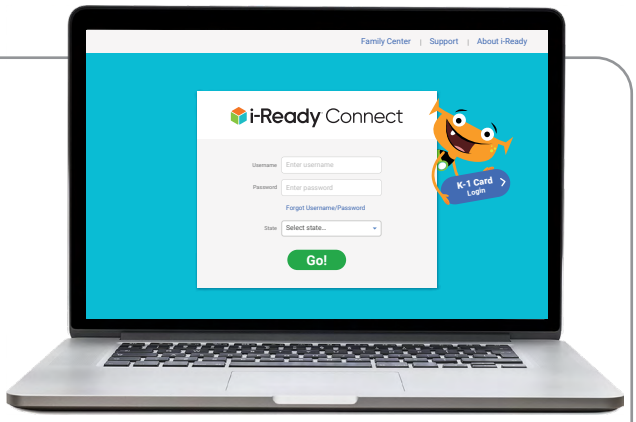








Login Information:

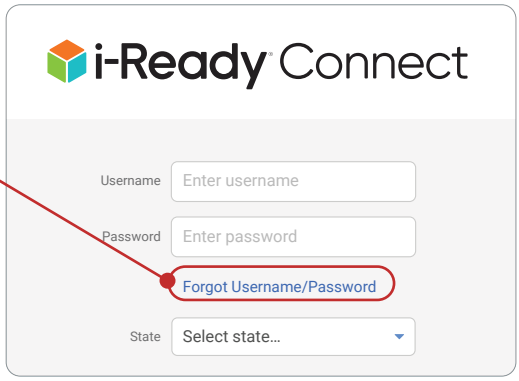


Single sign-on (SSO) users must access *i-Ready Connect* through their district's login portal.

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

Trouble Logging In?

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



- **Students will NOT be able to use the "Forgot Username/Password" link to retrieve login information**, and *i-Ready* Support cannot assist teachers or parents with this information.
- **Students and educators accessing *i-Ready Connect* through their district's SSO portal: the *i-Ready* Support team will NOT be able to assist with username or password issues.** We do not have access to SSO credentials for teachers or students, and we cannot provide student login credentials. This secure information is managed by your school or district.

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To download this resource, search *Success Guides* on *i-Ready Central*®.

Teacher Success Guide

Using This Guide: This guide is your go-to place for everything you need for a successful year with *i-Ready*. Organized by Top Teacher Actions, this guide provides guidance, tips and planning tools, and other important information you need to drive student achievement.

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Steps for Completing Key Teacher Tasks in *i-Ready Connect*

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

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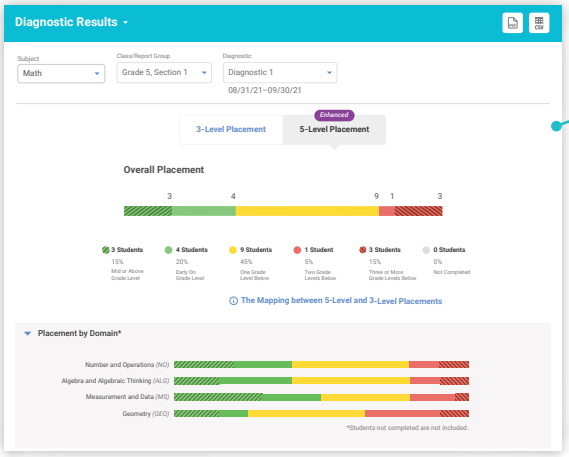
You Asked, We Listened!

To see the full range of updates, visit i-ReadyCentral.com/WhatsNew.

We act on your feedback on a continual basis. This year alone, we made more than 100 updates to help you:

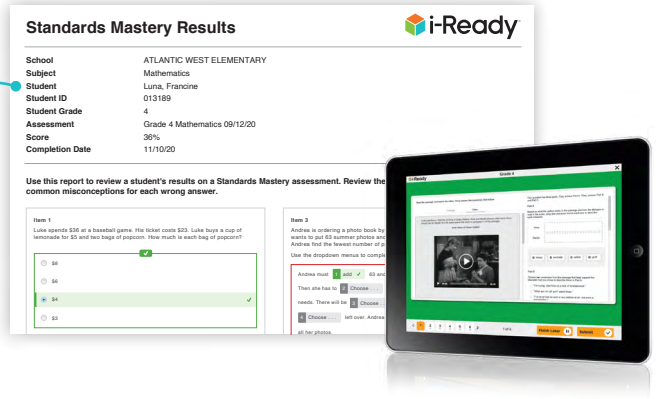
- Address unfinished learning
- Engage students in grade-level work
- Motivate all learners with supportive instruction

Here are four new improvements we think will get you excited!



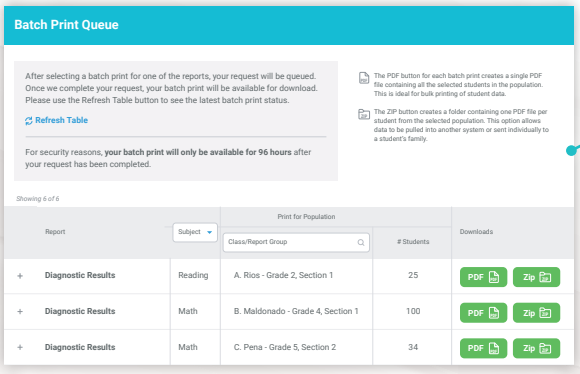
More precise insight into student performance,

with our new 5-Level Placement view at the domain level.



More ways for teachers to give formative assessments,

with the ability for teachers to assign Standards Mastery tests on select skills.



Easier way to share reports with families,

with the ability to batch print reports for all your students at once.

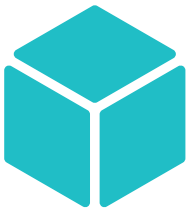


More engaging lessons for middle school students,

with our new Reading Comprehension lessons focused on cultural authenticity and increased representation.

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

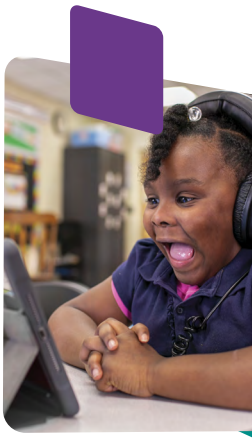


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Why *i-Ready*?

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

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

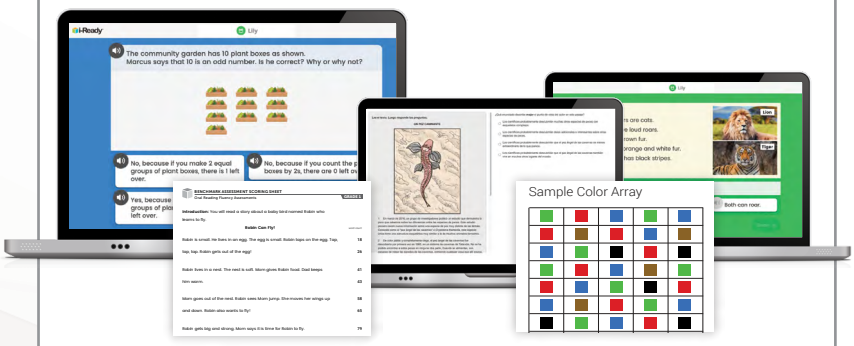


Actionable Data and Resources to Power Instruction

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

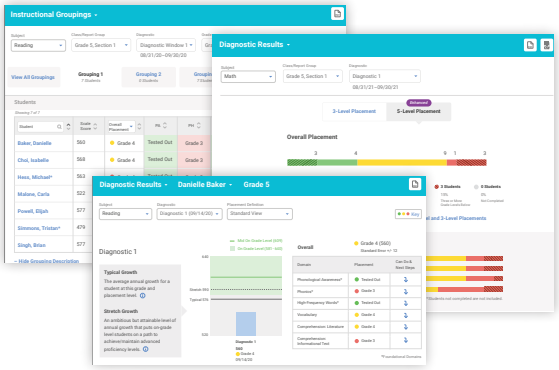
- Provides goals to help put students on a path toward proficiency or advanced proficiency levels
- Provides data that always informs teaching and learning
- Connects seamlessly to instructional resources that support the needs of all students

Assessment Tools*



- ☐ Diagnostic for Reading (K–12)
- ☐ Diagnostic for Mathematics (K–12)
- ☐ Diagnostic for Mathematics in Spanish (K–12)
- ☐ Standards Mastery (2–8)
- ☐ Growth Monitoring (K–8)
- ☐ Early Reading Tasks (K–3)
- ☐ Oral Reading Fluency Assessments: Benchmark (1–6 English, 1–4 Spanish), Progress Monitoring (1–6), Formative (1–4)
- ☐ Dyslexia Screener (K–3)
- ☐ Assessment of Spanish Reading (K–6)

Data and Reports*



- ☐ Historical Results
- ☐ Diagnostic Results
- ☐ Instructional Groupings
- ☐ Prerequisites
- ☐ Standards Performance
- ☐ Diagnostic Growth
- ☐ Standards Mastery
- ☐ Growth Monitoring
- ☐ Personalized Instruction
- ☐ Learning Games for Mathematics
- ☐ For Families
- ☐ Other: _____

**Availability of specific assessment features and reports varies by grade level, state, and features selected for use by your district. Your administrators and* i-Ready Partners *will let you know which items apply to you. For the Assessment of Spanish Reading: Please note that this is the launch year for the assessment, and reporting will be limited and delayed.*

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

- Precise instructional pathways that are guided by *i-Ready Assessment* data
- Engaging instruction that motivates students to persist in building their skills
- Scaffolded supports that meet the needs of all learners, including English Learners

Personalized Instruction



- ☐ Personalized Instruction for Reading (K–8)
- ☐ Personalized Instruction for Mathematics (K–8)
- ☐ Learning Games for Mathematics (K–8)

Instructional Resources



- ☐ Tools for Instruction (K–8)
- ☐ Tools for Scaffolding Comprehension (3–8)
- ☐ Supplemental Instructional Programs: *Ready Mathematics* and *Ready Reading* (K–8), *Ready Writing* (2–5), *Magnetic Reading* (3–5)
- ☐ Core Mathematics Instruction: *i-Ready Classroom Mathematics* (K–8)
- ☐ Teacher Toolbox for Mathematics (K–8), Reading (K–8), and Writing (2–5)



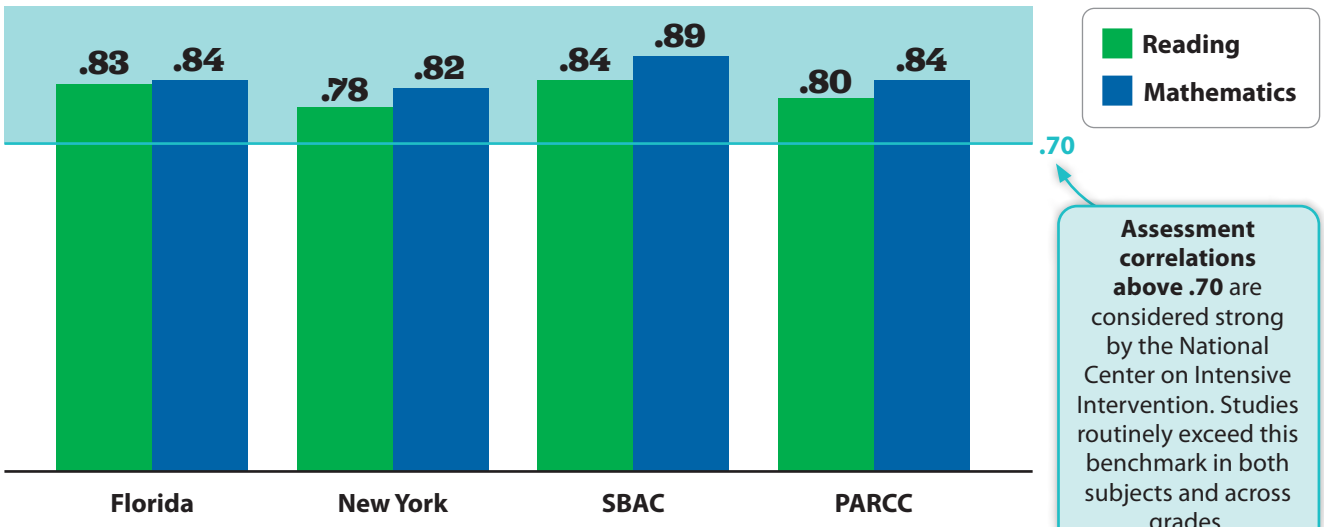
For more information about the Diagnostic's validity, see p. 78.

Diagnostic Data You Can Trust

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

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

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



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

Additional linking studies have been conducted in:

State	Reading	Mathematics
Colorado	.81	.87
Georgia	.80	.81
Michigan	.83	.89
Mississippi	.80	.85
Missouri	.82	.84
New Jersey	.78	.82
Ohio	.80	.86
Texas	.76	.80

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

Our research is ongoing. Visit CurriculumAssociates.com/Research**.**

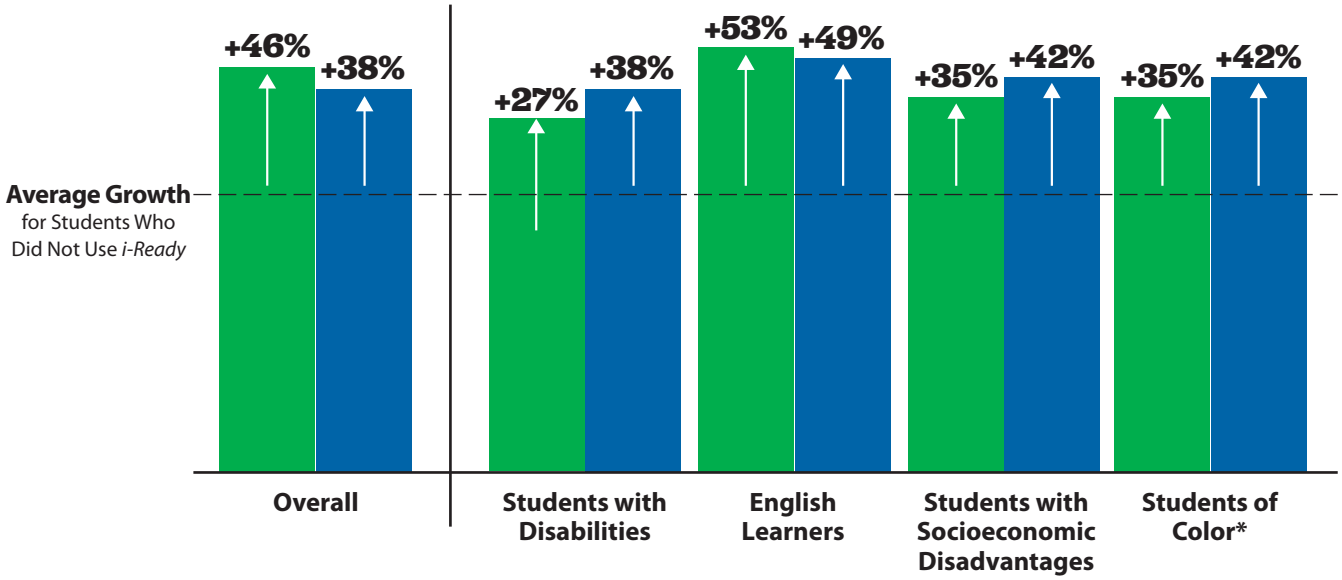
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i-Ready Personalized Instruction Is Proven to Work

Comprehensive research using data from more than one million students in Grades K–8 during the 2017–2018 school year found that students who received *i-Ready Personalized Instruction* experienced greater learning gains than students who did not use the program across all grades and subjects. The learning gains were statistically significant for students who used *i-Ready Personalized Instruction* for an average of 45 minutes or more per subject per week for 18 weeks and had an average lesson pass rate of 70 percent or higher.

We know quality of time spent in lessons is just as important as quantity. For more information about what we've seen work, see p. 46.

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



> ***i-Ready does a fantastic job targeting my students' needs while keeping them engaged.*** *I have seen growth from every student who uses the program.*
>
> —Teacher

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

*Students of Color included students who identified as one or more of the following race(s): American Indian or Alaskan, Asian American, Black or African American, Native Hawaiian or Pacific Islander, and Other. Students who identified as having an ethnicity of Latino could also be included in the Students of Color group, as well as in the group of students who identified as White (not reported here).

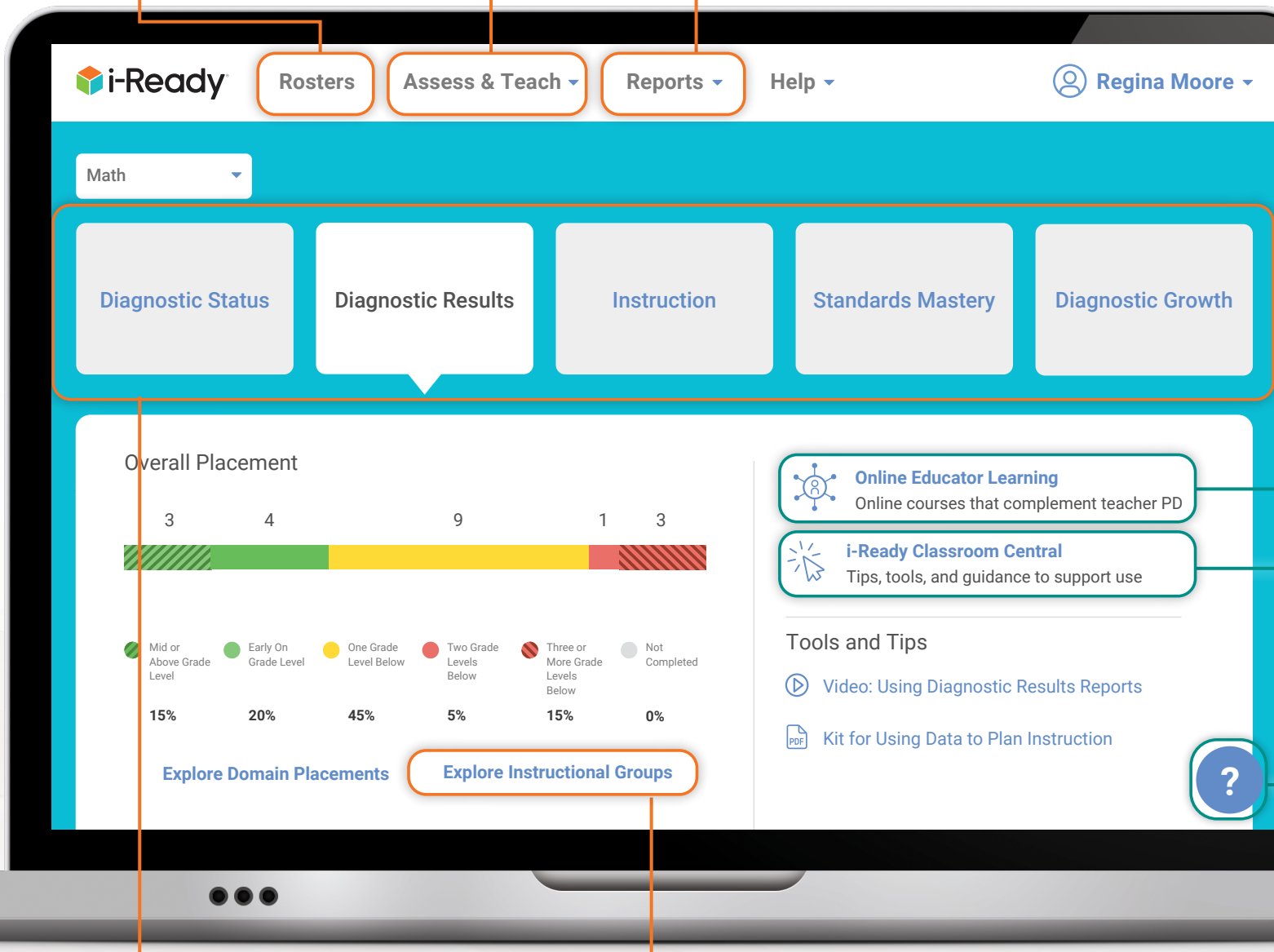
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Navigating *i-Ready Connect*

Manage student settings and passwords.

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

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

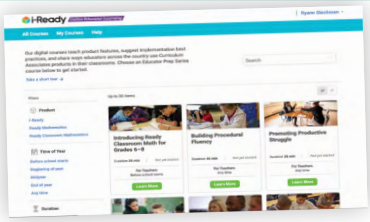


Use the tabs to jump directly to where you are in your *i-Ready* implementation.

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

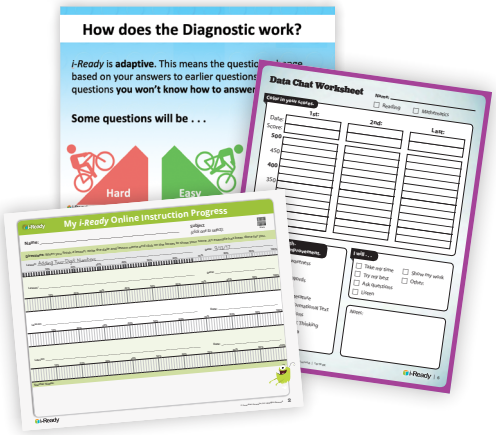
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Ways to Get Immediate Support



Online Educator Learning

Access digital courses in the Online Educator Learning platform to support your learning.

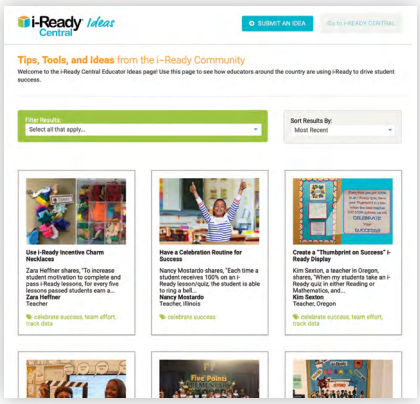


Downloadable Resources

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

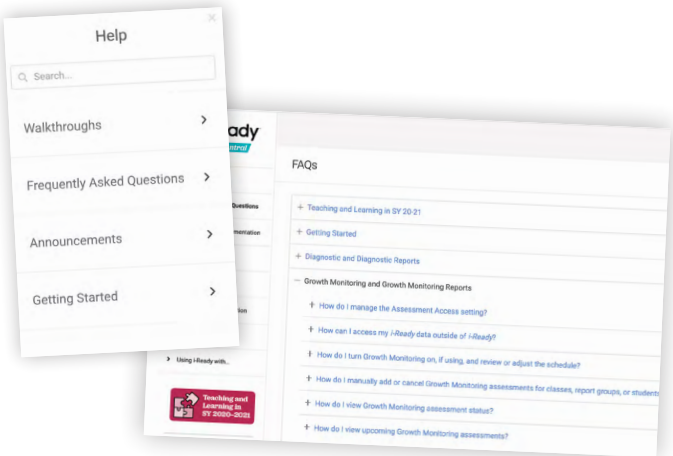
Ideas from Other Educators

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



Instant Support

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



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Top Teacher Actions Overview

When using a sophisticated program like *i-Ready*, you may find yourself asking questions like: *Where do I start? What should I focus on? How do I integrate this program into my teaching?*

From our work with thousands of teachers, we have learned that focusing on these key actions will help you unlock *i-Ready*'s potential and help you meet each of your student's unique needs.

Get Good Data

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



Set Schedules

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



Use Data to Plan Instruction

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



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To download this resource, search *Top Teacher Actions* on *i-Ready Central*.



Actively Monitor and Respond

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



Deliver Differentiated Instruction

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



Set Goals and Engage Students

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

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Your Year with *i-Ready*

Before
1st Diagnostic

Use this area to write in your dates:

You and your students are onboarded into *i-Ready Connect*, and account settings are selected.

1st Diagnostic Window
(≤ 4 weeks)

Get Good Data:

Get organized, prepare students, and administer the Diagnostic as soon as possible at the start of the school year (start 4–6 weeks into the school year for kindergarten).*

Between
Diagnostic Windows
(12–18 weeks)

Set Schedules

Create and maintain schedules that include key instructional priorities.

Deliver Differentiated Instruction

Deliver targeted instruction to address student instructional priorities.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to support students.

Use Data to Plan Instruction

Review data to inform instructional decisions.

Set Goals and Engage Students

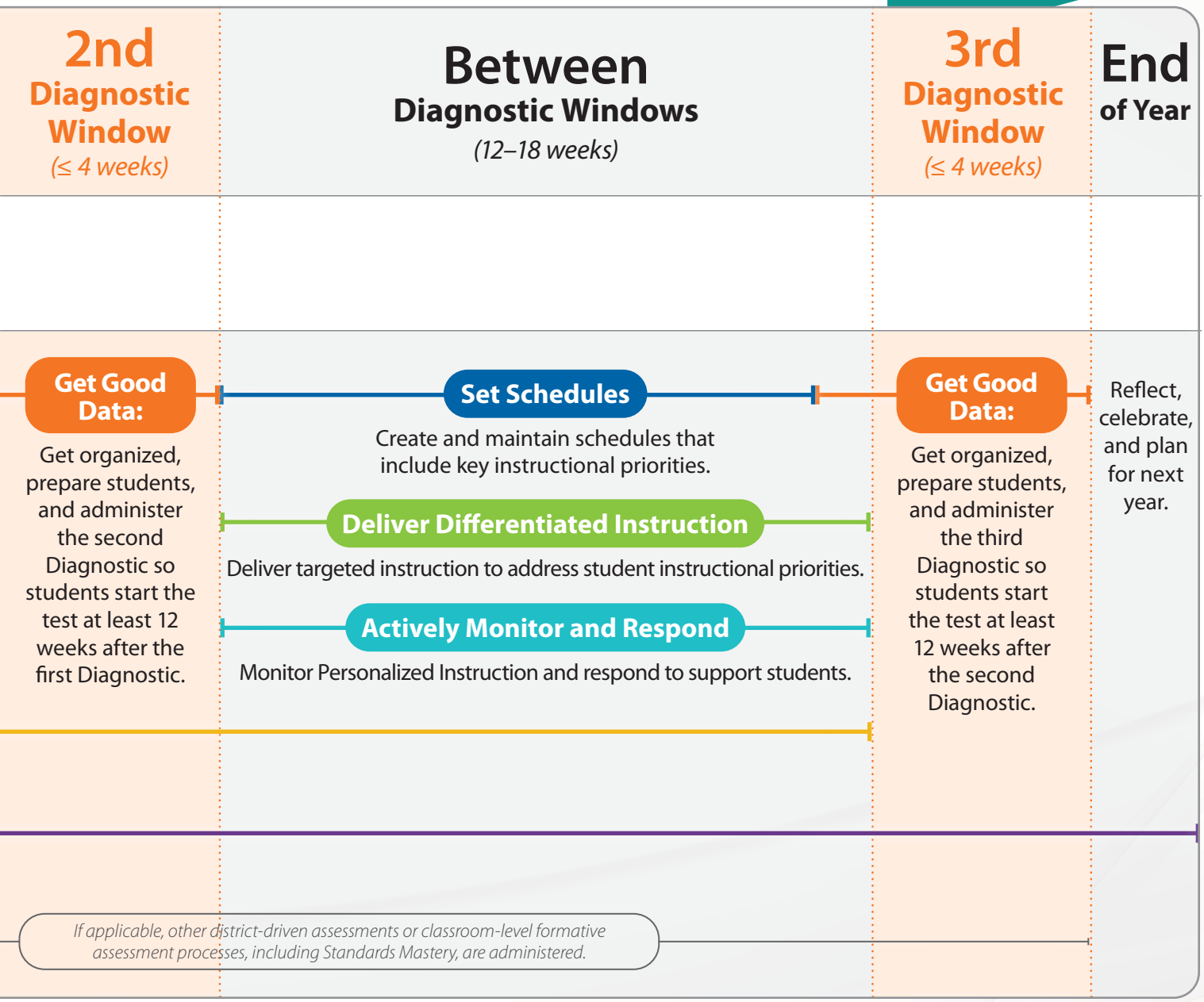
Set clear goals with students and celebrate growth and progress.

*For more information, refer to p. 20.

Notes:

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To download this resource, search *Teacher Calendar* on *i-Ready Central*.



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Top Teacher Actions Planning and Reflection Template

Use this template to plan and/or reflect on your implementation of the Top Teacher Actions. Rate yourself on your implementation of each Top Teacher Action. Then identify area(s) of focus and prioritize next steps.

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

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

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To download this resource, search *Top Teacher Actions Planning and Reflection* on *i-Ready Central*.

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

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

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Top Teacher Actions



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Get Good Data

For more information, visit i-ReadyCentral.com/GetGoodData.



I need to make sure that the data being collected is quality. I'm relying on it for so much, so I want it to be as clean and accurate as possible. The most important thing I can do is be engaging and interactive during the testing process.

—Elementary School Teacher

Reliable data can empower your teaching to boost student achievement. When your students' Diagnostic data is accurate, their growth measures and personalized lesson path will be "just right" for them. Good data helps you make the best use of your planning time AND each student's instructional time, with results and recommendations that tell you student strengths and target the skills students need to work on most. Take these steps before, during, and after the Diagnostic to gather good data.

To get good data:

1. **Get Organized:** Review Diagnostic schedules, gather materials, and organize testing space.
2. **Prepare and Motivate Students:** Get your students ready for the Diagnostic by motivating them, reviewing expectations, and setting goals.
3. **Actively Proctor:** Provide encouragement and watch for students who may be rushing by reviewing student progress and monitoring alerts.
4. **Track Completion:** Ensure all students complete the Diagnostic within the scheduled window and before their individual tests expire.

