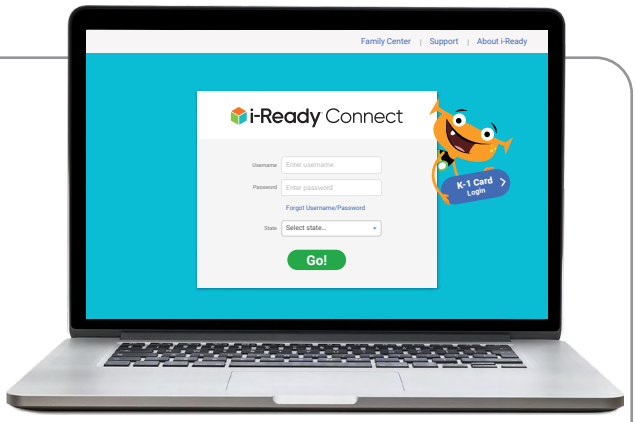
2021–2022

i-Ready

Leader Success Guide



Login Information:

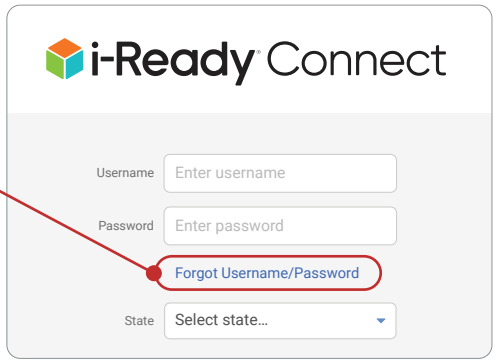


Single sign-on (SSO) users must access *i-Ready Connect* through their district's login portal.

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

Trouble Logging In?

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



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

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

Leader Success Guide

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

Making the Most of Your Year with *i-Ready* 1

Why *i-Ready*?, Top Leader Actions, Your Year with *i-Ready*, and Supporting Teacher Tools

Leading Your Implementation 23

Implementation Planning Tools

References 29

FAQs and Report Information

How Tos 47

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

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

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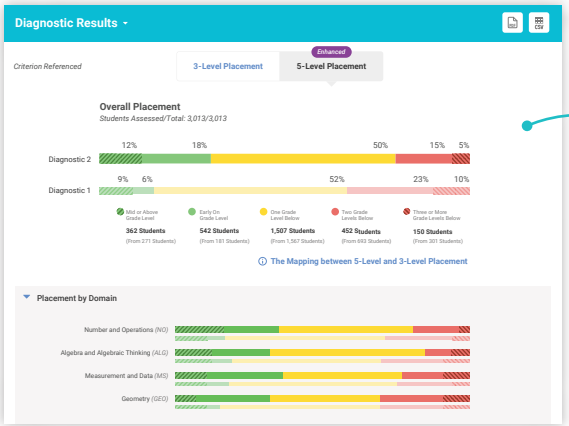
You Asked, We Listened!

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

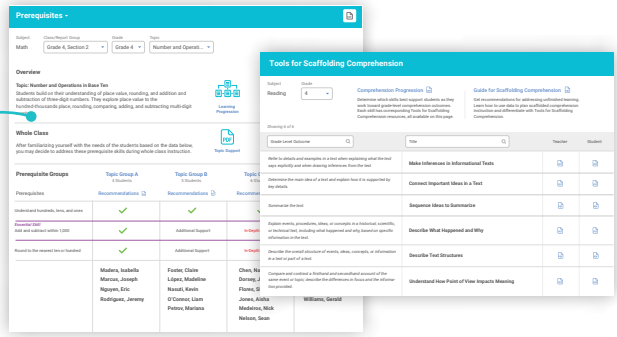
Here are four new improvements we think will get you excited!

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



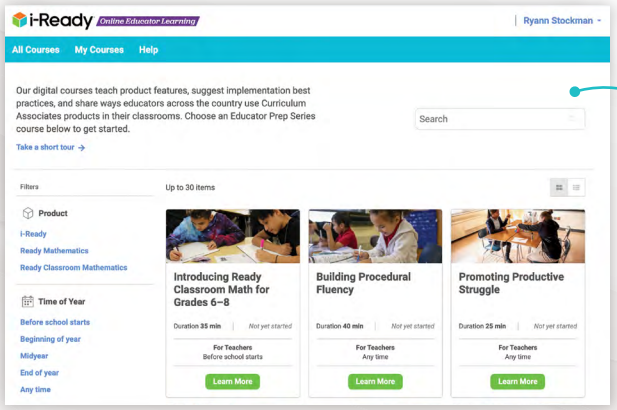
More precise insight into student performance,

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



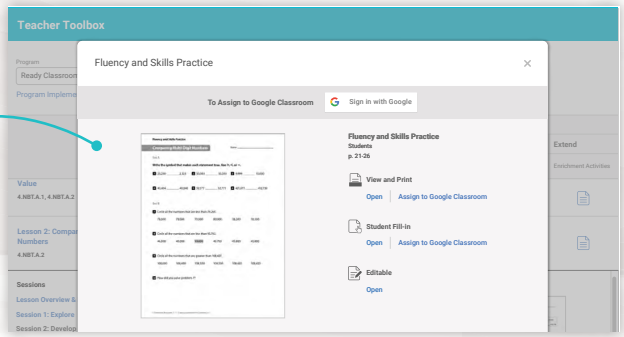
Support unfinished learning for all students

with our Prerequisites report and Tools for Scaffolding Comprehension to strategically prepare students for grade-level learning.



More ways to support ongoing learning for teachers

with our Online Educator Learning platform, which now offers insight into staff's professional learning through course completion reports.

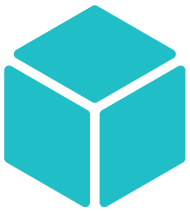


Save time when using your LMS

with the ability to assign Teacher Toolbox resources to Google Classroom in fewer steps and sign in to *i-Ready Connect* from many learning management systems (LMSs).

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

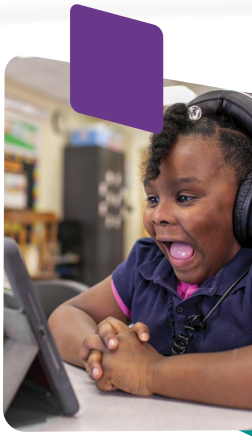


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Why *i-Ready*?

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.

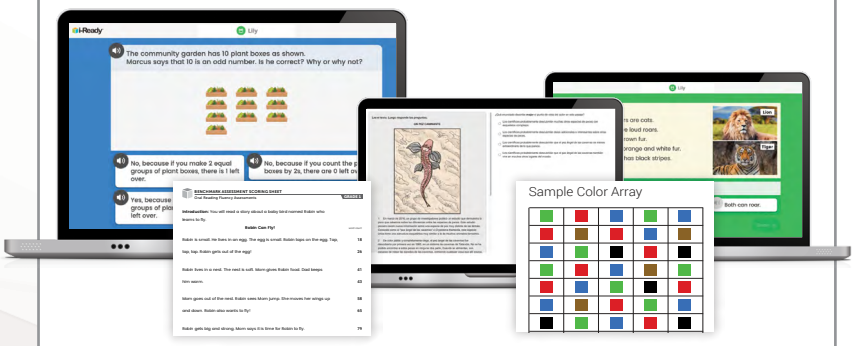


Actionable Data and Resources to Power Instruction

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*:

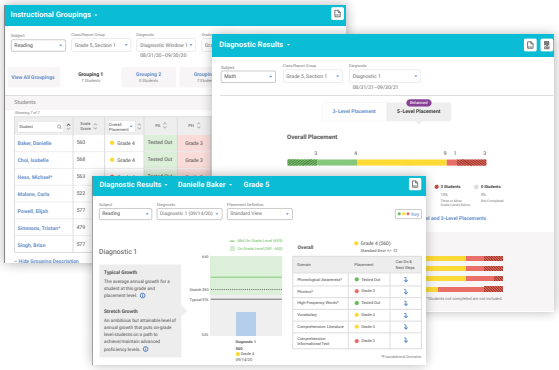
- Provides goals to help put students on a path toward proficiency or advanced proficiency levels
- Provides data that always informs teaching and learning
- Connects seamlessly to instructional resources that support the needs of all students

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)



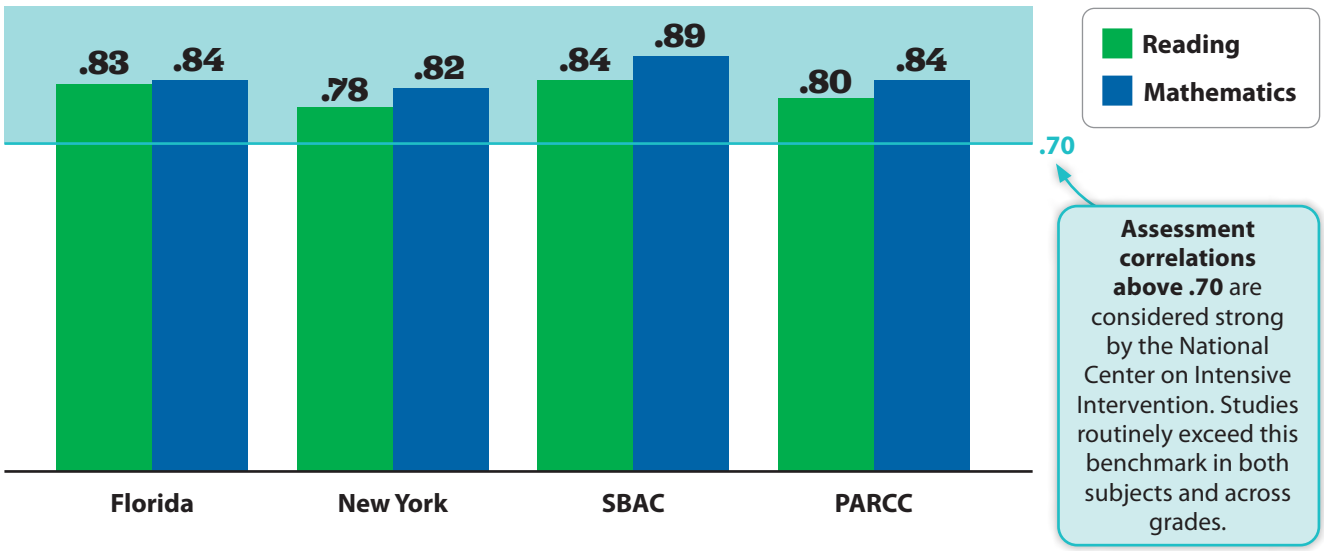
Diagnostic Data You Can Trust

For more information about the Diagnostic's validity, see p. 32.

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.

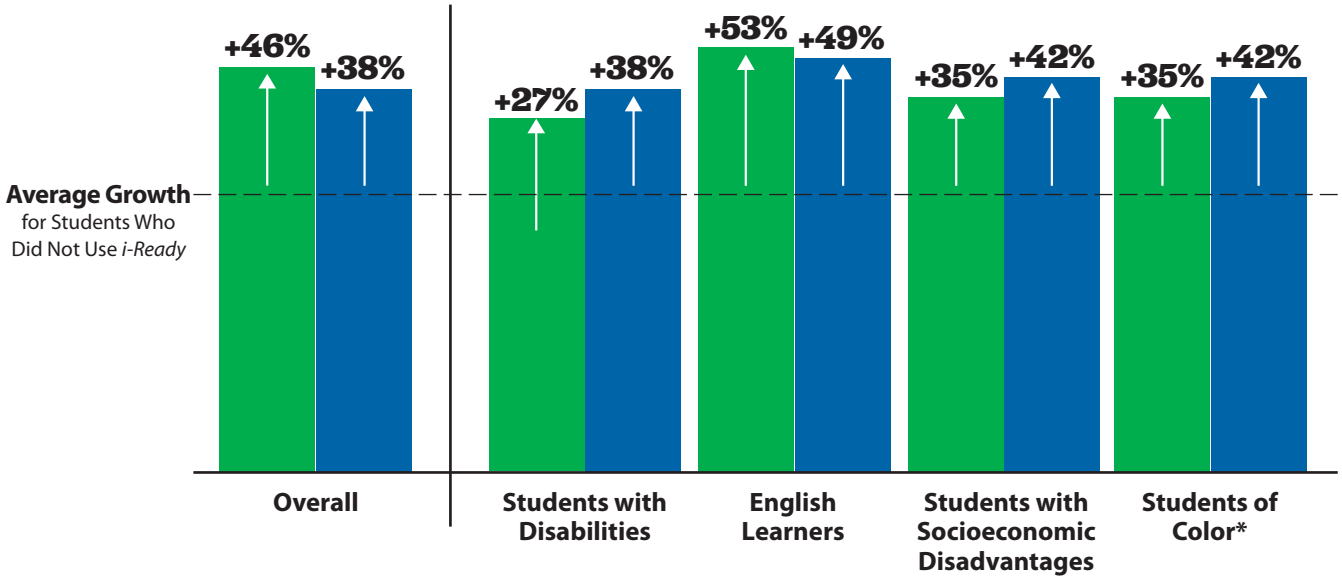
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i-Ready Personalized Instruction Is Proven to Work

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, download the FAQ: Monitoring Personalized Instruction for School Leaders at *i-Ready Central*.

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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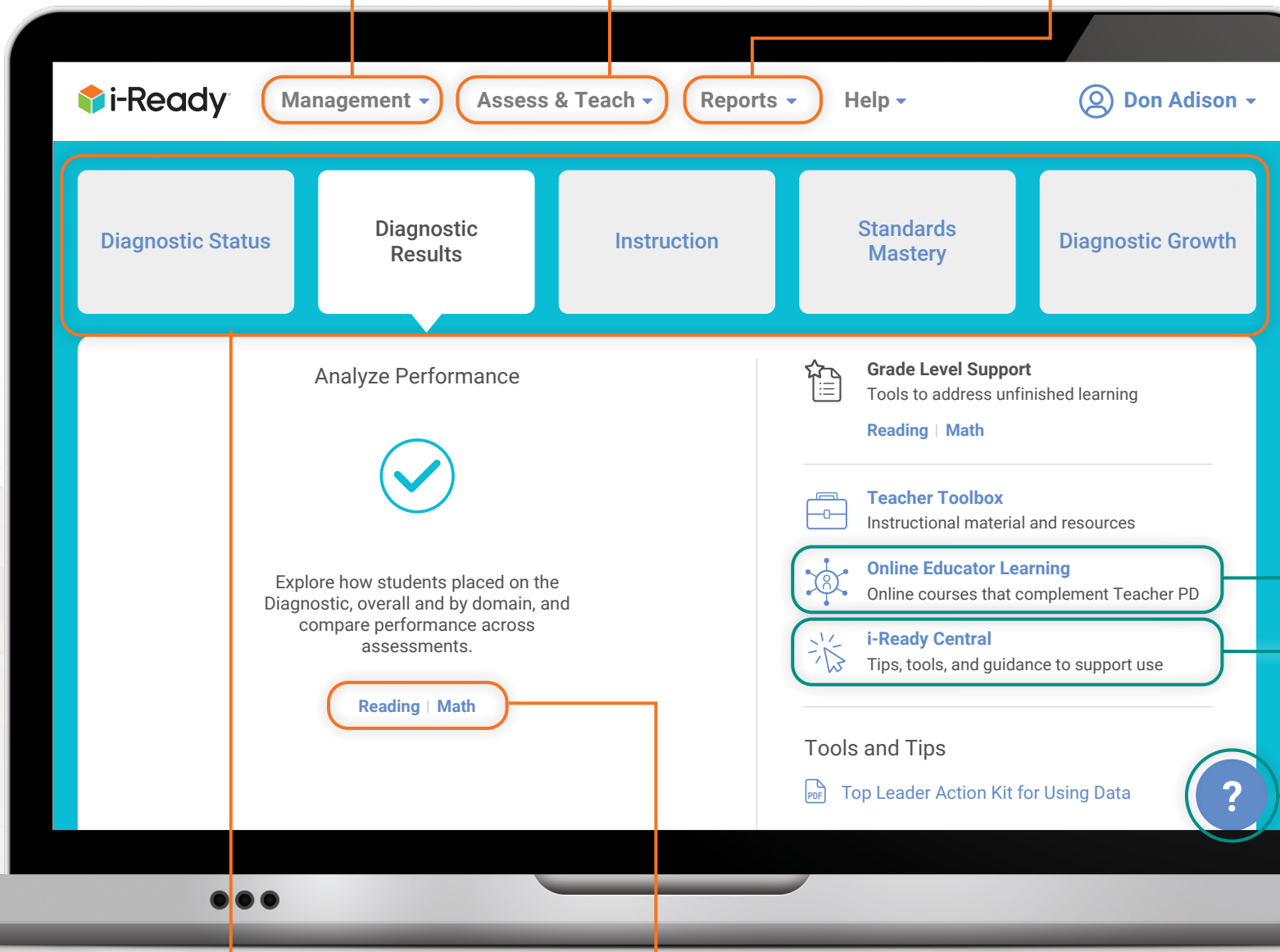
Navigating *i-Ready Connect*

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

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

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

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

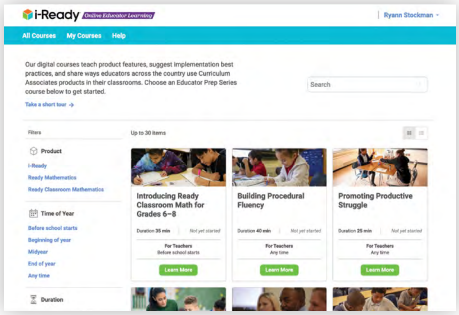


Use tabs to jump directly to where you are in your *i-Ready* implementation.

