i-Ready®
Success Guide

Login Information:

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!**

6. Teachers: Use the checkboxes to select all **grades** your current students are enrolled in for each subject.

7. Click **Save**.

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

Forgotten Passwords

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 educators 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 educators or students, and we cannot provide student login credentials. This secure information is managed by your school or district.
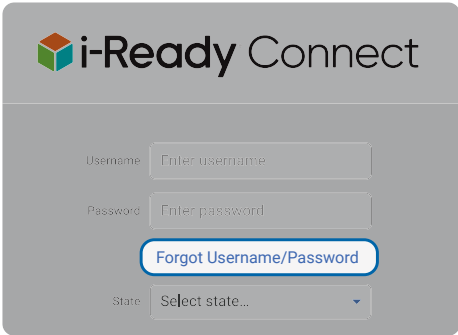
Product images shown throughout this guide are included as samples. Actual product may vary.

i-Ready Success Guide

This guide is your go-to place for everything you need for a successful year with *i-Ready*.

For leaders, this guide provides important information that will help you lead 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 a data-driven culture.

For teachers, this guide provides guidance, tips and planning tools, and other important information you need to drive student achievement.
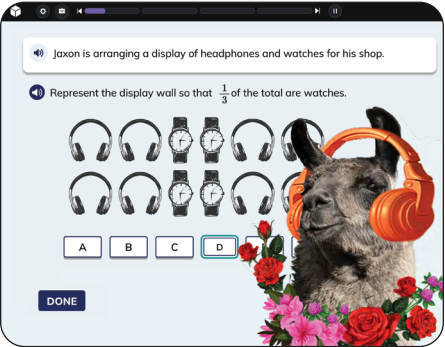
Grow without Limits

Strengthening instructional coherence, building foundational reading skills, supporting older striving learners, and increasing access for students from every background are top priorities for 2024–2025.

## The *i-Ready* Difference in 2024

i-Ready Pro | Grades 6+

Engage older striving learners in Grades 6+ with new lessons focused on foundational skills in reading and core numeracy in math with enhanced Personalized Instruction reporting for the educators supporting them.

Updated National Norms

See data more reflective of today's learning environment with new post-pandemic national norms and gain a complete picture of student performance when paired with criterion-referenced grade-level placements.
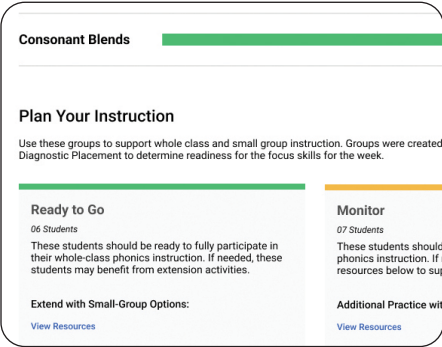
Expanded Grade-Level Planning (Scaffolding) Report

Teachers can use *i-Ready Diagnostic* and Personalized Instruction data together for more timely insights into students' skill proficiency with an expansion of the Grade-Level Planning (Scaffolding) report to Phonics for Grades K–3.
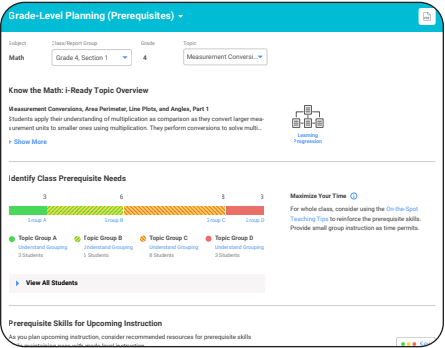
Enhanced Grade-Level Planning (Prerequisites) Report

Teachers can easily select linked resources that align with and advance grade-level instruction with enhancements to the Grade-Level Planning (Prerequisites) report for *i-Ready* and *i-Ready Classroom Mathematics* ©2024 users.

Expanded Assessment of Spanish Reading

Extend the *i-Ready Assessment of Spanish Reading* (*i-Ready Evaluación de lectura en español*) to Grades 7 and 8, and incorporate Lexile® measures on reports across Grades K–8.
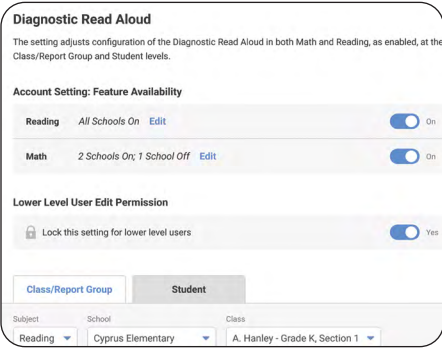
Expanded Accessibility Features

Read aloud as a designated support or accommodation in Reading domains where universal audio support is not already available with additional accessibility features across the Diagnostic and Personalized Instruction.