Get good data with the tips and tools that follow!

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Tips & Tools for

Preparing Students for the Diagnostic

The most important thing you can do to get accurate data is motivate students to try their best on the *i-Ready Diagnostic*.

Tips

Review Purpose, Expectations, and Tips

- Explain why the Diagnostic is important and review expectations.
- Describe the student Diagnostic experience and provide helpful test-taking tips.

Motivate Students to Do Their Best

- Encourage students to try their best by having them write commitments before taking the Diagnostic.

Create Individual and Class Goals

- Help students set individual goals and consider sharing class goals (e.g., "Our class will have zero students rushing").

Provide Encouragement to Students

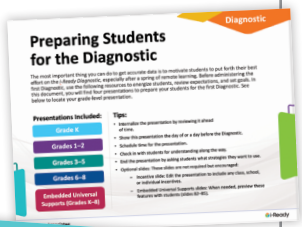
- Actively monitor students as they are taking the Diagnostic.
- Provide encouragement, give breaks when needed, and acknowledge effort and perseverance.

Communicate with Families about the Upcoming Diagnostic

- Send a letter home to families before students take the Diagnostic explaining what the assessment is and how they can help prepare their students.

Tools

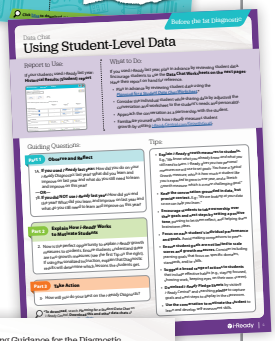
- Preparing Students for the Diagnostic Presentation



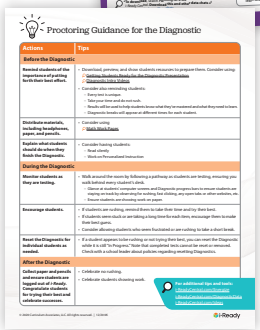
- Student Data Trackers, Pledge Sheets, and Learning Reflections



- Setting Goals with Students Guidance
- Data Chats



- Encouragement Cards English | Spanish
- Proctoring Guidance



- Communication Templates to Families (Available in English, Spanish, Portuguese, and Haitian Creole)

Access all resources marked with this icon at i-ReadyCentral.com/GetGoodData, or download each individually by entering the terms in the search bar.

Diagnostic Results (Student) Report

Review the data and resources found in the Diagnostic Results (Student) report.

Diagnostic Results ▾ **Anna Jones** ▾ **Grade 5**

Subject: Math ▾ Diagnostic: Diagnostic 1 (09/14/21) ▾ Key

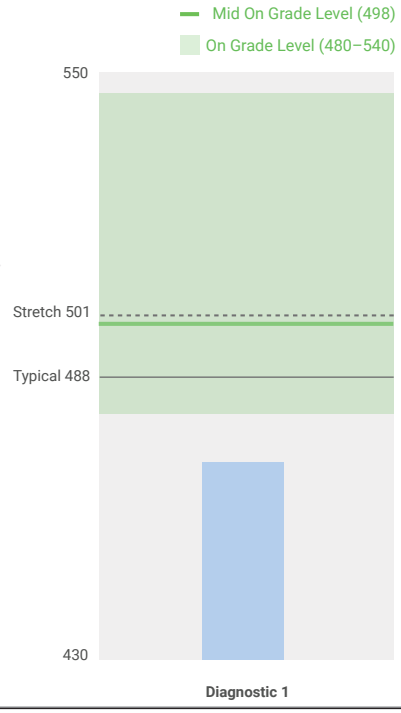
Diagnostic 1

Typical Growth

The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth

An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.



Overall — Grade 4 (472), Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	
Algebra and Algebraic Thinking	Mid 5	
Measurement and Data	Grade 4	
Geometry	Grade 4	

Placement by Domain

Test results suggest that Anna would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Anna's math abilities across domains. This priority places Anna in Instructional Grouping 2.

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 4 456	Mid 5 506	Grade 4 457	Grade 4 465

Can Do

Base Ten

Read and write whole numbers through thousands in expanded form and standard form and identify the value of the digits.

Standards

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Compare and order numbers through hundred

Next Steps & Resources for Instruction

Base Ten

– Subtract multi-digit numbers.

Subtract multi-digit numbers.

Tools for Instruction

Subtract Multi-Digit Numbers

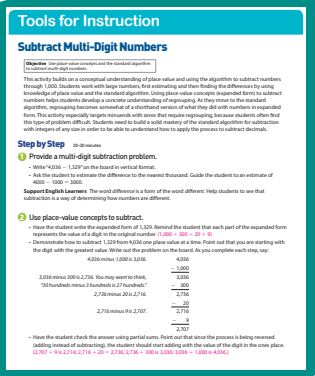
Tools for Instruction in Spanish (Grade 4)

Additional Resources



Ready Mathematics instruction or digital
Teacher Toolbox

Learn More



Get Good Data

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Checklist for Administering the Diagnostic

For step-by-step instructions on how to perform many of these actions, refer to the *How Tos* on p. 101.

1 Get Organized

- ☐ **Set or review your schedule** for administering the Diagnostic.
  See Diagnostic Scheduling Information table below.
- ☐ **Review accuracy of class roster(s)** and obtain student login information for each class.* If you teach reading and mathematics, confirm accuracy for both subjects. Contact your administrator if you notice discrepancies.
- ☐ **Test technology students will use to take the Diagnostic:** Run the *i-Ready Connect* system check at cdn.i-ready.com/systemcheck to confirm computers are functioning properly. Confirm headphones and audio are working.
- ☐ **Gather paper and pencils** for your students. Students will need scratch paper to solve problems on the Diagnostic for Mathematics and may find it helpful to take notes during parts of the Diagnostic for Reading.

Diagnostic Scheduling Information**

Recommended testing sessions are based on average total testing time. Consider adding buffer time for transitions, logging in, viewing tutorial videos, and allowing students who are absent or need more time to complete the Diagnostic before it expires. Some students may need more or less time, based on a number of factors.

Grade	When to Schedule the First Diagnostic	Recommended Testing Sessions for Each Diagnostic (per Subject)
K	4–6 weeks into the school year	Three 20-minute sessions††
1	Start as soon as possible†	Two 20- to 30-minute sessions††
2–5	Start as soon as possible†	Two 40- to 50-minute sessions††
6–8 & 9–12	Start as soon as possible†	• Plan number and length of testing session based on your schedule. • Most students complete within 60–90 minutes (e.g., two 45-minute sessions); some will need additional time.††

2 Prepare and Motivate Students

- ☐ **Explain the student Diagnostic experience and important test procedures** by using the Preparing Students for the Diagnostic presentation and/or introductory videos.
- ☐ **Motivate students to do their best** on the Diagnostic.
- ☐ **Communicate with families** so they can convey the importance of the Diagnostic to their students.

3 Actively Proctor

- ☐ **Monitor and encourage students** as they are testing.
- ☐ **Watch for students who seem to be rushing** or are spending too long on individual items.

4 Track Completion

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

**Single sign-on users will access* i-Ready *through their district's login portal.*
***We recommend 12–18 weeks between each Diagnostic administration, including kindergarten.*
†Administer the Diagnostic as soon as possible for your district/school, based on priorities and needs of your community.
††For more information, search test duration on i-ReadyCentral.com. Please note that we do not recommend students at any grade level try to complete the Diagnostic in one session.

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Get Good Data Action Plan

Keep in mind the resources on p. 18 and the checklist on p. 20.

To access this worksheet, download the *Kit: Get Good Data* on i-ReadyCentral.com/GetGoodData.

Diagnostic Windows:	
Get Organized: • When will you review schedules, rosters, and test technology?	
Prepare and Motivate Students: • When and how will you prepare students and encourage them to do their best? • What resources will you use? • How and when will you communicate with students' families about the upcoming Diagnostic?	
Actively Proctor: • How will you monitor and encourage students as they are testing? • What will you do if students are rushing or spending too much time on particular items?	
Track Completion: • When will you check the Diagnostic Status report? • How will you celebrate test completion and successes?	

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Notes:

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Set Schedules

For more information, visit i-ReadyCentral.com/SetSchedules.



Initially my concern was, how is it going to fit into the day? I've found that i-Ready *is a great resource. It's a resource that helps me support my students and reinforce and practice skills we've hit on in class.*

—Middle School Teacher

Time is precious, and addressing all of your priorities can be challenging. Thinking about your schedule proactively and strategically can help—and is one of the first steps toward successfully implementing *i-Ready*!

To create effective schedules:

1. **Identify All Schedule Elements:** Identify everything you need to fit into your schedule each day, including instruction, planning, and other routine activities.
2. **Identify Resources:** Determine which resources are available to you and when.
3. **Plan:** Figure out how much time you want to allocate to different classroom activities and instructional practices.
4. **Reflect and Refine:** Continually reflect on your schedule and adjust as necessary.

Create effective schedules with the tips and tools that follow!

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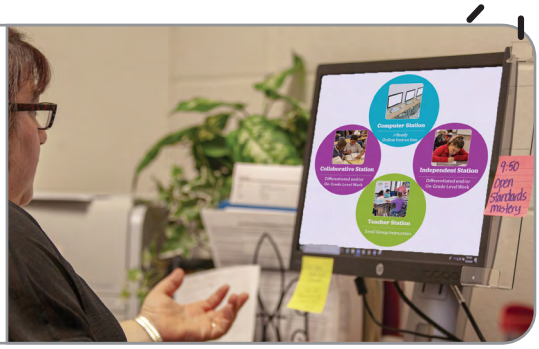
Tips & Tools for

Setting Schedules

Every classroom is unique with individual student strengths and needs, student–adult ratios, and varied time for instruction. Consider these practices for creating a classroom schedule.

Identify All Schedule Elements

Consider the instructional elements you have to balance during your school day: whole class and small group instruction, *i-Ready Personalized Instruction*, student engagement, and your own planning and monitoring. Identify all elements you want to incorporate.



Identify Resources

Identify resources available to you, such as technology, curricula and student materials, school and human resource supports, time, etc. If other educators also use these resources, collaborate to make a plan for sharing.



Plan

Determine how much time you have with students for daily and weekly instruction. Decide how much time you'll allocate to whole class instruction, small group rotations, and *i-Ready Personalized Instruction*. Allow students to aim for 45 minutes of Personalized Instruction to stay in the recommended range of 30–49 minutes per subject per week.

- ***Sample Schedules:*** *Elementary* | *Middle*
- ***Scheduling Worksheet***

Reflect and Refine

Reflect on what worked and what could be improved in your classroom schedule. Ensure students have enough time to meet instructional priorities and usage goals. Adjust and create a refined schedule when needed.



Access all resources marked with this icon at i-ReadyCentral.com/SetSchedules, or download each individually by entering the terms in the search bar.

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Sample Schedules

Use the information below to think about how you can start to incorporate small group rotations and Personalized Instruction into your weekly practice.

Remember to make it manageable: *As you become more comfortable with planning and coordination, adjust your schedule as needed to support all students.*

To download hybrid and remote sample schedules and planning tools, search *remote learning* on *i-Ready Central*.

Sample 1: Weekly

Incorporate small group rotations once a week, and ensure students have time for *i-Ready Personalized Instruction* to meet their goals.

	Monday	Tuesday			Wednesday	Thursday	Friday
50 min.	Whole Class Instruction	Explanation and Questions for the Day			Whole Class Instruction	Whole Class Instruction and Questions for the Day (15 min.)	Whole Class Instruction
		SMALL GROUP ROTATIONS					
		Small Group Teacher-Led Instruction	Independent/ Collaborative Group Work	*i-Ready Personalized Instruction*		*i-Ready Personalized Instruction* in the Computer Lab or the Classroom (35 min.)	

Sample 2: Daily

Once you've set a working routine for small group instruction, begin to incorporate it into your schedule on a more frequent basis. In this example, the time given to each small group rotation remains the same every day, but learning objectives and activities change as necessary.

	Monday–Friday			
60 min.	Whole Class Instruction			
	SMALL GROUP ROTATIONS			
60 min.	*i-Ready Personalized Instruction*	Small Group Teacher-Led Instruction	Independent Work	Collaborative Group Work

Sample 3: Manage Rotations and Personalized Instruction across the Week

Your schedule may require you to manage small group rotations in chunks over the course of a week. Organize students into three small groups. Each group engages in a different station every day until they've experienced all rotations. Utilize time outside of your instructional block to allow students to use Personalized Instruction for the recommended range of 30–49 minutes per subject each week.

	Monday			Tuesday			Wednesday			Thursday–Friday
20 min.	Flex Time: *i-Ready Personalized Instruction*			Flex Time: *i-Ready Personalized Instruction*			Flex Time: *i-Ready Personalized Instruction*			Flex Time: *i-Ready Personalized Instruction*
20 min.	Whole Class Instruction			Whole Class Instruction			Whole Class Instruction			Whole Class Instruction
5 min.	Small Group Explanation			Questions			Questions			
25 min.	**Group 1:** Small Group Teacher-Led Instruction	**Group 2:** Independent Work	**Group 3:** Collaborative Group Work	**Group 1:** Collaborative Group Work	**Group 2:** Small Group Teacher-Led Instruction	**Group 3:** Independent Work	**Group 1:** Independent Work	**Group 2:** Collaborative Group Work	**Group 3:** Small Group Teacher-Led Instruction	

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Scheduling Worksheet

Elements Key:
WC = Whole Class
SG = Small Group
PI = Personalized Instruction
SE = Student Engagement
P = Planning
T = Transitions

To access this worksheet, download the *Kit: Set Schedules* on i-ReadyCentral.com/SetSchedules.

Reflect:

Use the space below to reflect on your current schedule.

Identify All Schedule Elements What are the elements of your class time? How are you currently using them?	Identify Resources What resources and technology are available to you? How are you currently using them?

Plan and Refine:

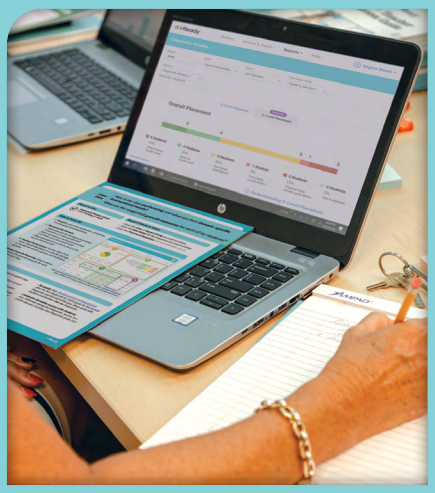
Use the space below to organize and plan how you will use available schedule elements and resources.

Time Blocks	Monday	Tuesday	Wednesday	Thursday	Friday

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For more information, visit i-ReadyCentral.com/DiagnosticData.

Use Data to Plan Instruction



I really like all of the data that i-Ready *provides. It tells me how the students score, if they rush, and where I need to work with them to get them where they need to be.*

—Elementary School Teacher

Using data to inform instruction helps all students reach high expectations and increases student achievement. Throughout the year, use data regularly to recognize class and individual student growth, progress toward goals, and identify areas for improvement. Knowing the questions to ask and how to find the answers in data and reports allows you to make instructional decisions and informs your own goals and goals you set with students.

When using data:

1. **Ask:** Identify the right questions to focus your data analysis.
2. **Observe and Reflect:** Analyze data and reflect on previous grade-level instruction and how students performed.
3. **Take Action:** Plan instruction, share results, and celebrate student growth.

Analyze data and plan instruction with the tips and tools that follow!

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Foundations of Effective Data Use

The Foundations of Effective Data Use highlight important practices educators, students, and families should engage in to cultivate a strong data culture in classrooms.



Maintain Objectivity

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



Use a Purposeful, Structured Process to Analyze Data

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



Analyze Data Regularly

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



Engage Students and Families in Growth and Progress

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

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Tips & Tools for

Using Data to Plan Instruction

Reviewing data after each Diagnostic will help inform your instructional decisions. Reviewing data from interim assessments and formative assessment processes can also help you prioritize and adjust instruction.

Start with a Question

When analyzing data, the first step is to identify the question you are trying to answer. Approaching your data with a specific question gives you a clear starting point and focus of your analysis, helps you stay objective, saves time, and allows you to create a plan for immediate action in your classroom.

Class Data Questions:

- **How is my class performing, and what are their domain-specific instructional priorities?**
  Report to Use: Diagnostic Results
- **What are the suggested growth measures for each of my students?**
  Report to Use: Diagnostic Results
- **How can I group my students and plan to address their instructional priorities?**
  Report to Use: Instructional Groupings
- **What skills have my students likely acquired, and how can I support them in upcoming grade-level mathematics instruction?**
  Report to Use: Prerequisites
- **Which students could benefit from additional support between now and the end of the year?**
  Report to Use: Diagnostic Growth

Student Data Questions:

- **What are the strengths and areas for improvement for an individual student?**
  Report to Use: Diagnostic Results
- **How do I plan my differentiated instruction and identify the right resources to best support my students?**
  Report to Use: Diagnostic Results
- **How is an individual student progressing toward their growth measures?**
  Report to Use: Diagnostic Growth

Tips for Data Analysis

- Keep an open mind and maintain objectivity.
- Write your observations and note any additional questions or inferences. *Consider using the worksheet on p. 34.*
- Consider other data sources to help you answer additional questions.
- Create your action plan, revisit it, and continue to routinely analyze data and reflect on instruction.
- Collaborate with fellow teachers.

For step-by-step instructions on using data to answer your class-level data questions, see p. 88 or visit i-ReadyCentral.com/DataAnalysisGuide to download the full guide.

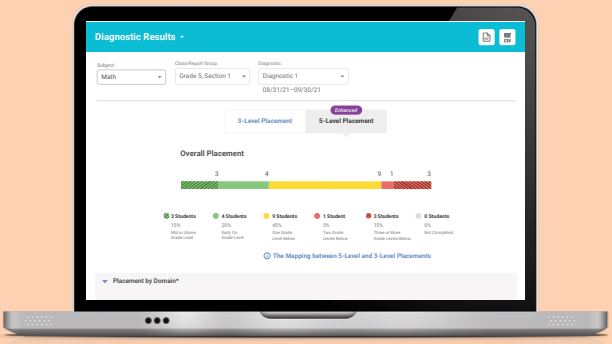
For guidance on which reports to use and an overview of data provided in each, see p. 82 or visit i-ReadyCentral.com/ReportSelector to download the full guide.

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Connecting *i-Ready* Data to Instructional Resources

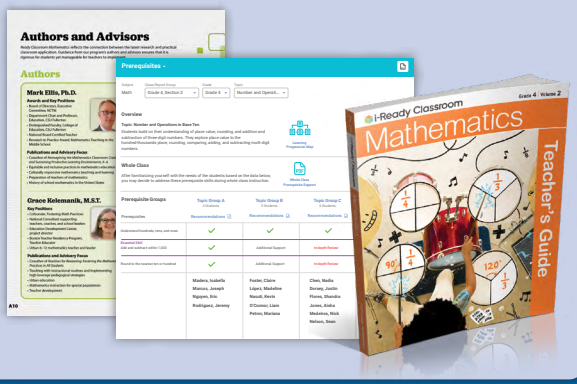
Use the diagram below to understand how *i-Ready* data and your core mathematics or English language arts (ELA) program connects to instructional resources that can be used to support instruction.

Diagnostic Results (Class) Report



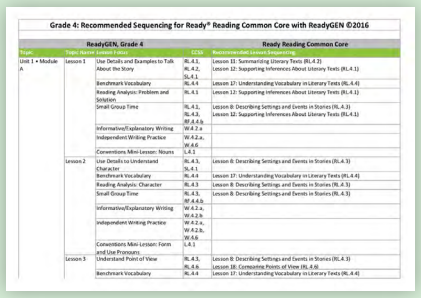
Mathematics

Prerequisites Report and Mathematics Core Program Resources (E.g., Teacher Edition, Scope and Sequence, Pacing Documents)

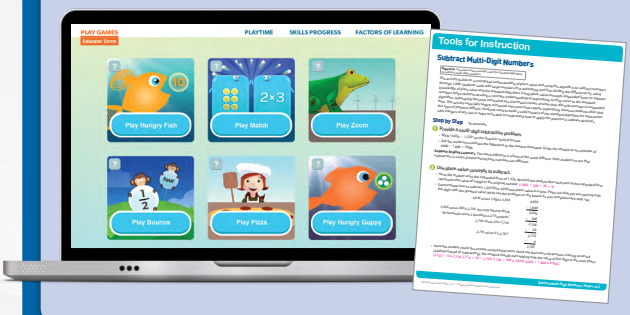


ELA

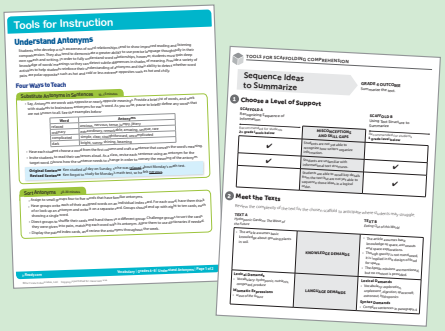
ELA Core Program Resources (E.g., Teacher Edition, Scope and Sequence, Pacing Documents)



Learning Games and Tools for Instruction



Tools for Instruction and Tools for Scaffolding Comprehension*



**Tools for Scaffolding Comprehension are available for Grades 3–8 for support in Reading Comprehension.*

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Using Data to Plan Instruction Scenarios

Review the following scenarios, and note how the educator analyzes *i-Ready* data and uses resources to plan for whole class instruction.

Scenario 1

ELA
Grades K–2

Assessment:
Diagnostic 1

Teacher:
Mr. Patel, Grade 1

Ask:
How is my class performing, and what are their domain-specific instructional priorities?

Observe:

Mr. Patel is planning his upcoming whole class ELA instruction and will analyze his Diagnostic Results (Class) report to understand his students' strengths and opportunities for improvement. He notices his students' overall placement: about one-fourth of his class is Early On Grade Level to Mid or Above Grade Level, about half his class is One Grade Level Below, and about one-fourth is Two Grade Levels Below. His upcoming lessons include blending and deleting phonemes, so he sorts the report by Phonological Awareness (PA) to see the range of placements in this domain. He writes down the following:

- Mid or Above Grade Level—2 students
- Early On Grade Level—6 students
- One Grade Level Below—11 students
- Two Grade Levels Below—2 students

Reflect:

Mr. Patel reflects on previous and current instruction and identifies that his class has a strong understanding of adding phonemes. He takes note of this strength and will leverage this during his upcoming instruction. Given the unique circumstances of last school year and that his Diagnostic data shows a strategic opportunity for growth in PA, Mr. Patel decides to find a Tool for Instruction (TFI) to review adding phonemes before teaching his grade-level instruction.

Take Action:

Mr. Patel decides to implement the TFI, "Identify Initial Phonemes," with all students during whole class instruction to help scaffold grade-level content. The TFI provides three ways to teach the skill of adding phonemes. He plans to use one strategy as a quick mini-lesson and check for understanding to determine if another strategy is needed to reinforce the skill. This will give all students an opportunity to practice adding phonemes before his planned grade-level lesson on blending phonemes, during which he will make sure to remind students of the strategy they learned and how it can be applied to this lesson as well. Mr. Patel will then continue with his grade-level lessons according to his core program scope and sequence.

Notes:

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Scenario 2

ELA
Grades 3–8

Assessment:
Diagnostic 1

Teacher:
Mr. Fernandes, Grade 6

Ask:
How is my class performing, and what are their domain-specific instructional priorities?

Observe:

Mr. Fernandes is planning his whole class ELA instruction, and he wants to better understand his overall class performance on the Diagnostic and their placement in a comprehension domain. He reviews his Diagnostic Results (Class) report using the 5-Level Placement view and notices most of his class (23 out of 28 students) are below grade level overall. Mr. Fernandes sorts the data by the Informational Text domain, which is aligned to his upcoming instruction, and notices the following:

- Mid or Above Grade Level—3 students
- Early On Grade Level—5 students
- One Grade Level Below—15 students
- Two Grade Levels Below—3 students
- Three or More Grade Levels Below—2 students

Reflect:

Mr. Fernandes reflects on the Analyzing Key Details lesson he taught last week and plans to build on his students' strength of understanding the way ideas are elaborated on in a text. Reviewing the Comprehension Progression, he looks for the sixth grade outcome that best aligns to the next lesson in his scope and sequence, which focuses on analyzing text structures and locates the Priority Skill. Within the Tool for Scaffolding Comprehension, Mr. Fernandes sees that Scaffold A is recommended for students who placed Two or More Grade Levels Below and Scaffold B is recommended for students who placed One Grade Level Below.

Take Action:

Because most of his class placed One Grade Level Below in the Informational Text domain, Mr. Fernandes will use Scaffold B with all students to prepare them for the upcoming grade-level lesson on analyzing text structure. He is pleased to see Scaffold B addresses a key opportunity for growth that most of his students have in common: understanding how ideas relate and build on each other. During the mini-lesson, he will provide extra support, as needed, to the students who placed Two or More Grade Levels Below, reinforcing the text-marking strategy that was used in Scaffold A.

Notes:

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Scenario 3

Mathematics
Grades 1–8

Assessment:
Diagnostic 1

Teacher:
Mrs. Onai, Grade 4

Ask:
How is my class performing, and what are their domain-specific instructional priorities?

Observe:

Mrs. Onai is eager to analyze her Diagnostic Results (Class) report to inform her current mathematics unit on Whole Numbers. She reviews her class's overall placement on the Diagnostic, sorts the report by the Number and Operations domain, and writes down the following about her students:

- Mid or Above Grade Level—2 students
- Early On Grade Level—4 students
- One Grade Level Below—9 students
- Two Grade Levels Below—5 students
- Three or More Grade Levels Below—1 student

To get more detailed information about what skill(s) are essential to students' understanding of upcoming instruction, Mrs. Onai navigates to the Prerequisites report. From the Topic dropdown, she selects Place Value, Addition, and Subtraction, which most closely aligns to the unit she is planning. Mrs. Onai reviews how her class performed as a whole and then reviews the Topic Groups. She notices the majority of her class has likely acquired the skill of Understanding Hundreds, Tens, and Ones. As she continues to analyze, she sees most of her class (16 out of 21 students) needs In-Depth Review on the Essential Skill of Add and Subtract within 1,000.

Reflect:

Mrs. Onai reflects on the Rounding Whole Numbers unit she just finished teaching and recalls that her class has a strong understanding of place value. She plans to build on this strength in her upcoming lessons. Given that most of her students need In-Depth Review, Mrs. Onai consults the Topic Support PDF to better understand how to support the prerequisite skills in whole class instruction. She then reviews her core program to identify lessons in which she can seamlessly integrate these skills.

Take Action:

Based on what she learned from data and reviewed in her core program, Mrs. Onai develops a plan for whole class instruction. She notices Add and Subtract within 1,000 is the Essential Skill listed in the Topic Support document under Add and Subtract Whole Numbers. Mrs. Onai will integrate this prerequisite skill into her grade-level lesson of Adding Whole Numbers Greater Than 1,000 because this is the most strategic way to teach the needed skill and keep with the pacing of this unit. As needed, she will assign Learning Games, Cupcake and Pizza, for homework and additional practice to reinforce skills in those lessons.

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Class Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready Diagnostic* data. Date: _____

Ask	How is my class performing, and what are their domain-specific instructional priorities?	
Subject/ Class		
Observe *(List whole class observations, including observations in the domain related to upcoming instruction.)*		
Reflect *(List the focus of your upcoming instruction, reflect on what you've taught so far, and note how students performed.)*		
Take Action *(Identify resources and next steps for whole class instruction.)*		

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Supporting Intervention Worksheet

Use this worksheet to analyze data and plan next steps when using *i-Ready* as part of a student support program.

Step 1: Which student(s) would benefit from additional support?

Step 2: What are the instructional priorities for these student(s)?



Step 4: Are student(s) making progress on the skill(s) taught?

Step 3: How will we respond?

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Using Growth and Proficiency Data

To learn more about *i-Ready's* growth model and how to use it, visit i-ReadyCentral.com/GrowthGoals.

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

What is a student growth measure?

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

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

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

- **Typical Growth: the average growth of students at each grade and baseline placement level.** Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
- **Stretch Growth: the growth recommended to put students who are performing below grade level on a path toward proficiency and students who are performing on grade level on a path toward advanced proficiency levels.** Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve proficiency.

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

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

Individual students:

- **Aim to exceed 100% of their Typical Growth measure** by the end of the academic year.
- **Aim to meet their Stretch Growth measure** by the end of the academic year. Nationally, we've seen that roughly 25%–35% of students will reach these aspirational targets.

Groups of students:

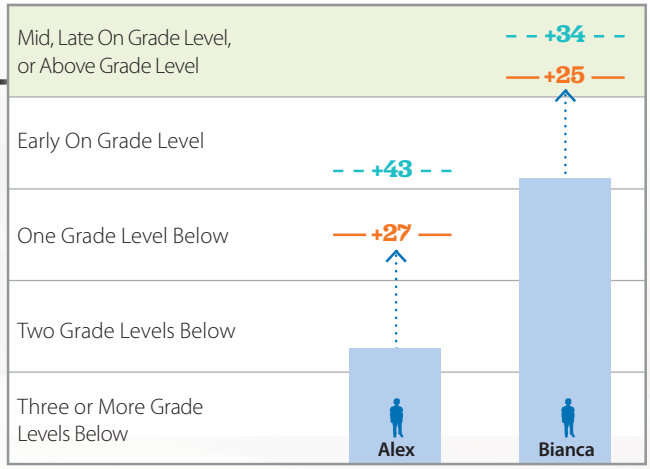
- **Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year.
- **Aim for as many students as possible reaching Stretch Growth.** ***Note:*** *Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Example

Growth Model Examples for Two Third Grade Students

Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth - - Stretch Growth



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Data Analysis Protocol Worksheet

Analyze your *i-Ready* data to create an action plan.