Use direct links to key reports.

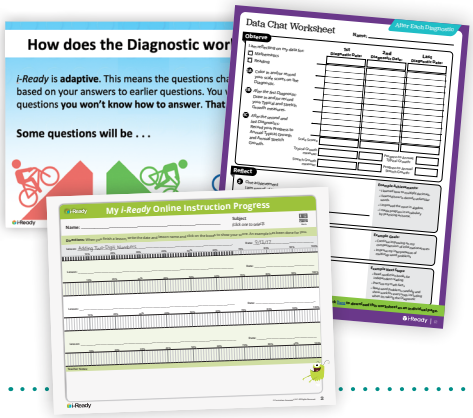
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Ways to Get Immediate Support



Online Educator Learning

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

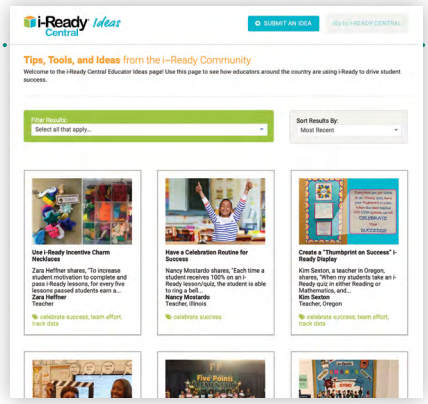


Downloadable Resources

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.

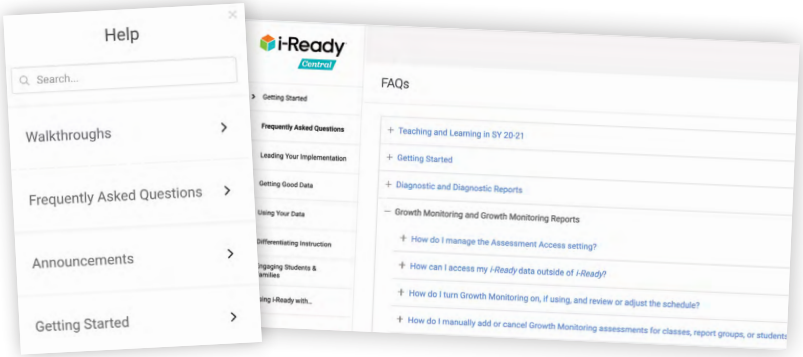
Ideas from Other Educators

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 Leader Actions

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

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

These Actions should be repeated throughout the year.

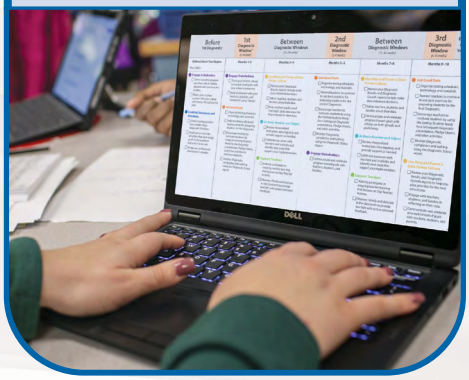
Engage Stakeholders

- ___ Communicate the why, fostering buy-in for *i-Ready*.
- ___ Set and communicate metrics and goals.
- ___ Maintain ongoing, transparent communication that encourages excitement and momentum.



Establish Structures and Schedules

- ___ Ensure technology can support program goals.
- ___ Establish schoolwide schedules and testing calendars that reflect all instructional priorities.
- ___ Designate and empower co-champions for your implementation.



Get Good Data

- ___ Motivate and prepare students and teachers before each Diagnostic.
- ___ Oversee Diagnostic administrations and provide targeted support.
- ___ Monitor Diagnostic completion and rushing.

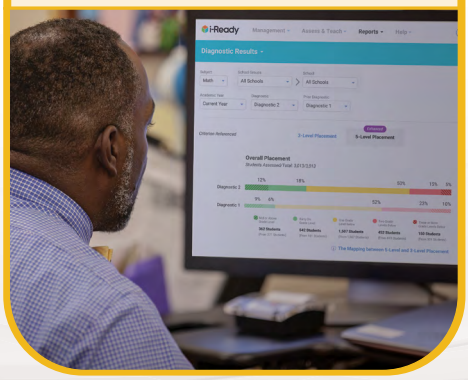


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To download this resource, search *Top Leader Actions* on *i-Ready Central*.

Use Data and Foster a Data-Driven Culture

- Use your data regularly to make data-informed decisions.
- Discuss shared data during interactions with your school community.
- Share and celebrate progress toward goals.



Support Teachers

- Provide, promote, and participate in ongoing teacher learning and development.
- Observe and identify areas for celebration and support.
- Use *i-Ready* and other available data to focus your support.



Actively Monitor and Adjust

- Regularly review Personalized Instruction and assessment data.
- Adjust programming, scheduling, and support as needed.



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Your Year with *i-Ready*

Before 1st Diagnostic

Before School Year Begins

Your Dates:

Engage Stakeholders

- ☐ Get to know the program and share why it's being adopted with teachers and families.
- ☐ Make a plan to share updates with your school community throughout the year.

Establish Structures and Schedules

- ☐ Create a testing calendar that includes three Diagnostic Windows.
- ☐ Create school and class schedules that allow usage goals for Personalized Instruction to be met.
- ☐ Set up your professional development calendar.

1st Diagnostic Window*

(≤ 4 weeks)

Months 1–2

Engage Stakeholders

- ☐ Share your district, school, and grade-level goals with your school community.
- ☐ Build excitement with your teachers, students, and families for using *i-Ready*!

Get Good Data

- ☐ Organize testing schedules, technology, and materials.
- ☐ Help teachers understand best practices for preparing students for the Diagnostic.
- ☐ Encourage teachers to motivate students by using the *Getting Students Ready for the Diagnostic* presentation, Pledge Sheets, and other activities to motivate students.
- ☐ Monitor Diagnostic completion and rushing using the Diagnostic Status report.

Between Diagnostic Windows

(12–18 weeks)

Months 3–4

Use Data and Foster a Data-Driven Culture

- ☐ Review your Diagnostic Results reports to help make data-informed decisions.
- ☐ Talk to teachers, students, and families about their data.
- ☐ Help teachers understand the bright spots and areas for improvement in their data.

Actively Monitor and Adjust

- ☐ Review Personalized Instruction data regularly and provide support as needed.
- ☐ Celebrate successes with teachers and students and identify next steps that support your implementation.

Support Teachers

- ☐ Actively participate in ongoing teacher learning that focuses on Top Teacher Actions.
- ☐ Observe *i-Ready* and data use in the classroom to provide teachers with action-oriented feedback.

*Administer the first Diagnostic as soon as possible for your school community. For further information, see pp. 24–25.

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We have what you need to make this happen!
For tools, templates, and resources, visit i-ReadyCentral.com/Leaders.

2nd Diagnostic Window *(≤ 4 weeks)*	Between Diagnostic Windows *(12–18 weeks)*	3rd Diagnostic Window *(≤ 4 weeks)*	End of Year

Months 5–6

Get Good Data

- ☐ Organize testing schedules, technology, and materials.
- ☐ Remind teachers to continue to use best practices for preparing students for the second Diagnostic.
- ☐ Encourage teachers to motivate students by using the *Getting Students Ready for a Subsequent Diagnostic* presentation, Pledge Sheets, and other activities.
- ☐ Monitor Diagnostic completion and rushing using the Diagnostic Status report.

Engage Stakeholders

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

Months 7–8

Use Data and Foster a Data-Driven Culture

- ☐ Review your Diagnostic Results and Diagnostic Growth reports to help make data-informed decisions.
- ☐ Talk to teachers, students, and families about their data.
- ☐ Communicate and celebrate progress toward goals with a focus on both growth and proficiency.

Actively Monitor and Adjust

- ☐ Review Personalized Instruction data regularly and provide support as needed.
- ☐ Celebrate successes with teachers and students, and identify next steps that support your implementation.

Support Teachers

- ☐ Actively participate in ongoing teacher learning that focuses on Top Teacher Actions.
- ☐ Observe *i-Ready* and data use in the classroom to provide teachers with action-oriented feedback.

Months 9–10

Get Good Data

- ☐ Organize testing schedules, technology, and materials.
- ☐ Remind teachers to continue to use best practices for preparing students for the final Diagnostic.
- ☐ Encourage teachers to motivate students by using the *Getting Students Ready for a Subsequent Diagnostic* presentation, Pledge Sheets, and other activities.
- ☐ Monitor Diagnostic completion and rushing using the Diagnostic Status report.

Use Data and Foster a Data-Driven Culture

- ☐ Review your Diagnostic Results and Diagnostic Growth reports to help you plan priorities for the next school year.
- ☐ Engage with teachers, students, and families in reflecting on their data.
- ☐ Communicate and celebrate accomplishment of goals with teachers, students, and parents.

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Top Leader Actions Planning and Reflection Template

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

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

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

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

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

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

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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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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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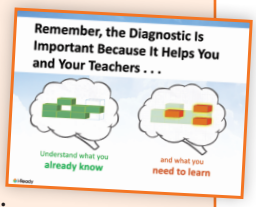
Helping You Support Your Teachers

Download resources marked with this icon by entering the terms in the search bar on *i-Ready Central*.

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

Get Good Data

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

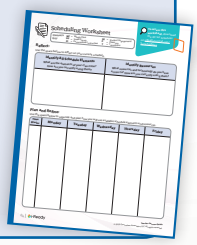


Actively Monitor and Respond

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

Set Schedules

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



Deliver Differentiated Instruction

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

Use Data to Plan Instruction

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

Set Goals and Engage Students

- Encourage teachers to have *Data Chats* with students.
- Create systems with teachers to *Set Goals and Engage Students*, or assign an *i-Ready* team to do so.



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Helping You Support Your Teachers

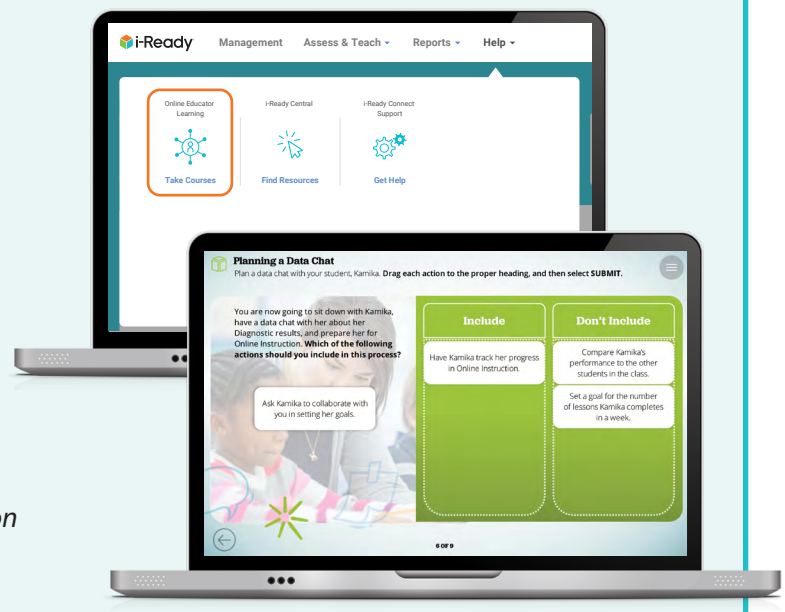
Supporting your teachers and providing ongoing teacher learning and development is crucial to ensuring a successful *i-Ready* implementation. Use data, observations, and discussions to identify what additional support your educators need to refine and strengthen your *i-Ready* implementation.

Online Educator Learning

- Provides on-demand, interactive courses that enhance concepts introduced in facilitated professional development sessions
- Educators complete modular courses when needed, at their own pace.
- Educators new to *i-Ready* benefit from the Educator Prep Series, a collection of courses specifically curated for new users.

Sample Topics Include:

- Administering the Diagnostic
- Best Practices for *i-Ready Personalized Instruction*
- Engaging Students through Data Chats

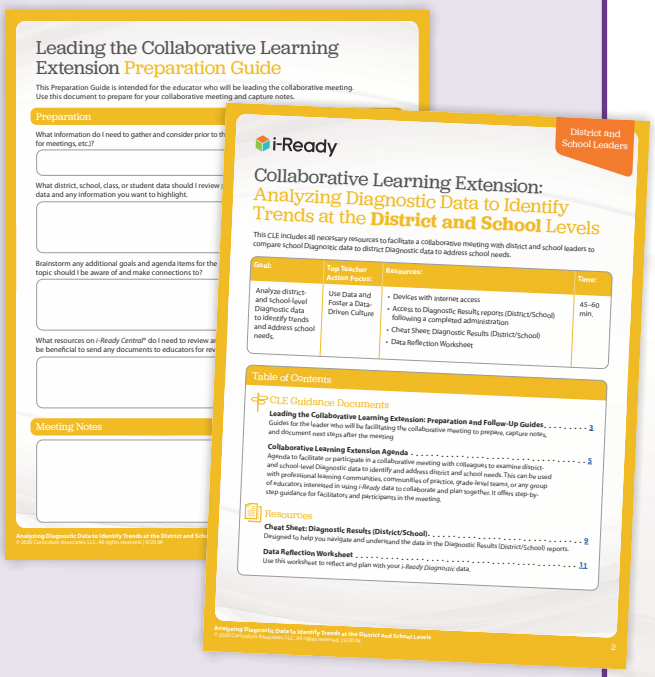


Collaborative Learning Extensions

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

Sample Topics Include:

- Analyzing Diagnostic or Personalized Instruction Data to Identify Trends
- Goal Setting
- Strengthening Collaborative Planning

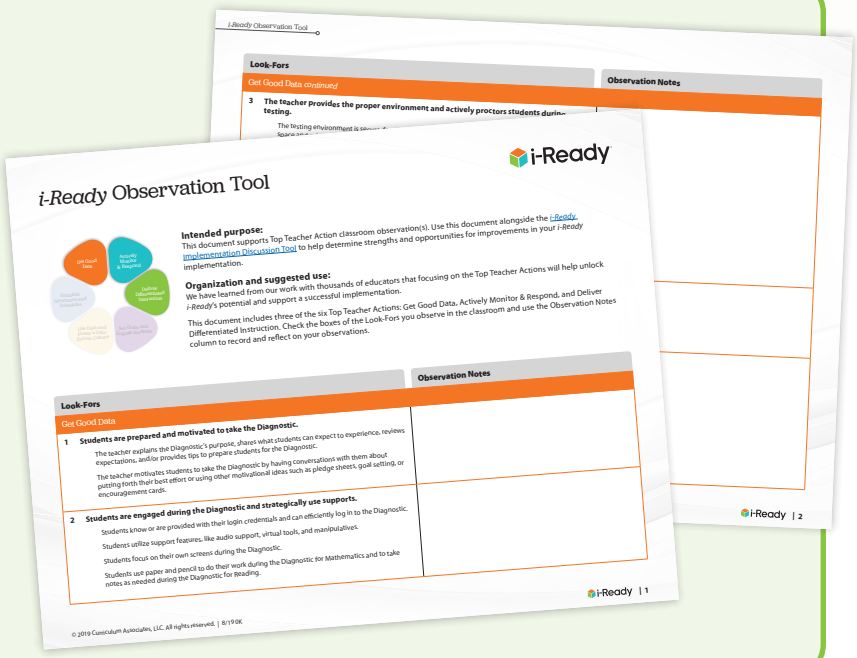


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To learn more about supporting ongoing educator learning, visit i-ReadyCentral.com/LeadingExtensions.