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

Why *i-Ready*?

With *i-Ready*, you can better understand what your students know and haven't learned yet, find ways to address all students' instructional priorities, 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 teacher-led instruction and personalized digital learning. *i-Ready* also provides real-time data to inform instructional decisions and enable powerful conversations between you and your students to drive student learning.

From Data and Resources to Classroom Action

i-Ready Assessment offers a suite of online and offline assessments designed to:

- Provide a full picture of student growth, with measures to help put students on a path toward grade-level proficiency or advanced proficiency levels
- Inform teaching and learning through deep insight into student strengths and areas for targeted instruction
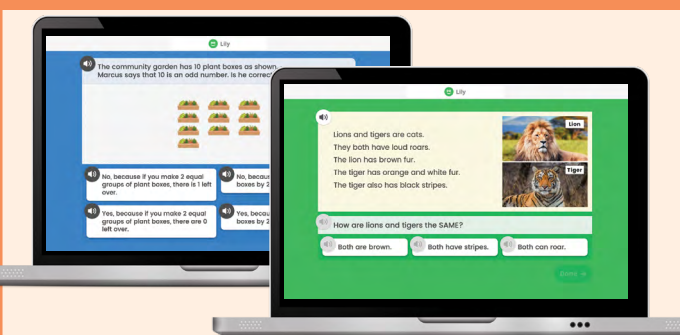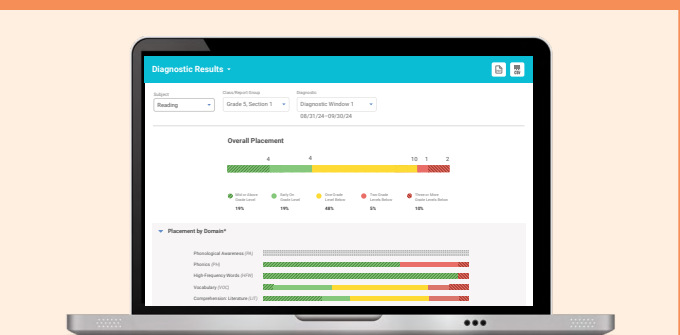- Make connections to instructional recommendations and resources that support all learners

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)
- ☐ Literacy Tasks (K–6 English and Spanish)
- ☐ Assessment of Spanish Reading (K–8)**
- ☐ Personalized Instruction for Reading (K–8)
- ☐ Other _____

Data and Reports*
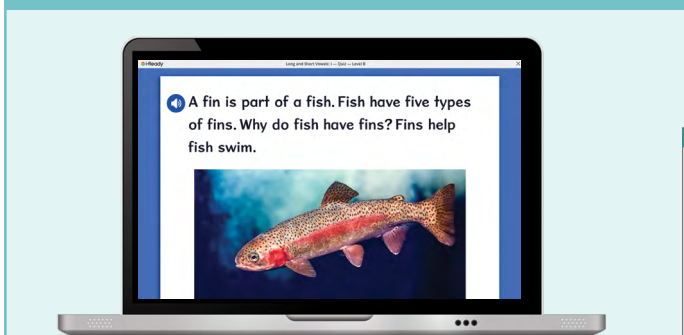
- ☐ Historical Results
- ☐ Diagnostic Results
- ☐ Grade-Level Planning (Prerequisites)
- ☐ Grade-Level Planning (Scaffolding)
- ☐ Instructional Groupings
- ☐ Standards Performance
- ☐ Diagnostic Growth
- ☐ Standards Mastery
- ☐ Growth Monitoring
- ☐ Personalized Instruction
- ☐ Learning Games for Mathematics
- ☐ For Families
- ☐ Other _____

*Availability of specific assessment features and reports varies by grade level, state, and features selected for use by your district. (See i-Ready *Features for Grades 9–12* to see what i-Ready *reports and instructional resources are available for high school.) Your administrators and* i-Ready Partners *will let you know which items apply to you.*
**Grades 7–8 available in school year 2024–2025*