To access this worksheet, download the Data Analysis Guide at i-ReadyCentral.com/DataAnalysisGuide.

Part 1: Understand Your Data

Ask
Select or create a question you want to answer with your data, and choose the report that will provide it. Generate the report and review.

Get Data & Observe
Write down or share observations.

Infer & Question
Interpret the data by making inferences about what the data means. Note additional questions worth exploring, and consider additional data sources and resources.

Part 2: Make Data-Driven Instructional Decisions

Focus
Which student(s) will be the focus? What are areas of strength? What is the instructional priority (i.e., domain(s) or skill(s)) for this student or group of students?

Reflect
What instructional or intervention strategies have been used? What was the effect of these strategies?

Brainstorm Solutions
Using instructional resources you have available, what are some possible solutions?

Take Action
When and what instruction or intervention will happen? When and how will you review your actions for impact/effectiveness?

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Using Growth and Performance Data

Use the guidance and considerations that follow to analyze your students' needs and determine possible action steps when reviewing midyear growth and performance data.

Higher Growth & Higher Performance

These students are showing better than expected growth and are currently performing on or above grade level. Continue to find opportunities to enrich and provide teacher-led instruction to support your students.

Ask and Observe:

- What are areas in which I can enrich and challenge the student's learning? *(Diagnostic Results (Student) and Instructional Groupings reports)*
- Within a domain, are there prerequisite skills or concepts that students would benefit from support in to promote access to grade-level or advanced content? *(Prerequisites report and Diagnostic Results (Class) report along with Comprehension Progressions)*
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*
- What strategies have been effective in engaging this student to deepen their learning, growth, and progress?

Take Action—Consider These Steps:

- Provide independent or collaborative opportunities for enrichment.
- Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Consider how you will adjust Personalized Instruction and Learning Games scheduling and pacing to balance time in online lessons with other forms of enrichment and challenge.
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Higher Growth & Lower Performance

These students receive instructional support and are showing better than expected growth. Continue to provide teacher-led support to keep students progressing toward proficiency.

Ask and Observe:

- What strategies have been effective in engaging this student in learning, growth, and progress?
- What are the strengths and areas of need for this student? *(Diagnostic Results (Student) report)*
- What prerequisite skills or concepts will support this student in accessing grade-level instruction in upcoming lessons? *(Prerequisites report and Diagnostic Results (Class) report along with Comprehension Progressions)*
- What individualized instruction, supplemental support, or interventions are currently in place for this student? *(Information gathered during learning)*
- Which other students have similar needs that could be addressed through teacher-led small group instruction? *(Prerequisites and Instructional Groupings reports)*
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*

Take Action—Consider These Steps:

- Continue the individualized instruction, interventions, and/or additional instructional supports that have been effective in promoting growth for this student.
- Provide teacher-led small group instruction to students with similar areas of need.
- Continue to prioritize Personalized Instruction time to address a student's instructional priorities.
- As this student works through increasingly difficult levels of Personalized Instruction, continue to monitor progress and respond by providing the student with additional support with the lessons.
- Continue using engagement strategies you've found successful, including students leading data chats to celebrate success, discuss growth, and set goals for the rest of the year.

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Lower Growth & Higher Performance

These students are currently performing on or above grade level. Use the questions and data sources below to determine next steps for continued teacher-led support to promote growth.

Ask and Observe:

- What are the strengths and areas of need for this student? *(Diagnostic Results (Student) report)*
- Within a domain, are there prerequisite skills or concepts that students would benefit from support in to promote access to grade-level or advanced content? *(Prerequisites report and Diagnostic Results (Class) report along with Comprehension Progressions)*
- What are areas in which I can enrich and challenge the student's learning? *(Diagnostic Results (Student) and Instructional Groupings reports)*
- How can differentiation or enrichment be adjusted to continue this student's progress toward advanced proficiency levels?
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*
- In what ways is the student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

- Target instruction and enrichment to promote student growth using next steps and instructional resources recommended by *i-Ready* or other resources.
- Provide teacher-led small group instruction to students with similar areas of need for enrichment.
- Continue to use Personalized Instruction and Learning Games to address priority domain(s) and provide instruction and practice at advanced levels (as available).
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Lower Growth & Lower Performance

There is opportunity to prioritize these students' learning needs by providing them with teacher-led instructional support. Use the questions and data sources to determine steps for supporting these students.

Ask and Observe:

- What are the strengths and areas of need for this student? *(Diagnostic Results (Student) report)*
- What prerequisite skills or concepts will support this student in accessing grade-level instruction in upcoming lessons? *(Prerequisites report and Tools for Scaffolding Comprehension)*
- How can differentiation or individualized instruction be adjusted to further prioritize the student's specific learning needs? How might this student, or other students with similar needs, benefit from additional targeted instruction? *(Instructional Groupings report)*
- Is this student getting enough time in *i-Ready* lessons? How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary (Student) report)*
- In what ways is the student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

- Individualize instruction targeted to student's needs using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Provide teacher-led small group instruction to students with similar areas of need.
- Adjust scheduling to prioritize Personalized Instruction time to address a student's priority domain(s).
- Closely monitor a student's progress in Personalized Instruction and Learning Games, and respond quickly to provide the student with additional support with the lessons.
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

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Responding to Midyear Diagnostic Growth Worksheet

Analyze your Diagnostic Growth report and additional data, as needed, to determine action steps for your students.

Review	Observe & Reflect
*Analyze student data by growth and performance.**	*List the students who are in each category and think about the possible causes. Review individual student data as needed.*
Higher Growth & Higher Performance **Growth:** Achieved **at least 50% progress** to Typical Growth **Performance:** Early On or Mid On or Above Grade Level	
Higher Growth & Lower Performance **Growth:** Achieved **at least 50% progress** to Typical Growth **Performance:** One Grade Level Below Two or Three or More Grade Levels Below	
Lower Growth & Higher Performance **Growth:** Achieved **less than 50% progress** to Typical Growth **Performance:** Early On or Mid On or Above Grade Level	
Lower Growth & Lower Performance **Growth:** Achieved **less than 50% progress** to Typical Growth **Performance:** One Grade Level Below Two or Three or More Grade Levels Below	

*Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for progress to Typical Growth to vary accordingly.

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Date: _____

School, Grade Level, and/or Class: _____ ☐ Mathematics ☐ Reading

Take Action

Consider these actions steps:

How can I continue to provide enrichment and challenge for these students?

- ☐ Provide independent or collaborative opportunities for enrichment.
- ☐ Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources.
- ☐ Consider how you may want to balance time in online lessons and Learning Games with other forms of enrichment and challenge.
- ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
- ☐ Other:

How can I continue to provide instructional support to promote growth?

- ☐ Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students.
- ☐ Provide teacher-led small group instruction to students with similar areas of need.
- ☐ Continue to monitor and respond to students' priority domain(s) as they work through Personalized Instruction.
- ☐ Continue to use engagement strategies you've found to be successful, including opportunities for students to lead their data chats.
- ☐ Other:

How can I promote growth for these students?

- ☐ Target instruction and enrichment to students' needs to help promote growth using next steps and instructional resources.
- ☐ Provide teacher-led small group instruction to students with similar areas of need.
- ☐ Continue to use Personalized Instruction to address priority domain(s) and provide instruction and practice at advanced levels (as available).
- ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
- ☐ Other:

How will I support these students' instructional priorities to promote growth?

- ☐ Adjust scheduling to prioritize Personalized Instruction to students' domain(s) of need.
- ☐ Provide teacher-led small group instruction to students with similar instructional priorities using next steps and instructional resources.
- ☐ Monitor students' progress in Personalized Instruction and Learning Games, and respond quickly to provide additional support.
- ☐ Continue to have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
- ☐ Other:

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Actively Monitor and Respond

For more information, visit i-ReadyCentral.com/PersonalizedInstruction.



"I like that i-Ready *is individualized for me. It's not like everyone in the class gets the same lessons; you can work on what you need the most help with."*

—Elementary School Student

i-Ready Personalized Instruction is a powerful tool that supports your teaching and provides instruction targeted to every student's strengths and needs. It also provides you with real-time data and insights into student learning. Based on Diagnostic performance, students are automatically placed into their personalized lesson paths. While you do not need to do anything to make sure your students are assigned the lessons they need, you play a critical role in their learning.

To engage students in Personalized Instruction and manage their progress:

1. **Help students understand** why Personalized Instruction is important to their learning.
2. **Actively support student focus** in online lessons.
3. **Monitor and respond** to Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.
4. **Review and discuss results with students** to help them reflect on their own progress.

Actively monitor and respond with the tips and tools that follow!

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Tips & Tools for

Monitoring and Responding

Review the following best practices to help you actively monitor and respond to Personalized Instruction to support students.

Tips

Schedule Time

- Create a schedule that allows students to aim for 45 minutes of Personalized Instruction per subject per week so they can maintain the recommended range of 30–49 minutes consistently.
- Allocate additional time to account for transitions and other activities.

Prepare Your Students

- Help students understand how *i-Ready Personalized Instruction* works and why it's important to their learning.
- Engage students in online lessons by familiarizing them with the experience, establishing class routines and procedures, and setting class and student goals.

Actively Support Student Focus

- Encourage students as they engage in online lessons.
- Scan the room to ensure students are on task and trying their best.

Monitor and Respond

- Develop a weekly routine of reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.
- Organize your data and plan next steps to respond and support your students.

Review and Discuss Results with Students

- Set meaningful goals with students, and provide tools to help them reflect on their progress to keep them focused on their online lessons.

Tools

- Sample Schedules: Elementary | Middle
- Getting Students Ready for Personalized Instruction Presentation
- Kindergarten Digital Readiness
- Personalized Instruction Monitoring Guidance and Action Plan
- Student Data Trackers, Pledge Sheets, and Learning Reflections
- Data Chats



Access all resources marked with this icon at i-ReadyCentral.com/PersonalizedInstruction, or download each individually by entering the terms in the search bar.

Personalized Instruction Reflection Worksheet

Use the following reflection worksheet to plan for, manage, and adjust your Personalized Instruction practice.

For information and a worksheet on monitoring Personalized Instruction when teaching remotely, search *remote learning* on *i-Ready Central*.

School, Grade Level, and/or Class: _____ Date: _____

Reflection Questions	Notes and Next Steps
Schedule Time • Does the schedule reflect recommended time in Personalized Instruction?	
Prepare My Students • Do students efficiently transition to and from seats/stations for Personalized Instruction? • Do students log in and get started with Personalized Instruction promptly? • Are students consistently using devices and headsets properly to complete lessons?	
Actively Support Student Focus • Do I/teachers scan the room regularly while students are working on their online lessons? • How do I/teachers provide encouragement or redirection to ensure students are engaging with their lessons and staying on task? • Do I/teachers remind students of routines and procedures when needed?	
Monitor and Respond • How frequently do I/teachers review Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed? • How do I/teachers respond when students need additional support with lessons?	
Review and Discuss Results with Students • How do I/teachers help students set goals for Personalized Instruction? • How do I/teachers help students reflect on and discuss their progress? • What materials are students using to support their work in online lessons and create artifacts of learning (e.g., scratch paper, lesson trackers, lesson reflection tools)?	

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Personalized Instruction Monitoring Guidance

Develop a practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.

Monitor	Analyze *Consider these reflection questions:*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		
⊗ Domain Shutoff Alerts **⚠ Students Needing Support Alerts**	• Which students have lesson alerts this week? • In which domains? • What could be causing this? – Student hasn't been taught the material yet. – Student has misconceptions and/or would benefit from additional skills practice. – Student didn't understand what to do in the lesson.	• Conference with or deliver individualized instruction for students with lesson alerts. • If more than one student needs additional support or has not passed the same lessons, pull a small group together for teacher-led instruction. • After support has been provided, check for understanding and turn the domain back on if the student is ready.
Row 2: Lesson Time-on-Task		
Less than 30 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Which students would benefit from more time in lessons? • Do students have enough access to Personalized Instruction? • Are students being pulled for other forms of instruction or activities? • How are students engaged in online lessons? • Are students working on other online activities, including *i-Ready* Learning Games*, during Personalized Instruction time?	• If Lesson Time-on-Task meets instructional goals, no action may be needed. • Set Lesson Time-on-Task goals with students. • Use Personalized Instruction Trackers weekly. • Adjust your schedule as needed. • Re-establish norms/expectations. • Review Learning Games Playtime report to see if students are working in games instead of lessons.*
More than 50 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Are students using Personalized Instruction in multiple settings (e.g., class, before-/after-school programs, home)? • Would students benefit from more time in other instructional activities? • How are students engaging in online lessons?	• If Lesson Time-on-Task meets instructional goals, no action may be needed. • Review students' instructional priorities and schedules to determine whether additional time should be focused on other instructional activities. • Adjust your Personalized Instruction schedule as needed.
Row 3: Percent of Lessons Passed YTD		
Less than 70% of lessons passed	• Is this a classwide trend? • Which students have less than 70% of lessons passed for the year? • Are these students engaging with the lessons? • In what domains or skills do these students need additional support? • How can you address domains in which students' Percents of Lessons Passed are low?	• Pull a small group of students who could benefit from additional support in the same domain for teacher-led instruction. • Reteach a specific skill in whole class instruction. • Conduct data chats with students. • Engage students in goal setting and reflection. • Use trackers and create incentives.
Row 4: Recommended Class-Level Personalized Instruction Use		
✓ Few lesson alerts **✓ 30–49 minutes of Lesson Time-on-Task** **✓ 70%–100% of lessons passed**	• How do I want to celebrate these achievements? • What can I do to ensure these students maintain these recommended ranges?	• Celebrate students by acknowledging their achievement in class or sending home information to families. • Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox.

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

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Personalized Instruction Action Plan

Use your Personalized Instruction data and the Personalized Instruction Monitoring Guidance to create an action plan for your students.

To access this worksheet, download the *Kit: Actively Monitor and Respond* on i-Ready Central.com/Personalized Instruction.

Monitor	Analyze *List the students who place in each category and think about the possible causes. Review individual student data as needed.*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		
⊗ **Domain Shutoff Alerts** ⚠ **Students Needing Support Alerts**		☐ Support students with small group or individualized instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Other:
Row 2: Lesson Time-on-Task		
Less than 30 minutes		☐ Set Lesson Time-on-Task goals with students. ☐ Use Personalized Instruction Trackers weekly. ☐ Adjust your Personalized Instruction schedule as needed. ☐ Review Learning Games Playtime report to see if students are working in games instead of lessons.* ☐ Other:
More than 50 minutes		☐ Adjust your Personalized Instruction schedule as needed. ☐ Schedule more teacher-led instruction, group work, class projects, or communicate with students and families about Lesson Time-on-Task goals. ☐ Other:
Row 3: Percent of Lessons Passed YTD		
Less than 70% of lessons passed		☐ Support students with small group or individualized instruction. ☐ Reteach a specific skill in whole class instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Use trackers and/or create incentives for Percent of Lessons Passed. ☐ Other:
Row 4: Recommended Class-Level Personalized Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**		☐ Celebrate achievements with students and families. ☐ Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox. ☐ Other:

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Deliver Differentiated Instruction

For more information, visit i-ReadyCentral.com/TeacherLedInstruction.



I love having data and resources at my fingertips for small group instruction in Math and Reading. A quick lesson targeted to students' specific strengths and needs makes all the difference in the world for their growth!

—K–2 Teacher

Each of your students enters your classroom with unique strengths and needs, and you want to reach all of them in a meaningful way. Differentiating instruction is an impactful instructional practice. A common question associated with this work is how to manage different student learning experiences simultaneously. Establishing clear routines and behavior expectations and planning engaging learning activities for all students are critical for success.

To successfully prepare for differentiated instruction:

- **Teach routines and procedures** so students understand expectations and have a chance to practice behaviors and receive feedback.
- **Determine objectives and goals** for each small group rotation, including your teacher-led station.
- **Choose resources and plan instruction** or other learning activities for each station.

Establish effective practices for differentiated instruction with the tips and tools that follow!

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Tips for Facilitating Small Group Instruction

It takes preparation and planning to manage small group rotations and ensure they run smoothly. Establishing clear routines and behavior expectations is critical for this to work.

Teach your students the routines and behaviors you expect them to follow.

Explain the expectations, but then allow students to practice so you can provide feedback on what they're doing well and where they can improve.

Observe your students.

Note which routines and procedures are working, and update those that need to be refined. Regularly remind students of the expectations for each small group rotation and reteach certain practices.

Hold students accountable.

Set up systems for reflection that require students to monitor their own behaviors, and encourage students to explain how they will improve their participation.

Routines and Procedures to Support Your Small Group Instruction

- **Directions and Group Assignments**
  Establish clear directions and student assignments for each small group. Consider providing written directions at each station. Address questions and clarify the process before rotations begin.
- **Noise Level Expectations**
  Establish expectations for noise level. Different stations may require working at different levels. This could be indicated on a class agenda on the board. Consider using a scale, such as:
  0 = Silence, no talking
  1 = Whisper to ask questions
  2 = Quiet, peer-to-peer, on-task conversation
  3 = Whole class discussions and on-task conversation
- **Asking Questions and Getting Help**
  Establish a routine for asking questions during rotation time, such as "Ask 3 Before Me." This requires students to ask questions of at least three peers before seeking teacher support.
- **Expectations for Transitions**
  Students may need to rotate from one station to the next. Establish expectations for how and when they should do this, including voice level, walking versus running, how long this should take, how they should leave their current station, and what they should take with them to their next station.
- **Turning In Work**
  Students should know what to do with their completed work from each station. For example, there may be a tray for turning in daily independent work, or students may keep it in a binder. Consider if this work will be graded or checked. Consider if collaborative work will be turned in immediately or at the end of an assignment.
- **Next Steps If Work Is Finished Early**
  Make sure students know what to do if they complete station work early. Consider extra credit assignments, homework, other collaborative work assignments, checking their work, etc.

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Routines and Procedures Planning Worksheet

Create a plan to implement specific routines and procedures that will support small group rotations and differentiated instruction.

To access this worksheet, download *Kit: Deliver Differentiated Instruction* on i-ReadyCentral.com/TeacherLedInstruction.

Routine or Procedure Description	How/when will I teach this routine or procedure? How will I know if it's working?
Directions and Group Assignments:	
Noise Level Expectations:	
Asking Questions and Getting Help:	
Expectations for Transitions:	
Turning In Work:	
Next Steps If Work Is Finished Early:	
Make Your Own:	

Keep Students Accountable:

How will you encourage students to reflect on and monitor their own behavior during small group rotations? Check off the strategies you'll incorporate.

Student Reflection Strategies:

- ☐ Create a behavior expectations rubric. Have students self-rate at the end of small group rotations.
- ☐ Assign student roles in each small group. Roles can include behavior monitor, timekeeper, paper collector, discussion leader, etc.
- ☐ Share your observations of student behavior. Ask students to identify how they'll make improvements.
- ☐ Facilitate an activity in which students identify how they'll keep each other appropriately on task during small group instruction.
- ☐ Create competition between groups by having a weekly or monthly behavior challenge with a clear reward.
- ☐ Other:

Notes and Next Steps:

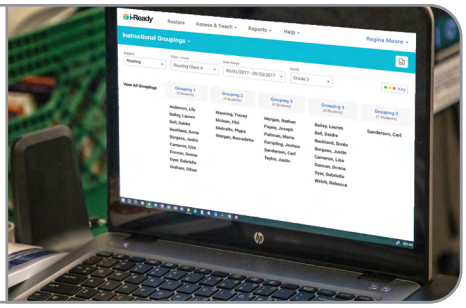
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Steps for Effective Small Group Instruction

Once you are ready to organize your students into small groups and plan learning experiences, use the steps below to inform your process.

1. Create Student Groups

Consider your goal for small group instruction. For example, determine if it's to provide differentiated support for a specific skill or to facilitate collaborative work and peer learning. Use data to keep groups flexible and respond to support students.

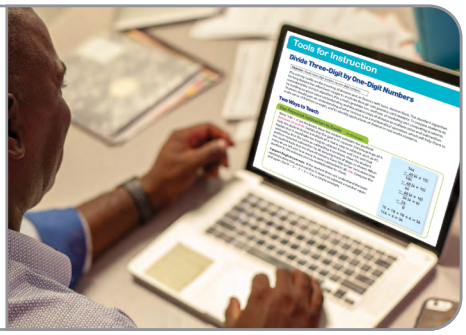


2. Identify Resources

Identify the resources you will need to facilitate each station. This might include student work pages, student reflection sheets, independent reading books, manipulatives, chart paper, and/or collaborative activities. Identify key resources that will help you reach each station's objective(s).

3. Plan Your Instruction

Make sure each station aligns to the most pressing needs of that student group. Focus your teacher-led instruction on the support, practice, or enrichment each group needs for a specific skill or standard. Consider strategically assigning differentiated and/or on-grade level work in collaborative and independent stations.



4. Facilitate the Teacher Station

Provide instruction to students who are meeting with you in the teacher station. Periodically scan the room and monitor behavior in the other stations.



5. Repeat and Refine

As you continue to gather data about students' performance, you might find that you need to change your student groupings. Repeat Steps 1–4 of this process to plan small group instruction and ensure you're responding to support all students.

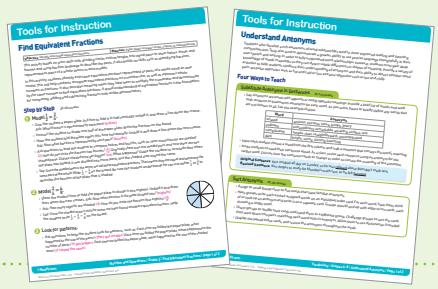


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For more resources to support small group instruction when teaching remotely, search *remote learning* on *i-Ready Central*.

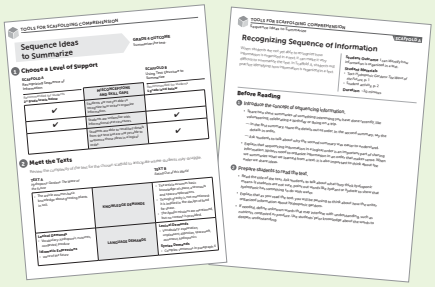
Resources

There are many resources available to help support differentiated instruction, but where should you begin? Use the menu below to identify resources and make your plan!



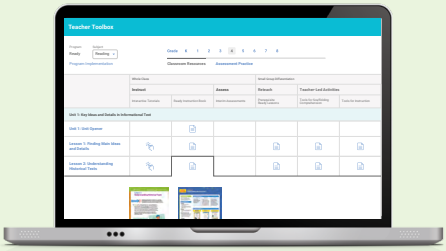
Tools for Instruction *(Included with* i-Ready Assessment*)*

These additional lessons can be used during small group or individualized teacher-led mathematics or reading instruction. Based on *i-Ready* data or other sources, select an appropriate Tool for Instruction to address prerequisite concepts or on-grade level needs. Tools for Instruction are designed for 20–30 minutes of instruction. (For more information, see p. 96.)



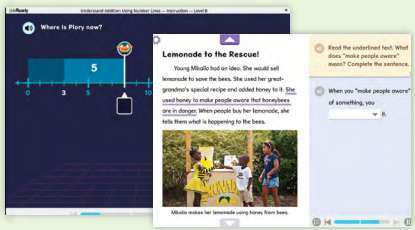
Tools for Scaffolding Comprehension *(Included with* i-Ready Assessment *and Available for Grades 3–8)*

These instructional resources provide a pathway to grade-level instruction by targeting the most important concepts and skills students need to access upcoming reading comprehension outcomes. Designed for approximately 30 minutes of instruction in small group or whole class settings, Tools for Scaffolding Comprehension include Scaffold A and B. These scaffolds are differentiated based on Diagnostic results. Each includes a teacher and student edition with integrated instructional guidance, engaging text, and student activity pages. (For more information, see p. 97.)



Teacher Toolbox *(Subscriptions Available for Grades K–8 Mathematics and English Language Arts (K–8 Reading and 2–5 Writing))*

This digital collection of instructional resources provides access to hundreds of teacher- and student-led lessons, activities, and implementation supports for on-level and differentiated instruction of mathematics, reading, and writing. Through *i-Ready* reports, the program identifies resources available on the Teacher Toolbox for planning whole class or small group instruction, including *Ready* and *Magnetic Reading* lessons, assessment and evaluation resources, Discourse Cards, Interactive Tutorials, Standards Correlations, Math Center Activities, and Practice and Problem Solving book. (For more information, see p. 98.)



i-Ready Personalized Instruction *(Available for Purchase)*

i-Ready online lessons meet students where they are to provide appropriate instruction in given domains. Lessons can also be used during whole class and small group instruction to support review and practice of specific skills. (For more information, see p. 99.)



Learning Games *(Included with* i-Ready Personalized Instruction *for Mathematics and Available for Grades K–8 If Enabled by the District)*

These interactive games provide engaging mathematics practice in English and Spanish. Learning Games can be used for additional practice of specific mathematics concepts and skills, helping to build students' mathematics fluency. (For more information, see p. 99.)

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Small Group Worksheet

How can I group my students and plan to address their instructional priorities?

To access this worksheet, download the Data Analysis Guide at i-ReadyCentral.com/DataAnalysisGuide.

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Group Number or Name:

Group Selection Criteria: *(e.g., students who placed similarly in a domain)*

Student Name	Observations, Strengths, and Instructional Priorities	Instructional Resources

Action Plan

When will this small group meet and for how long?

What is your small group instruction plan to help students at their current placement level and to help them access grade-level content?

At current placement level:

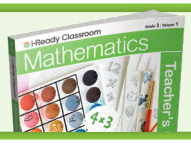
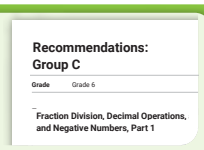
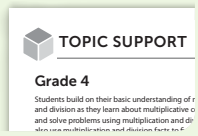
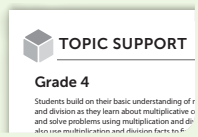
Grade-level content:

When and how will you check for understanding and overall effectiveness of instruction?

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Using the Prerequisites Report to Inform Instruction

After administering the Diagnostic assessment, access the Prerequisites report in *i-Ready Connect*. Then review and determine next steps based on the recommendations below.

Data Analysis ▼ Determine the best pathway for your class.*	**Recommended Guidance and Resources** Use the resources in the pathway to inform your instruction.
If most students have **likely acquired the prerequisite skills** . . .	. . . then use the guidance in **your core program** for support and pacing recommendations. 
If a small number of students need **Additional Support** and/or **In-Depth Review** . . .	. . . then use the **Recommended Resources** provided to address students' learning needs during small group instruction. 
If most students require **Additional Support** . . .	. . . then use the **Topic Support** to access On-the-Spot Teaching Tips to support students with unfinished learning while teaching on-grade level lessons. 
If most students require **In-Depth Review** . . .	. . . then refer to the **Topic Support** and your core program resources and pacing guidance to determine how best to integrate this additional content into whole class instruction. 

Repeat in advance of each instructional unit and/or group of lessons.

**The Prerequisites report helps you use Diagnostic data to make instructional decisions. It is recommended that you also consider additional data points when selecting the most appropriate pathway for your students.*

Notes:

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Delivering Differentiated Instruction

Review the scenario and the excerpt of the teacher's planning worksheet. Consider how the teacher connects data and upcoming grade-level instruction with next steps for small groups.

Scenario 1: Mathematics

Mrs. Brandt will begin a unit on adding and subtracting multi-digit whole numbers with her fourth graders next week. To ensure all students have the opportunity to learn this grade-level content, she plans strategic small group support.

A review of her Diagnostic Results (Class) report confirms the "big picture" Mrs. Brandt has observed in the first weeks of school—most students are Above, On, or One Grade Level Below in the Number and Operations domain, and a few are Two or More Grade Levels Below. For more detailed information about what her students know and what scaffolds they may need, she navigates to her Prerequisites report.

Using the Topic dropdown, Mrs. Brandt selects the topic Place Value, Addition, and Subtraction, which most closely aligns to her upcoming unit. Reviewing the Topic Groups, she notes all students have likely acquired or need some Additional Support with understanding hundreds, tens, and ones. She's glad to know they have this solid foundation to build upon and notes this strength on her Planning Worksheet (*see excerpt*). Mrs. Brandt also sees some students have likely acquired the Essential Skill, Add and Subtract within 1,000. However, nine students across Topic Groups C and D need Additional Support or In-Depth Review in this area. She begins planning small group instruction to build on their strengths and support unfinished learning.

Reviewing the Recommendations PDFs for Topic Groups C and D, Mrs. Brandt notes that Use Place Value to Add and Subtract is an essential prerequisite skill. This aligns well with the first lesson in her upcoming unit. She decides she will use both recommended Tools for Instruction with her small groups: Three-Digit Addition on one day and Three-Digit Subtraction on another (*see excerpt*). She will encourage all students in her class to use the Learning Games Hungry Fish, Cupcake, and Pizza when they finish their work early to reinforce prerequisite skills before her upcoming grade-level unit.