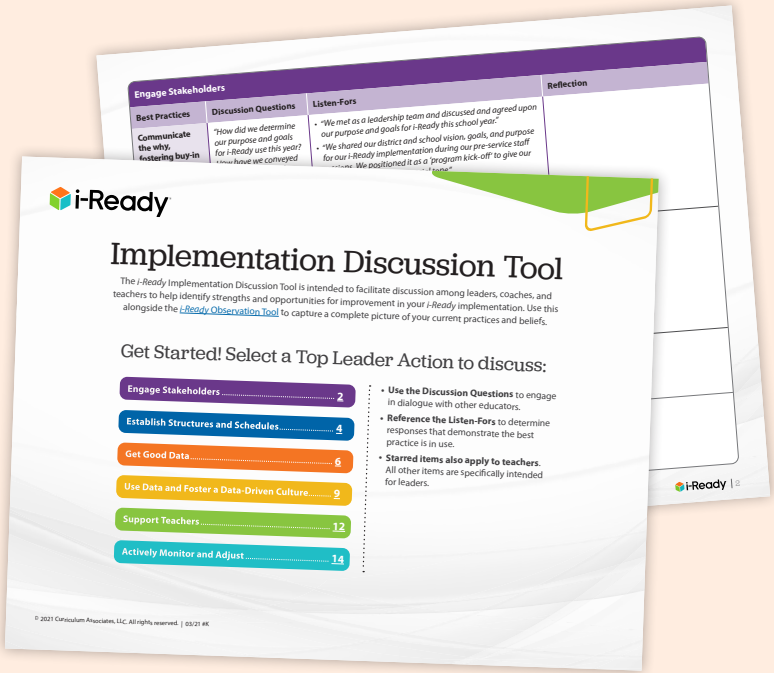
i-Ready Observation Tool

- Helps support classroom observation of *i-Ready Assessment* and Personalized Instruction to determine strengths and opportunities for improvements in your *i-Ready* implementation
- Includes classroom Look Fors to observe the Top Teacher Actions of Get Good Data, Actively Monitor and Respond, and Deliver Differentiated Instruction



i-Ready Implementation Discussion Tool

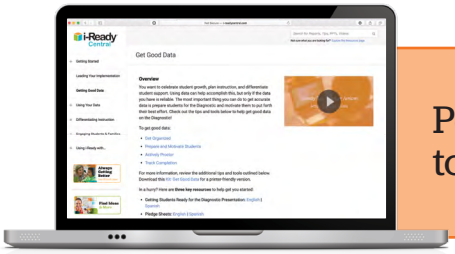
- Helps facilitate discussion among leaders, coaches, and teachers to determine strengths and opportunities for improvement in your *i-Ready* implementation
- Includes discussion questions, Listen Fors, and space for reflection to understand what additional support and guidance you can provide your educators



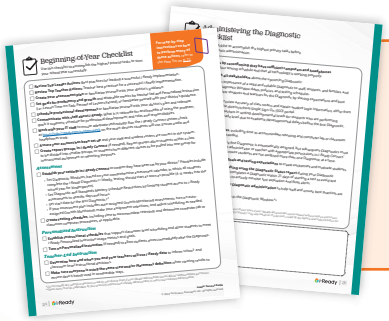
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Helping You Get Good Data

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



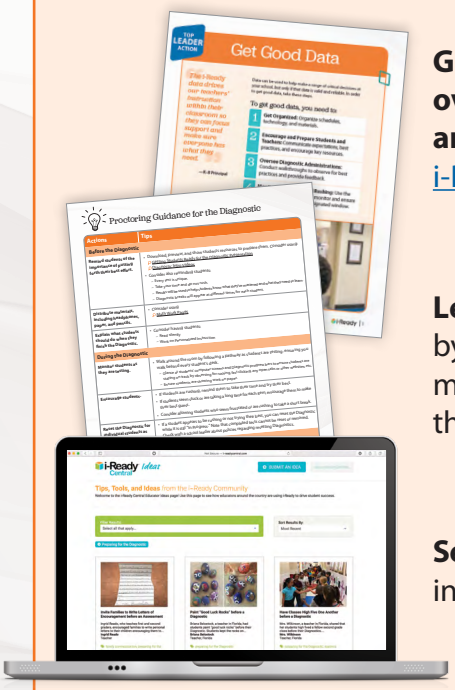
Point teachers to full guidance and resources on this topic at i-ReadyCentral.com/GetGoodData.



Prepare for and lead schoolwide assessment administration that gets good data.

Use the Beginning-of-Year Checklist and Administering the Diagnostic Checklist for Leaders (pp. 24–26).

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



Get organized, encourage and prepare students and teachers, oversee Diagnostic administrations, and monitor completion and rushing with guidance from the Leader Kit: Get Good Data at i-ReadyCentral.com/Leaders.

Learn about and share best practices for proctoring the Diagnostic by reviewing the ***Proctoring Guidance*** document during a staff meeting. Discuss actions teachers should take before, during, and after the Diagnostic to get good data.

See how leaders across the country engage their school communities in preparing for the Diagnostic at i-ReadyCentral.com/Ideas.

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Leading Your Implementation



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Beginning-of-Year Checklist

Use this checklist to accomplish the highest priority tasks to start your school year successfully.

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

Assessment

- ☐ **Establish your settings in *i-Ready Connect*** or confirm they have been set by your district.* Priorities include:
  - Set Diagnostic Windows, based on your comprehensive assessment calendar, in which all students complete the *i-Ready Diagnostic*.**
  - Set Diagnostic and Standards Mastery Schedule Restrictions by limiting student access to *i-Ready* assessments to specific days and hours.
  - Set start date for the first Diagnostic.**
  - If your assessment plan includes auto-assigned Growth Monitoring assessments, turn on auto-assigned Growth Monitoring, make your assignment selections, and adjust scheduling as needed.

Checklist continued on next page.

Notes:

**Do not modify any settings or decisions made by your district (even if your* i-Ready *administrator access allows) without express permission.*
***These items must be undertaken by your account's highest-level* i-Ready *administrator, in many cases a district administrator.*

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For step-by-step instructions on how to perform many of these actions, refer to the How Tos on p. 47.

Assessment, Cont'd.

☐ **Create testing schedules**, including time to accommodate retesting, and determine computer lab or classroom computer procedures, as applicable.

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.†

Personalized Instruction

☐ **Establish instructional schedules** that support classroom-level scheduling and allow students to meet *i-Ready Personalized Instruction* usage metrics and goals.

☐ **Turn on Personalized Instruction** (if needed) to allow students access immediately after the Diagnostic.

Teacher-Led Instruction

☐ **Determine how and when you and your teachers will use *i-Ready* data** to inform school- and classroom-level instructional decisions.

☐ **Establish a schedule to discuss shared data** to engage teachers in data-analysis and instructional planning.

**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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Administering the Diagnostic Checklist

Use this checklist to accomplish the highest priority tasks before each Diagnostic administration.

- ☐ **Support teachers by reconfirming they have sufficient computers and headphones** to accommodate your testing schedule and that all technology is working properly.
- ☐ **Communicate with all stakeholders** about the upcoming Diagnostic:
  - Communicate the importance of a valid and reliable Diagnostic to staff, students, and families, and remind them of Diagnostic Window dates, procedures, and testing schedules.
  - Motivate and prepare students and teachers for the Diagnostic by sharing expectations and best practices.
  - Remind teachers to review accuracy of class rosters and obtain student login information, either from *i-Ready Connect* or the district/school SSO portal.
  - If needed: Support teachers in setting developmental levels for students who are performing significantly below grade level due to academic/developmental delays before the first Diagnostic.

Assessment

- ☐ **Update testing schedules**, including time to accommodate retesting and computer lab or classroom computer procedures, as needed.
- ☐ **Assign the Diagnostic.** The first Diagnostic is automatically assigned, but subsequent Diagnostics must be manually assigned by an administrator or teacher with appropriate permissions in *i-Ready Connect*.* Communicate with staff to ensure students are not assigned more than one Diagnostic at a time.
- ☐ **Communicate completion goals and adaptive Diagnostic testing expectations** to create excitement and motivate students.
- ☐ **Monitor completion and rushing using the Diagnostic Status report** during your Diagnostic Window. Ensure each student completes a Diagnostic within 21 days of starting a test to avoid test expiration. Encourage teachers to actively monitor test expiration and Rush alerts.
- ☐ **Actively support and manage Diagnostic administration** to help staff and ensure best practices are being used.
- ☐ **Retest students as needed** within the Diagnostic Window.**

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

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Immediately after Each Diagnostic Checklist

Use this checklist to accomplish the highest priority tasks after you administer each Diagnostic.

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

Assessment

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

Personalized Instruction

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

Teacher-Led Instruction

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

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Routines between Diagnostics Checklist

Use this checklist to accomplish the highest priority tasks between your Diagnostic administrations.

☐ **Actively monitor and adjust implementation.**

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

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

Personalized Instruction

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

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

Teacher-Led Instruction

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

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References



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Hallmarks of Strong Data Culture

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

Be Transparent

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

Involve All Stakeholders in Striving for Growth

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

Schedule Time for Regular Data Use

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

Take an Intentional, Structured Approach to Differentiation

Use a data-driven approach to identify and prioritize instructional supports and resources. Leaders adopt and implement assessment and instruction programs with a specific purpose in mind, then communicate the intended role of each program in the classroom to all instructional staff.

Infuse a Data-Driven Mindset into School Practices

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

Provide Support and Professional Development

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

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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.

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*:

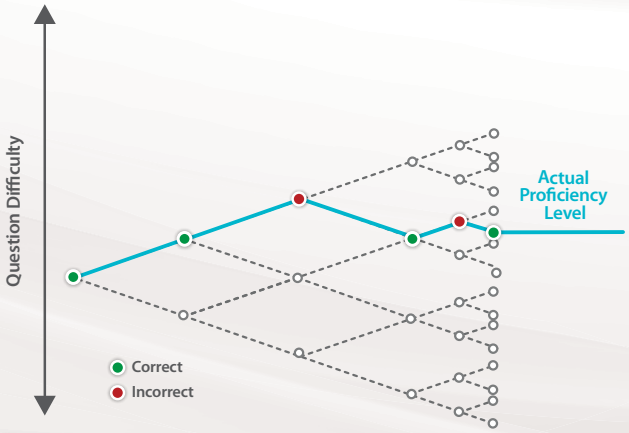
- **Each student will see a test made just for them.** Just as every student has different knowledge and skills, each student's test will reflect that different experience.
- **Many students will see material teachers haven't taught.** This is an intentional part of the design of the adaptive assessment. 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 the 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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Understanding *i-Ready* Report Terminology, Cont'd.

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. 45.

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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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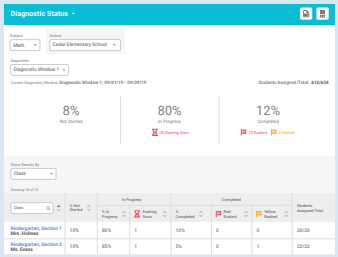
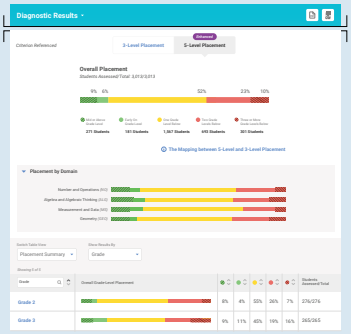
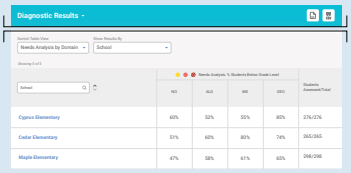
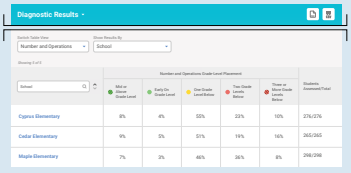
References

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Report Selector: District- and School-Level Questions

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

Diagnostic

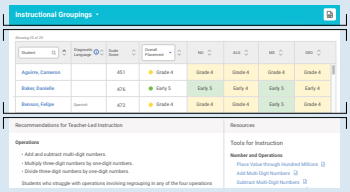
	If my question is:	Use this report:	Report contains:
DURING Each Diagnostic Window	**1. What is the status of Diagnostic assignment and completion in my school or district? How many students have rushed or have a Diagnostic expiring soon?**	**Diagnostic Status** 	• For the District Overall and School Groups Overall (with School, Grade, and School & Grade views) or School Overall (with Grade, Class, and Report Group views), the % of students who: – Have Not Started the Diagnostic – Are In Progress on the Diagnostic and # who have a Diagnostic Expiring Soon – Have Completed the Diagnostic and # of students with Rush alerts – # of students with Diagnostic assigned/total # enrolled
AFTER Each Diagnostic	**2. How can I group my students into grade-level placements?** **3. What percentage of students is on/above or below grade level, and who would benefit from support?**	**Diagnostic Results** ***Report Summary and Placement Summary Table*** 	• District or School Overall Placement and Placement by Domain summary for the current year and up to three prior years of *i-Ready* use* • For each School Group, School, or Grade in the District, or each Grade, Class, or Report Group in the School: – Percentage of students in each grade-level placement (% Mid or Above Grade Level, % Early On Grade Level, % One Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below) – # of students assessed/total # enrolled
	4. How can I group my students using their domain-level placements?	**Diagnostic Results** ***Needs Analysis by Domain Table*** 	• For each School Group, School, or Grade in the District, or each Grade, Class, or Report Group in the School for the current year and up to three prior years of *i-Ready* use*: – For all domains, % of students Below Grade Level (One or More Grade Levels Below) – # of students assessed/total # enrolled
	5. For each domain, how are students performing?	**Diagnostic Results** ***Placement by Domain Table*** 	• For each School Group, School, or Grade in the District, or each Grade, Class, or Report Group in the School for the current year and up to three prior years of *i-Ready* use*: – For a single domain, % of students Mid or Above Grade Level, Early On Grade Level, One Grade Level Below, Two Grade Levels Below, Three or More Grade Levels Below for that domain – # of students assessed/total # enrolled

**Available in the School or Grade views for the District, or the Grade view for a School, if* i-Ready *was used in the 2020–2021 school year*

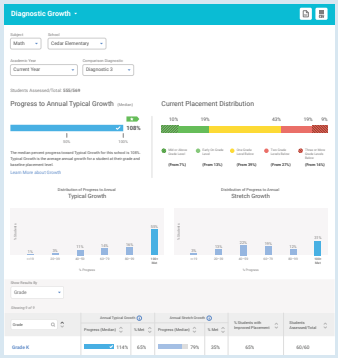
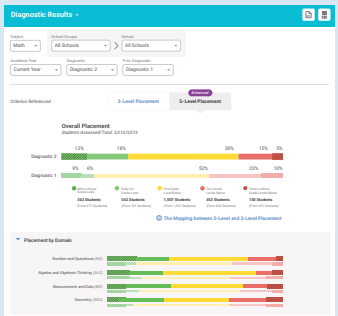
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To learn more about the data available and questions that can be answered using class- and student-level reports, see p. 39.

AFTER Each Diagnostic, Cont'd.