i-Ready Success Guide

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i-Ready Learning provides motivating, personalized reading and mathematics instruction that addresses learning recovery and engaging, rigorous resources for grade-level learning, including:
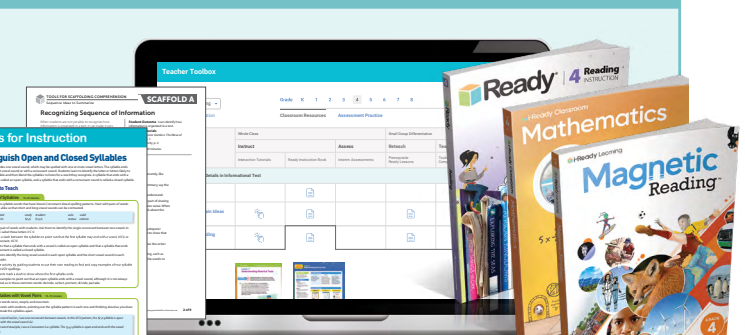
- Engaging instruction that motivates students to persist in building their skills
- Instructional options guided by *i-Ready Assessment* data, assigned by *i-Ready* or teachers
- Scaffolded supports for all learners, including English Learners

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), *Magnetic Reading Foundations* (K–2)
- ☐ Core Mathematics Instruction: *i-Ready Classroom Mathematics* (K–8)
- ☐ Teacher Toolbox (Grades K–8 Mathematics, Grades K–8 Reading, Grades 2–5 Writing)
- ☐ Other _____

Includes i-Ready Pro *with early access to new lessons in foundational skills and core numeracy for older striving learners*

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

Navigating *i-Ready Connect* as a School Administrator

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 students' progress on their assessments and Personalized Instruction.

i-Ready

Management ▾   Assess & Teach ▾   Reports ▾   Help ▾   ⊙ Don Adison ▾

Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth

Analyze Performance

Explore how students placed on the Diagnostic, overall and by domain, and compare performance across assessments.

Reading | Math

Explore Instructional Groupings

Group students with similar instructional priorities and find resources to support differentiated instruction.

Reading | Math

Grade-Level Planning
Reports to address unfinished learning
Reading | Math

Online Educator Learning
Online courses that complement teacher PL

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips
📄 Data Analysis Guide
📄 Top Leader Action Kit for Using Data

?

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

Use direct links to key reports.

Ways to Get Immediate Support

Online Educator Learning
Access digital courses in the Online Educator Learning platform to support your learning and reports to monitor and support teacher learning.

Downloadable Resources
Find tools and templates that support data analysis, instructional planning, efforts to invest teachers, 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 schools or classrooms.

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.

Navigating *i-Ready Connect* as a Teacher
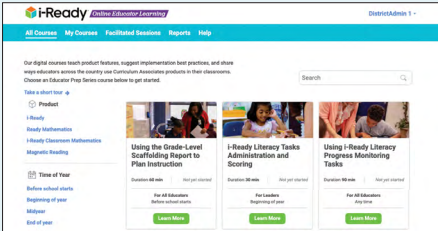
Ways to Get Immediate Support

Manage student settings and passwords.

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

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

i-Ready

| Management ▾ | Assess & Teach ▾ | Reports ▾ | Help ▾ | 👤 Regina Moore ▾ |

Reading ▾

| Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth |

Overall Placement

3   5   10   1   1

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below
- Not Completed

15%   25%   50%   5%   5%   0%

Diagnostic Results Report

Grade-Level Planning (Scaffolding) Report

Online Educator Learning
Online courses that complement teacher PL

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips
▶ How to Review Your Diagnostic Data

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

Get key insights right away with direct links to useful reports.
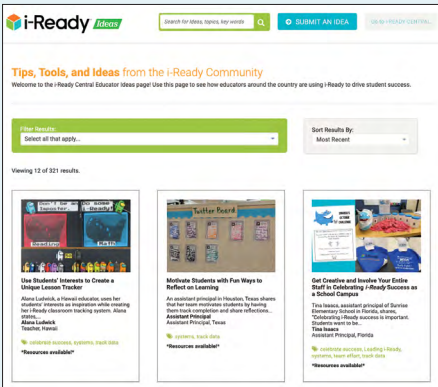
Online Educator Learning
Access digital courses in the Online Educator Learning platform to support your learning.
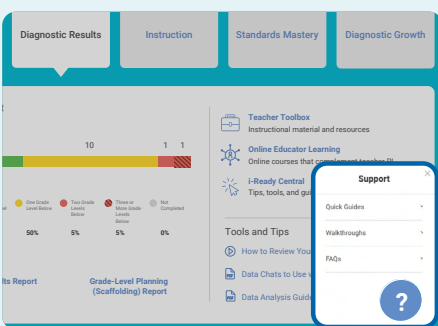
Downloadable Resources
Find tools and templates that support data analysis, instructional planning, efforts to invest students and families in goals, and much more. Download and print these essential resources from *i-Ready Central* to help you utilize *i-Ready* to its fullest potential.