Planning Worksheet Excerpt

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:

Overall Placement:

33% On or Above Grade Level, 58% One Grade Level Below, 9% multiple grade levels below

Number and Operations Domain:

Most are Above, On, or One Grade Level Below

A few are Two or More Grade Levels Below

Upcoming Grade-Level Instruction:

Adding and Subtracting Whole Numbers

Small Group:	Topic Group C
Who?	Naveen Lucia Carla Trey Levi
What?	Strength: Understanding 100s, 10s, and 1s. Noticed in class students do well with place value and using base-ten blocks. Students perform better on regrouping with addition than subtraction. Focus: prerequisite skill: Use Place Value to Add and Subtract (Additional Support)
How and When?	Wednesday Scheduled Small Group Time: Three-Digit Addition—use strategy from this TFI to highlight their strengths to them around regrouping with addition to make connections to subtraction. Focus time for small group on TFI Three-Digit Subtraction. Learning Games: Hungry Fish, Cupcake, and Pizza (when finished with work early)

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Differentiated Instruction Planning Worksheet: **Diagnostic Results (Class) and Prerequisites Report**

Keep the Foundations of Effective Data Use in mind:

- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

Class: _____ Subject: _____

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:	**Small Group:**			
	Who?			
	What?			
Upcoming Grade-Level Instruction:	**How and When?**			

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Delivering Differentiated Instruction

Review the scenario and the excerpt of the teacher's planning worksheet. Consider how the teacher connects data and upcoming grade-level instruction with next steps for small groups.

Scenario 2: English Language Arts

Mr. Silva will begin a sixth grade unit on determining central idea next week. He wants to be sure all students can participate in this grade-level instruction, so he reviews results of the recently administered Diagnostic. This will help him to get a better sense of how to leverage students' strengths and prepare them for the upcoming unit.

First, he reviews Overall Placement and then Placement by Domain, recording his whole class observations on the Planning Worksheet (*see excerpt*).

Mr. Silva is pleased to see that the class is relatively strong in vocabulary, because this will allow him to build on students' prior knowledge of some words to deepen understanding. In the Comprehension: Informational Text domain, he notes that more than half of the class performed below grade level. Reviewing students in each placement level, Mr. Silva forms three small groups: two groups of students who performed One Grade Level Below and one group of students who performed multiple grade levels below. He makes a mental note to circle back and plan Enrichment Activities for students performing above grade level. But right now, his focus is on scaffolding to upcoming grade-level instruction for these three small groups.

Mr. Silva navigates to Tools for Scaffolding Comprehension. From the Comprehension Progression, he identifies the Priority Skill needed for next week's lesson. Opening the corresponding Tool for Scaffolding Comprehension, "Identify Central Idea," Mr. Silva plans to use Scaffold A with students performing Two or More Grade Levels Below and Scaffold B with students performing One Grade Level Below, as recommended (*see excerpt*). During this small group instruction, students will learn strategies they can apply during grade-level lessons. Throughout his upcoming unit, Mr. Silva will monitor progress and provide continued support as needed.

Planning Worksheet Excerpt

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:

Overall Placement:

25% On or Above Grade Level, 56% One Grade Level Below, 19% Two or More Grade Levels Below

Comprehension: Informational Text Domain:

7 students performed On or Above Grade Level

17 performed One or More Grade Levels Below

*Overall class is strong in Vocab

Upcoming Grade-Level Instruction:

Central Idea Unit

Small Group:	Two or More Grade Levels Below
Who?	Ashley Grayson Venna Nora Aaron Julianna
What?	Strength: Vocabulary: Less time needed for defining words in text. Opportunity to prep students with brief context about Frederick Douglass before reading. Priority Skill: Identify Central Idea
How and When?	Tools for Scaffolding Comprehension: Identify Central Idea—Scaffold A (graphic organizer for finding key details—continue practice during independent reading rest of week) Monday—during independent work time

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Differentiated Instruction Planning Worksheet: **Diagnostic Results (Class) and Prerequisites Report**

Keep the Foundations of Effective Data Use in mind:

- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

Class: _____ Subject: _____

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:	**Small Group:**			
	Who?			
	What?			
Upcoming Grade-Level Instruction:	**How and When?**			

Deliver Differentiated Instruction

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Instructional Groupings Planning Example: **Mathematics Grade 2**

Review how the teacher planned for their small group instruction using the Instructional Groupings report.

Ask: How can I group my students and plan to address their instructional priorities?

Whole Class Observations:

Overall:
7 students performed On or Above Grade Level

7 students performed One Grade Level Below

6 students performed Two or More Grade Levels Below

Number and Operations domain:
6 students performed Grade K

7 students performed Grade 1

7 students performed Early or Mid Grade 2

Upcoming Grade-Level Instruction:

Add Two-Digit Numbers

Small Group:	Grouping 1 (A)	Grouping 1 (B)	Grouping 2	Groupings 4 and 5
Who?	James, Aaron, Gabrielle, Carla, Christopher — K (NO) Christopher rushed James and Aaron may need additional supports	Damian, Kylie, Brian — Grade 1 (NO) Stella—Grade K (NO); overall Grade 1 and Mid 2 Algebra	Maximo, Bailey, Devan, Deen — Grade 1 (NO) Julianna, Abby — Early 2 (NO)	Aiden, Camilla, Cooper, Nora — Early 2 (NO) Ian—Mid 2 (NO)
What?	Strengths: Recognize numerals to 10 Count backward from 10–0 Focus: Count up to 30 objects by 1s Count forward by 1s from any number less than 100 Identify the number that is 1 more or 1 less than a given number between 1 and 10	Strengths: Recognize numerals to 10 Count backward from 10–0 Noticed in class these students are able to count forward to 50 Focus: Identify the number that is 1 more or 1 less than a given number between 1 and 10	Strengths: Identify the number that is 1 more or 1 less than a given number to 10 Count forward and backward by 1s for numbers less than 100 Add and subtract within 5 Use a number line to count up or back to add and subtract 1 or 2 from numbers up to 20 Focus: Count up to 30 objects by ones Count forward by 1s from any number less than 100 Identify the number that is 1 more or 1 less than a given number between 1 and 10	Strengths: Count, read, write, and represent numbers 1–120 Add a two-digit number and a one-digit number Subtract two-digit numbers without regrouping Count and skip count by 5s, 10s, 100s Focus: Model three-digit numbers Compare and order three-digit numbers
How and When?	TFIs: Count Forward by 1s and One More Monday—Scheduled Small Group Time: Students' strength with numerals 1–10 will focus on counting forward to higher numbers Tuesday—Small group time to build on counting forward to naming one more (up to 20) and practice with cubes	TFI: One More Monday—Scheduled Small Group Time: Students' strength with numerals 1–10 will allow for less review/more practice with manipulatives during lesson Tuesday—Pairs additional practice with connecting cubes as needed	TFI: Compare Two-Digit Numbers Wednesday—Scheduled Small Group Time: Students understand 1 more/1 less; build on this base with rods and cubes to demonstrate greater than and less than	TFI: Model Three-Digit Numbers Thursday—Scheduled Small Group Time: Build off strengths in place value with one- and two-digit numbers to begin work on modeling three-digit numbers

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Differentiated Instruction Planning Worksheet: **Instructional Groupings Report**

Keep the Foundations of Effective Data Use in mind:

- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

Class: _____ Subject: _____

Ask: How can I group my students and plan to address their instructional priorities?

Whole Class Observations:

Upcoming Grade-Level Instruction:

Small Group:				
Who?				
What?				
How and When?				

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Instructional Groupings Planning Example: **English Language Arts Grade K**

Review how the teacher planned for their small group instruction using the Instructional Groupings report.

Ask: How can I group my students and plan to address their instructional priorities?

Whole Class Observations:

Overall:
6 students performed On or Above Grade Level, 14 performed Below Grade Level

Phonics domain:
4 students performed Early/Mid/Late K

16 performed Emerging K

Upcoming Grade-Level Instruction:

Letter Names and Sounds: Consonants and Short Vowels

Small Group:	Grouping 1 (A)	Grouping 1 (B)	Grouping 2	Groupings 3 and 5
Who?	Gavan* Adrian D. Valentin Mason Adriadne R. } all Emerging K (PH) *Gavan rushed Diagnostic	Julia F. Reagan Elizabeth Ana Cristina William Bruno } all Emerging K (PH) *William rushed Diagnostic	Isaac Ana Paula Sabastian Kameko Darun } all Emerging K (PH)	Brian—Early K (PH) Carla—Early K (PH) Parker—Mid K (PH) Abby—Late K (PH)
What?	Strengths: Recognize and name all uppercase letters Performed higher in Phonological Awareness domain Noticed in class they also know common lowercase letters Instructional Priority: Phonics Focus: Common consonant and vowel letter–sound relationships	Strengths: Recognize and name all uppercase letters Noticed in class these students work really well in pairs Instructional Priority: Phonics Focus: Common consonant and vowel letter–sound relationships	Strengths: Recognize and name all uppercase letters Progressing well in Vocabulary Instructional Priority: Phonics Focus: Common consonant and vowel letter–sound relationships and Oral Language Development	Strengths: Recognize and name uppercase and lowercase letters Match consonant sounds to letters Decode VCC and CVCC words—some for Brian and Carla; most for Parker and Abby Instructional Priority: Vocabulary Focus: Oral Language Development
How and When?	TFI: Match Consonant Letters and Sounds—s, f, r, m, p, l, t Monday—Scheduled Small Group Time Knowing their uppercase and some lowercase letters, with strong performance in Phonological Awareness is a good base for matching letters to sounds	TFI: Match Consonant Letters and Sounds—s, f, r, m, p, l, t Monday—Scheduled Small Group Time Knowing their uppercase letters is a good base for matching letters to sounds Bruno, Julia, Eliza, and Adrian can practice together in pairs	TFI: Match Consonant Letters and Sounds—s, f, r, m, p, l, t Tuesday—Scheduled Small Group Time Given students' strength in Vocabulary, have students practice letter–sound correspondence with word cards from this week's read-aloud texts	TFI: Teach Vocabulary with Read Alouds Students' strength in phonics will build their confidence for previewing and decoding vocabulary in this TFI text

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Differentiated Instruction Planning Worksheet: **Instructional Groupings Report**

Keep the Foundations of Effective Data Use in mind:

- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

Class: _____ Subject: _____

Ask: How can I group my students and plan to address their instructional priorities?

Whole Class Observations:

Upcoming Grade-Level Instruction:

Small Group:				
Who?				
What?				
How and When?				

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For more information, visit i-ReadyCentral.com/EngageStudents.

Set Goals and Engage Students



My students and I are really enjoying i-Ready . . . *My favorite part is that I can keep students engaged in the learning process.*

—Elementary School Teacher

Engaging students in their learning is an essential component to nurturing a growth mindset and supporting student success. *i-Ready* can be used in many ways to empower students to take ownership of their learning and get excited about their progress and growth.

To set goals and engage students:

1. **Plan activities** to engage your class and students in *i-Ready* and their learning.
2. **Teach routines and procedures** for student engagement.
3. **Reflect and refine systems and practices** throughout the year.

Foster student engagement with the tips and tools that follow!

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Tips & Tools for

Setting Goals and Engaging Students

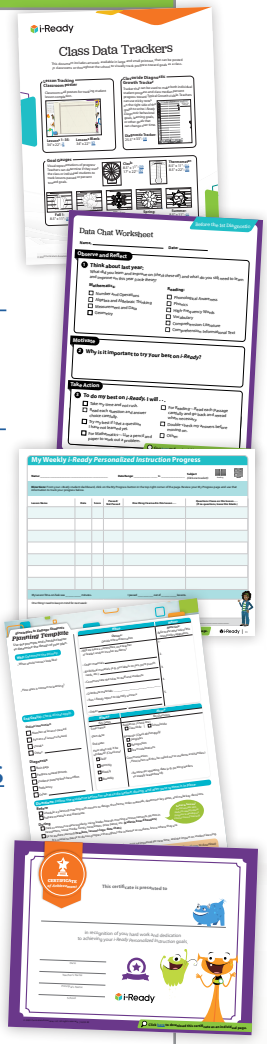
Consider the suggestions below to engage students with *i-Ready* in your classroom.

Tips

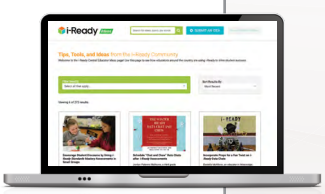
- **Guide goal setting** by setting achievable yet challenging goals with students that focus on performance goals and learning goals.
- **Have data chats with students** to help them reflect on their strengths and areas for improvement, create new goals, and set action plans.
- **Track data with students and help them self-reflect** on their progress to promote student ownership, keep data top-of-mind, and make progress apparent.
- **Make learning a team effort** by tracking class progress and growth, providing classwide feedback after Diagnostics, and creating class goals.
- **Recognize and celebrate growth** by using bulletin boards or certificates to highlight when a student or class has reached a goal and/or made progress.
- **Help students actively engage with Personalized Instruction** by reflecting and checking in with students about their progress, habits, and next steps.
- **Partner with families** by sharing information about *i-Ready* assessments and student progress through newsletters, conferences, emails, and phone calls.

Tools

- Setting Goals with Students Guidance
- Student Data Chat Pack
- Planning for a Student Data Chat
- Student Data Trackers, Pledge Sheets, and Learning Reflections
- Student Engagement Recipe Card
- Student Certificates
- Bulletin Board Banners
- Family Data Chat Pack



And more at i-ReadyCentral.com/Ideas



Access all the resources marked with this icon at i-ReadyCentral.com/EngageStudents, or download each individually by entering the terms in the search bar.

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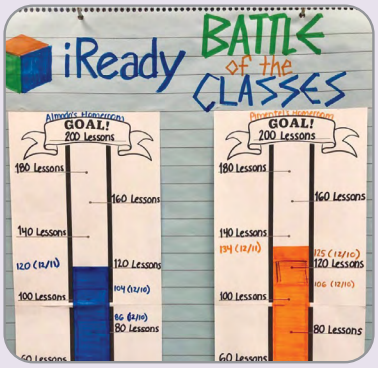
Guiding Principles for Engaging Students

Review the following best practices for planning student engagement activities.

Focus on the Learning

Emphasize what students learned and how they got there. Research suggests internal motivation is key to fostering the joy of learning. Remind students that challenges are worth tackling, and acknowledge effort rather than ability.

Example: *Create a goal bulletin board.*



Provide All Students with Opportunities to Succeed

Encourage students to achieve their personal best. Consider engaging students using a cumulative system.

Examples: *Collect "brag tags" or use punch cards so every student can succeed.*



Encourage Teamwork

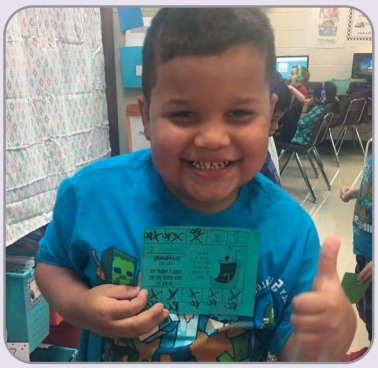
Make learning a team effort by creating a common goal. Students are likely to achieve more in a larger learning community.

Examples: *Create schoolwide competitions by grade level, or create a classwide goal.*

Make It Routine

Consistency is key! Foster ongoing motivation over time (e.g., weekly, monthly), rather than as a single event, and consider switching the focus of goals.
Teach engagement procedures to maximize instructional time.

Examples: *Use a traveling spirit stick, update leaderboards monthly, a school leader makes weekly announcements.*



Have Fun

Enjoy and celebrate learning by setting aside time and getting creative with rewards.

Examples: *Host a dance party or lunch with a teacher, leader reads a book to the class, teacher versus student basketball game.*



Collaborate with Your Colleagues

Plan together and share successes with colleagues.

Examples: *Plan engagement activities during a PLC, planning committee meets monthly, create gradewide incentives, hold each other accountable for keeping up with routines and engagement activities such as data chats.*

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Student Engagement Planning Worksheet

To access this worksheet, download the *Kit: Engage Students* on i-ReadyCentral.com/EngageStudents.

Use the chart below to create your plan for engaging students. As you plan, think about logistics and other factors you need to consider to ensure success.

Student Engagement Strategy	Resources to Use	Notes and Next Steps
Guide Goal Setting Set challenging yet achievable goals with students about their performance and learning goals.	☐ Class Data Trackers ☐ Goal-Setting Guidance ☐ Other:	
Have Data Chats with Students Schedule data chats with students about learning and growth to discuss strengths and areas for improvement. Set new goals and develop action plans.	☐ Data Chats Tools and Worksheets ☐ Data Chat Guidance ☐ Other:	
Track Data with Students and Help Them Self-Reflect Use journals, data folders, individual tracking sheets, or classroom data walls to promote ownership, keep data top-of-mind, and make progress apparent.	☐ Data Trackers ☐ Student Data Tracking Guidance ☐ Other:	
Make Learning a Team Effort Build a collective growth mindset by tracking class progress and growth, providing classwide feedback after Diagnostics, and creating class goals.	☐ Student Engagement Recipe Card ☐ Class Data Trackers ☐ Other:	
Recognize and Celebrate Growth Celebrate growth by using public announcements, bulletin boards, or certificates when a student or class has reached a goal and/or made progress.	☐ Student Certificates of Progress and Achievement ☐ Recognition Postcards ☐ Bulletin Board Banners ☐ Other:	
Help Students Actively Engage with Personalized Instruction Provide students with reflection pages to create artifacts of learning, and check in with students about their progress, misunderstandings, and habits.	☐ Presentation: Getting Students Ready for Personalized Instruction ☐ Student Data Trackers, Pledge Sheets, and Learning Reflections ☐ Other:	
Partner with Families Involve families by sharing information about *i-Ready* assessments and student progress through newsletters, conferences, emails, and phone calls.	☐ For Families Report ☐ Data Chat: Discussing Student-Level Data with Families ☐ Communication Templates to Families ☐ Other:	

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Tips for Engaging in a Student Data Chat

Read the tips for engaging students in a data chat.



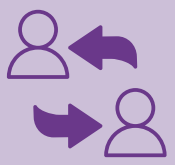
Focus on Learning

Give students the big picture of why you are meeting together and how it will help them become stronger learners.



Use Student-Friendly Language

Adjust the conversation to meet the individual needs of the student. Keep language focused on growth, not ability.



Partner with Students

Enter the conversation with a sense of partnership, shared effort, and inquiry. Use a collaborative tone to encourage students to take ownership and brainstorm ideas.



Act Promptly

To have the greatest impact, review the data with students as soon as it is available.



Be Transparent and Sensitive

Openly discuss student data, but always keep conversations positive. Consider how much information to share based on the individual student. Begin conversations with students' strengths.



Set Goals

Guide the student to identify specific, achievable goals and clear next steps.



Follow Up

Follow up after your conversation to help keep students committed to their plan. Consider how students can visibly track their data.

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Introducing Data Chats to Students

Read the tips and sample prompts for engaging your students in data chats. Consider how you will prepare your class to engage in data chats.

Tips	Prompts
Early Elementary	
• Give students context for data and where it is coming from. • Use simple language. • Connect data to what students are familiar with in the classroom. • Keep a narrow focus—focus on one area of strength and one area of improvement. • Use visual images to make connections with the focus area.	• "The *i-Ready Diagnostic* tells us how you are doing on certain mathematics/reading skills. It tells us what you know and what you need to learn to keep improving. Let's look at your data so we can figure out the best way to help you grow." • "What is one area in which you can improve? Remember when we worked on subtracting two-digit numbers? Tell me a little bit about what was hard for you. Let's come up with some ideas for how you can work on this."
Late Elementary	
• Guide students in looking at their data from their dashboard and Diagnostic results. • Encourage students to consider how their own actions and behaviors impact their work.	• "Today we are going to talk about the results from your most recent *i-Ready Diagnostic*. We are looking at your data to help you learn. Let's look at your *i-Ready* dashboard, and then we'll look at what this report says." • "Think about what you were doing as you took the assessment. In what areas did you feel like you did your best? What could you do better next time?"
Middle School	
• Empower students to dig into their own data by talking to them about it in a clear and honest way. • Talk to students about their hopes for long-term growth. Then, help them create shorter-term, achievable goals to get there. • If relevant, provide big-picture context for students about how *i-Ready Assessment* data connects with other data (e.g., state assessment data, class grades, etc.).	• "Let's talk about your results from the *i-Ready Diagnostic* by looking at your data from your dashboard. What is your score?" • "Now let's look at this report. What do you notice when looking at this data? Which domains are your strengths? Which areas are more challenging for you?" • "Where would you like to be at the end of the year? Let's set a goal that will help you get there."

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Planning for a Student Data Chat Worksheet

To download this worksheet, search *Plan a Data Chat* on *i-Ready Central*.

Before engaging in a data chat with a student, consider what data you will need to analyze, including performance and growth. Use the guiding questions to analyze student data, brainstorm reflection questions you'll pose during the conversation, and plan for the data chat.

Data Chat With: _____ **Data Source(s):** _____

Guiding Questions	Observations and Reflections
Observe What do you notice about this student's individual performance and/or growth? What are some: • Bright spots? • Opportunities for improvement? • Surprises? Record your observations.	
Infer & Question Note additional questions worth exploring, and consider additional data sources you can use to answer these questions.	
Share • What is important to prioritize in a data chat with this student? • How will you begin this data chat? What is your opening statement or question? • How will you engage the student in looking at their own data?	
Take Action • What are realistic short- and long-term goals for this student? • Consider using a data tracking sheet or goal-setting sheet to finalize next steps with the student.	

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Action Plan Worksheet

Use this worksheet to create your action plan.

Action Plan:		
	Things to Consider	
Review and Reflect:		
Note Important Information:		
	Action Plan	
Activities:		
Resources and Materials:		
Collaborate and Take Action:		

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Planning for Student Data Tracking Worksheet

Use the guiding questions to develop a plan for helping your students track their data.

To download this worksheet, search *Data Tracking Plan* on *i-Ready Central*.

Guiding Questions	Reflections and Action Plan
How will you introduce data tracking to your students?	
What data will your students track?	
When and how often will your students track their data?	
How will you help your students use the My Progress section on their dashboard to track their data?	
What resources will you use?	
How and when will you check in with your students about their data tracking?	
How will you celebrate student growth and progress that you notice as students track their data?	

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Action Plan Worksheet

Use this worksheet to create your action plan.

Action Plan:	
Things to Consider	
Review and Reflect:	
Note Important Information:	
Action Plan	
Activities:	
Resources and Materials:	
Collaborate and Take Action:	

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References



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

Download the *Getting Students Ready for the Diagnostic Presentation* and other resources at i-ReadyCentral.com/GetGoodData.

Overview

i-Ready Diagnostic is a type of computer-adaptive test that matches the difficulty of test questions to the proficiency level of each student. As students answer questions correctly, they will get more difficult questions. As students answer questions incorrectly, they will get easier questions. The Diagnostic always adapts to find the precise proficiency level of each student in the quickest, most efficient way possible.

Understanding the *i-Ready Diagnostic*

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

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

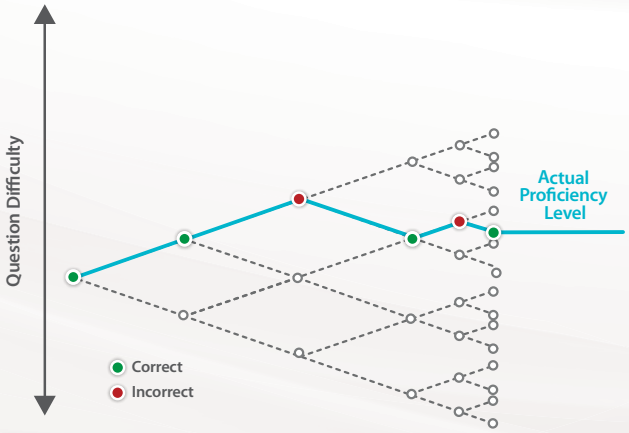
- **Each student will see a test made just for them.** Just as every student has different knowledge and skills, each student's test will reflect that different experience.
- **Many students will see material teachers haven't taught.** This is an intentional part of the design of the adaptive assessment. Students may see above-grade level material and below-grade level material.
- **Every student will receive a challenging test.** The Diagnostic is designed for students to get about 50% of the questions correct and 50% incorrect to help identify their proficiency on a range of skills.
- **A student's assessment score is not based on the number of items answered correctly.** A student's score is determined by making adjustments after each item to determine their proficiency level estimate.

It is important for teachers to prepare their students before they take the Diagnostic. It helps when teachers:

- **Remind students that everyone, regardless of background, will receive questions** that feel challenging—not just them.
- **Explain to students in an age-appropriate way how the Diagnostic works**, and prepare them for questions that are very challenging.
- **Encourage students to try their best.** Explain that there will be some questions they do not know, but to do their best and move on.

Example

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



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Understanding *i-Ready* Report Terminology

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

Domain

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

Reading:

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

Mathematics:

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

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

Factors of Learning

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

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

Growth Measures

i-Ready's built-in growth model provides two complementary Growth Measures, or benchmarks, for understanding student growth: Typical Growth and Stretch Growth. Both take into account differences between students who placed at different levels on their baseline Diagnostic, which is usually their first Diagnostic, and each represents annual growth in scale score points from the baseline Diagnostic to the end-of-year Diagnostic.

Typical Growth: The average growth for students at this grade and baseline placement level

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

- Puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency
- Helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels

Lesson Time-on-Task

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

Lexile® Measure and Range

The Lexile Framework for Reading, developed by MetaMetrics, is a scientific approach to measuring reading ability and the text demand of reading materials. A Lexile reading measure is a measure of student's reading ability. In *i-Ready*, a student receives a Lexile reading measure alongside their Diagnostic scale score. A student's Lexile measure represents the student's reading ability. You can use the student's Lexile measure to match the student to an appropriate text.

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References

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Max Score

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

National Norms

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

Percent of Lessons Passed

i-Ready reports the percentage of lessons the student has passed* out of the total number of lessons completed. For example, the Percent of Lessons Passed for a student who passed eight out of 10 lessons is 80%.

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

Placement

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

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

Placement Definition

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

To learn more about which placement definition to select, refer to p. 87.

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

Playtime

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

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

Scale Score

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

Skills Progress

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

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

Tested Out

Tested Out means that a student did not see any items in the domain. If a student tested out of any domain, there are no Next Steps for Instruction or Personalized Instruction, if using, in that domain for that student.

Quantile® Measure and Range

The Quantile® Framework for Mathematics, developed by MetaMetrics, is a scientific approach to measuring mathematics achievement and concept/application solvability. In *i-Ready*, a Quantile measure and range is provided for each student's Diagnostic score. The Quantile measure describes what the student is capable of understanding and helps you identify targeted lessons and supplemental math materials based on each student's ability.

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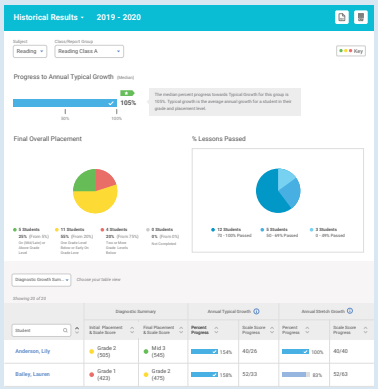
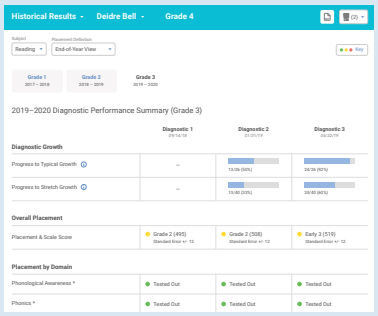
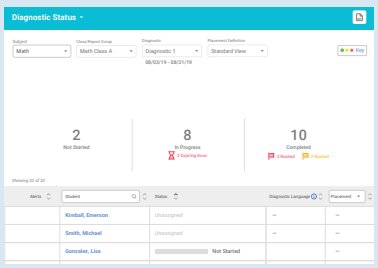
References

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Report Selector: Class- and Student-Level Questions

Download this entire resource at i-ReadyCentral.com/ReportSelector.