If my question is:	Use this report:	Report contains:
6. Which students have similar instructional priorities, and how can they be grouped for instruction across classes within a grade level at a specific school?	**Instructional Groupings (School)** 	• # and names of students in each Instructional Grouping for the selected grade, with their Overall and Domain placements for reference • Instructional recommendations and resources for each Instructional Grouping
7. How can I export data to analyze Diagnostic Results?	**Diagnostic Results Export** 	Student-level data on: • Completed Diagnostics academic year to date • Overall and Domain-Level scale scores and placements • Overall and Domain-Level relative placements • Growth Measures • Mid On Grade Level scale score to determine how close the student is to on-grade level placement • Student username and demographic information • Class/teacher/Report Group association • Instructional Groupings data • Lexile measures and Quantile measures (and range) • Current and historical data up to two years

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

8. How are students progressing toward their growth measures and grade-level proficiency?	**Diagnostic Growth** 	• Progress to Annual Typical Growth (median) • Distribution of Progress to Annual Typical and Stretch Growth • Change in placements across the district or school • For all students in the District by School, School Groups, Grade, or Baseline Placement, or in the School by Grade, Class, Report Group, or Baseline Placement: – Progress to Annual Typical Growth (median) and Annual Stretch Growth (median) and % of students who have met growth measures – % of students with improved placement – # of students assessed/total # enrolled
9. How has student performance changed between two Diagnostics?	**Diagnostic Results** *Comparison View* 	• District or School Overall Placement and Placement by Domain summary • For each School Group, School, and Grade in the District, or Grade, Class, and Report Group in the School, comparison of any Diagnostic and an earlier Diagnostic from the current year. Up to three prior years of *i-Ready* data also available*: – % of students Mid or Above Grade Level, Early On Grade Level, One Grade Level Below, Two Grade Levels Below, Three or More Grade Levels Below overall and for each domain – % of students below grade level for each domain – # of students assessed/total # enrolled

**Available in the School or Grade views for the District, or the Grade view for a School, if* i-Ready *was used in the 2020–2021 school year*

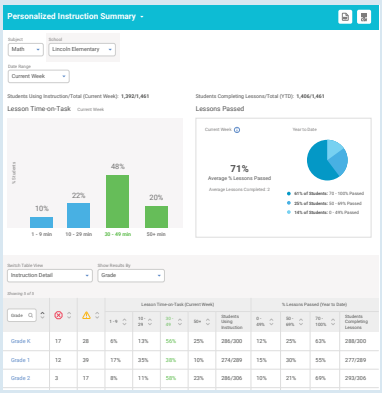
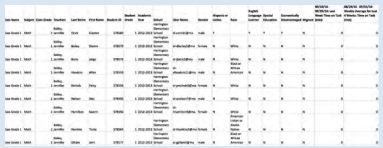
References

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Personalized Instruction

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

To learn more about Learning Games reports, available to you as class-level reports for each class in your district or school, see p. 43.

If my question is:	Use this report:	Report contains:
1. How many students are using instruction? **2. Is instructional usage in the recommended range and/or meeting our weekly goals for each subject?** **3. How are students performing in Personalized Instruction?** **4. How many students are needing support with lessons or have domain shutoffs?**	**Personalized Instruction Summary** 	• For the District Overall (with School Group, School and Grade views) or School Overall (Class and Report Group views): – For current 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 (appears as average Lesson Time-on-Task per student for custom date range) • # of students with Domain Shutoff alerts and Students Needing Support alerts • # of students using instruction/total # enrolled • In the Instruction Summary table view, average Lesson Time-on-Task and average % Lessons Passed Year to Date – For Year to Date: • % of students with 70%–100%, 50%–69%, and 0%–49% of lessons passed overall • # of students completing lessons/total # licensed
5. How can I export instructional usage data to perform my own analyses?	**Instructional Usage Export** 	• Student username and demographic information • Grade/school association • Last Week: Lesson Time-on-Task (total), Lessons Passed, Lessons Completed, % Lessons Passed • Each Month: Weekly Average Lesson Time-on-Task, Lessons Passed, Lessons Completed, % Lessons Passed • Historical data up to two years prior*
6. How can I export all of my students' Personalized Instruction lesson activity to perform my own analyses?	**Personalized Instruction by Lesson Export** 	• Student username and demographic information • Class/teacher/Report Group association • Domain, grade, level, name, and objective of lesson • Completion Date • Total Time on Lesson (min.) • Score and Passed or Not Passed • Teacher-Assigned Lesson (Y or N) • Available for current year and two years prior • Historical data up to two years prior*

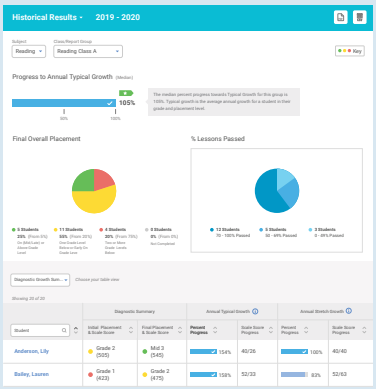
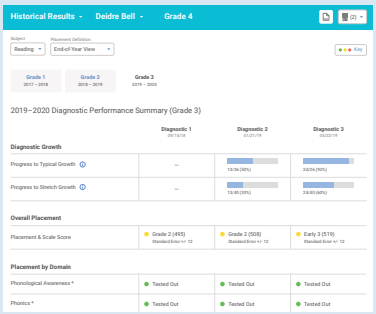
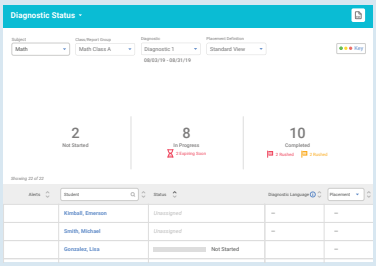
**Available in the School or Grade views for the District, or the Grade view for a School, if i-Ready was used in the 2020–2021 school year*

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Report Selector: Class- and Student-Level Questions

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

Diagnostic

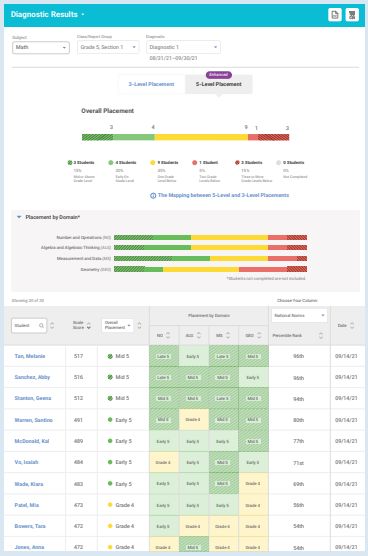
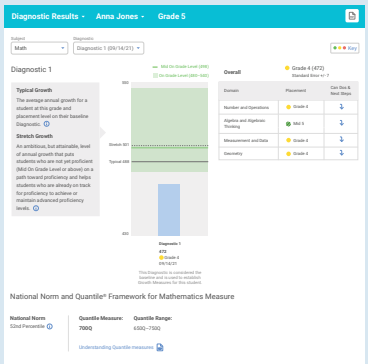
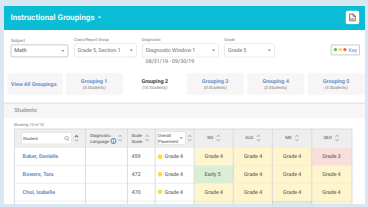
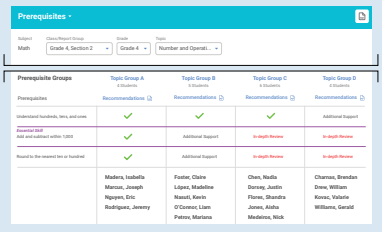
If my question is:	Use this report:	Report contains:
BEFORE First Diagnostic		
1. How did my current class progress in *i-Ready* last year?	**Historical Results (Class)*** 	• Previous school year's results for students: – Class Progress to Annual Typical Growth (median) – Class Final Overall Placement 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 fewer 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*

References

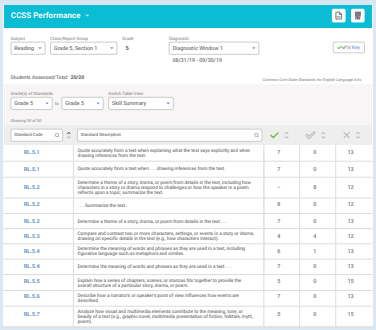
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AFTER Each Diagnostic

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** 	• Prerequisite skills students have likely acquired or may need support with based on topics for grade-level math instruction • Essential prerequisite skills, or key skills, students will build upon • Recommended resources to be used to scaffold whole class and small group instruction, along with possible student groups

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AFTER Each Diagnostic, Cont'd.

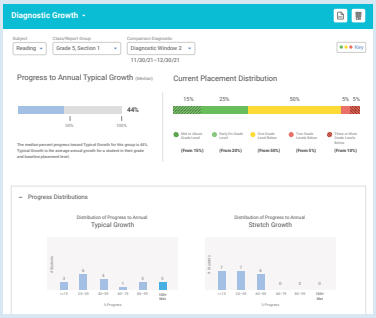
If my question is:	Use this report:	Report contains:
15. What are the strengths and needs of students in my class related to grade-level standards?	**Standards Performance** 	• High-level overview of your students' likely understanding of grade-level standards based on Diagnostic results • Indications 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)

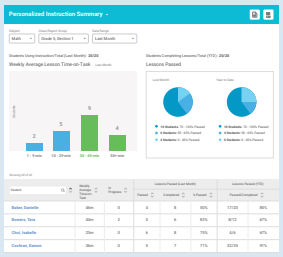
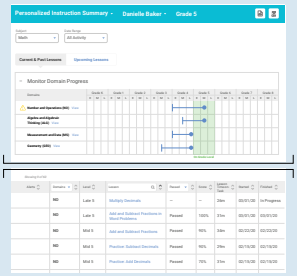
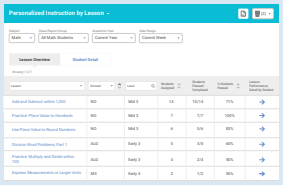
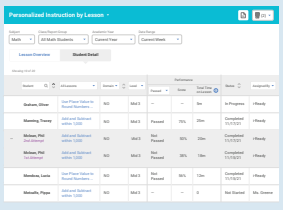
If my question is:	Use this report:	Report contains:
18. How is my class progressing toward Annual Typical Growth? **19. How is my class progressing toward grade-level proficiency?** **20. Which students could benefit from additional support between now and the end of the year?**	**Diagnostic Growth (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

References

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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.

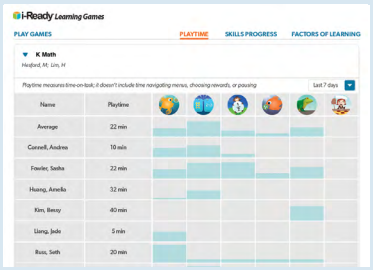
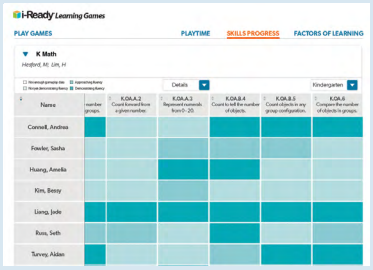
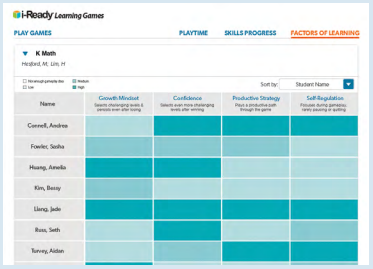
If my question is:	Use this report:	Report contains:
1. Is my students' instructional usage in the recommended range and/or meeting our weekly goals for each subject? 2. How are my students performing in Personalized Instruction, and how can I support them?	**Personalized Instruction Summary (Class)** 	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

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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.*

References

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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:

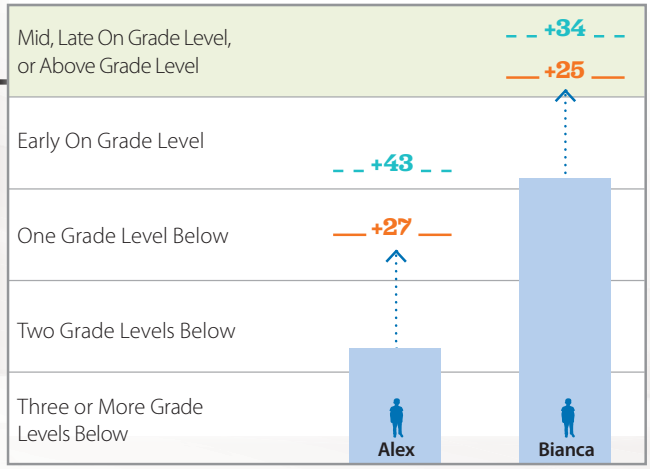
- **Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year.
- **Aim for as many students as possible reaching Stretch Growth.** ***Note:*** *Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth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

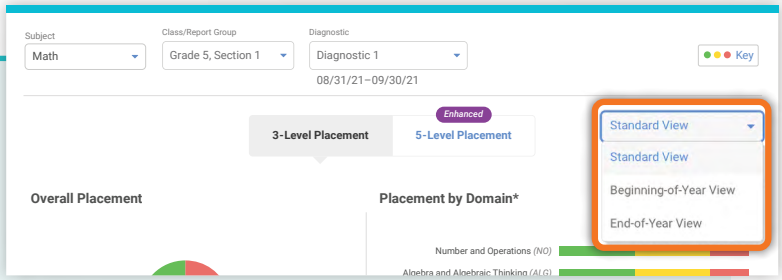




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FAQ Which Placement Definition should I select?

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.

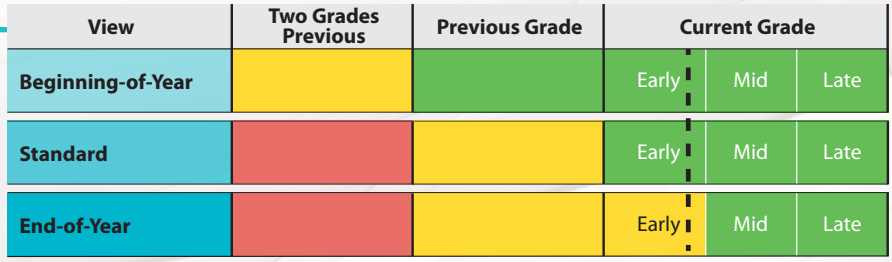
- This feature gives you the flexibility to define what it means for a student to be ready for grade-level instruction. As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year, students have not been exposed to grade-level material yet).
- **Student 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 (●).

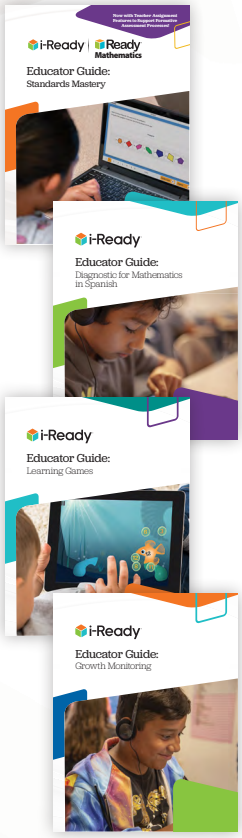
Michael
2nd Diagnostic
Scale Score: 470

References

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Appendix of Ancillary Resources

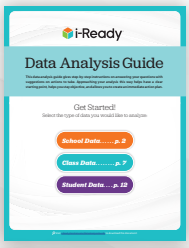
Our resources update throughout the year.
Additional materials can be found by visiting *i-ReadyCentral.com*.



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.