Ideas from Other Educators
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Instant Support
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i-Ready Success Guide

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

Your Partner in Supporting Multilingual Learners

Tools to Drive English Proficiency and Grade-Level Mastery

Assessment
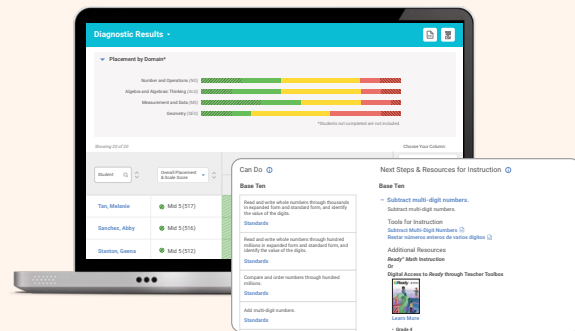
Get Actionable, Detailed Insights
Assess, set goals, inform instruction, and monitor progress to meet English Learners' unique needs.
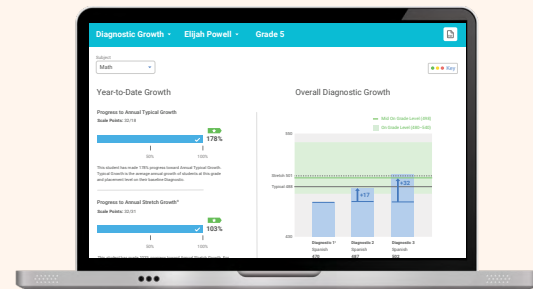
Promote High Expectations and Build Student Confidence and Motivation
Collaboratively set goals with students, and help them see their progress and own their learning.

Instruction
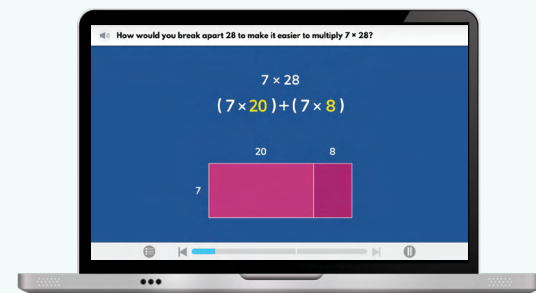
Promote Engagement and Access
Students engage with authentic content that leverages their unique background knowledge and encourages productive struggle.
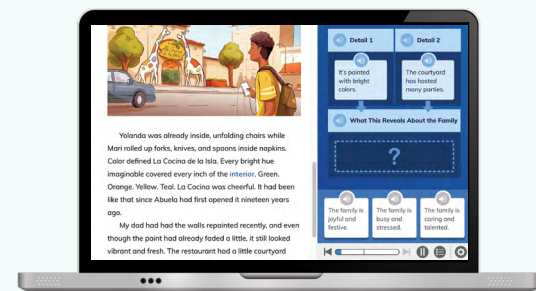
Support Academic Language Development
Students have multiple opportunities to build word knowledge and use language to improve English proficiency and access grade-level content.
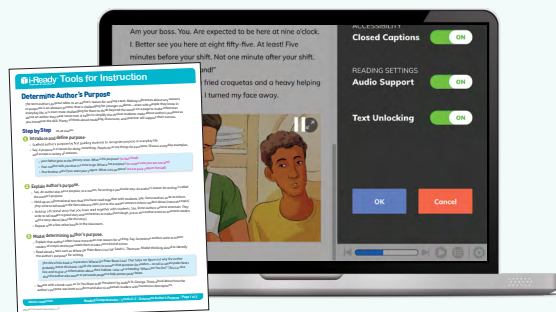
Integrate Strategic Scaffolds
Students receive the supports they need to build confidence and achieve mastery of grade-level content while developing English proficiency.

Support
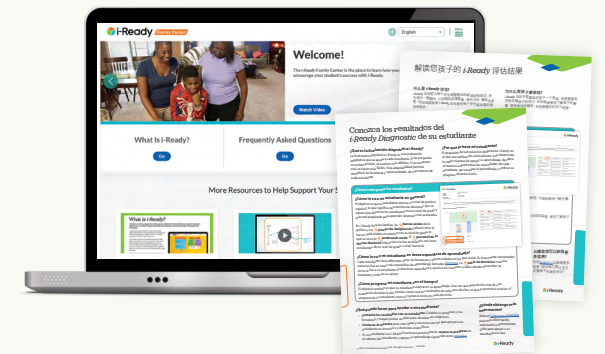
Engage Families
Families and educators have access to multiple resources to help understand and support students' learning.
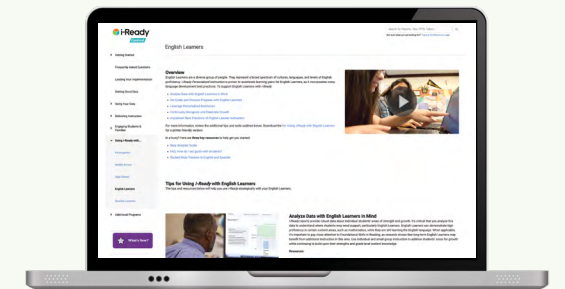
Support Teachers Serving English Learners
Educators receive support, guidance, and professional learning to help meet their students' needs.