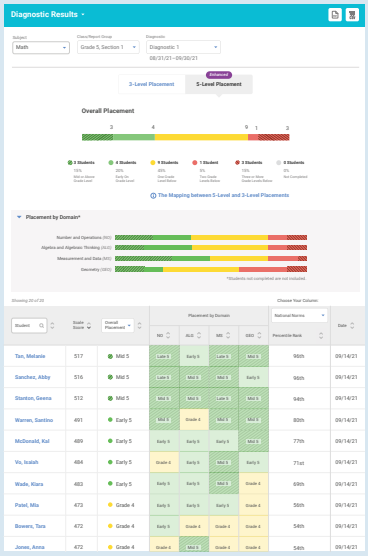
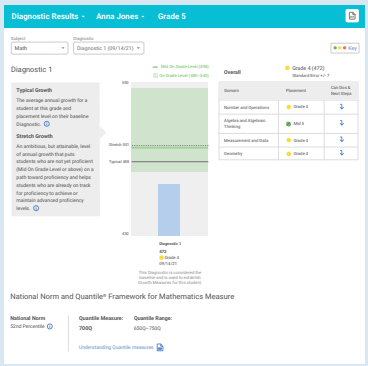
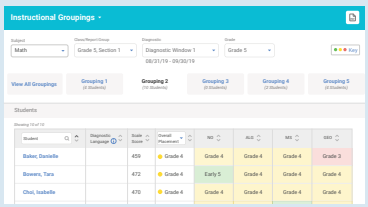
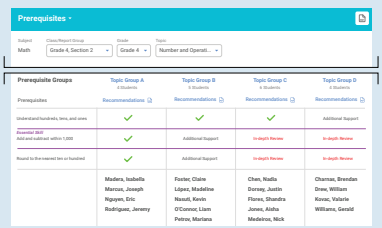
Diagnostic

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

**Only available for those who used* i-Ready *in previous school years*

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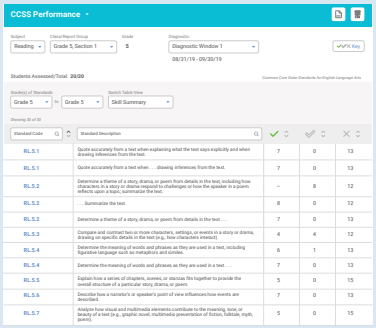
AFTER Each Diagnostic

If my question is:	Use this report:	Report contains:
6. How is my class performing, and what are their domain-specific instructional priorities? **7. What are the suggested growth measures for each of my students?** **8. What are the Lexile and/or Quantile measures for each student in my class?** **9. How did each student in my class perform relative to a group of nationally representative *i-Ready* students?** **10. Did any students rush through the Diagnostic?**	**Diagnostic Results (Class)*** 	• Class Diagnostic placement distribution summary and Placement by Domain (% Mid or Above Grade Level, % Early On Grade Level, % One Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below) • Each student's: – Overall scale score and placement – Domain placements – Growth measures for the school year – Lexile or Quantile measures – National Norms (Percentile Rank) • Rush alerts for students (when applicable)
11. What are the strengths and areas for improvement for an individual student? **12. How do I plan my differentiated instruction and identify the right resources to best support my students?**	**Diagnostic Results (Student)** 	• Overall and domain-level Diagnostic placements and scale scores • Lexile or Quantile measures • National Norms (Percentile Rank) • List of what student "Can Do" in each domain • Recommendations on Next Steps for Instruction and instructional resources tailored to next steps • Student's latest Diagnostic placement level and progress toward their Typical and Stretch Growth measures
13. How can I group my students and plan to address their instructional priorities?	**Instructional Groupings** 	• # of students in each Instructional Grouping • List of individual students in each Instructional Grouping with their overall and domain-level placements • Instructional recommendations and resources for each Instructional Grouping
14. What skills have my students likely acquired, and how can I support them in upcoming grade-level mathematics instruction?	**Prerequisites (Class) for Mathematics** 	• Shows prerequisite skills students have likely acquired or may need support with based on topics for grade-level math instruction • Identifies essential prerequisite skills, or key skills, students will build upon • Provides recommended resources to be used to scaffold whole class and small group instruction, along with possible student groups

References

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AFTER Each Diagnostic, Cont'd.

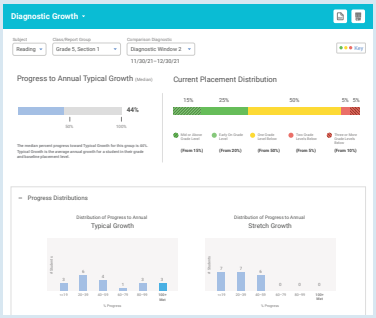
If my question is:	Use this report:	Report contains:
15. What are the strengths and needs of students in my class related to grade-level standards?	**Standards Performance** 	• High-level overview of your students' likely understanding of grade-level standards based on Diagnostic results • Indications for students that they: – Likely understand the skills aligned to the standard – Likely understand some of the skills aligned to the standard but may not understand all of it – Likely do not have sufficient understanding of the skills aligned to the standard • Results by standard for your class • Students' likely understanding of grade-level standards in the context of standards for earlier or later grades

Additional Questions:

16. How do I explain to families how their child did on the Diagnostic? For Families report

17. How did an individual student perform on our Standards Performance? Standards Performance report

AFTER Students Have Taken MORE THAN ONE DIAGNOSTIC (in Addition to Previous)

If my question is:	Use this report:	Report contains:
18. How is my class progressing toward Annual Typical Growth? **19. How is my class progressing toward grade-level proficiency?** **20. Which students could benefit from additional support between now and the end of the year?**	**Diagnostic Growth (Class)** 	• Class progress toward Typical Growth (median) and distribution of progress to Typical and Stretch Growth • Current placements and improvements for class overall and each student • % progress toward Typical and Stretch Growth for each student
21. How is an individual student progressing toward their growth measures? **22. How is an individual student progressing toward grade-level proficiency?**	**Diagnostic Growth (Student)** 	• Student's placements (overall and by domain) for each Diagnostic • Student's scale score for each Diagnostic • Student's Typical and Stretch Growth measures and progress toward each measure • Number of years students who started in the same placement level took to meet their proficiency goal

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Personalized Instruction

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

If my question is:	Use this report:	Report contains:
1. Is my students' instructional usage in the recommended range and/or meeting our weekly goals for each subject? 2. How are my students performing in Personalized Instruction, and how can I support them?	**Personalized Instruction Summary (Class)**	For this week, last week, last month, or a custom-selected date range: • # of students in each Lesson Time-on-Task range, with visual emphasis on the recommended range of 30–49 minutes per subject per week • Lesson Time-on-Task for each student • Overall % Lessons Passed for each student (including # passed and completed) and a class distribution summary • Student Lesson Alerts indicating that students need additional teacher support or have had domains automatically shut off
3. Which lessons has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them? 4. How is an individual student making progress on their lesson path in each domain? 5. What lessons are next in a student's lesson path? 6. What lessons have I assigned to a student?	**Personalized Instruction Summary (Student)**	• Visual representation of the student's progress through their Personalized Instruction path • Current domain status (i.e., On, Off, Max Score) and lessons passed in each domain • Details on each of the student's In Progress and Completed lessons, including: Start Date, Completion Date, Passed or Not Passed, Score, Lesson Time-on-Task • Upcoming lesson path for *i-Ready*-Assigned Lessons and Teacher-Assigned Lessons • Student Lesson Alerts indicating this student needs additional teacher support or has had domains automatically shut off, with the ability to get recommended resources and turn the domain back on directly from this screen
7. How did my class and my students perform on their *i-Ready*-Assigned and/or Teacher-Assigned Lessons? 8. Which lessons have my class or students completed in a domain, and how have they performed on them? 9. How has my class performed on a lesson? 10. What levels are students in my class working at in each domain?	**Personalized Instruction by Lesson** *Lesson Overview*	For this week, most recent two weeks, or a custom-selected date range: • All completed lessons for selected time frame, including lesson name, domain, and level • # of students assigned to each lesson, # of students who Passed/Completed each lesson, and % students passed • Link to Lesson Performance Detail by Student For the previous academic year: • All completed lessons for the previous academic year, including lesson name, domain, and level • # of students who completed each lesson, # of students who Passed/Completed each lesson, and % students passed • Lesson Performance Detail by Student
	Personalized Instruction by Lesson *Student Detail*	For both current and previous academic year: for this week, most recent two weeks, or a custom-selected date range: • Student performance on *i-Ready*-Assigned and/or Teacher-Assigned Lessons • Details on each of the student's Not Started Teacher-Assigned Lessons, all In Progress lessons, and all Completed lessons, including lesson names, previous lesson attempts, domains, lesson levels, Passed/Not Passed, percentage scores, Total Time on Lesson, and date completed • Ability to filter by Passed or Not Passed to view students who need additional teacher support in similar domains and levels • Ability to review by domain and level or lesson name

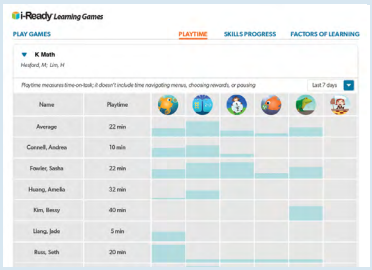
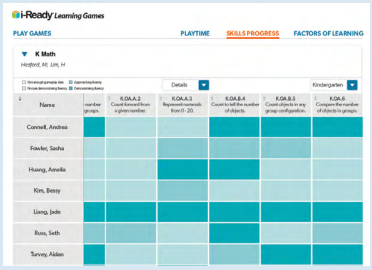
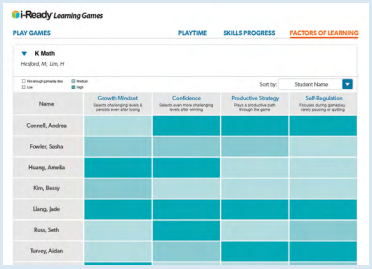
References

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Learning Games for Mathematics*

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

For more information, visit i-ReadyCentral.com/LearningGames.

If my question is:	Use this report:	Report contains:
1. How much time has my class spent on Learning Games? **2. Which games has each of my students played and for how long?**	**Playtime (Class)** 	• For the last day, last week, last month, or this school year: – Average playtime** in minutes for the class and each student – Each student's relative usage of each game
3. How are my students performing on individual mathematics standards addressed in the games?	**Skills Progress (Class)** 	• Each student's approximate fluency level (i.e., Demonstrating fluency, Approaching fluency, Not yet approaching fluency, Not enough gameplay data) for a specific domain or standard based on relevant gameplay • Student performance against standards for different grades based on relevant gameplay
4. How are my students displaying these key Factors of Learning during gameplay: Growth Mindset, Confidence, Productive Strategy, Self-Regulation?	**Factors of Learning (Class)** 	• Each student's demonstrated level (i.e., High, Medium, Low, Not enough gameplay data) of each Factor of Learning, based on choices made during gameplay • Descriptions of and strategies for supporting Growth Mindset, Confidence, Productive Strategy, and Self-Regulation

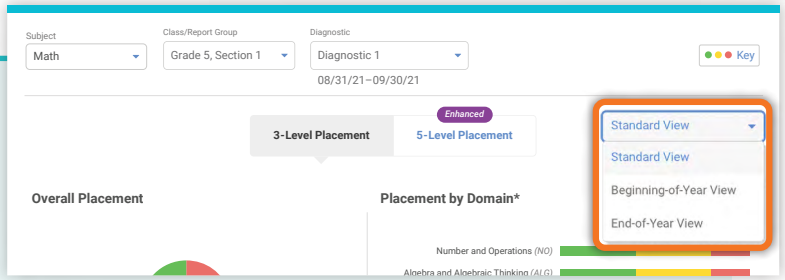
Available to students in Grades K–8 using i-Ready Personalized Instruction for Mathematics, at district discretion.

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

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FAQ Which Placement Definition should I select?

Overview



On the Diagnostic Status report and the 3-Level Placement tab of the Diagnostic Results and Diagnostic Growth reports, you are asked to select the "**Placement Definition**" for your students.

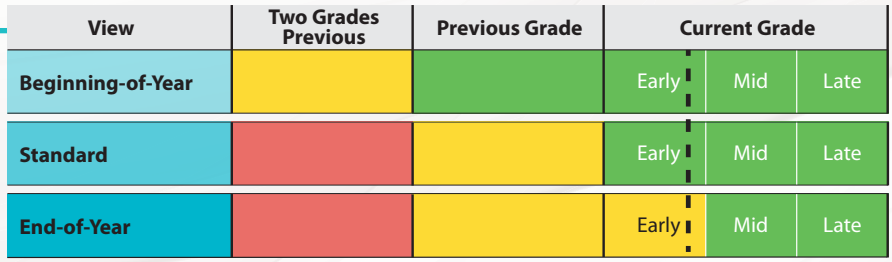
- This feature gives you the flexibility to define what it means for a student to be ready for grade-level instruction. As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year, students have not been exposed to grade-level material yet).
- **Student scale scores, placement levels, and growth measures do not change, regardless of what view you use**, but how students are categorized and color-coded in your report does change.

Understanding Placement Definition

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

Example

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



- **Beginning-of-Year** or **Standard View:** Michael will be considered ready for grade-level instruction and his score will be shaded green (●).
- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (●).

Michael
2nd Diagnostic
Scale Score: 470

References

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Data Analysis: Class Data
Diagnostic Results (Class)

Download this entire resource at i-ReadyCentral.com/DataAnalysisGuide.

How is my class **performing**, and what are their **domain-specific instructional priorities**? What are the suggested **growth measures** for each of my students?*

Report to Use

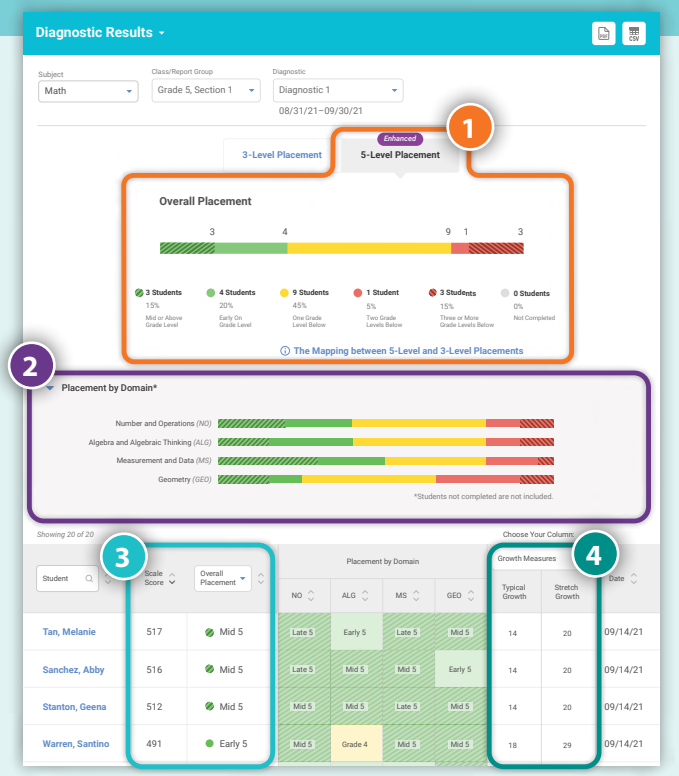
Diagnostic Results (Class): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Diagnostic** you want to review.

Data to Focus On

1. **Overall Placement**: Examine the percentage of students in each grade-level placement.
2. **Placement by Domain**:
   - Which domain(s) have the ***most*** students Early On Grade Level and Mid or Above Grade Level?
   - Which domain(s) have the ***fewest*** students Early On Grade Level and Mid or Above Grade Level?
   - Which domain(s) do you want to focus on for teacher-led instruction?
3. **Student Performance**: Sort by either Scale Score, Overall Placement, or a specific domain to identify the needs of groups and individual students.
4. **Student Growth Measures**: Select column data to see the growth measures for each student in your class.



Please note this report shows data after the first Diagnostic. After a subsequent Diagnostic, select that Diagnostic instead and focus on the updated data and suggested actions.

Suggested Actions

- **Interpret the data**:
  - In which domain(s) did students have the most success? Why?
  - Why did students have less success in some domains?
- **Use data to inform your instruction**: Based on your data and analysis, make instructional decisions such as creating student groups, strategically adding Teacher-Assigned Lessons, or using the Teacher Toolbox.
- **Set goals**: Visit i-ReadyCentral.com/GrowthGoals after the first Diagnostic to create goals for the second Diagnostic and the end of the year. Share goals with students and families after the Diagnostic.
- **Celebrate classwide success with students**: (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals, etc.)

*Growth measures are created from the baseline Diagnostic and do not change throughout the year.

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Prerequisites

What **skills have my students likely acquired**, and how can I support them in upcoming **grade-level mathematics** instruction?

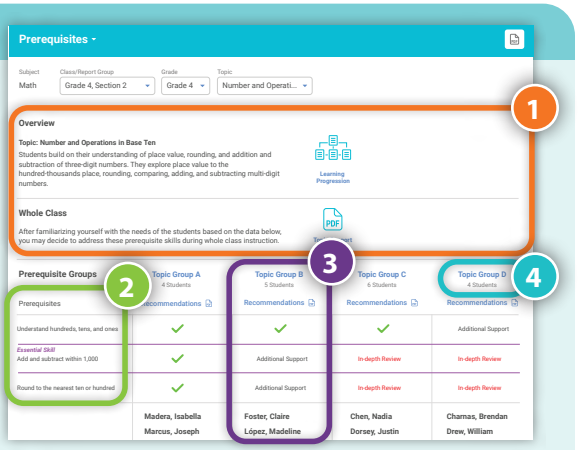
Report to Use

Prerequisites Report: Select *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Grade** being used for core instruction.
- Select the **Topic (or Unit*)** or group of lessons you are preparing to teach.

Data to Focus On



1. **Topic (or Unit) Descriptions and Learning Progression**: Review to understand the mathematical concepts covered in the topic (or unit) and progression from previous learning as context for information about your students' performance and related recommendations.
2. **Prerequisite Skills Overview**:
   - What are the prerequisite skills for the content in upcoming lessons?
   - What is the Essential Skill that is built upon through this content?
3. **Topic (or Unit) Groups and Recommendations**: Examine the groups. Click on the Recommendations link for detailed recommendations and resources for skill review.
   - What prerequisite skills have students in this group likely acquired, and/or for which skills do they need Additional Support or more In-Depth Review?
   - How will you address instructional priorities through whole class instruction, teacher-led and student-led small groups, and/or independent reinforcement?
4. **Student Placement Details**: Click on the link for a specific Topic (or Unit) Group to view the most recent Diagnostic placement information for students in the group.
   - How did these students perform on the most recent Diagnostic?
   - Did any students place Two or More Grade Levels Below their current grade level, either overall or in the domain most closely connected to this content?

Suggested Actions

- **Interpret the data**:
  - In which skills do students most need support to access core instruction? Why?
  - What other data may help you understand instructional priorities for your students?
- **As needed, reference Diagnostic Results reports to get another view of student performance**: Use Diagnostic Results (Class) and (Student) reports for an overview of student performance by Mathematics domain and to understand individual learning needs beyond those aligned to the prerequisite skills for this topic or unit.
- **For small groups of students**, use the Recommendations PDFs by Topic (or Unit) Group to see which Tools for Instruction and Learning Games (or other Recommended Resources*) can support student learning.
- **Use data to plan and deliver core mathematics instruction**: Use your data to make instructional decisions. When support with multiple prerequisite skills is needed, consider focusing on the Essential Skill to optimize instruction and stay on track with pacing guidance. *See how using the Prerequisites report informs instruction on p. 57.*
- **For whole class instructional needs**, review the Topic Support (or Unit and Lesson Support*) document and consider which On-the-Spot Teaching Tips and prerequisite skills to add into your core instruction.

*Applies to users of *Ready Mathematics* and *i-Ready Classroom Mathematics*

References

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Instructional Groupings

How can I **group** my students and plan to address their instructional priorities?

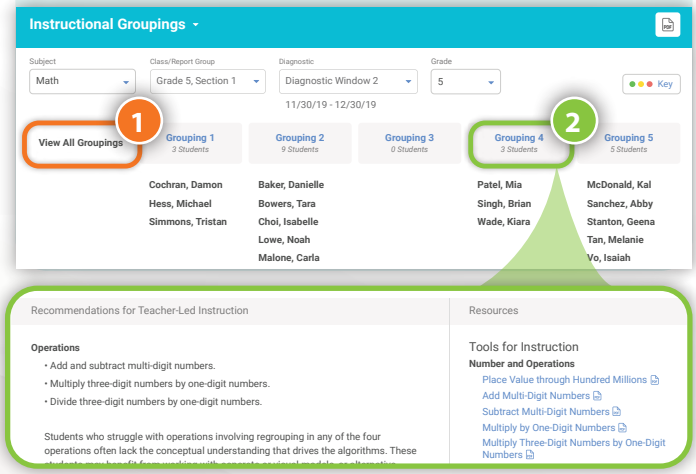
Report to Use

Instructional Groupings:
Select ***Reading*** or ***Math***.

- Select the **Class** or **Report Group**.
- Select the **Diagnostic** you want to review.

Data to Focus On

1. Examine the Groupings.
2. Click on a specific Grouping for details, Recommendations for Teacher-Led Instruction, and Resources.



Optional: Report to Use

Diagnostic Results (Class):
Select ***Reading*** or ***Math***.

This report enables you to create small groups that are more specific to your instructional priorities than those automatically recommended by *i-Ready* (i.e., by placement level, by domain).

Data to Focus On

1. Determine the criteria (e.g., Scale Score, domain placement, Lexile measures, Quantile measures) you want to use to create your small groups. Sort by that criteria to examine the data.
2. Note individual student performance to determine where you will provide extra support within each small group. *For more information, see* FAQ: How do I create small groups for teacher-led instruction?.



Suggested Actions

- **Interpret the data for small groups of students**: For each group, examine their instructional priorities and note next steps to address them (e.g., consider teacher-led instruction, strategically adding Teacher-Assigned Lessons, and celebrating success). *For a worksheet to help you analyze your data, see p. 56, 63, or 65.*
- **Review Personalized Instruction schedules**: Prioritize access for students who will benefit the most from instruction to address unfinished learning.
- **Plan teacher-led instruction**: Using resources (e.g., Teacher Toolbox, Tools for Instruction), plan your small group teacher-led instruction based on each group's data.
- **Focus on goals**: Use your small group instruction to support students' progress toward class and individual goals. Let students know how specific content and skills you are addressing will help them achieve their goals.

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Diagnostic Results (Student)

What are the **strengths** and **areas for improvement** for an individual student?

How do I **plan my differentiated instruction** and **identify the right resources** to best support my students?

Report to Use

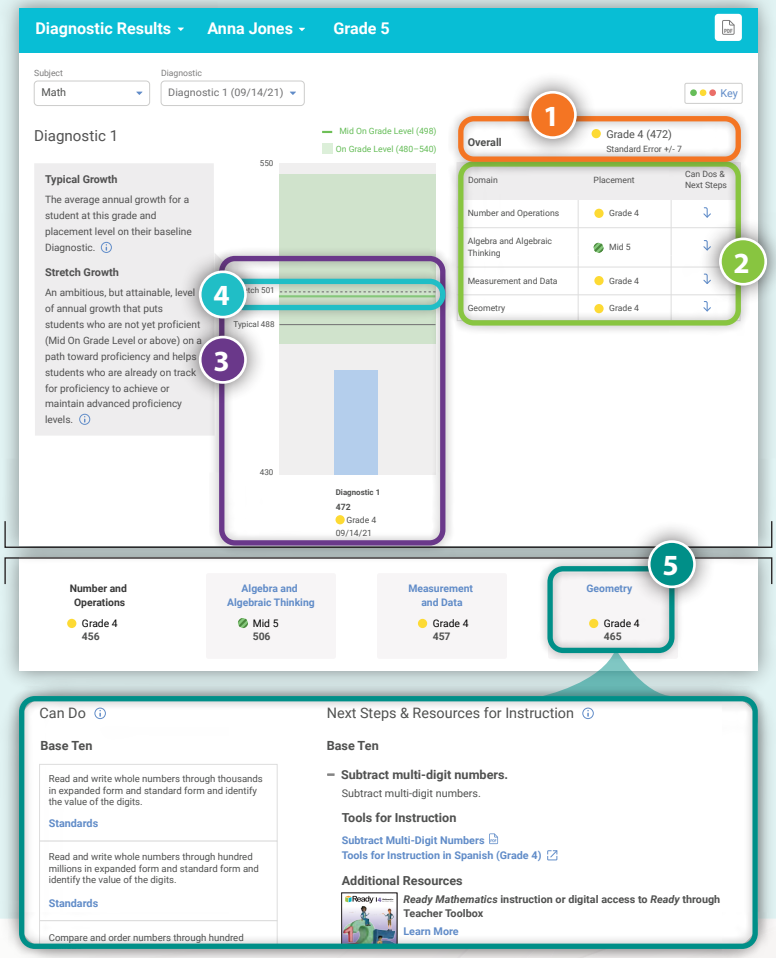
Diagnostic Results (Student): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Choose a **student** from the dropdown menu.
- Select the **Diagnostic** you want to review.

Data to Focus On

1. **Overall Performance**: Look at the scale score and placement level.
2. **Domain Performance**: Refer to the domain placement levels to identify domain strengths and areas for improvement.
3. **Growth Measures**: Use growth measures on the bar graph to set goals with students and examine student performance relative to goals.
4. **Progress toward Mid On Grade Level**: Use the green line to measure student progress toward Mid On Grade Level placement, which indicates if a student has met the minimum requirements for the standards in their grade level.*
5. **Can Dos and Next Steps & Resources for Instruction** *(click a domain to expand)*: Refer to the Can Dos, Next Steps & Resources for Instruction, Tools for Instruction, and Teacher Toolbox resources for a detailed analysis and next steps for planning instruction.



Suggested Actions

- **Interpret the data**: *For a worksheet to help you analyze your data, see p. 37.*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Growth (Student) report for progress toward individual growth measures.
- **Have data chats**: Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.
- **Review Personalized Instruction schedules**: Prioritize access for students who will benefit the most from instruction to address unfinished learning.

*It's important to use both growth and proficiency data to respond to student needs. Refer to p. 36 to help plan support.

References

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Diagnostic Growth (Class)

How is my class progressing toward **Annual Typical Growth** and toward **grade-level proficiency**? Which students could benefit from **additional support** between now and the end of the year?

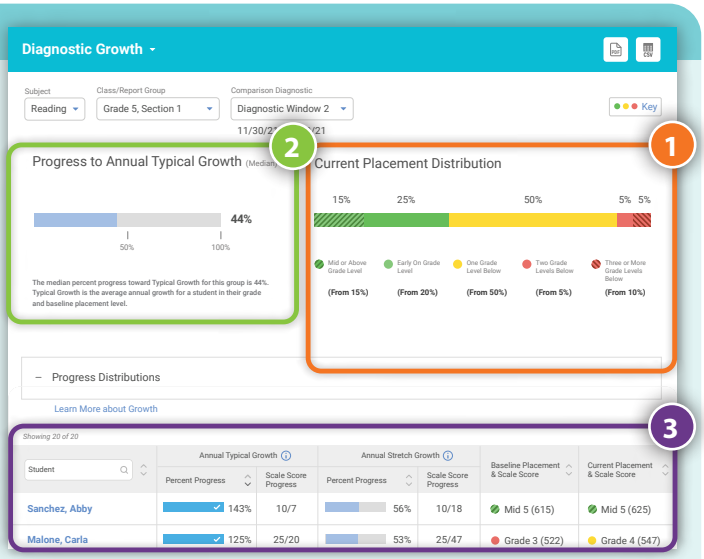
Report to Use

Diagnostic Growth (Class): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Comparison Diagnostic** you want to review.

Data to Focus On



1. **Overall Placement**: Look at the Current Placement Distribution bar graph.
   - What percentage of students is at each placement level and how did that change from the prior Diagnostic?
2. **Overall Growth**: Look at the Progress to Annual Typical Growth bar graph.
   - How is the class progressing toward Annual Typical Growth?*
3. **Student Growth**: Sort students by Percent Progress to Annual Typical Growth, Percent Progress to Annual Stretch Growth, Baseline Placement & Scale Score, and/or Current Placement & Scale Score to analyze the data.
   - Which students are making progress?
   - Which students may benefit from additional support?
   - Consider whether students are making expected progress toward their Typical Growth targets*, are making progress toward their Stretch Growth targets**, have made an increase in their placement level, and/or have achieved a Mid On Grade Level placement or above.

Suggested Actions

- **Interpret the data**: *For a worksheet to support your analysis, see* *pp. 40–41*.
  - Examine students to analyze growth and change in placement level.
  - Prioritize students who are not making expected Progress to Typical Growth and have placed below grade level for additional support. Also consider your knowledge of students and whether rushing was a factor in recent results.
  - Examine the Diagnostic Results (Class) or (Student) report(s) for domain-specific needs and recommendations for teacher-led instruction for groups of students or individual students.
- **Celebrate students for bright spots and accomplishments.**
- **Have data chats**: Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

*Most classes should expect to see at least 50% median progress and an individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for Progress to Annual Typical Growth to vary accordingly.

**Nationally, we've seen roughly 25%–35% of students have reached Stretch Growth targets. Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical and Stretch Growth measures, visit i-ReadyCentral.com/GrowthGoals.

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Diagnostic Growth (Student)

How is an individual student progressing toward their **growth measures**?

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

Report to Use

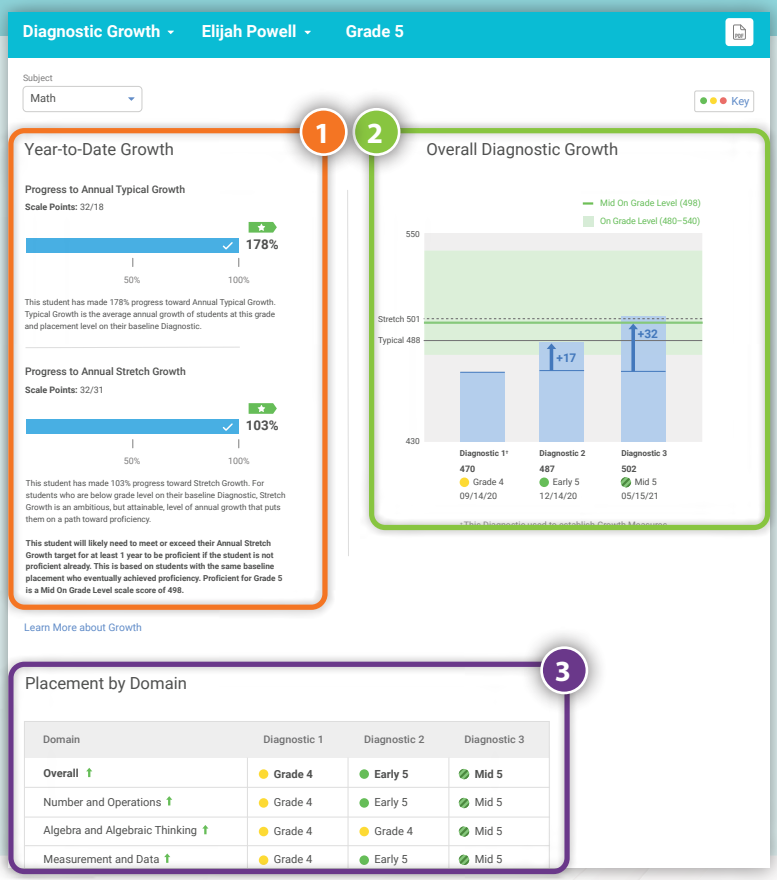
Diagnostic Growth (Student): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Choose a **student** from the dropdown menu.