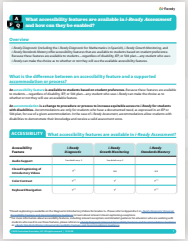
Data Analysis Guide

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. Access our most up-to-date How Tos at i-ReadyCentral.com/FAQ.**

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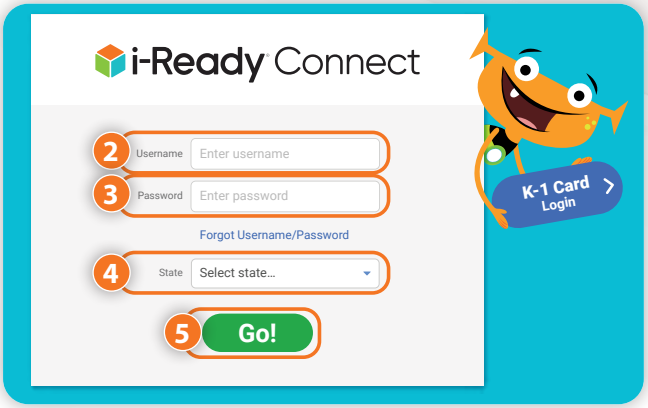
Create, Manage, and Assign Standards Mastery Assessments 61

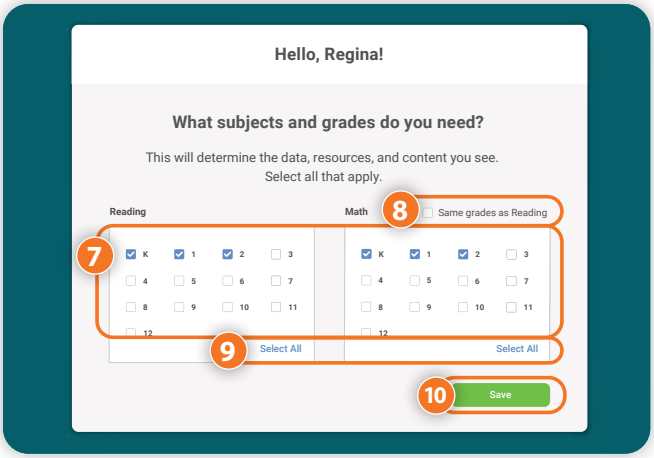
Accessing Materials for *i-Ready* Early Reading Tasks, Oral Reading Fluency Assessments, and Dyslexia Screener 65

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

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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!**

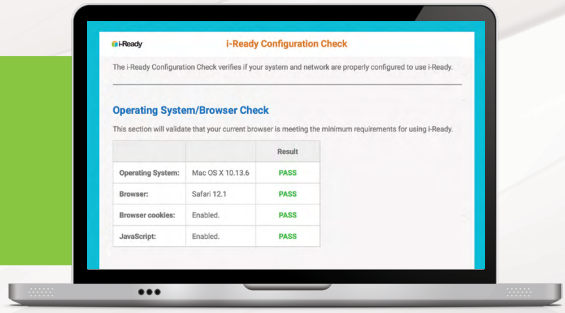
Complete Steps 6–8 the first time you log in this year. *This helps* i-Ready *display features and content that are most relevant to you by default on select screens.*

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 oversee 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 math if you oversee 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.*
  - *District administrators will need to contact* i-Ready Support *for username and password assistance.*
  - *School administrators with more than one* i-Ready Connect *account associated with the same email address will need to contact their district administrators for login support, as district administrators can see school administrator usernames and reset.*
- *SSO users will access* i-Ready Connect *through their district's login portal and will need to contact the school or district administrators who handle portal credentials for login support passwords.*

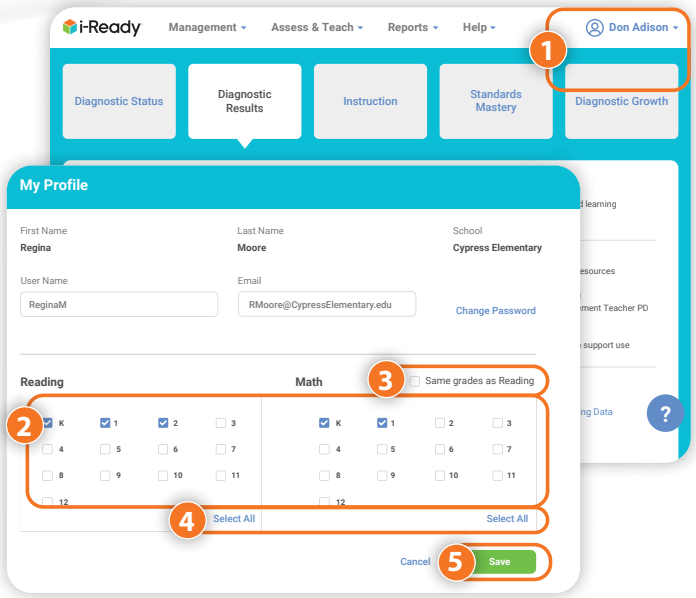
***Need to test the technology your students will use to take the Diagnostic?** Run our free system check at https://cdn.i-ready.com/systemcheck to make sure each device is functioning properly.



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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 oversee 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 oversee the same grade levels for both subjects.
4. You can also choose **Select All** for reading and/or math if you oversee all grade levels.
5. Click **Save**.



Management: Rosters

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

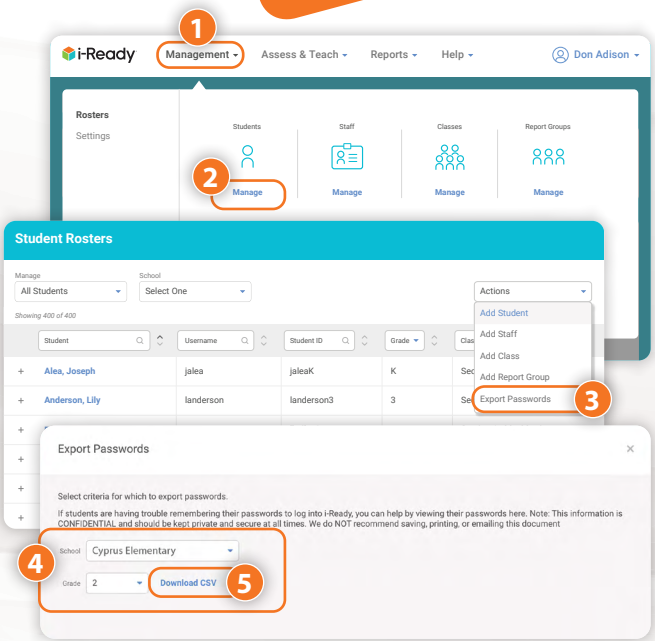
- **School administrators** can edit and add teachers and students within their school.
- **District administrators** can add school administrators, teachers, and students. They can also move students, teachers, or school administrators between schools.

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

Tip: *District leaders and other* i-Ready *administrators assigned to more than one school may also need to select a School Group or a School in many of the How Tos that follow. Otherwise, your assigned school will appear on the screen by default.*

Export Student Login Information for a Grade

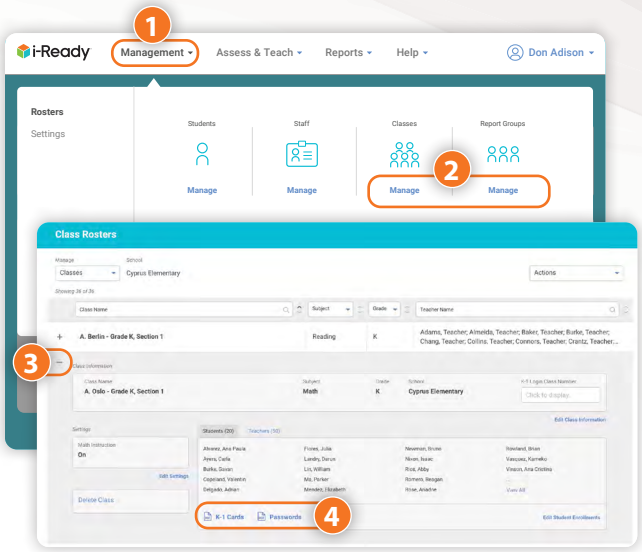
1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Students***.
3. Select **Export Passwords** from the ***Actions*** dropdown.
4. Select a **School** and **Grade**.
5. Click **Download CSV**.
6. Student rosters will download immediately to a CSV (i.e., comma-separated values) file *(not pictured)*.



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Obtain Student Login Information for a Specific Class or Report Group

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Classes*** or ***Report Groups***.
3. Select the **+ icon** for a class or report group to expand the row. When expanded, it will change to a **– icon**.
4. Click **K–1 Cards** or **Passwords** to obtain this information.



Manage Staff

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Staff***.

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

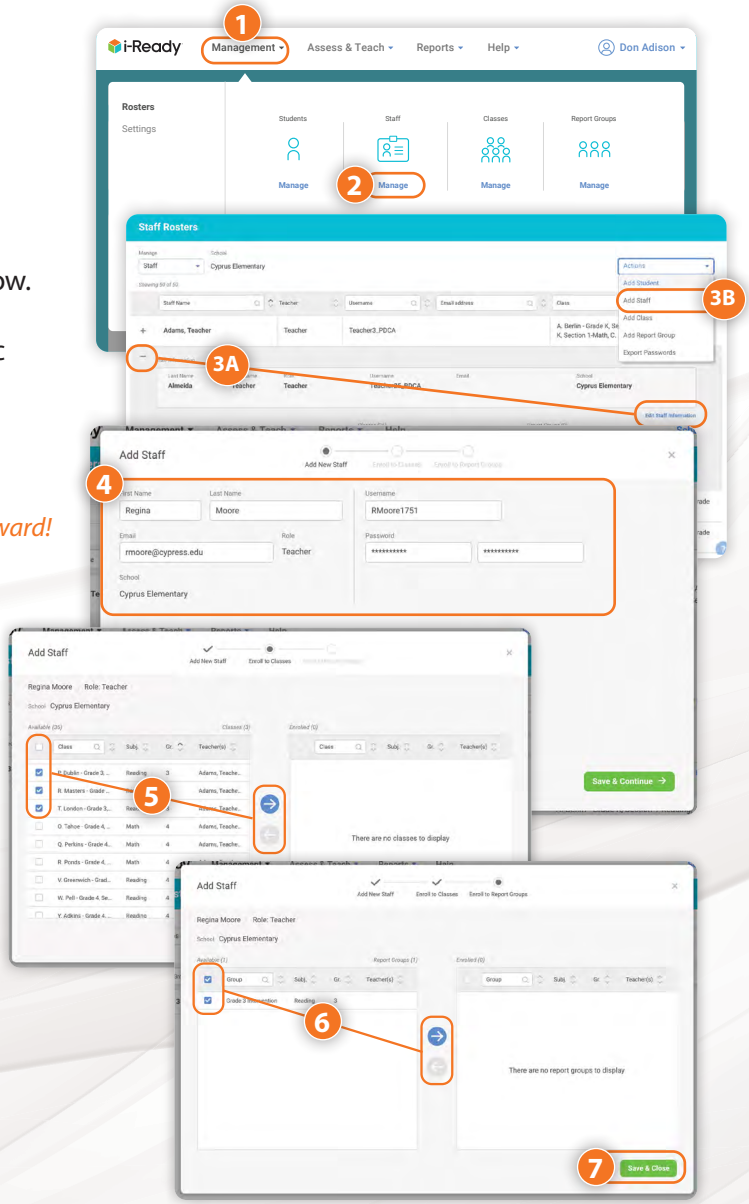
3A. Select the **+ icon** next to a name to expand the row. When expanded, it will change to a **– icon**. Select **Edit Staff Information** to change specific fields. Be sure to save your changes.

*To **add** staff members:*

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

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

4. Input the relevant staff information.
5. Use the **checkboxes** to select ***classes*** and the **arrows** to ***add or remove them*** from the staff member's enrollment.
6. If relevant, use the **checkboxes** to select ***Report Groups*** and the **arrows** to ***add or remove them*** from the staff member's enrollment.
7. Select **Save & Close**.



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Manage Students

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Students***.

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

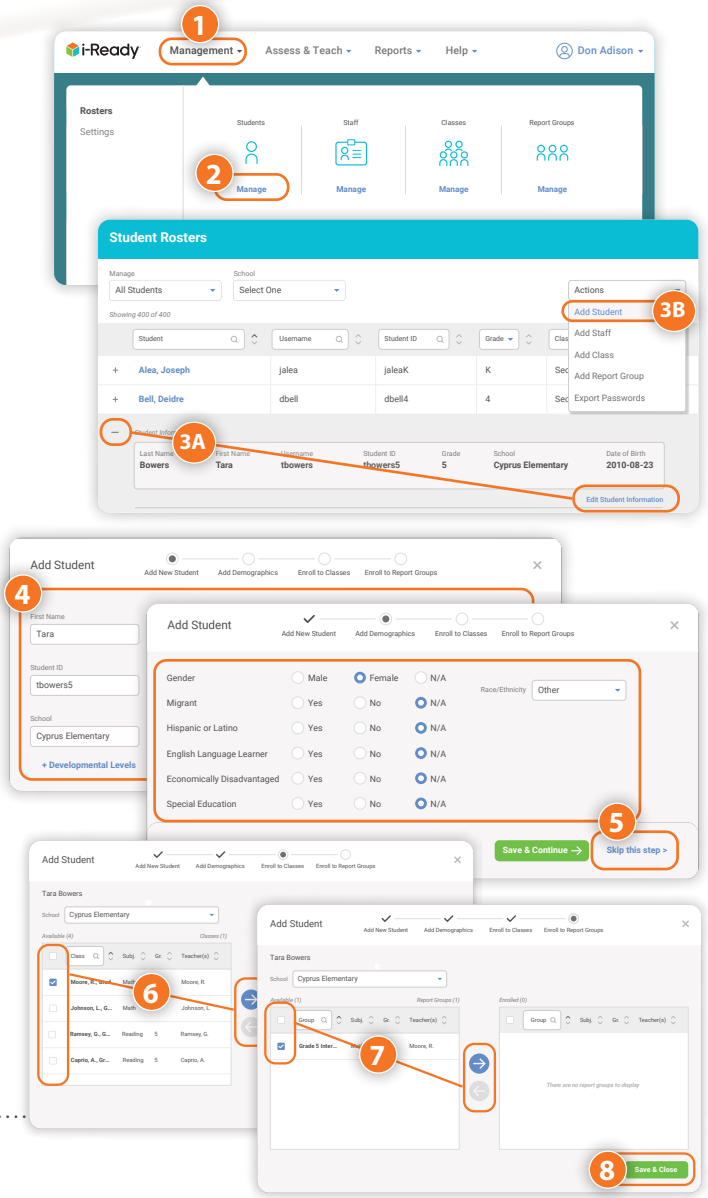
3A. Select the **+ icon** next to a name to expand the row. When expanded, it will change to a **– icon**. Select **Edit Student Information** to change specific fields. Be sure to save your changes.

*To **add** a student:*

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

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

4. Input the relevant student information.
5. Select the student's **Demographics**, or click **Skip this step**.
6. Use the **checkboxes** to select ***classes*** and the **arrows** to ***add or remove them*** from the student's enrollment.
7. If relevant, use the **checkboxes** to select ***Report Groups*** and the **arrows** to ***add or remove them*** from the student's enrollment.
8. Click **Save & Close**.



Manage Classes and Report Groups

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Classes*** or ***Report Groups***.

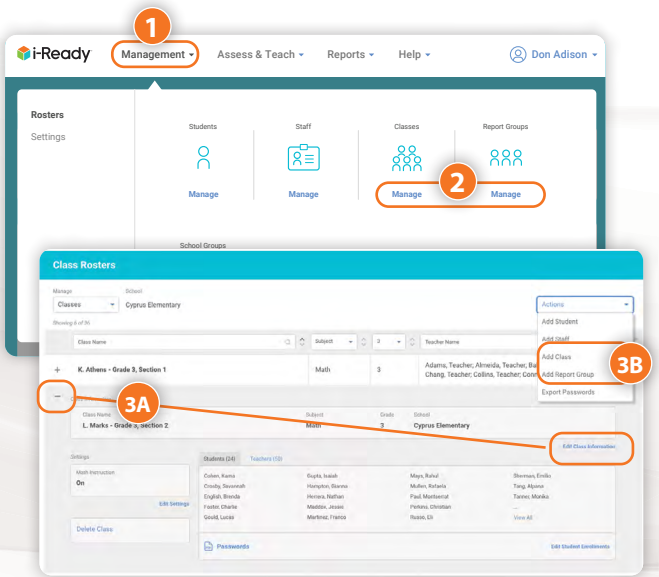
*To **view and edit** information for the class or report group:*

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

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

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

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



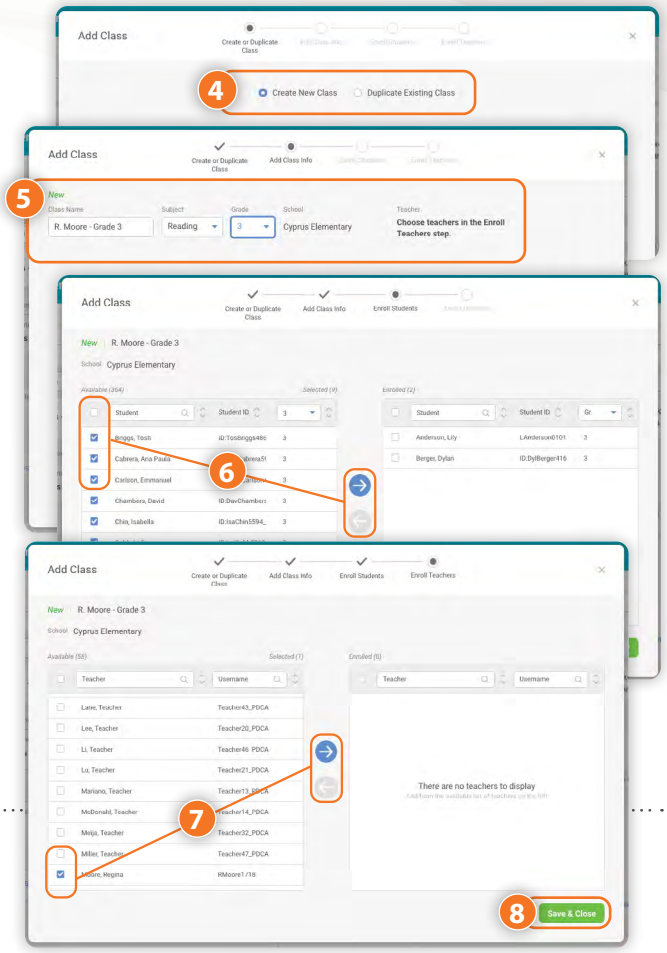
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Continued from previous page

4. Select **Create New Class** or **Duplicate Existing Class**.
5. Input the relevant class or report group information.
6. Use the **checkboxes** to select ***students*** and the **arrows** to ***add or remove them*** from the class or report group.
7. Use the **checkboxes** to select ***teachers*** and the **arrows** to ***add or remove them*** from the class or report group.
8. Click **Save & Close**.