Open a World to Biliteracy

Empower students to connect to the benefits of biliteracy with research-grounded assessment, instruction, and best practices that honor the strengths and skills of all students.

Assessment

Core Curriculum

Supplemental Instruction
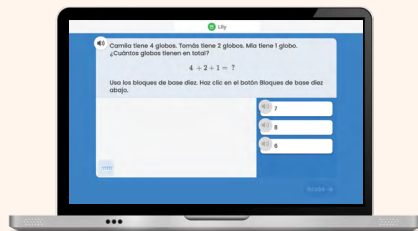
Mathematics

***i-Ready Diagnostic* for Mathematics in Spanish** (Grades K–12)

Understand students' overall mathematics performance, independent of English-language proficiency.
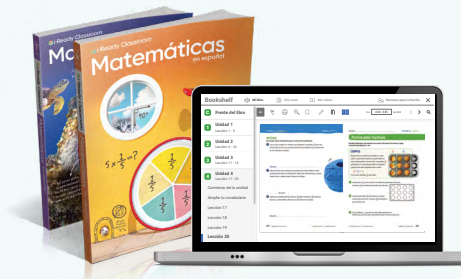
i-Ready Classroom Matemáticas (Grades K–8)

Increase mathematical proficiency with student-centered and activity-based learning. Includes digital access through the Teacher Toolbox.

i-Ready Personalized Instruction (Grades K–8)

Help students meet their grade-level goals with tailored online mathematics instruction in Spanish.
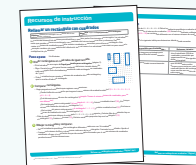
Tools for Instruction for Mathematics in Spanish (Grades K–8)

Deliver targeted and actionable grade-level mathematics instruction in Spanish.

Learning Games in Spanish (Grades K–8)

Motivate your students and foster a positive relationship to challenging mathematics standards.
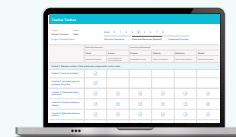
Teacher Toolbox (Grades K–8)

Support on-grade level whole class and differentiated instruction with digital *i-Ready Classroom Matemáticas* content.

Reading

i-Ready Assessment of Spanish Reading (Grades K–8)*

Gain a better understanding of if students are performing on grade level in Spanish reading.

i-Ready Literacy Tasks in Spanish (Grades K–6)

Measure and monitor students' critical literacy skills in Spanish.

i-Ready Personalized Instruction (Grades K–5)

Assign authentic online Spanish reading lessons that build skills for grade-level success.
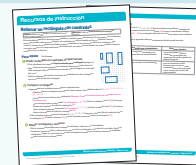
Tools for Instruction for Spanish Reading (Grades K–6)

Deliver targeted and actionable grade-level reading instruction in Spanish.

*Grades 7–8 available in school year 2024–2025
Assessment of Spanish Reading, Literacy Tasks, and Tools for Instruction are included with purchase of the *i-Ready Diagnostic*.
Learning Games are included with purchase of *i-Ready Classroom Matemáticas* and *i-Ready Personalized Instruction*.