Data to Focus On

1. **Overall Growth**: Look at the Year-to-Date Growth bar graphs.
   - Consider if the student is making progress to Annual Typical Growth* and Stretch Growth.**
2. **Overall Placement Level**: Look at the Overall Diagnostic Growth bar graph.
   - Has the student experienced an increase in placement?
   - How is the student progressing toward their Typical Growth and Stretch Growth measures and toward grade level?
   - How is the student making progress toward Mid On Grade Level placement, which indicates if they have met the minimum requirements for the standards in their grade level?
3. **Placement by Domain**: Consider domains in which the student:
   - Improved from the baseline Diagnostic
   - Needs more support
   - Is on grade level



Suggested Actions

- **Interpret the data**: *For a worksheet to help you analyze your data, see p. 37.*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Results (Student) for domain- and skill-specific strengths and areas for improvement, and note next steps to address them (e.g., consider small group instruction, strategically assigning lessons, and celebrating growth).
- **Have data chats**: Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.
- **Review Personalized Instruction schedules**: Prioritize access for students who will benefit the most from instruction to address unfinished learning.

*An individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, expected Progress to Annual Typical Growth will vary proportionally.

**Nationally, we've seen roughly 25%–35% of students have reached Stretch Growth targets. For more information on Typical and Stretch Growth measures, see this FAQ on *i-Ready Central*.

References

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Personalized Instruction Summary (Class)

How are my students performing in **Personalized Instruction**, and how can I support them?

Report to Use

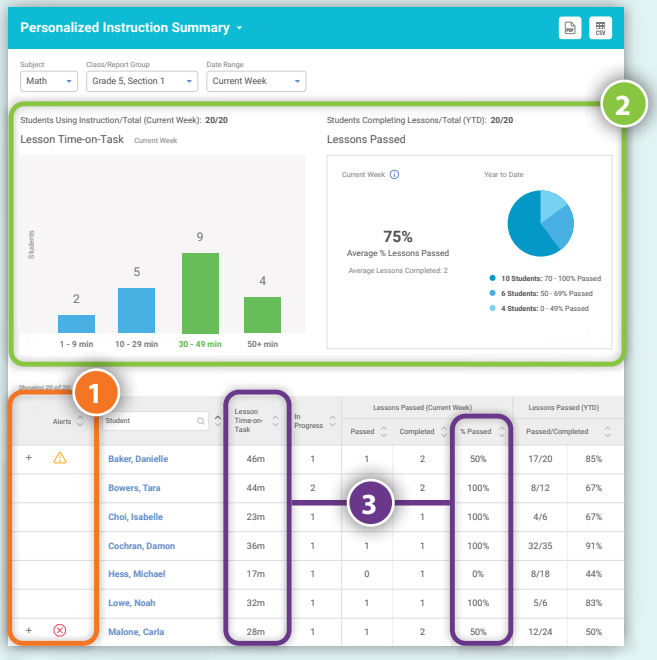
Personalized Instruction Summary (Class):
Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for Personalized Instruction data you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1. **Lesson Alerts:*** Monitor and respond to lesson alerts.
   - **Domain Shutoff Alerts**: Which students have a domain that has been shut off?
   - **Students Needing Support Alerts**: Which students need additional teacher support with lessons?
2. **Overall**: Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.
   - Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction per subject weekly and 70%–100% of lessons passed for the year.
3. **Student Performance**: Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students . . .
   - Have completed either 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction**
   - Are in the range of 30–49 minutes of Lesson Time-on-Task
   - Are in the range of 70%–100% of lessons passed



Suggested Actions

- **Monitor the data**: Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
  - In most cases, individual students aim for 45 minutes of Personalized Instruction per subject with high Percent of Lessons Passed each week**
  - Aggregate groups maintain the recommended range of 30–49 minutes of Personalized Instruction
  - Individual students and groups maintain 70%–100% of lessons passed for the year

For worksheets to support your analysis, see pp. 48–49.

- **Celebrate bright spots and accomplishments**:
  - Recognize achievements with students and families.
  - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals.
- **Respond to student needs**: Use the data to inform teacher-led small group and individualized instruction.

*Student Lesson Alerts are only available for current week or a custom-selected date range that includes the current day.
**Consider whether lower usage is intentional based on specific learning goals and instructional plans for a student.

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Personalized Instruction by Lesson (Class)

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

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

Report to Use

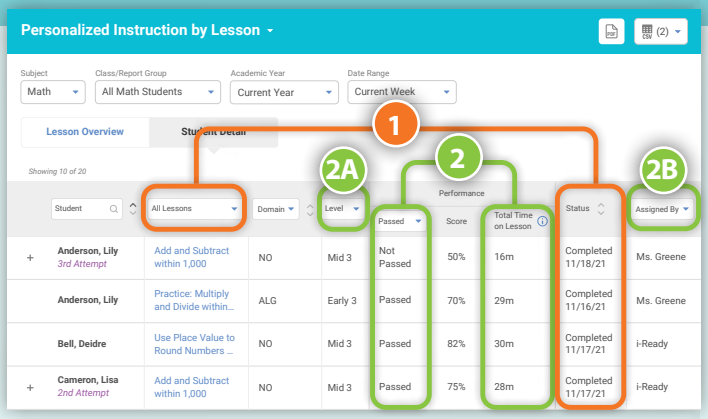
Personalized Instruction by Lesson (Class):
Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the data you want to review. You may select Current Week, the Most Recent 2 Weeks, or a custom date range.

***Note**: This report defaults to the **Lesson Overview** tab, giving you a high-level view of data from completed lessons. For more specific analysis, access the **Student Detail** tab directly or via the **Lesson Performance Detail by Student** arrow for a specific lesson.*

Data to Focus On



1. **Completion Status of a Given Lesson:**
   Search by lesson name or specific skill to identify a lesson and review its Status, which will include:
   - Completed lessons, including multiple attempts by students
   - Any lessons currently in progress
   - Teacher-Assigned Lessons that are available but not yet started
2. **Performance on a Given Lesson**:
   Search for lessons you want to analyze. Use the dropdown menu to review Passed/Not Passed lessons to learn how the class performed, and identify which students may need additional support. Review Total Time on Lesson in case a student's low score may have been affected by rushing. *Tip: In the Performance column, deselect – to only show completed lessons in the list.*

   2A Review the **Level** of lessons to focus attention on lessons that are on or below grade level.

   2B Use the **Assigned By** column to easily see status, progress, and performance of lessons you have strategically assigned. Note: You may also use this column to identify lessons that have been assigned multiple times, such as by *i-Ready* and also by a teacher and/or administrator, so you can analyze performance or adjust assignments.

Interested in seeing which lessons students are completing in specific domains? On either tab, use the Domain dropdown to review lessons completed in a domain for the selected date range. Consider selecting the domain of focus in your upcoming instruction. Review the range of lesson levels and how students have performed.

Suggested Actions

- **Adjust instruction and respond when students need additional support**:
  - Use data about performance on specific lessons to inform whole class, small group, or individual instruction and build on student understanding.
  - Adjust lesson assignments, if needed, based on student performance and/or unintentional duplicate assignments.
- **Monitor student progress**: Consider additional data, such as the Personalized Instruction Summary (Student) report and formative assessment processes, to provide a holistic picture of progress over time.
- **Celebrate bright spots and accomplishments**:
  - Recognize achievements with students and families.
  - Assign data trackers or lesson logs, conduct goal setting and reflection, and create incentives.

References

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Instructional Support Resources

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

Tools for Instruction

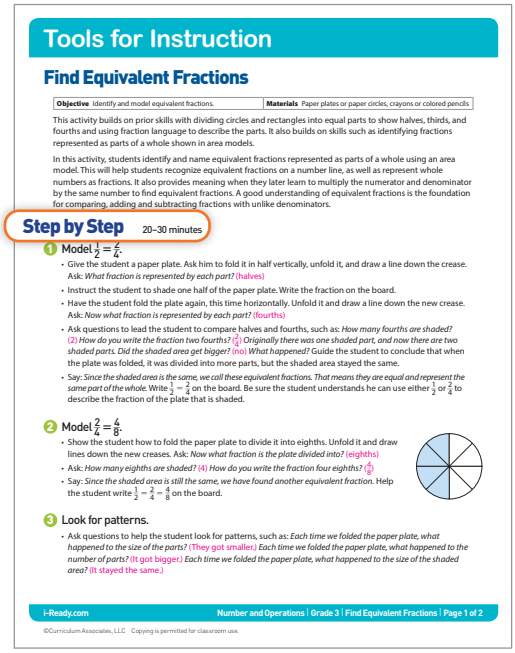
Grades K–8, Reading and Mathematics; Mathematics also available in Spanish

What Are They?

Short, downloadable PDFs of targeted lesson plans for teacher-led instruction that are directly tied to students' areas for improvement

Use To:

- Provide differentiated small group instruction, targeting areas for improvement identified in the Instructional Groupings, Prerequisites, Diagnostic Results (Student), and Grade-Level Scaffolding (if applicable) reports
- Provide individualized instruction aligned with the Next Steps for Instruction on individual Diagnostic Results
- Review or scaffold prerequisite skills during whole class to support student access to grade-level instruction


Tools for Instruction

Find Equivalent Fractions

Objective Identify and model equivalent fractions. Materials Paper plates or paper circles, crayons or colored pencils

This activity builds on prior skills with dividing circles and rectangles into equal parts to show halves, thirds, and fourths and using fraction language to describe the parts. It also builds on skills such as identifying fractions represented as parts of a whole shown in area models.

In this activity, students identify and name equivalent fractions represented as parts of a whole using an area model. This will help students recognize equivalent fractions on a number line, as well as represent whole numbers as fractions. It also provides meaning when they later learn to multiply the numerator and denominator by the same number to find equivalent fractions. A good understanding of equivalent fractions is the foundation for comparing, adding and subtracting fractions with unlike denominators.

Step by Step 20–30 minutes

1 Model $\frac{1}{2} = \frac{2}{4}$.

- Give the student a paper plate. Ask him to fold it in half vertically, unfold it, and draw a line down the crease. Ask: *What fraction is represented by each part?* (halves)
- Instruct the student to shade one half of the paper plate. Write the fraction on the board.
- Have the student fold the plate again, this time horizontally. Unfold it and draw a line down the new crease. Ask: *Now what fraction is represented by each part?* (fourths)
- Ask questions to lead the student to compare halves and fourths, such as: *How many fourths are shaded?* (2) *How do you write the fraction two fourths?* ($\frac{2}{4}$) *Originally there was one shaded part, and now there are two shaded parts. Did the shaded area get bigger?* (no) *What happened?* Guide the student to conclude that when the plate was folded, it was divided into more parts, but the shaded area stayed the same.
- Say: *Since the shaded area is the same, we call these equivalent fractions. That means they are equal and represent the same part of the whole.* Write $\frac{1}{2} = \frac{2}{4}$ on the board. Be sure the student understands he can use either $\frac{1}{2}$ or $\frac{2}{4}$ to describe the fraction of the plate that is shaded.

2 Model $\frac{2}{4} = \frac{4}{8}$.

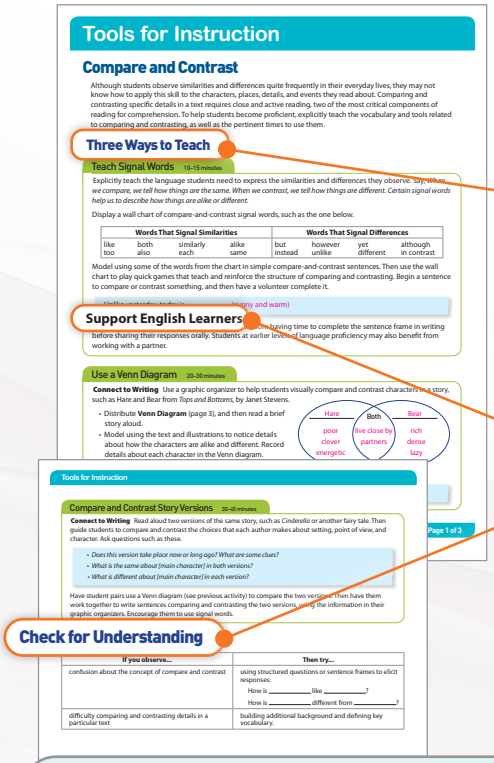
- Show the student how to fold the paper plate to divide it into eighths. Unfold it and draw lines down the new creases. Ask: *Now what fraction is the plate divided into?* (eighths)
- Ask: *How many eighths are shaded?* (4) *How do you write the fraction four eighths?* ($\frac{4}{8}$)
- Say: *Since the shaded area is still the same, we have found another equivalent fraction.* Help the student write $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ on the board.

3 Look for patterns.

- Ask questions to help the student look for patterns, such as: *Each time we folded the paper plate, what happened to the size of the parts?* (They got smaller.) *Each time we folded the paper plate, what happened to the number of parts?* (It got bigger.) *Each time we folded the paper plate, what happened to the size of the shaded area?* (It stayed the same.)

i-Ready.com Number and Operations | Grade 3 | Find Equivalent Fractions | Page 1 of 2

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Tools for Instruction

Compare and Contrast

Three Ways to Teach

Support English Learners

Use a Venn Diagram 20–30 minutes

Tools for Instruction

Compare and Contrast Story Versions 20–30 minutes

Check for Understanding

If you observe... | Then try...

confusion about the concept of compare and contrast | using structured questions or sentence frames to elicit responses: How is _____ like _____? How is _____ different from _____?

difficulty comparing and contrasting details in a particular text | building additional background and defining key vocabulary.

Lesson Structure:

- **Step by Step:** Follow the step-by-step directions in the Tool for Instruction to teach the specific skill addressed.
- **Two, Three, or Four Ways to Teach:** Multiple strategies are given to address the material—choose one or more to teach the skill.

Lesson Components:

- **Quick Practice Opportunities:** These activities are intended to be done in quick bursts, repeated throughout the course of the day.
- **Support English Learners:** Many feature point-of-use English Learner support with targeted instructional strategies for language learners.
- **Check for Understanding:** These checks provide information on what student behaviors to observe and strategies to use to ensure understanding of the skill.

How to Access:

- **Under *Assess & Teach*:** centralized and sortable by subject, grade level, and domain
- **Within reports, updated after each Diagnostic:** Instructional Groupings, Prerequisites, Diagnostic Results (Student), and Grade-Level Scaffolding (if applicable) reports
- **Within Teacher Toolbox:** for Grades K–8

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Tools for Scaffolding Comprehension

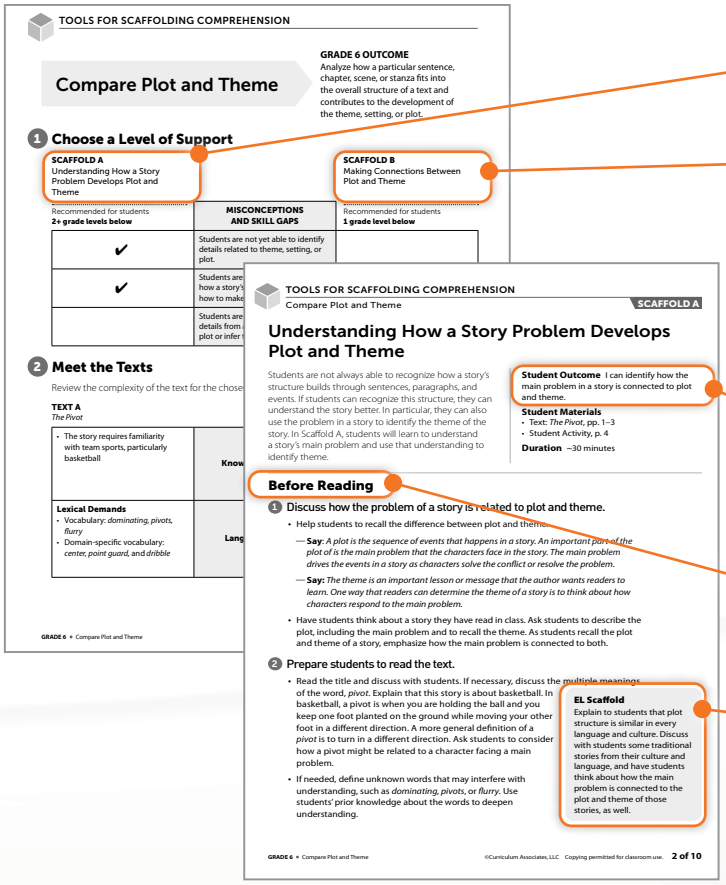
Grades 3–8, Reading

What Are They?

Lesson plans that provide a pathway to grade-level instruction by targeting the most important concepts and skills students need to access upcoming reading comprehension outcomes

Use To:

- Support priority comprehension skills and empower every student to access grade-level texts
- Differentiate instruction in a small group or whole class setting based on data from the Diagnostic Results (Class) report or information provided in the Grade-Level Scaffolding report (if applicable)
- Provide additional support for students placing One Grade Level Below or Two or More Grade Levels Below in Comprehension: Literature or Informational Text domains to help them access grade-level instruction



Levels of Support:*

- **Scaffold A:** Recommended for students placing Two or More Grade Levels Below
- **Scaffold B:** Recommended for students placing One Grade Level Below

Components:

- **Teacher and Student Editions:** Provide lesson plans for teachers and scaffolded text and activity pages for students
- **Student Outcome:** Describes the skill, behavior, or knowledge that students should be able to demonstrate as a result of teacher-led instruction
- **Before, During, and After Reading Sections:** Provide step-by-step instructions on how to teach the lesson
- **EL Scaffold:** Provides point-of-use support to use with English Learners (ELs) that can be found in the Before Reading, During Reading, or After Reading sections

How to Access:

- **Under *Assess & Teach*:** centralized and searchable by grade level, standard, outcome, or title
- **Within Teacher Toolbox:** for Grades 3–8
- **Within the Grade-Level Scaffolding report** (if applicable)

**Differentiation between Scaffold A and Scaffold B is based on the skill addressed, the texts, and the amount of scaffolding provided during reading.*

References

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Teacher Toolbox

Subscriptions available for Grades K–8 Mathematics and English Language Arts (K–8 Reading and 2–5 Writing)

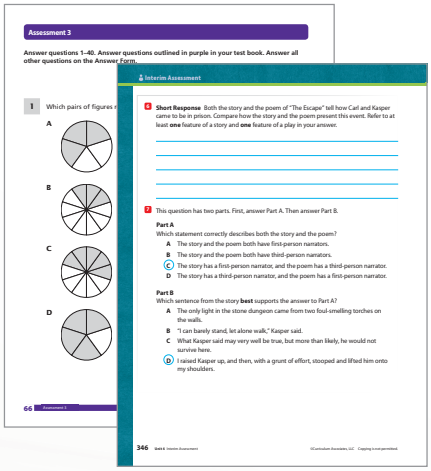


Mathematics and English Language Arts Lessons:*

- Lesson plans for teacher-led instruction in Mathematics, Reading, and Writing
- Provide all students with access to grade-level content, texts, and materials with appropriate instructional support
- Provide repetition and skills practice for the whole class or small groups of students using practice activities and student materials

Interactive Tutorials: *K–8, Mathematics and Reading*

- Project for whole class or small group instruction
- Introduce, review, practice, or check for understanding of key skills and concepts



Assessment and Evaluation Resources:

Evaluate student mastery of content, track student progress toward end-of-year goals, and check for understanding within lessons. Some examples by subject and varying grade levels are listed below.

Mathematics:

- Quick Check and Remediation
- Lesson Quizzes
- Mid-Unit and Unit Assessments

Reading:

- Monitor Understanding
- Interim Assessments
- Writing Rubrics

Writing

- Student Checklists
- Conference Prompts
- Rubrics and Exemplar Writing Samples

Practice and Problem Solving Book: *Grades K–8, Mathematics Only*

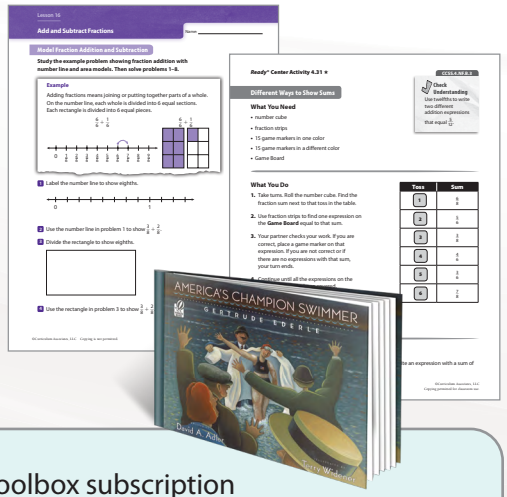
- Engage students in pair–share conversations about multiple ways to solve a problem, or assign for additional practice or homework

Center Activities: *Grades K–5, Mathematics Only*

- Provide collaborative pairs with options for differentiated practice of strategies and skills

Read-Aloud Trade Books: *Grades K–1, Reading Only*

- Project for whole class or small group instruction to introduce or reinforce a lesson concept



How to Access: | **Under *Assess & Teach*:** with a Teacher Toolbox subscription

*On-grade level lessons available in print and Mathematics materials also available in Spanish.

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Personalized Instruction

Grades K–8, Mathematics and Reading, with Select Content Now in Spanish



What Is It?

- Student-focused instructional modules that are automatically assigned to each student based on Diagnostic performance in each domain
- Lessons highly aligned to state standards that provide just the right amount of instruction and practice and end with a quiz or scored activity
- Built based on cutting-edge research into effective online learning practices, *i-Ready*'s online lessons adapt to each student through responsive instruction and engage students across a range of ages.

How to Access:

- **Students:** from their student dashboard by selecting the **To Do** button
- **Teachers:** under ***Assess & Teach*** in their *i-Ready Connect* account

Use To:

- Address individual opportunities for growth through self-paced Personalized Instruction and practice during scheduled computer time
- Launch a teacher-led lesson during whole class or small group instruction
- Review and practice specific skills during teacher-led whole class or small group instruction

Learning Games

Available with i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish), at District Discretion*



What Are They?

- Interactive games that provide engaging mathematics practice
- Personalized based on Diagnostic data, the games strengthen understanding of mathematics concepts through challenging practice that fosters internal motivation and productive struggle.
- Games address early number sense, addition and subtraction fluency, integer and fraction estimation, multiplication, mental math, economics, proportions, and number line operations.

How to Access:

- **Students:** from their math student dashboard by selecting the **Learning Games** button
- **Teachers:** directly in their *i-Ready Connect* account*

Use To:

- Foster student agency by allowing students to choose the games they want to play
- Provide practice on specific concepts or skills by asking students to select games that address those skills
- Plan independent math centers, rotation stations, or homework that is automatically personalized for students to support challenge and motivation

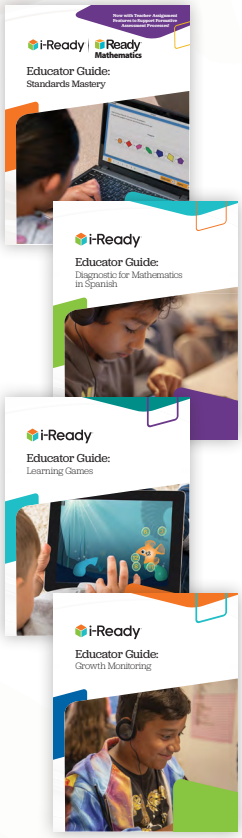
**For more information about Learning Games and how to use and manage them, download the Educator Guide: Learning Games at i-ReadyCentral.com/LearningGames.*

References

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Appendix of Ancillary Resources

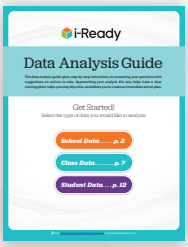
Our resources update throughout the year.
Additional materials can be found by visiting *i-ReadyCentral.com*.



Educator Guides:

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

- **Standards Mastery**
  Learn more about *i-Ready Standards Mastery*, including how these assessments and corresponding reports can help you gauge student understanding of specific grade-level standards, implementation considerations, and recommendations for leaders and teachers.
  Download at i-ReadyCentral.com/StandardsMastery.
- **Diagnostic for Mathematics in Spanish**
  Learn how the Diagnostic for Mathematics in Spanish was developed, considerations for implementation, and how to use the data.
  *Search **Diagnostic for Mathematics in Spanish** at i-ReadyCentral.com.*
- **Learning Games**
  Learn why Learning Games were created, how they support students' learning and practice of math skills, and how to use them in your instructional practice.
  Download at i-ReadyCentral.com/LearningGames.
- **Growth Monitoring**
  Learn about best practices and potential pitfalls, implementation guidance and considerations, and using Growth Monitoring class and student data.
  Download at i-ReadyCentral.com/GrowthMonitoring.



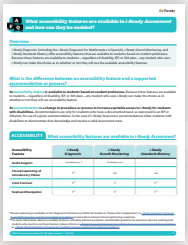
Data Analysis Guide

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



Report Selector

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



Accessibility Features

Learn more about the accessibility features and accommodations supports in *i-Ready*.
Visit i-ReadyCentral.com/iReadyAccessibilityResources.

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How Tos



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How Tos

i-Ready is designed to put the information you need front and center, with simple navigation for the actions you take the most. This section includes How Tos that help you to complete key tasks in *i-Ready Connect*. If you need more information, look for the question mark icon on the screen, or visit the Help section.

***i-Ready* How Tos may change slightly due to software updates throughout the year.** A full list of our most up-to-date How Tos can be found anytime at i-ReadyCentral.com/FAQ.

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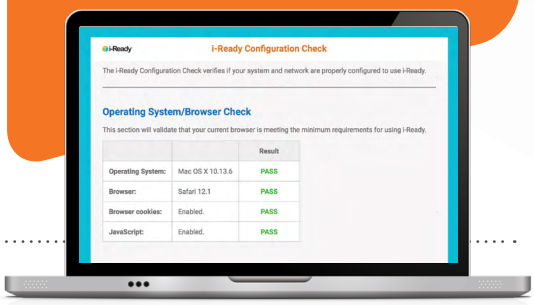
Before the Diagnostic*

Logging In Using Single-Sign On (SSO)

SSO users will access *i-Ready* through their district's login portal and will need to contact school or district administrators for help with login information, including forgotten usernames or passwords. Check with your administrator if you are not sure how you and your students should log in to *i-Ready*.

i-Ready Support for SSO | Access *i-Ready* on an iPad® Using Clever®

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

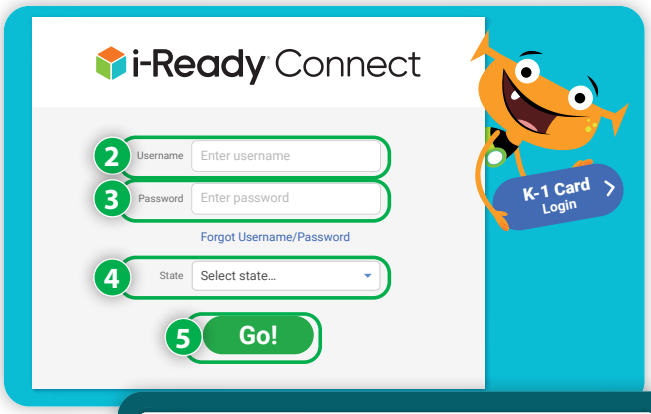


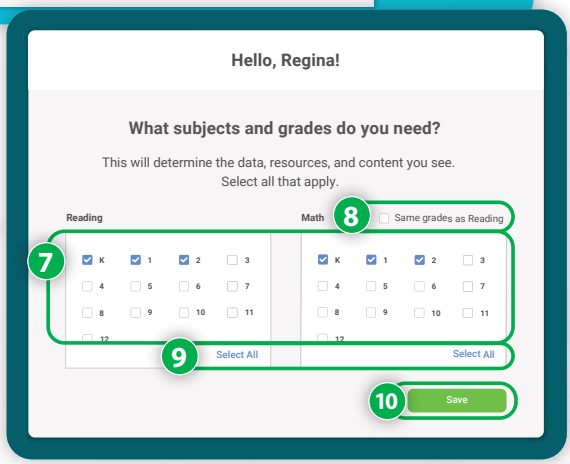
Logging In

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

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

6. A "Welcome to *i-Ready Connect*!" window will pop up *(not pictured)*. Click **Next**.
7. Select the **grade levels** for which you will be using *i-Ready* this year by using the checkboxes. Make sure to select grade levels for Reading AND Mathematics if you teach both subjects. This will be used to determine what you see in *i-Ready*.
8. The checkbox **Same grades as Reading** is selected by default, providing access to the same grade levels for both subjects.
9. You can also choose **Select All** for Reading and/or Mathematics if you teach all grade levels.
10. Click **Save**.