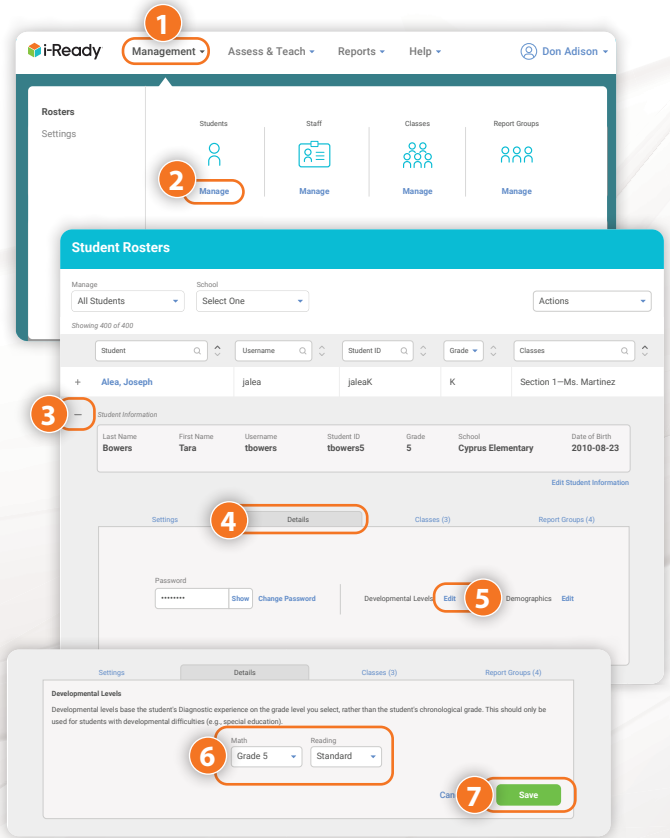
Note: *Administrators and teachers may create report groups in order to divide students within a class into smaller groups or to pull students from different classes into one group for instructional assignment or class and student reporting purposes.*



Set/Reset Developmental Levels

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Students***.
3. Select the **+ icon** next to your student to expand the row. When expanded, it will change to a **– icon**.
4. Select the **Details** tab.
5. Select **Edit** next to ***Developmental Levels***.
6. Select the **appropriate level** using the dropdown menus for each subject.
7. Click **Save**.

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



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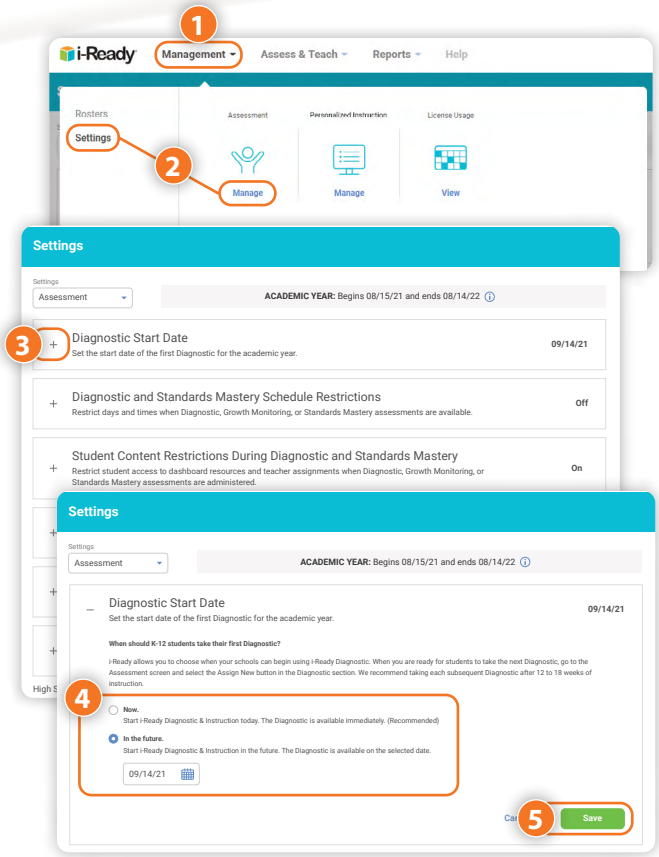
Management: Settings

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

Set the Start Date for the First Diagnostic of the Year

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under ***Assessment***.
3. Select the **+ icon** to expand ***Diagnostic Start Date***.
4. Make your selection for when students should take their first *i-Ready Diagnostic*. The system defaults to ***In the future*** and suggests a start date for the first Diagnostic. You may set a **specific start date**, such as the first day of your scheduled Diagnostic Window, or select **Now**.
5. Click **Save**.

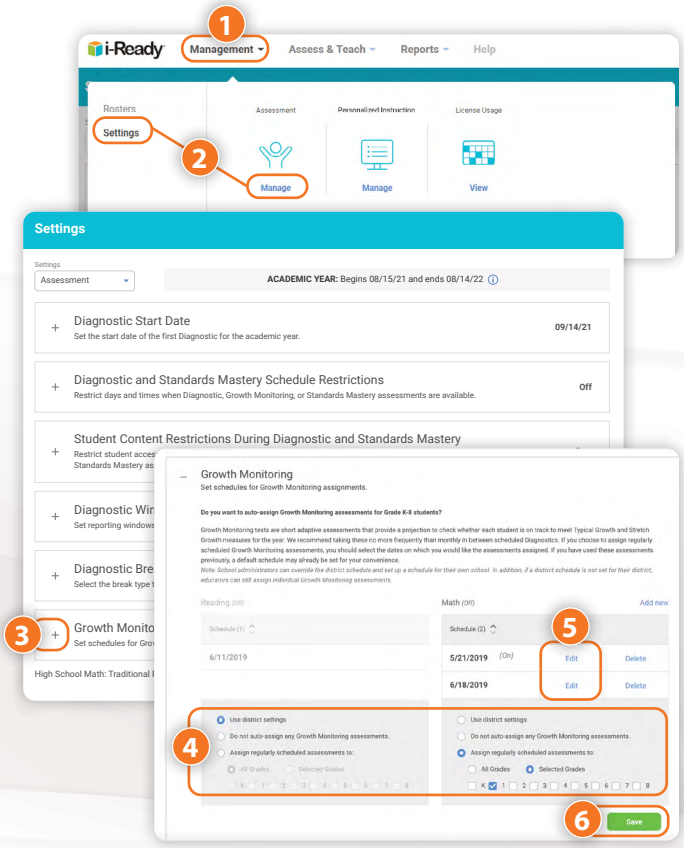
Note: *If you select Now, the first Diagnostic will launch when a student logs in to* i-Ready Connect *for the first time.*



Turn Growth Monitoring On, If Using, and Review or Adjust Schedule

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

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



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Control Student Access to *i-Ready* Assessments

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

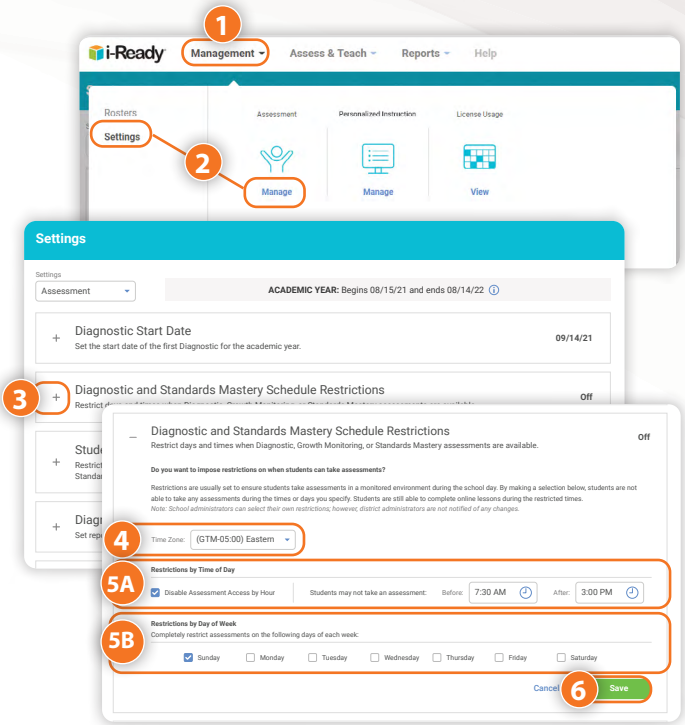
To restrict student access to i-Ready *assessments by **time of day:***

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

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

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

6. Click **Save**.



Notes:

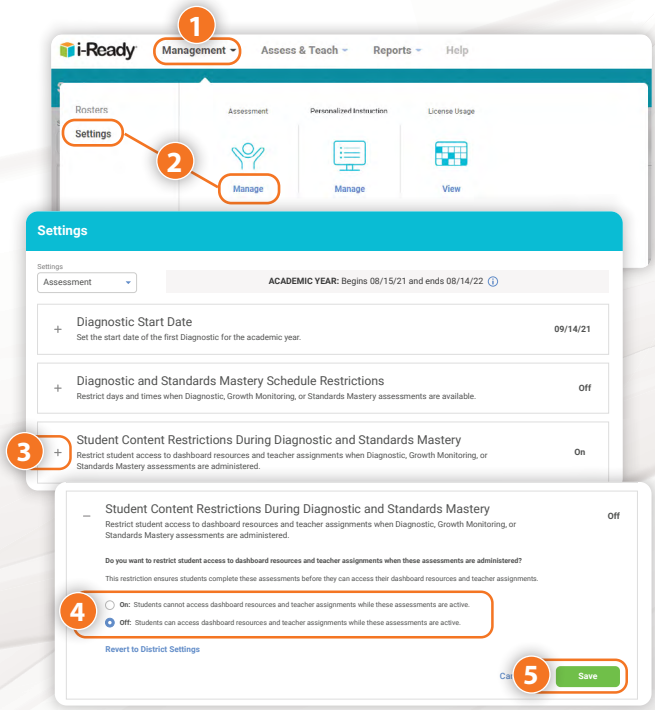
- *To disable assessment access by a specific time frame, choose the earliest and latest times that students can begin an assessment. These access restrictions apply to the Diagnostic, Standards Mastery, and Growth Monitoring assessments, but not Personalized Instruction.*
- *Any* i-Ready *administrator can specify which days and times students may take* i-Ready *assessments. If access restrictions are decided at the district level, other administrators should check these settings to understand and communicate them to staff and students. If your district has given school administrators discretion to adjust Settings, you may make your own selection or revert to district settings.*

Control Student Access to Dashboard Resources and Assignments

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

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

Note: *If your district has given school administrators discretion to adjust Settings, you may make your own selection or revert to district settings.*



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Set/Edit Diagnostic Windows

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

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

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

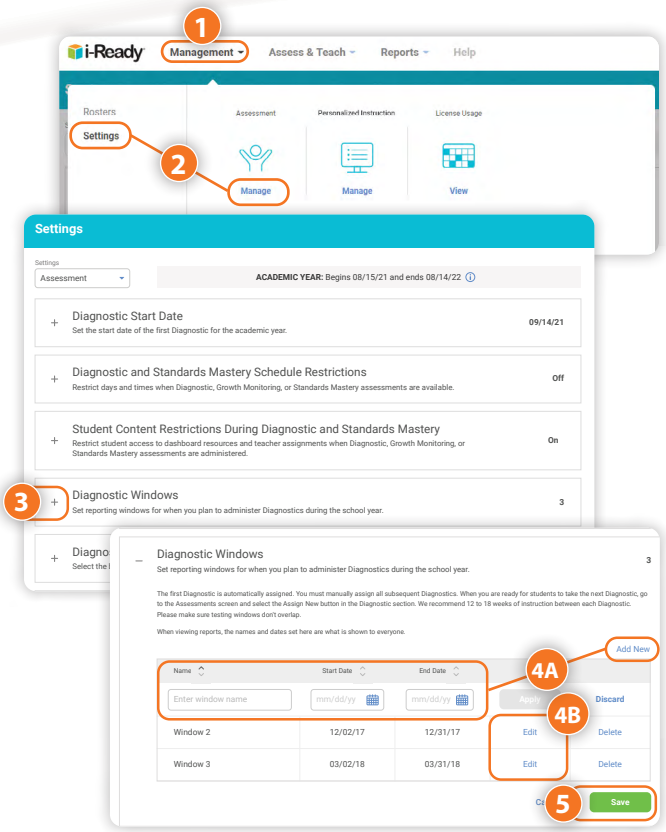
*To **change an existing** Diagnostic Window:*

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

5. Click **Save**.

Notes:

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



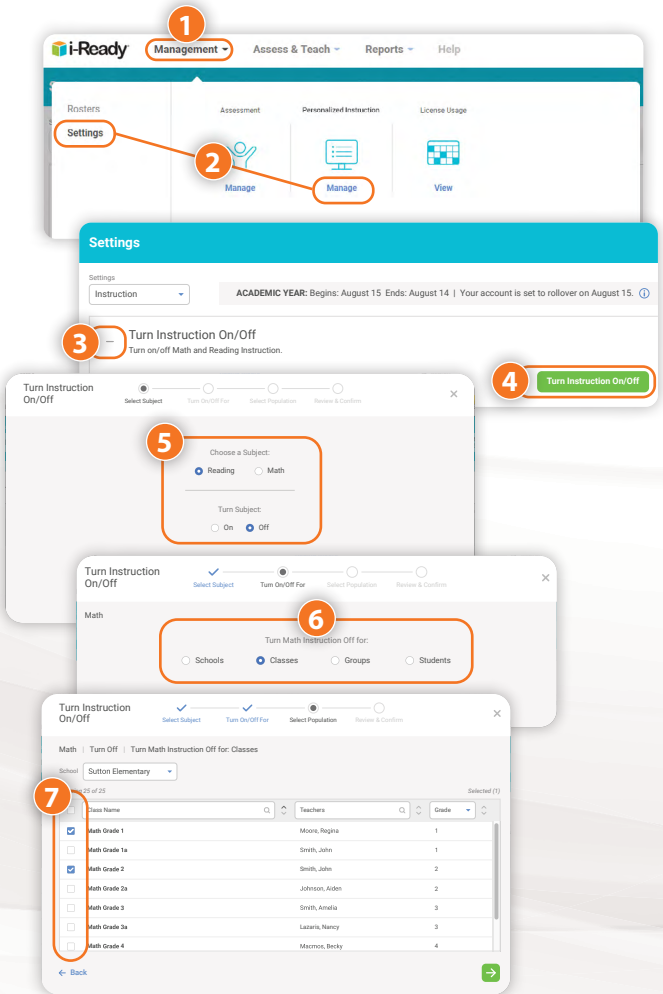
Turn Instruction On/Off

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

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under ***Personalized Instruction***.
3. Select the **+ icon** to expand ***Turn Instruction On/Off***. When expanded, it will change to a **– icon**.
4. Click the **Turn Instruction On/Off** button.