i-Ready Success Guide

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

Diagnostic Data You Can Trust

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

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

Correlations between *i-Ready Diagnostic* and Consortium and State Summative Assessments
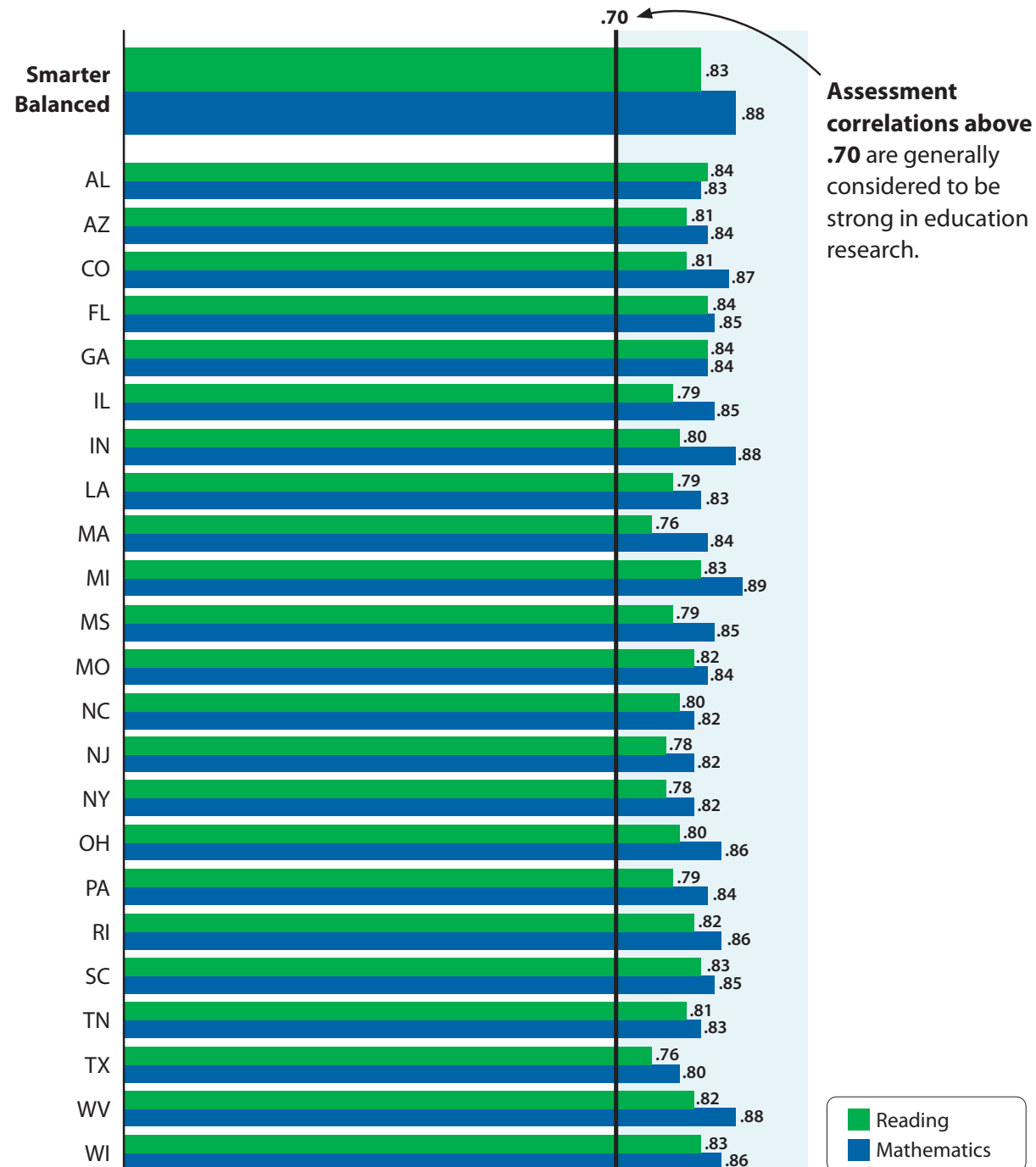
.70

State	Reading	Mathematics
Smarter Balanced	.83	.88
AL	.84	.83
AZ	.81	.84
CO	.81	.87
FL	.84	.85
GA	.84	.84
IL	.79	.85
IN	.80	.88
LA	.79	.83
MA	.76	.84
MI	.83	.89
MS	.79	.85
MO	.82	.84
NC	.80	.82
NJ	.78	.82
NY	.78	.82
OH	.80	.86
PA	.79	.84
RI	.82	.86
SC	.83	.85
TN	.81	.83
TX	.76	.80
WV	.82	.88
WI	.83	.86

Assessment correlations above .70 are generally considered to be strong in education research.

i-Ready Success Guide

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i-Ready Personalized Instruction Is Proven to Work

A large-scale study from the 2018–2019 school year found that students in Grades K–8 who met the recommended guidance for *i-Ready* usage (i.e., 30–49 minutes per subject per week and at least 70% of their Lesson Quizzes passed) **exceeded their Typical Growth measures** and **achieved higher median Typical Growth** than their counterparts who only used *i-Ready* for an average of 10–29 minutes and passed less than 70% of their Lesson Quizzes in both Reading and Mathematics.