Notes:

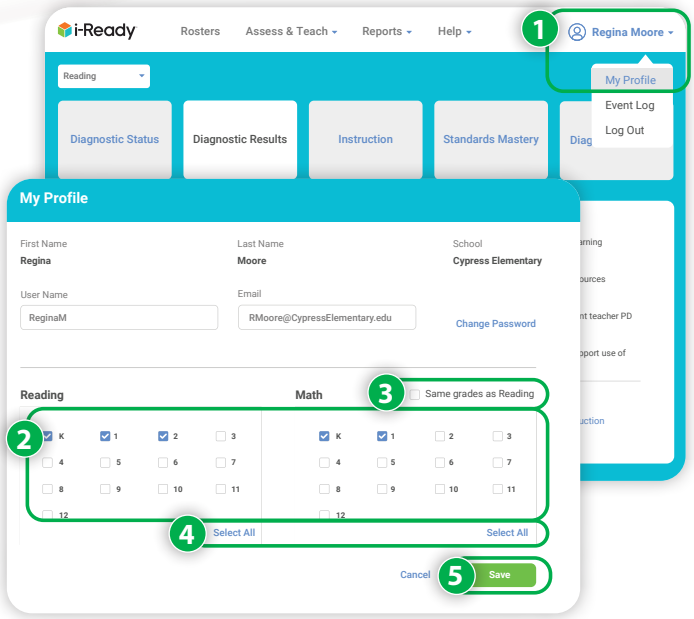
- *You can change your choices by clicking on the dropdown arrow next to your name and selecting My Profile from any screen when logged in to* i-Ready Connect.
- *If you have forgotten your login information, use the* ***"Forgot Username/Password"*** *link on the* i-Ready Connect *login page and follow the prompts to retrieve your credentials.*

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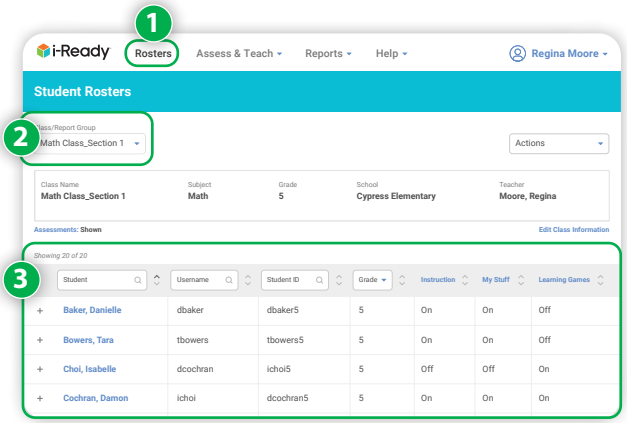
Managing My Profile

1. Click on **your name**, and then on **My Profile**.
2. Select the **grade levels** for which you will be using *i-Ready* this year by using the checkboxes. Make sure to select grade levels for Reading AND Mathematics if you teach both subjects. This will be used to determine what you see in *i-Ready*.
3. You can select the **Same grades as Reading** checkbox if you teach the same grade levels for both subjects.
4. You can also choose **Select All** for Reading and/or Mathematics if you teach all grade levels.
5. Click **Save**.



Reviewing Accuracy of Rosters

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

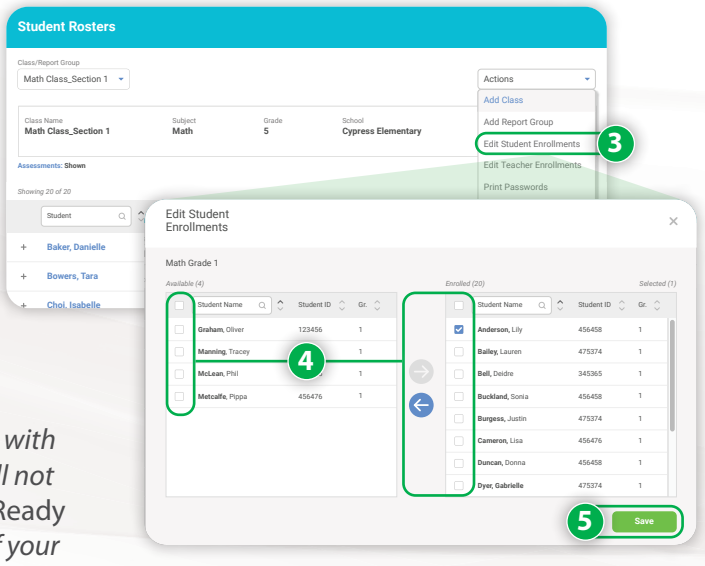


Managing Student Enrollments in Your Class or Report Group

Follow Steps 1–2 for ***Reviewing Accuracy of Rosters***.

3. Select **Edit Student Enrollments** from the ***Actions*** dropdown. The corresponding pop-up will appear.
4. Use the **checkboxes** to select ***students*** and the **arrows** to ***add or remove*** them from the roster.
5. Click **Save**.

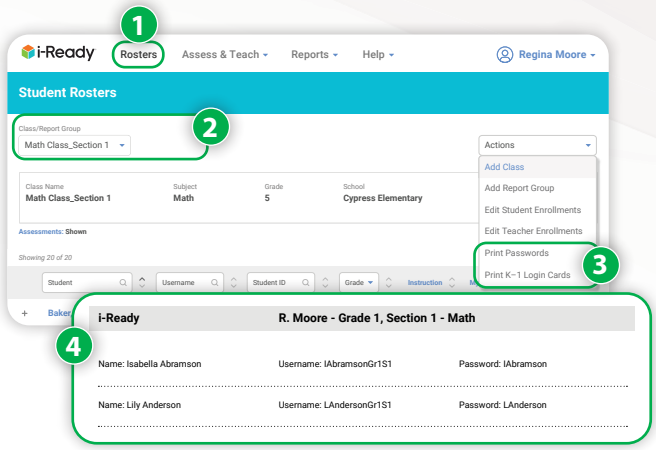
Note: *If your district has chosen to automatically sync its SIS with* i-Ready Connect *to create classes and add students, you will not be able to add, remove, or move students manually in the* i-Ready Connect *interface. In this case, contact your administrator if your class rosters are incorrect.*



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Obtaining Student Login Information

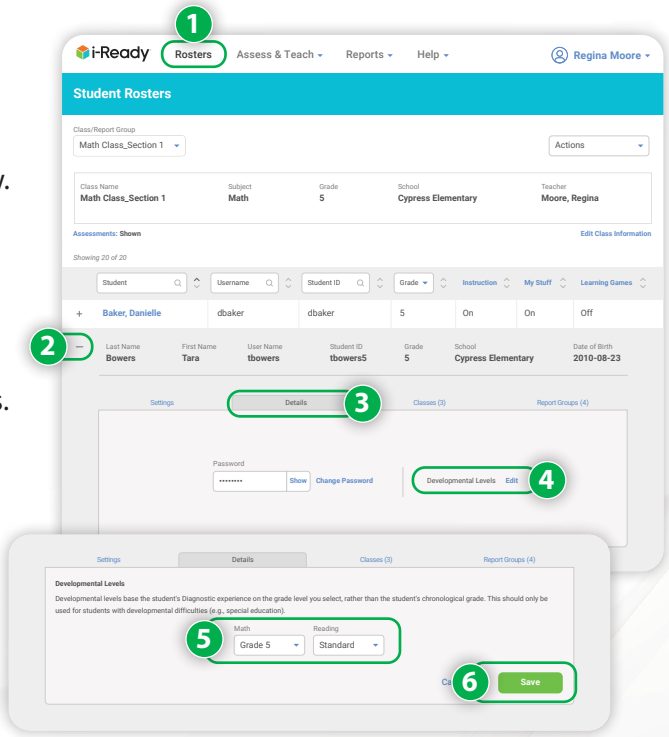
1. Select **Rosters** from the top navigation.
2. Select a **class** or **report group** from the ***Class/Report Group*** dropdown.
3. Select **Print Passwords** or **Print K–1 Login Cards** from the ***Actions*** dropdown.
4. A downloadable PDF of student logins or K–1 Login Cards will generate.



Setting Developmental Levels

1. Select **Rosters** from the top navigation.
2. Select the **+ icon** next to your student to expand the row. When expanded, it will change to a **– icon**.
3. Select the **Details** tab.
4. Select **Edit** next to ***Developmental Levels***.
5. Select the appropriate levels using the dropdown menus.
6. Click **Save**.

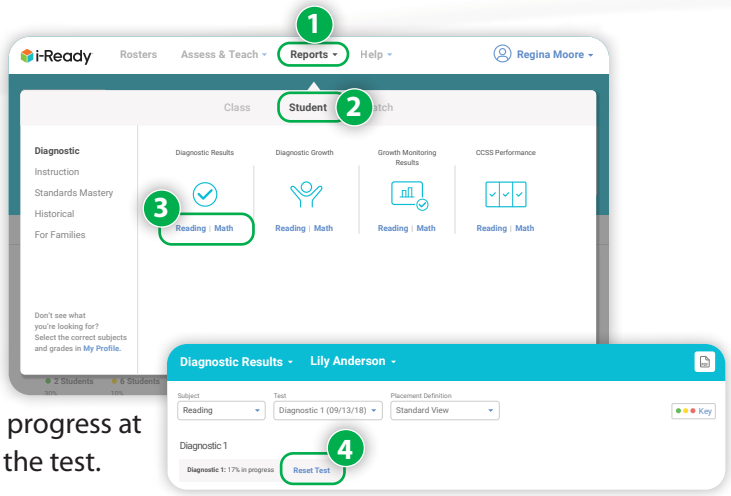
Note: *Developmental Levels are for use with the* i-Ready Diagnostic *to support students who are performing significantly below level due to academic/developmental delays by allowing them to start the Diagnostic at a lower grade level. This feature should not be used for any other students.*



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During the Diagnostic

Resetting a Diagnostic in Progress



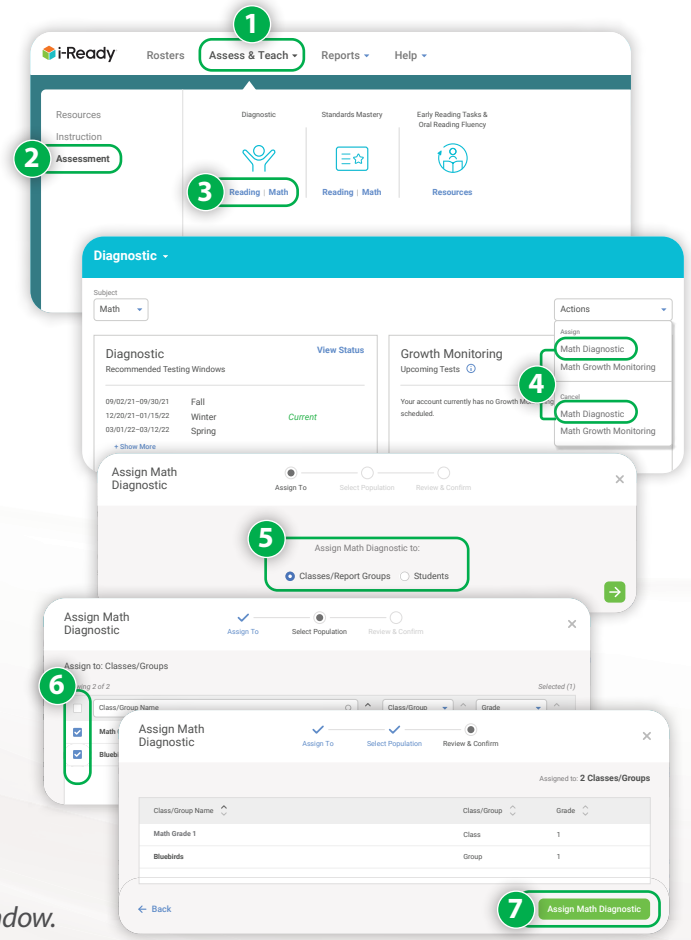
1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.
2. Select **Student** for the report level.
3. Select **Reading** or **Math** under ***Diagnostic Results***.
4. If your student has a test in progress, you will see the progress at the top of the page. Click the **Reset Test** link to reset the test.
5. Click **Reset** *(not pictured)*.

Notes:

- *Depending on your user role, permission to reset assessments varies. If you do not have permission to reset a Diagnostic, please contact your school administrator.*
- *Reset is for In Progress assessments only.*
- *Resetting does not mean that a completed Diagnostic score will be removed.*
- *If a student has a rush indicator, then there is no Reset available. Please "Assign New" Diagnostic to the student.*

Assigning or Canceling a Diagnostic

If a student has completed a Diagnostic but needs to be retested, you will need to assign a Diagnostic. You can cancel a Diagnostic if an extra assessment was assigned in error or if the student should not be assessed for any other reason. Consult your administrator before you assign or cancel a Diagnostic, and do not modify any assessment decisions made by your district or school without express permission.



1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category.
3. Select **Reading** or **Math** under ***Diagnostic***.
4. In the ***Actions*** dropdown, select **Diagnostic** under ***Assign*** or ***Cancel***. The corresponding pop-up will appear.

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

5. Choose **Classes/Report Groups** or **Students**.
6. Use the **checkboxes** to select your ***population***.
7. Review your selections and click **Assign Diagnostic** or **Cancel Diagnostic**.

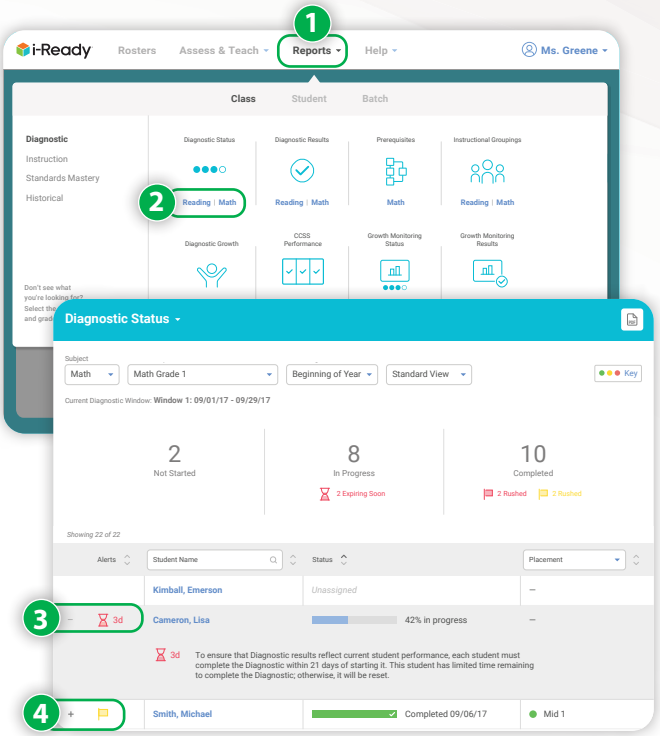
Notes:

- *All retesting should be done within the established Diagnostic Window.*
- *Depending on your user role, permission to assign or cancel a Diagnostic varies. If you do not have permission to assign or cancel a Diagnostic, please contact your school administrator.*
- *Reset Test can only be performed on a Diagnostic assessment that is In Progress. If the student completed a Diagnostic, but you would like them to retake it due to rushing, etc., then you would "Assign New" Diagnostic assessment.*

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Before the Diagnostic Window Ends

Checking for Completion, Rushing, and Test Expiration

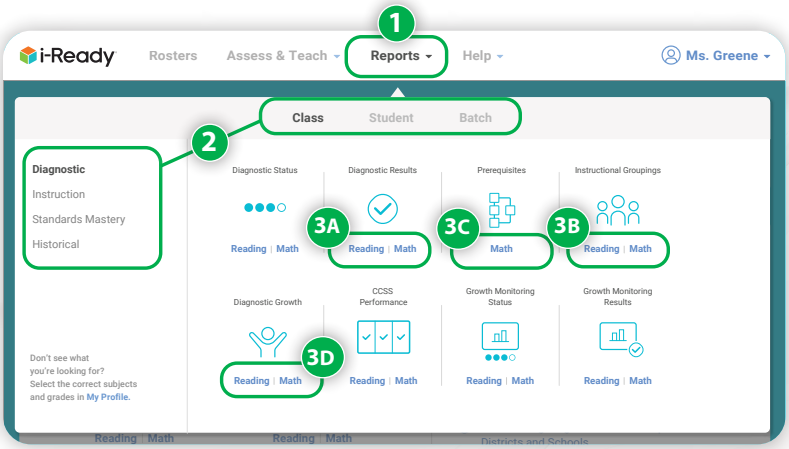


1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.
2. Select **Reading** or **Math** under ***Diagnostic Status***.
3. Scroll through your students to check for completion, rushing, and test expiration. Students whose tests are set to expire will have a ⧖ and number of days next to their names. Select the **+ icon** to expand the row and see further details. When expanded, it will change to a **– icon**.
4. Students who rushed will have a ⚑ or ⚑ next to their names. Select the **+ icon** to expand the row and see further details.

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

Immediately after Each Diagnostic

Reviewing Diagnostic Reports



1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.
2. Select the **report level**, **category**, and the **report** you would like to create.

*To **understand results** for your class:*

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

*To **group** your students for instruction:*

3B. Select **Reading** or **Math** under the ***Instructional Groupings*** report.
(For users with a teacher role in i-Ready*, Instructional Groupings is available as a Grades K–8 class-level report.)*

3C. Select **Math** under the ***Prerequisites*** report.
(For users with a teacher role in i-Ready*, Prerequisites is available as a Grades 1–8 class-level report.)*

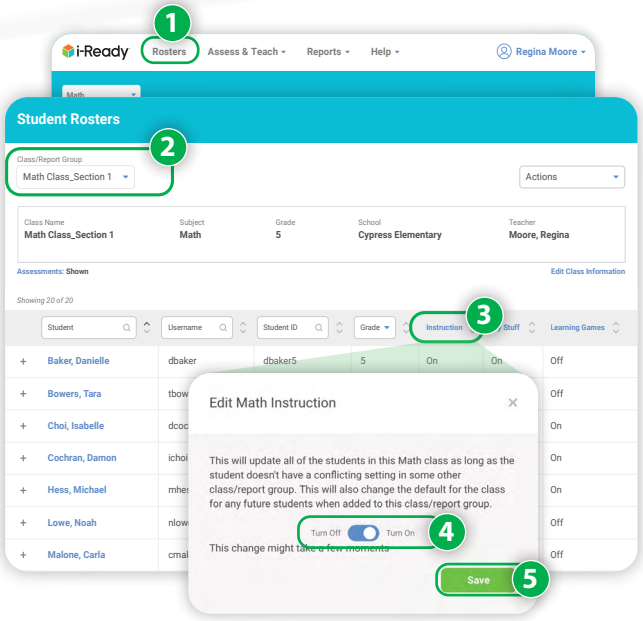
*After subsequent Diagnostics, to understand your students' **progress** toward their **growth measures**:*

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

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Personalized Instruction

Turning On/Enabling Instruction



1. Select **Rosters** from the top navigation.
2. Choose your **class** or **report group** from the ***Class/Report Group*** dropdown.
3. Select **Instruction**. The corresponding pop-up will appear.
4. Use the **toggle** to turn Instruction on for the entire class/report group.
5. Click **Save**.

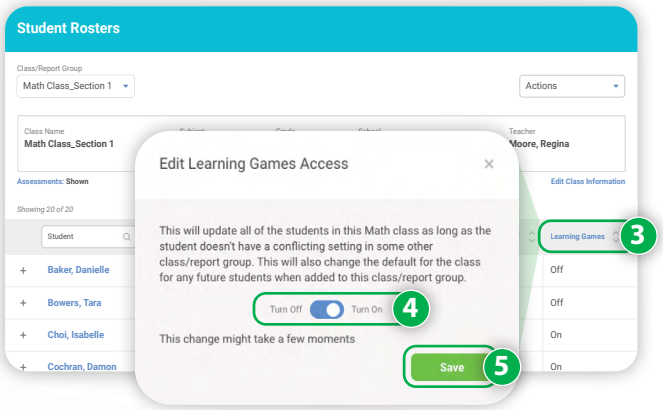
Notes:

- *If needed, you can also turn Instruction on or off for an individual student. Select Rosters from the top navigation, and then select the + icon next to the student's name to edit the Instruction settings.*
- *When turning Instruction off, if any students are in another class/report group with Instruction turned on for the same subject, their Instruction setting will remain on. To determine if your student is in another class, click the + icon next to the student's name and then select the Classes tab.*

Turning Learning Games On/Off

For a Whole Class:

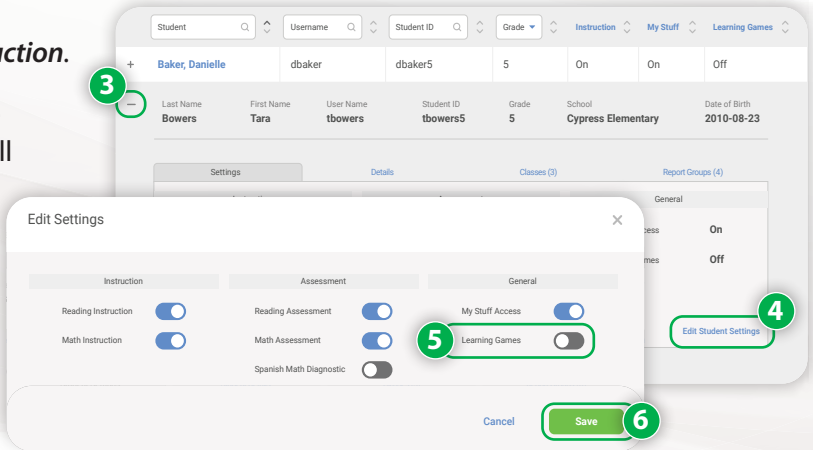
Follow Steps 1–2 from ***Turning On/Enabling Instruction***.



3. Select **Learning Games**.
4. Use the **toggle** to turn Learning Games on or off for the whole class.
5. Click **Save**.

For an Individual Student:

Follow Steps 1–2 from ***Turning On/Enabling Instruction***.



3. Select the **+ icon** next to the student's name to expand the drawer. When expanded, it will change to a **– icon**.
4. Select **Edit Student Settings**.
5. Use the **toggle** to turn Learning Games on or off.*
6. Click **Save**.

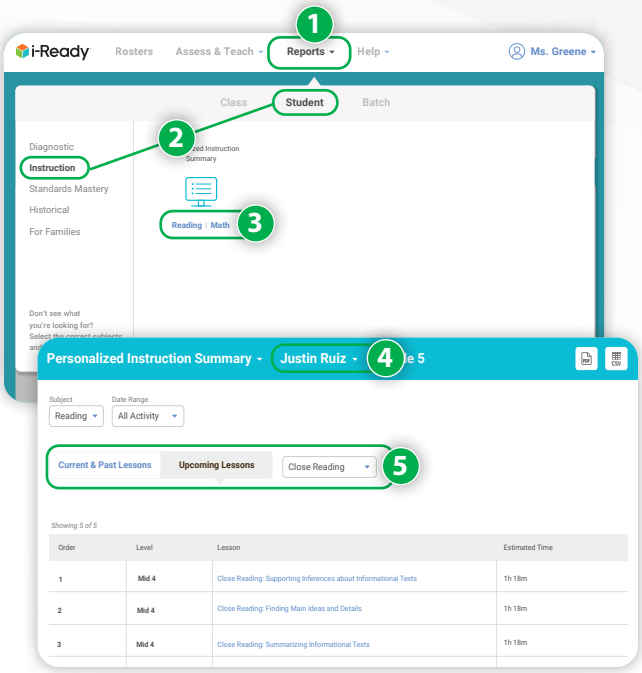
**The individual student on/off feature will allow Learning Games to be enabled for an individual student, even when Learning Games has been turned off for the entire class.*

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Viewing Lesson Plans

1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.
2. Select **Student** and **Instruction** for the report level and category.
3. Select **Reading** or **Math** under ***Personalized Instruction Summary***.
4. Select the **student** whose lesson plan you would like to view.
5. View Upcoming Lessons and select either ***i-Ready* Assigned**, **Close Reading**, or **Teacher Assigned** from the dropdown. Switch to the ***Current & Past Lessons*** **tab** to view lessons completed or in progress.

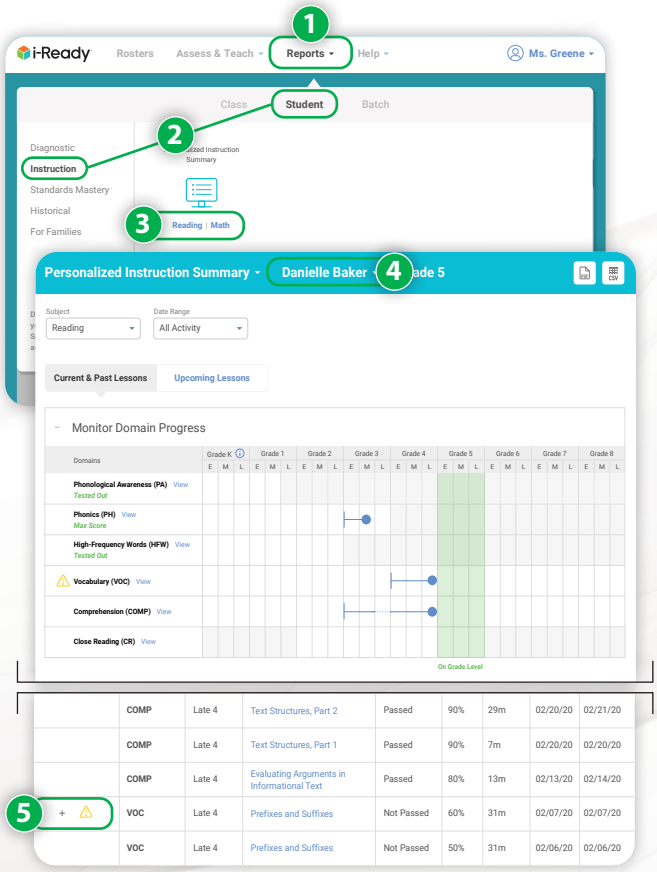
Note: *Reviewing what students are working on in Personalized Instruction helps you plan complementary teacher-led instruction and check for understanding.*



Monitoring Student Progress in Personalized Instruction

It is important to log in to your *i-Ready Connect* teacher account weekly to monitor your students' Personalized Instruction in order to support their learning and progress in the online lesson path.

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



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Turning Domains On

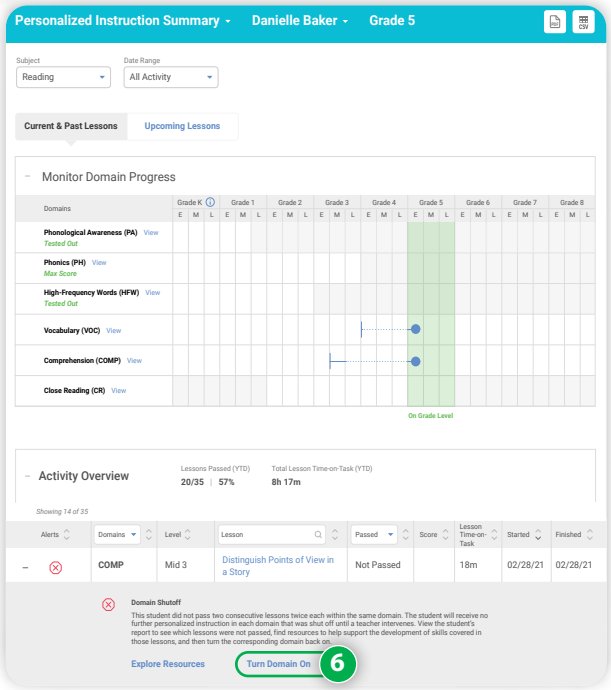
If students have not passed two consecutive lessons twice each within one domain, that domain will shut off automatically. After teachers have taken action in response, they may then turn that domain back on.

There are two ways to do so:

A. Turning On Domains for an Individual Student

Follow Steps 1–5 from ***Monitoring Student Progress in Personalized Instruction***.

6. In the expanded row, click **Turn Domain On**. If you need additional resources to support student understanding before turning the domain back on, you may also select **Explore Resources** here.