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

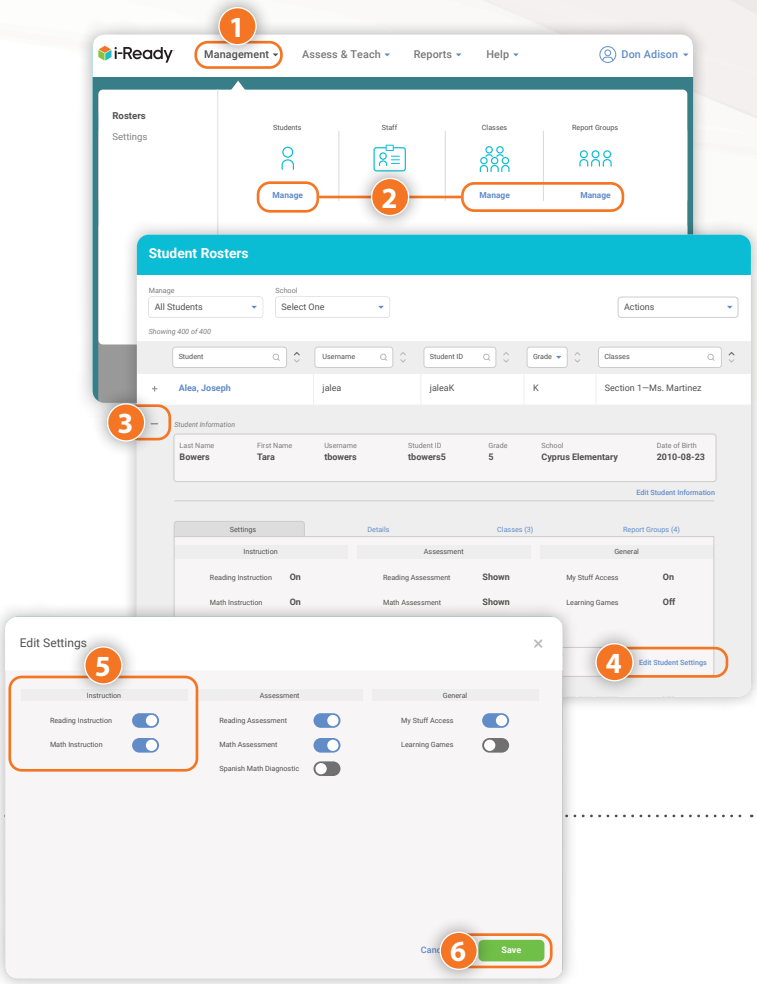
5. Choose **Reading** or **Math** and **On** or **Off**.
6. Select **Schools**, **Classes**, **Report Groups**, or **Students**.
7. Use the **checkboxes** to select your ***population***.
8. Review and save your selections *(not pictured)*.



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For Individual Classes, Report Groups, or Students:

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Students***, ***Classes***, or ***Report Groups***.
3. Select the **+ icon** to expand the row. When expanded, it will change to a **– icon**.
4. Select the **Edit Student Settings** or **Edit Settings** link.
5. Use the **toggles** to turn Instruction on or off by subject.
6. Click **Save**.



Turn Learning Games On/Off

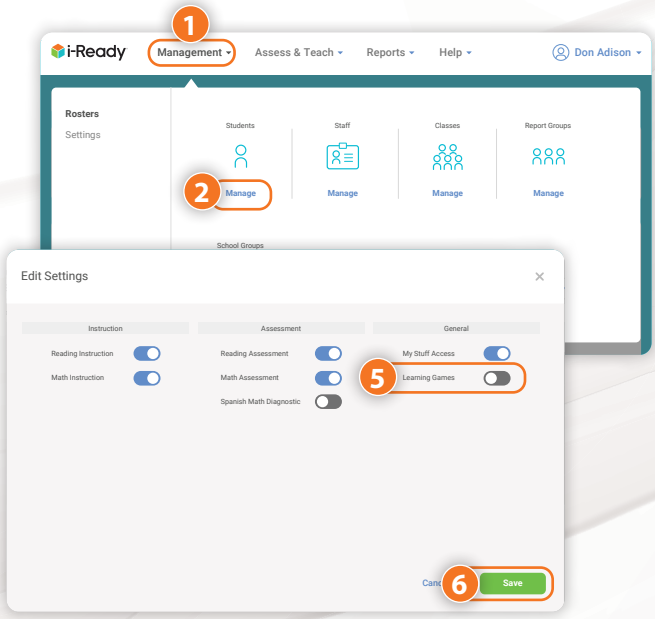
For an Individual Student:

1. Select **Management** from the top navigation. ***Rosters*** will be selected by default.
2. Select **Manage** under ***Students***.

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

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

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



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Assign Lessons to a Grade across One or More Schools

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

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction** for the category.
3. Select **Reading** or **Math** under ***Personalized Instruction***.
4. Under ***Preview or Assign Lessons***, select the **school you are adding lessons to**. If you are assigning lessons to more than one school, you must still select a school from the list.
5. In the ***Create Assignments view***, **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.
6. Use the **checkboxes** to select ***lessons*** you would like to add. You may add up to 10 lessons at a time. You can click on a lesson name to view the objectives associated with the lesson and preview parts of the lesson before deciding whether to assign it.
7. Click **Assign Lessons**. The corresponding pop-up will appear.

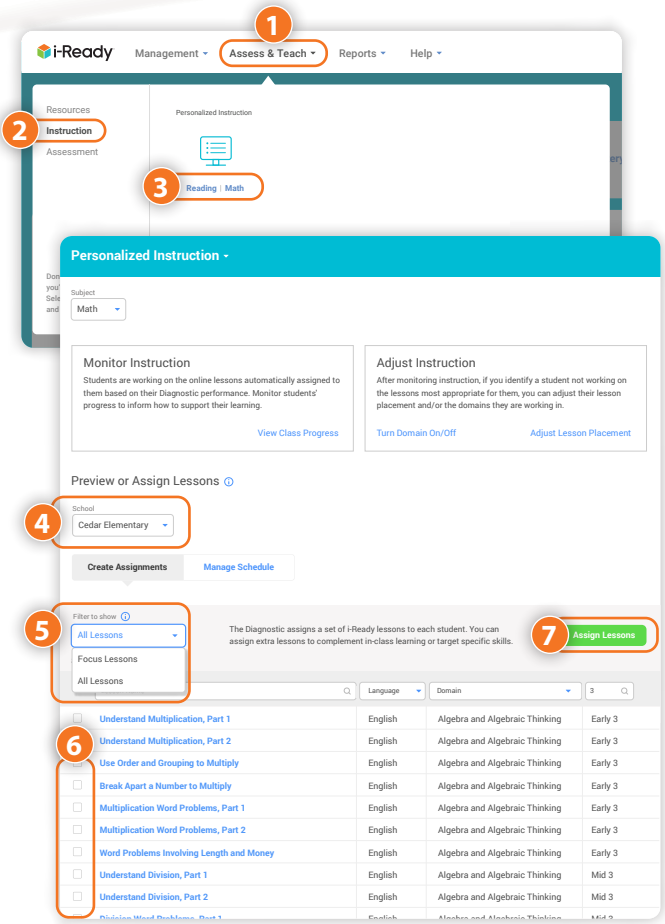
Make sure to click the arrow after each step to move forward!

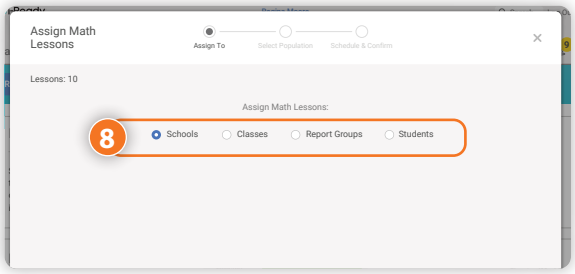
8. Choose to assign lessons to **Schools**, **Classes**, **Report Groups**, or **Students**.

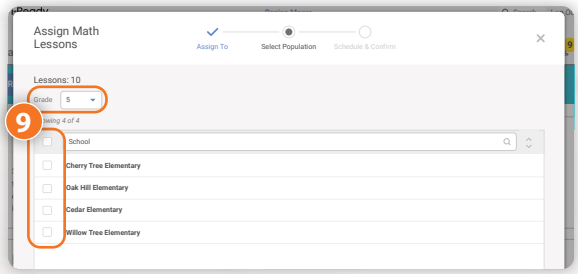
   Note: *School administrators can only see and assign for their school(s). District administrators can assign across one or more schools in the district.*

9. Use the **checkboxes** to select the ***Schools***, ***Classes***, ***Report Groups***, or ***Students*** you would like to assign to.
   – You will need to select the ***population*** by Schools if you want to assign a lesson to an entire Grade. When assigning by Schools, select Grade, then use the checkboxes to **select specific school(s)**.

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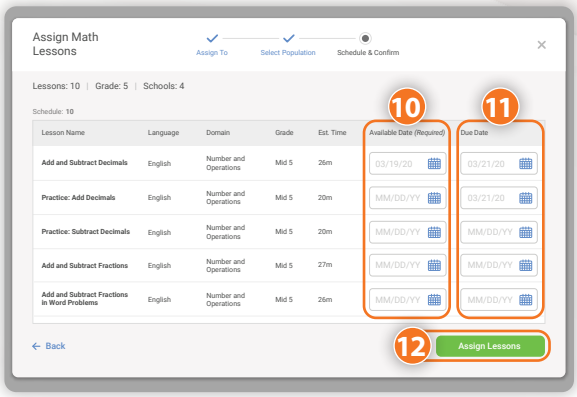


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10. Schedule and confirm:
    - Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least a day in advance of when you want it to appear for students.
    - Make sure you add available dates for all the lessons you've selected to assign. You may need to scroll down to enter dates for all lessons.

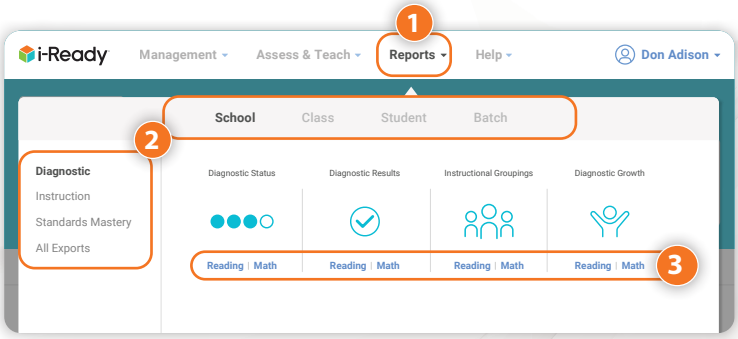
    Note: *We encourage administrators to have a clear purpose and plan for assigning lessons and to communicate to schools and teachers which lessons are being assigned and when they will become available to students in order to avoid students receiving the same lessons from multiple educators and* i-Ready.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



11. 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.
    - Students in Grades K–2 see up to two current and two past due assignments. Students in Grades 3–8 see up to five current and five past due assignments.
    - If none of the assignments have Due Dates, they will be ordered by content order.
12. Click **Assign Lessons**.

Reports

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



Create Reports

1. Select **Reports** from the top navigation.
2. Select the **report level** and **category** you are interested in.
3. Select **Reading** or **Math** under the report you would like to view. Interactive reports will open on screen.

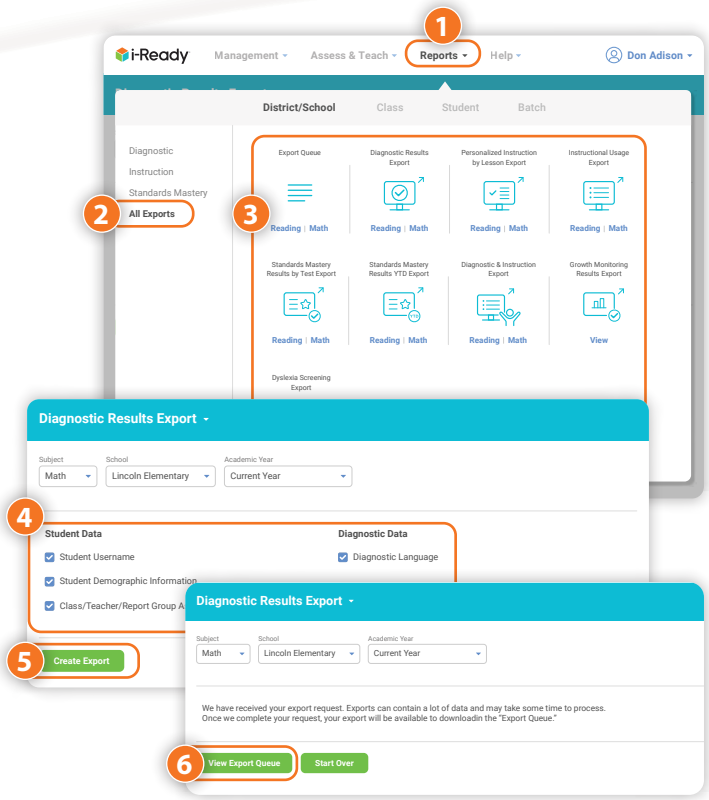
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Create Exports

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

1. Select **Reports** from the top navigation.
2. Select **All Exports**.
3. Select the **Reading** or **Math** link under the export you would like to create.
4. Use the **checkboxes** to select specific ***data fields*** to include.
5. Click **Create Export**.
6. Click **View Export Queue** to download your export when it is ready.

Note: *You can also navigate to the Export Queue by selecting Reports > All Exports > Export Queue.*



Assess & Teach

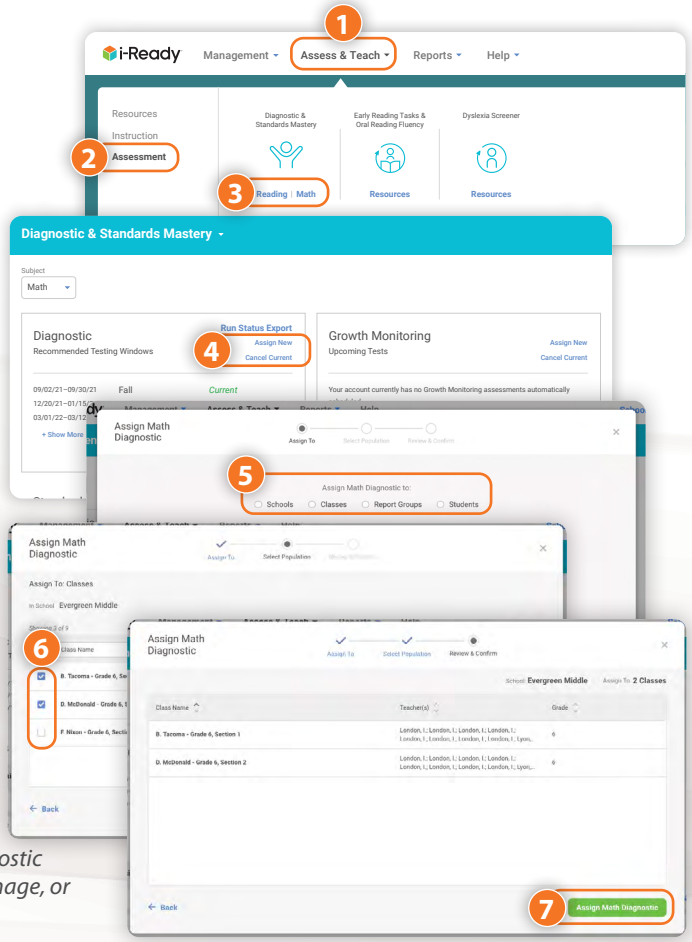
Under Assess & Teach, you can perform all tasks teachers do for their classes and students for your entire school, groups of teachers, or groups of classes.

Assign/Cancel a Diagnostic

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category.
3. Select **Reading** or **Math** under ***Diagnostic*** or ***Diagnostic & Standards Mastery***.
4. Select **Assign New** or **Cancel Current** under ***Diagnostic: Recommended Testing Windows***.