Students Who Use *i-Ready Personalized Instruction* with Fidelity Make Greater Gains

Average Growth

i-Ready Personalized Instruction users with:
- 10–29 Minutes and <70% Pass Rate
- 30–49 Minutes and ≥70% Pass Rate

Reading: 104%, 154%
Mathematics: 89%, 120%

Reading N = 741,859
Mathematics N = 990,770
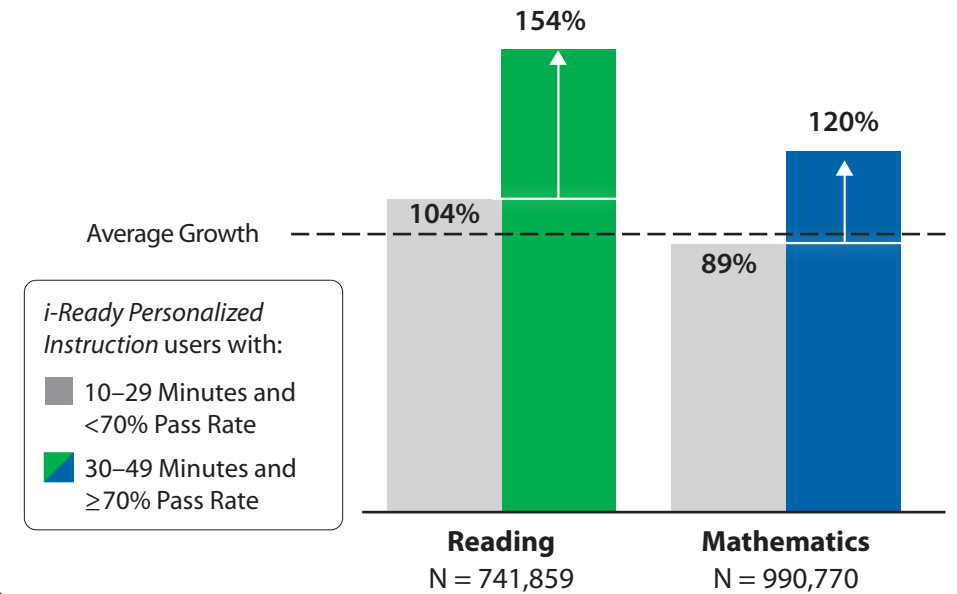
An additional study of students in Grades K–5 who used *i-Ready Personalized Instruction* during the 2020–2021 school year meeting ESSA Level 3 evidence found that students in various demographic groups who used *i-Ready* instruction as recommended **exceeded their Typical Growth measures**.

Students in Diverse Demographic Groups Exceed Typical Growth Measures

Average Growth

Group	Reading	Mathematics
Asian	150%	129%
Black	114%	108%
Latino	126%	115%
White	139%	123%
SWSD	123%	111%
EL	120%	110%
SWD	122%	109%

SWSD: Students with Socioeconomic Disadvantages
EL: English Learners
SWD: Students with Disabilities

Making the Most of Your Year with *i-Ready*
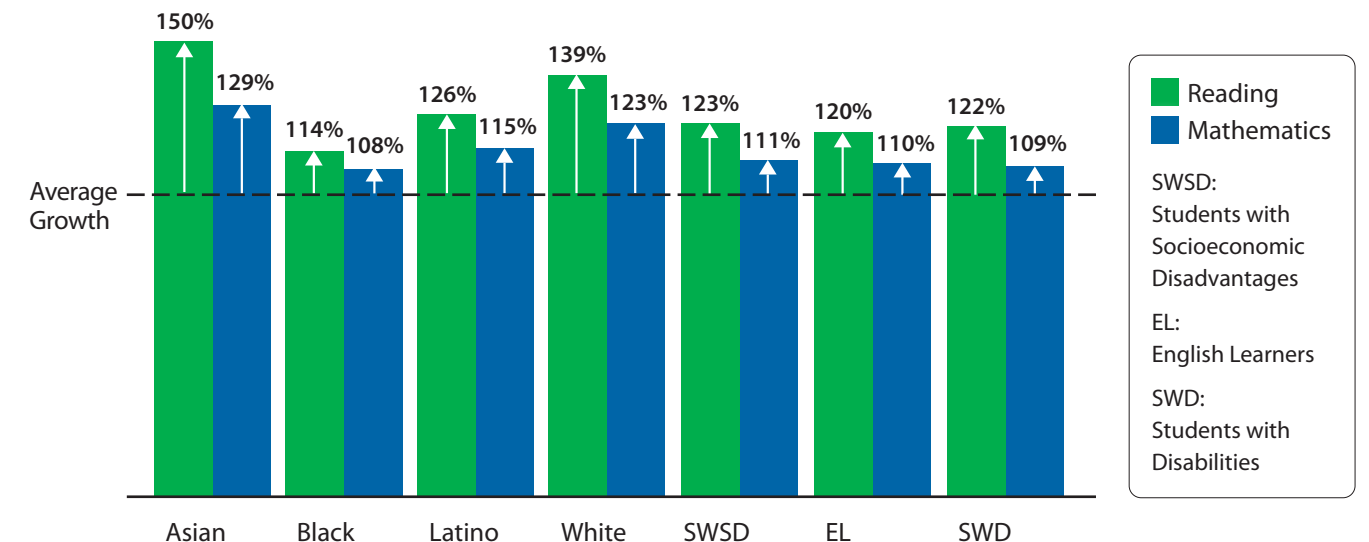
High Expectation Goal Setting Is Effective, as Is Addressing Gaps Early with *i-Ready*'s Personalized Learning Supports