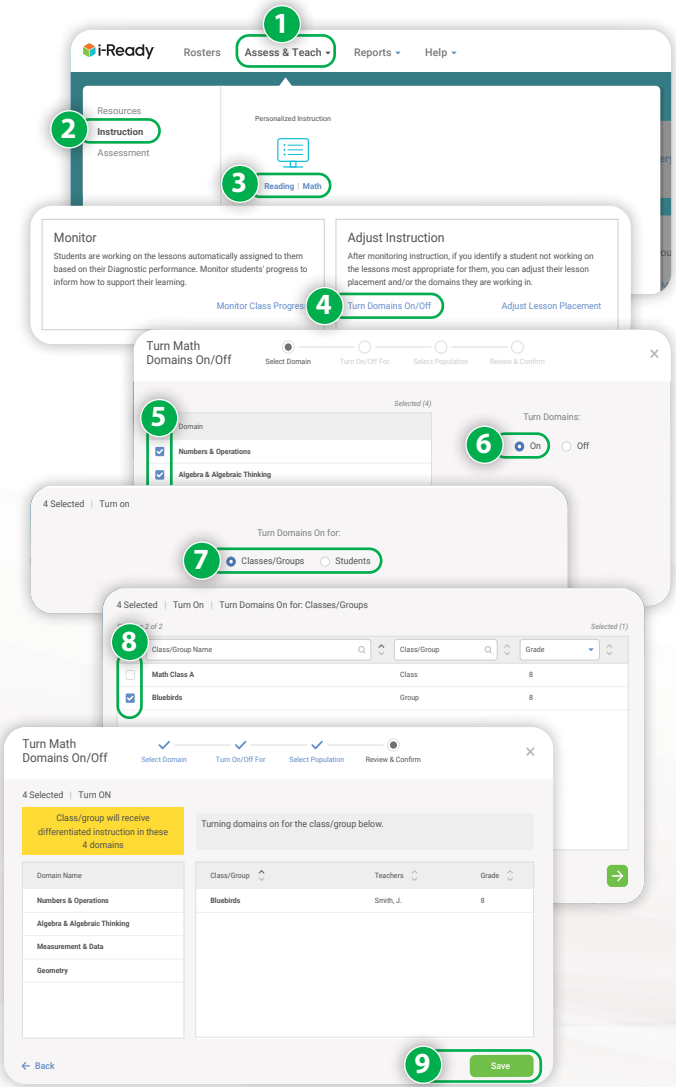


B. Turning On Domains for a Class or Group

1. Select **Assess & Teach** from the top navigation.
2. Select the **Instruction** category at left.
3. Select **Reading** or **Math** under ***Personalized Instruction***.
4. Select **Turn Domain(s) On/Off** under ***Adjust Instruction***. The corresponding pop-up will appear.

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

5. Use the **checkboxes** to select ***Domain(s)***.
6. Select **On**.
7. Choose **Classes/Groups**.
8. Use the **checkboxes** to select your ***class*** or ***group***. Only classes or groups with Instruction enabled will appear in this view.
9. Click **Save**.



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Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.
2. Select the **Instruction** category at left.
3. Select **Reading** or **Math** under ***Personalized Instruction***. If you are assigned to more than one school, you will also need to select the appropriate **School**.
4. In the ***Create Assignments*** view, **All Lessons** will appear, with an option to filter to Focus Lessons.

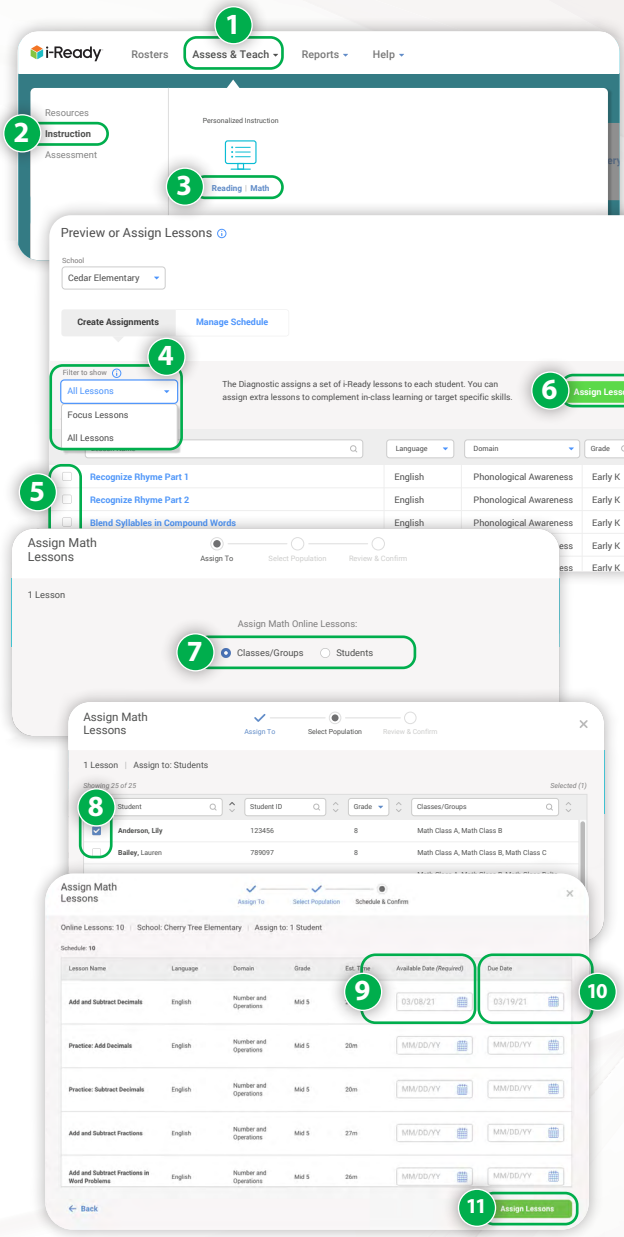
   For more information on Focus Lessons, search Teacher-Assigned Lessons on i-ReadyCentral.com.
5. Use the **checkboxes** to select ***lessons*** you would like to add. You may add up to 10 lessons at a time. You may also select a **lesson name** to view lesson details.
6. Click **Assign Lessons**. The corresponding pop-up will appear.

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

7. Choose **Classes/Report Groups** or **Students**.
8. Use the **checkboxes** to select your ***population***.
9. Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least one day in advance of when you want it to appear for students.

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

10. Enter a **Due Date** for the lesson(s) you are assigning.
    - If no Due Date is selected, the assignment will appear at the bottom of the student's queue below other assignments with Due Dates.
    - If none of the assignments have Due Dates, they will be ordered by content order.
11. Click **Assign Lessons**.



Managing Teacher-Assigned Lessons

To view your students' Teacher-Assigned Lessons, to cancel any Teacher-Assigned Lessons, or to change assignment due dates:

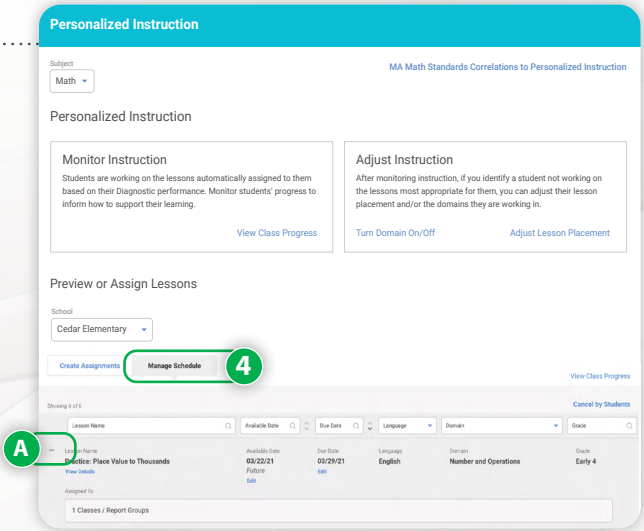
Follow Steps 1–3 from ***Adding Teacher-Assigned Lessons***.

4. Select **Manage Schedule**.

To view lesson assignments details:

A. Select the **+ icon** next to the lesson name. When expanded, it will change to a **– icon**.

Managing Teacher-Assigned Lessons continued on the next page.



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Managing Teacher-Assigned Lessons, Cont'd.

To change the due date of an existing assignment:

B1. Select **Edit** below the ***Due Date***.

B2. **Enter** or **use the calendar** to select the new Due Date on the ***Edit Schedule*** screen.

To change the available date of an existing assignment:

C1. Select **Edit** below the ***Available Date***.

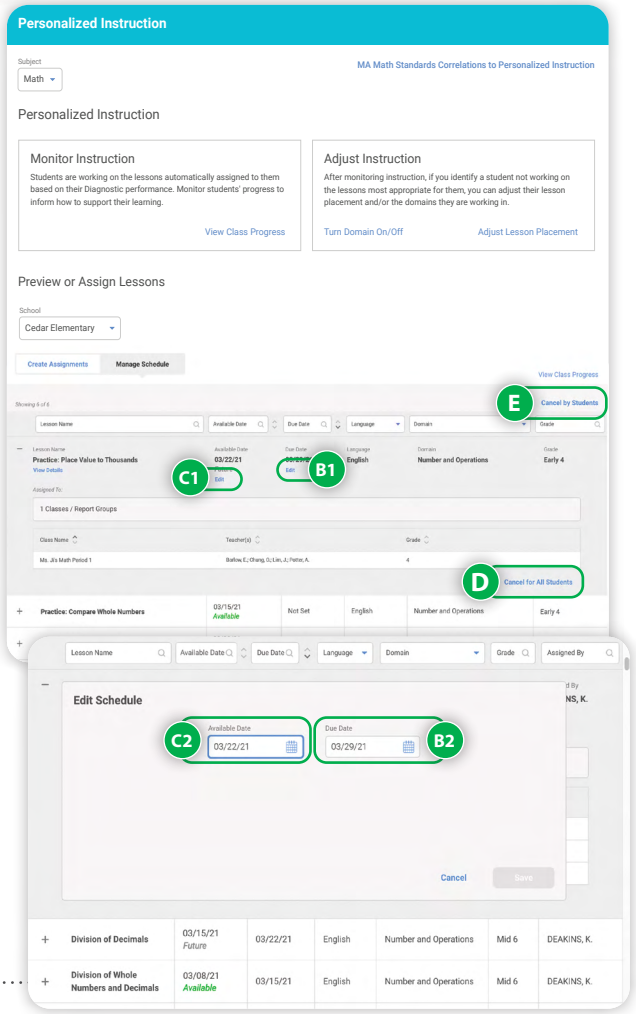
C2. **Enter** or **use the calendar** to select the new Available Date on the ***Edit Schedule*** screen.
Note: *If the assignment is already available for the student, the Available Date cannot be edited.*

To remove the assignment *entirely:*

D. Select **Cancel for All Students**.

To remove assignments for individual students:

E. Select **Cancel by Students** above the lesson assignment table. Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. *(Steps not pictured.)*



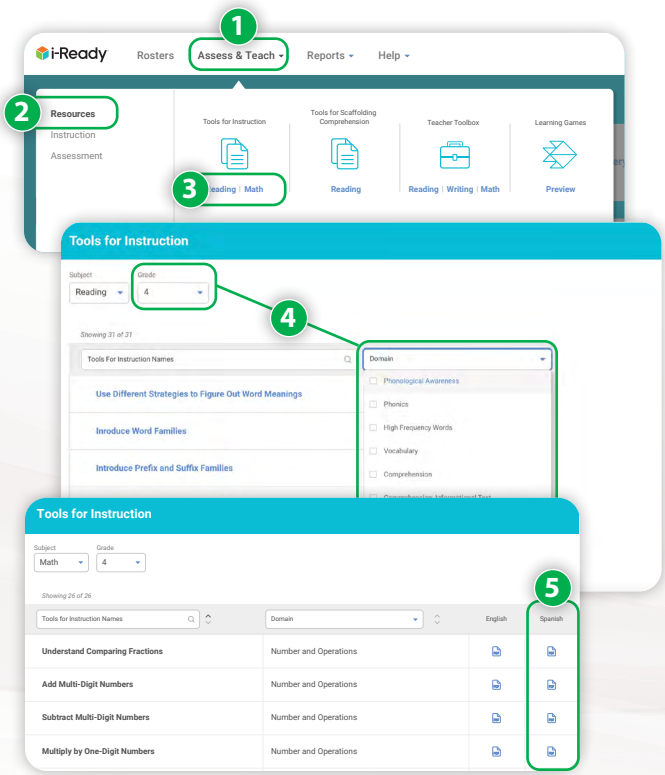
Teacher-Led Instruction

Accessing Tools for Instruction

There are three different ways to access Tools for Instruction.

A. Search across all Tools for Instruction:

1. Select **Assess & Teach** from the top navigation.
2. Select **Resources** at left.
3. Select **Reading** or **Math** under ***Tools for Instruction***.
4. Select the **Grade** and **Domain** to filter Tools for Instruction.
5. As needed for K–8 Mathematics, select **Tools for Instruction in Spanish**.



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

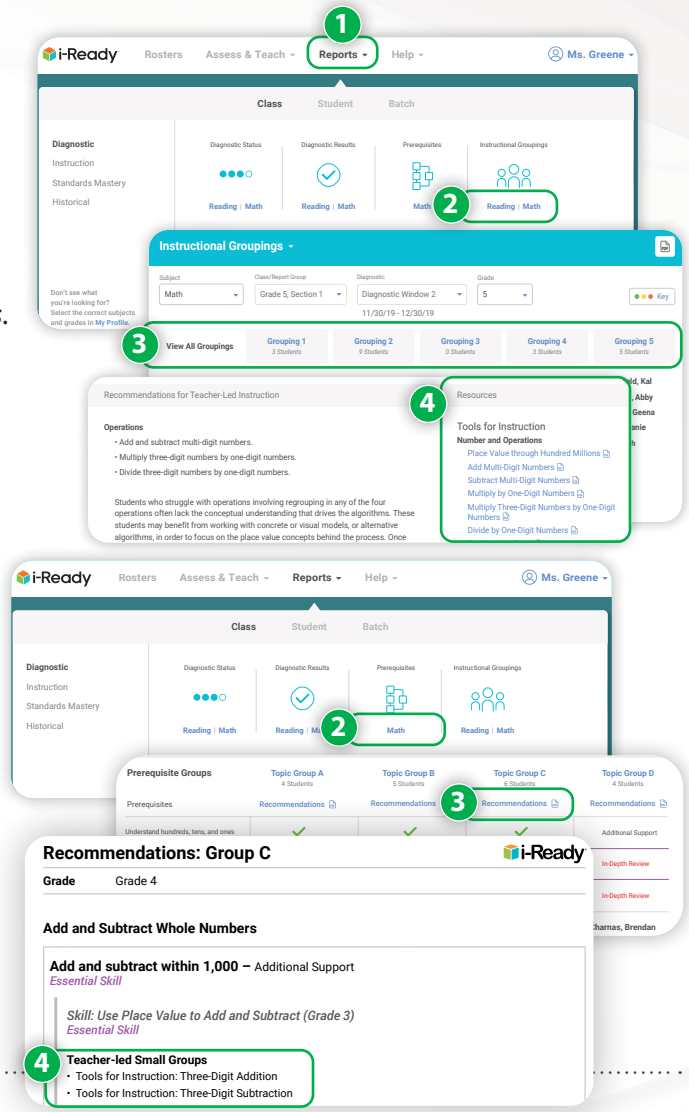
Using the Instructional Groupings report:

1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.
2. Select **Reading** or **Math** under ***Instructional Groupings***.
3. Select a **Grouping tab** to view that Grouping's instructional priorities and recommendations for teacher-led instruction.
4. Scroll down to **Resources** on the right-hand side, and select a recommended **Tool for Instruction** to focus on with your grouping.

Using the Prerequisites report:

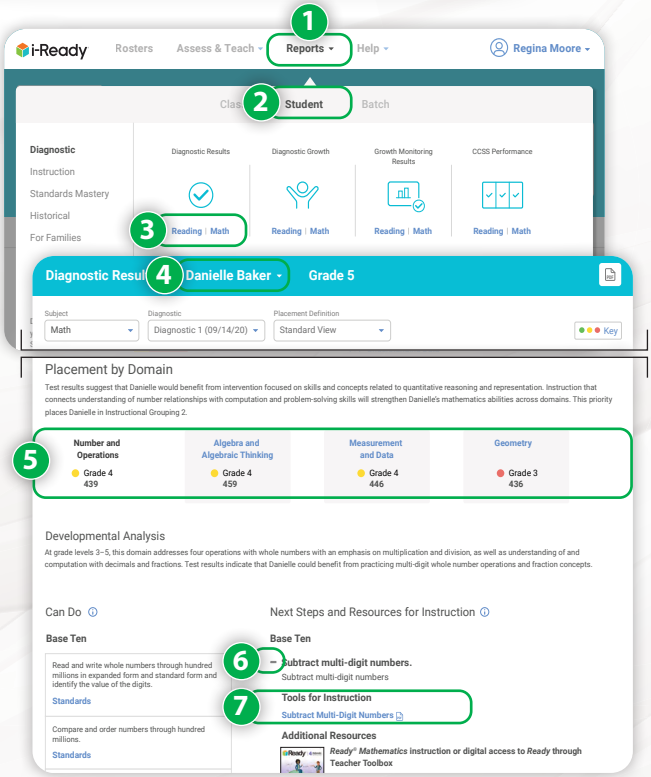
Follow Step 1 from ***Using the Instructional Groupings report***.

2. Select **Math** under ***Prerequisites***.
3. Select the **Recommendations PDF** under a ***Topic Group***.
4. Scroll to the Recommended Resources to see recommended **Tools for Instruction** to use with students in this Topic Group.



C. Find Tools for Instruction recommended for individual students:

1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.
2. Select **Student** for the report level.
3. Select **Reading** or **Math** under ***Diagnostic Results***.
4. Select a **student** from the top dropdown menu.
5. Scroll down to **Placement by Domain** and select a **domain tab** to view this student's ***Can Dos*** and ***Next Steps and Resources for Instruction***.
6. Select the **+ icon** for one of the ***Next Steps*** you want to focus on with the student. When expanded, it will change to a **– icon**.
7. Select one of the **Tools for Instruction** recommended for that ***Next Step***.



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Building Report Groups

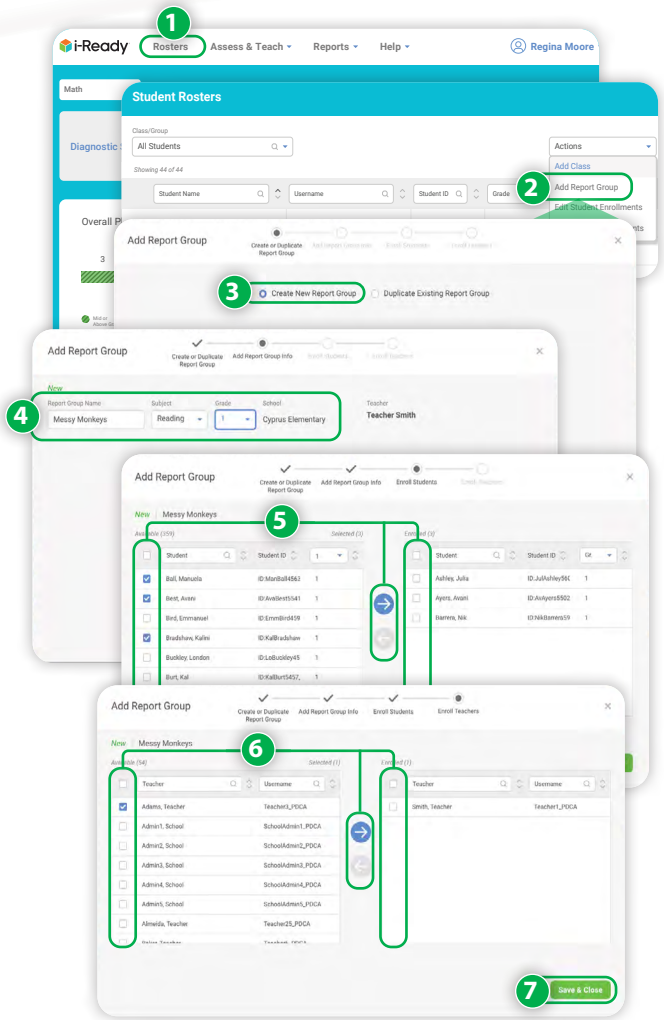
Report groups enable you to create custom groups of students for the convenience of assignment and student and class reporting.

1. Select **Rosters** from the top navigation.
2. Select **Add Report Group** from the ***Actions*** dropdown. The corresponding pop-up will appear.

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

3. Select **Create New Report Group**. You may also duplicate an existing report group of the same students.
4. Input **report group information**.
5. Use the **checkboxes** to select ***students*** and the **arrows** to ***add or remove*** them from the report group.
6. Use the **checkboxes** to select ***teachers*** and the **arrows** to ***add or remove*** them from the report group.
7. Click **Save & Close** to exit.

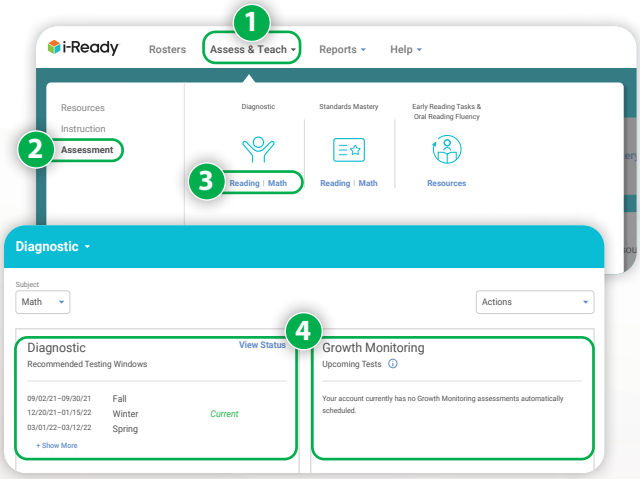
Note: *Students must be in a class before they can be in a report group.*



Viewing Assessment Status

Viewing Upcoming Diagnostic and Growth Monitoring Assessments

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



Notes:

- *To monitor progress on current Diagnostic assessments directly from the screen shown, select View Status. To view assessment status from any other screen in* i-Ready Connect, *follow the Viewing Assessment Status instructions that follow.*
- *Growth Monitoring is not used in all cases. You will only see the assessments that are applicable to you and your students.*

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Diagnostic and Growth Monitoring

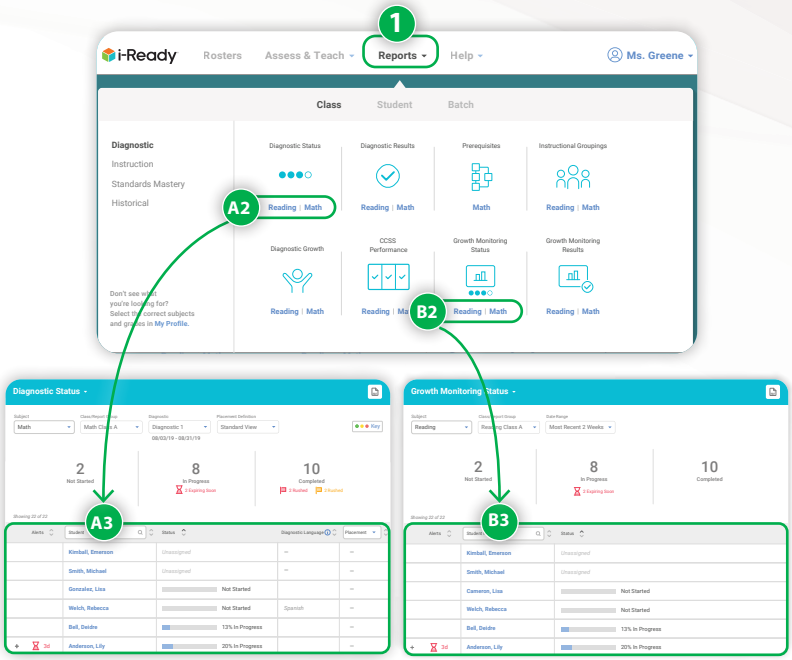
1. Select **Reports** from the top navigation. ***Class*** and ***Diagnostic*** reports will show by default.

To view Diagnostic Status:

A2. Select **Reading** or **Math** under ***Diagnostic Status***.

A3. Review the list of students to see progress and assigned assessments.

Note: *To see results for completed assessments, use the dropdown arrow in the blue bar to switch to the* ***Diagnostic Results*** *report.*



To view Growth Monitoring Status:

B2. Select **Reading** or **Math** under ***Growth Monitoring Status***.

B3. Review the list of students to see progress and assigned assessments.

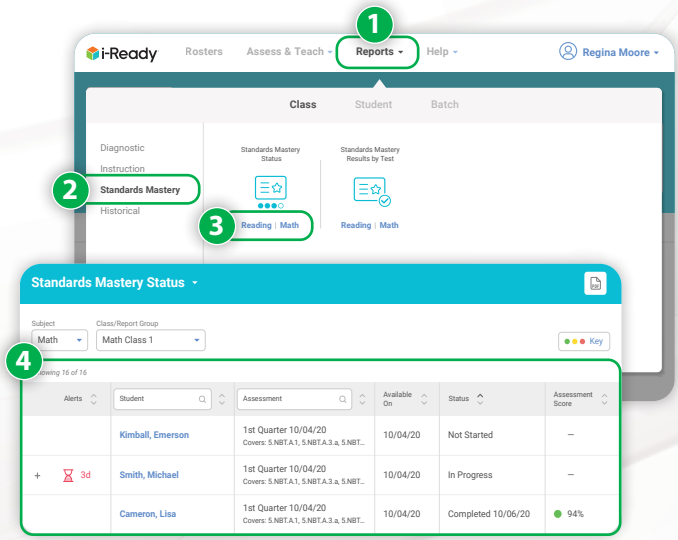
Notes:

- *To see results for completed assessments, use the dropdown arrow in the blue bar to switch to the* ***Growth Monitoring Results*** *report.*
- *Growth Monitoring is not used in all cases. You will only see status details for the assessments that are applicable to you and your students. Talk to your school leader if you have questions about use of these assessment features.*

Standards Mastery

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

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



Notes:

- *To see results for completed assessments, use the dropdown arrow in the blue bar to switch to the* ***Standards Mastery Results by Test*** *report.*
- *Standards Mastery is not used in all cases. You will only see status details for the assessments that are applicable to you and your students. Talk to your school leader if you have questions about these assessment features.*

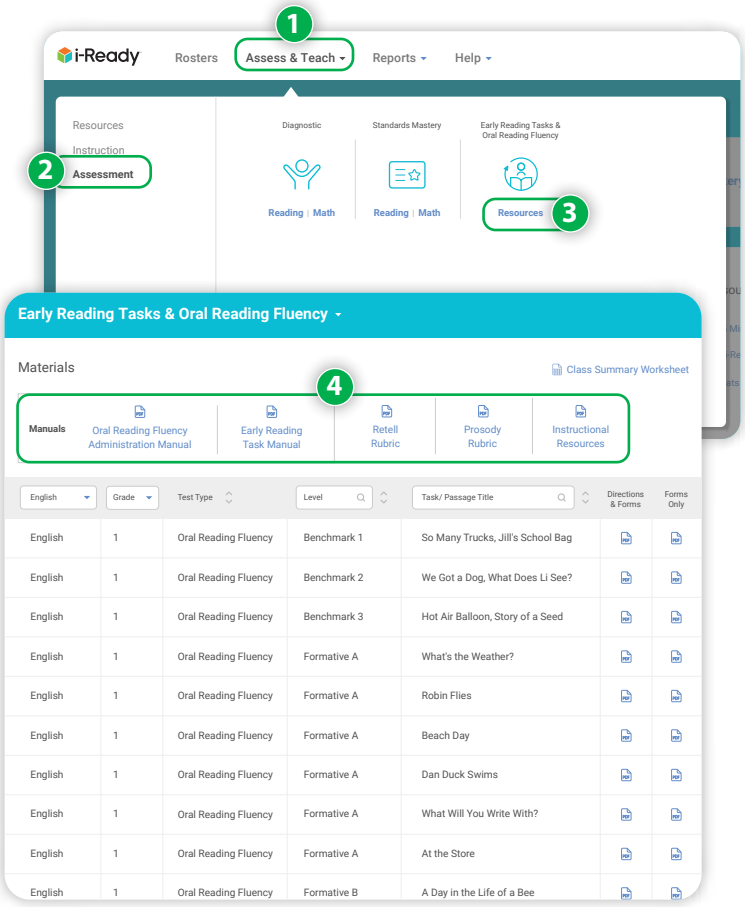
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Additional Assessment Tools

Accessing Materials for *i-Ready* Early Reading Tasks and Oral Reading Fluency Assessments

These materials can help you assess your students' early reading skills and oral reading fluency. While these resources are available for use by classroom teachers, you will want to check with your administrator before assessing students, as your district or school may have a structured plan for use of these assessments. In some cases, these tools will be used districtwide to meet state-specific literacy screening requirements. For more information about Early Reading Tasks and Oral Reading Fluency Assessments, see the manuals and administration materials.

1. Select **Assess & Teach** from the top navigation.
2. Select the **Assessment** category at left.
3. Click **Resources** under ***Early Reading Tasks & Oral Reading Fluency***.
4. In the selected view, you will be able to download **materials to use with students** and **administration resources** related to your chosen topic.



Notes:

- *The Oral Reading Fluency Benchmark Assessment is available for use with students enrolled in Grades 1–6 in English and Grades 1–4 in Spanish. The Oral Reading Fluency Progress Monitoring Assessment is available for use with students in Grades 1–6 in English. The Formative Assessment, however, can be used with students at developmental reading levels in Grades 1–4 in English. For example, it can be used to informally assess oral reading fluency and provide passage reading fluency practice for a Grade 5 or Grade 6 student reading below their grade level.*
- *The Oral Reading Fluency Administration Manual will walk you through options for administering the Benchmark Assessment, Progress Monitoring Assessment, and/or Formative Assessment, including what additional materials you will need to download from this screen.*
- *Early Reading Tasks are available for the following skill areas: Phonological Awareness and Phonemic Awareness, Rapid Automatized Naming, Letter Naming Fluency, Letter Sound Fluency, Word/Pseudoword Reading Fluency, and Spelling and Encoding. Applicable grade levels vary by task. Please download the corresponding materials from this screen for details.*

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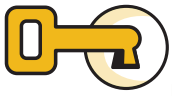
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