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

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



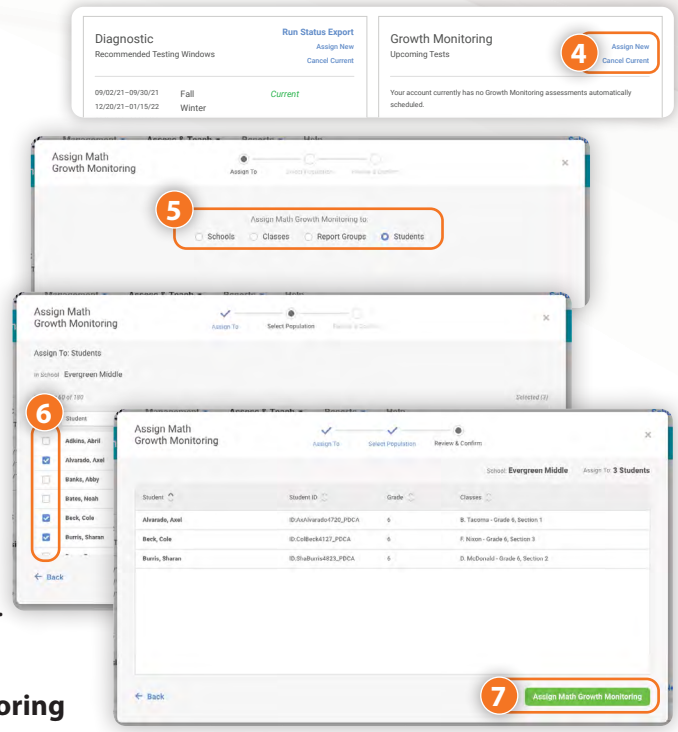
Note: *Depending on your user role, permission to assign or cancel a Diagnostic varies. If you do not have permission to View Assignments, Assign and Manage, or cancel a Diagnostic, please contact your highest-level administrator.*

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Manually Add or Cancel Growth Monitoring Assessments for Classes, Report Groups, or Students

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



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

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

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

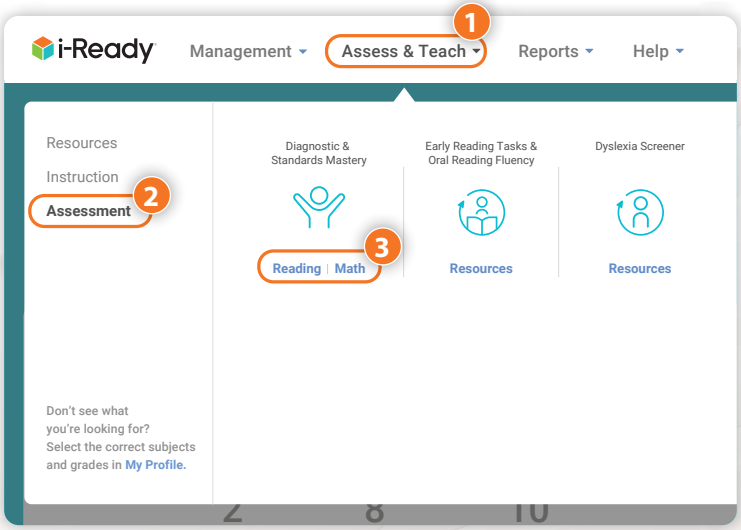
5. Choose **Schools**, **Classes**, **Report Groups**, or **Students**.
6. Use the **checkboxes** to select your ***population***.
7. Review your selections and click **Assign Growth Monitoring** or **Cancel Growth Monitoring**.

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

Create, Manage, and Assign Standards Mastery Assessments

To access Standards Mastery administrator features:

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category.
3. Select **Reading** or **Math** under ***Diagnostic & Standards Mastery*** and see the **Standards Mastery** section of the screen.



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To create new Standards Mastery assessments:

1. Select **Create New**.

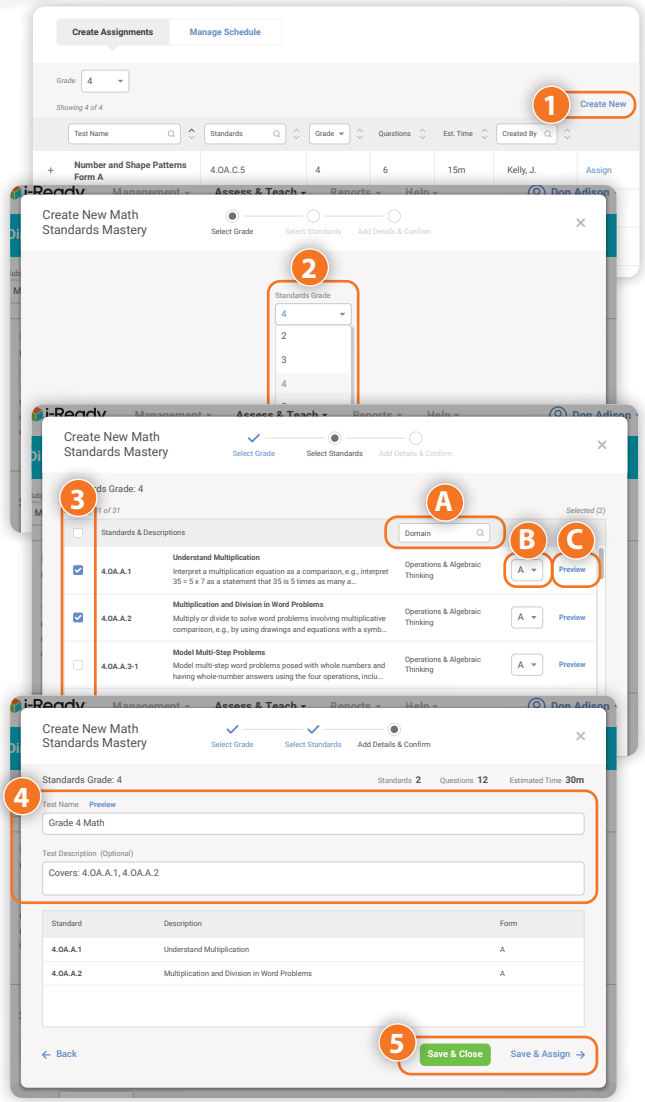
Make sure to click the arrow at the bottom of each screen to move forward! Click Back at any time to change previous selections.

2. Select the **Standards Grade** from the dropdown.
3. Use the **checkboxes** to select the ***standards*** to include in the assessment. If needed, you may also do the following from this screen:
   A. **Search for the standards you want** by filtering in the Domain column and reviewing the Standards & Descriptions.
   B. **Change the test Form** using the dropdown. ***Form A*** is the default.
   C. **Preview** the items for this standard.
4. Edit or add to the **Test Name** and **Test Description**, including the grade of students this assessment is intended for.

See below for guidance on Standards Mastery naming conventions.

5. Review your selections and click **Save & Close** to save this assessment and assign it at a later time or **Save & Assign** to select your student assignment options.

Continued on next page



Standards Mastery Naming Conventions

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

Consider the following examples:

Date of Planned Assignment, Grade, Module/Unit/Skill:

- 121021, Grade 4, Unit 5
- 121021, Grade 5, Themes and Summaries

District, Module/Unit/Skill, Grade, Date of Planned Assignment:

- DCPS, Themes and Summaries, Grade 5, 121021
- DCPS, Unit 3, Grade 5, 121021

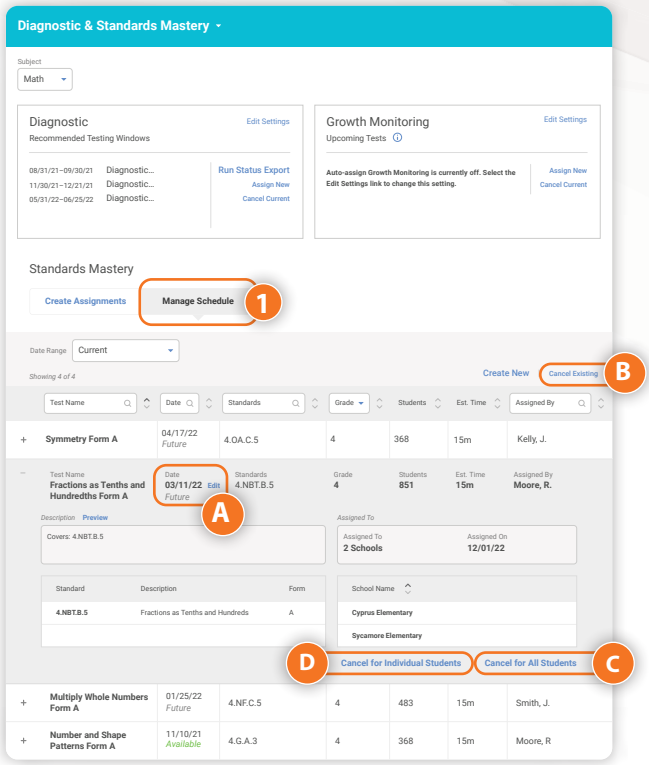
Note: *Depending on your user role, permission to add or cancel Standards Mastery assessments varies. If you do not have permission to add or cancel Standards Mastery assessments, please contact your highest-level administrator.*

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*Under **Manage Schedule**, select the **+ icon** to expand the row for any assessment listed to perform some of the steps that follow.*

1. Select **Manage Schedule**. From here, you can perform your choice of the following tasks.



To change the date:

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

To cancel multiple assignments for a Class or Report Group:

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

To cancel a specific assignment for all students:

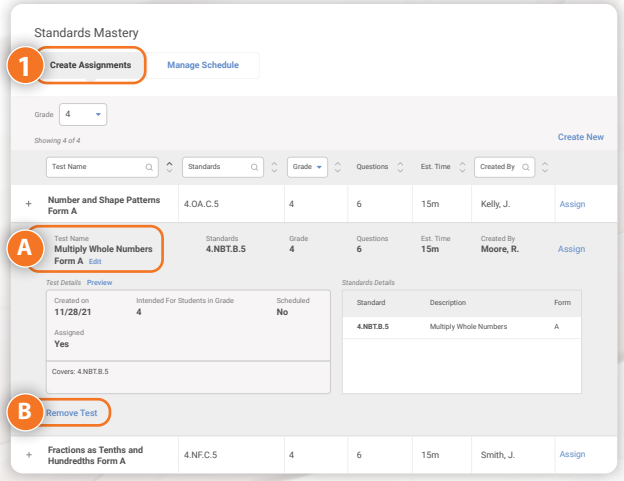
C. With the row expanded, cancel this assessment for all students included in the current assignment by selecting **Cancel for All Students**. You will be prompted to confirm the cancellation.

To cancel a specific assessment for individual students:

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

To Assign, Edit, or Remove an Existing Assessment:

1. Select **Create Assignments**. Select the **+ icon** next to the assessment you would like to assign. With the row expanded, review the assessment details and perform your choice of the following tasks.



To edit an assessment name:

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

To remove a test:

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

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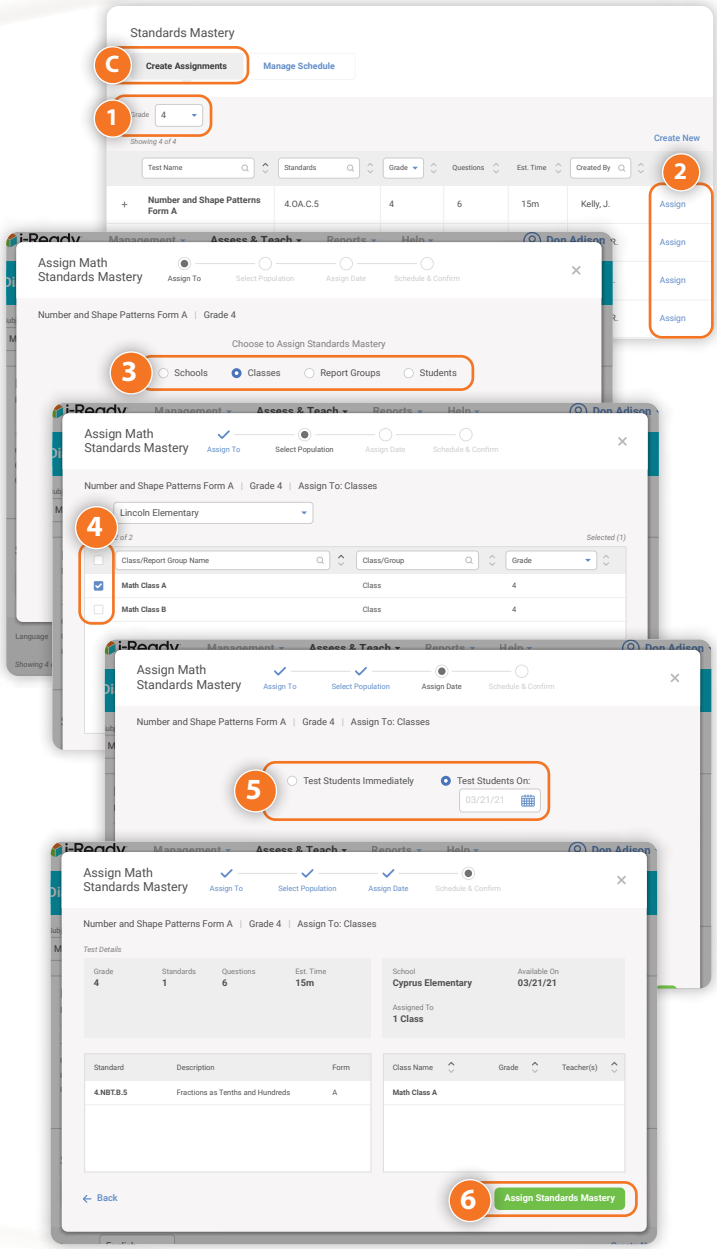
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To assign an assessment:

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

1. Choose the **Grade** from the dropdown.
2. Select **Assign** next to the assessment you wish to assign.
3. Select **Schools**, **Classes**, **Report Groups**, or **Students**.
4. Use the **checkboxes** to select the ***population*** for the assignment.
5. Select **Test Students Immediately** to deploy the assignment now or **Test Students On** to choose a future date within the current academic year.
6. Review your selections and click **Assign Standards Mastery**.

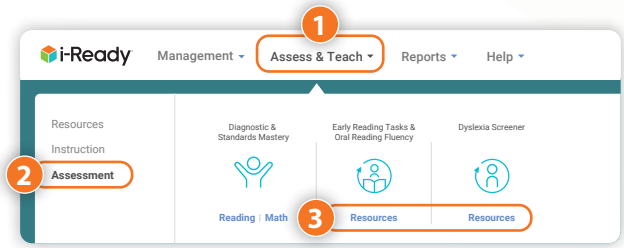


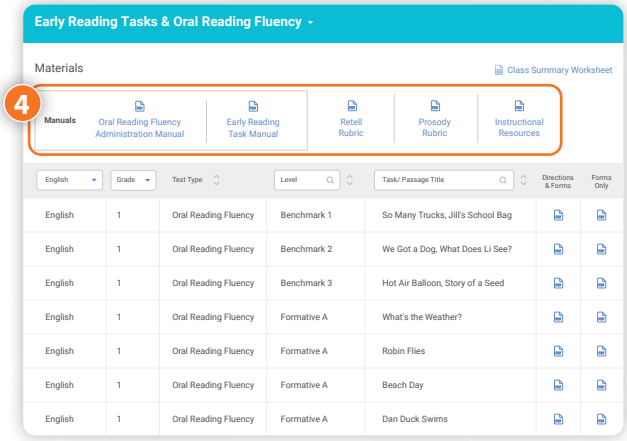
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Accessing Materials for *i-Ready* Early Reading Tasks, Oral Reading Fluency Assessments, and Dyslexia Screener

These materials can help educators assess students' early reading or oral reading fluency and screen for dyslexia. Assessments can be used across a district or school or for specific classes or students. In some cases, these tools will be used districtwide to meet state-specific literacy screening requirements. See the guidance and administration materials for Early Reading Tasks, Oral Reading Fluency Assessments, and Dyslexia Screener for full details.

1. Select **Assess & Teach** from the top navigation.
2. Select the **Assessment** category at the left.
3. Click **Resources** under ***Early Reading Tasks & Oral Reading Fluency*** or ***Dyslexia Screener***.
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 page.*
- ***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.*
- ***The Dyslexia Screener*** *is available for Grades K–3. The full process includes both the* i-Ready Diagnostic *for Reading and, for some students, offline tasks administered by educators. Before using the Dyslexia Screener, please confirm that it meets your state and/or district dyslexia screening requirements. If so, the Dyslexia Screener Administration Manual will walk you through guidance for use and steps for administration. If not, please contact your Account team, as there may be other options for using* i-Ready *to meet state and local screening requirements. Please note: Teachers do not have access to the Dyslexia Screener in their* i-Ready Connect *accounts.*

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Fill out our professional development survey: SurveyMonkey.com/r/iReadyPD

Session Number:

Date:

Facilitator(s):

Facilitator(s):

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24/7 access to self-service support, including tutorial videos, how tos, planning tools, and tips



Technical Support

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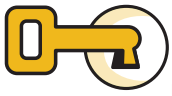
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