In 2023, Curriculum Associates conducted studies using data from more than 2.4 million students who completed the *i-Ready Diagnostic* for Reading and more than three million students who completed the *i-Ready Diagnostic* for Mathematics.

Data were gathered during the fall and spring testing windows across the 2021–2022 school year (focus on Grades K–7) and 2022–2023 school year (focus on Grades 1–8). The research builds on the 2022 Stretch Growth® Research.

i-Ready Stretch Growth is an ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency (i.e., attaining a Mid On Grade Level placement) and puts students who are on grade level on a path toward advanced proficiency (i.e., achieving or maintaining a Late On Grade Level placement or higher).

One study[1] examined students across two years who placed Two or More Grade Levels Below their given grade level. We found that:

- More students who were below grade level reached grade level across two years if they met Stretch Growth targets than those who met Typical Growth in any year
- Even meeting Stretch Growth for one year accelerated students to grade level
- Findings are similar across Grades K–8, including grades critical for learning (Grades 2–3 for reading and Grades 4–5 for mathematics)
- Grade-level attainment from meeting Stretch Growth targets was higher in elementary than middle school

Percentage of Students Reaching Grade Level
Based on Growth Targets Achieved over Two Years

Reading Grades 2–3: 89%, 78%, 31%
Mathematics Grades 4–5: 75%, 56%, 15%

Stretch | Stretch   Typical | Stretch   Typical | Typical

Note: All students begin Y1 Two or More Grade Levels Below.
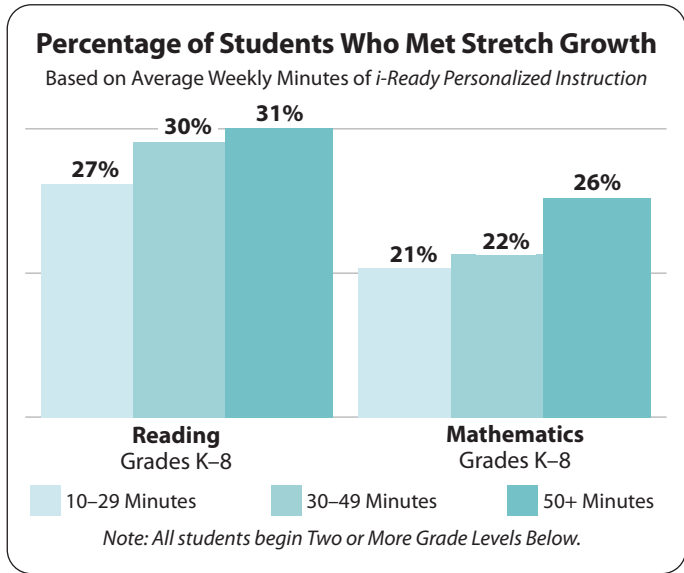
Percentage of Students Who Met Stretch Growth
Based on Average Weekly Minutes of *i-Ready Personalized Instruction*

Reading Grades K–8: 27%, 30%, 31%
Mathematics Grades K–8: 21%, 22%, 26%

10–29 Minutes   30–49 Minutes   50+ Minutes

Note: All students begin Two or More Grade Levels Below.

Another study[2] examined the impact of *i-Ready Personalized Instruction* on meeting Stretch Growth goals for students who placed Two or More Grade Levels Below.

Across Grades K–8, more students met Stretch Growth targets when using *i-Ready Personalized Instruction* as recommended or more (i.e., at least 30 minutes weekly) compared to students who did not meet *i-Ready* usage guidelines.

The findings were consistent across both years studied, underscoring that individualized instruction as a practice may help in attaining Stretch Growth goals and reaching eventual grade-level placement.

[1] Pathways to Success: How Stretch Growth® Goals Support Learning Recovery
[2] Variation in Attainment of *i-Ready* Stretch Growth® in Reading and Mathematics

Lead for Success

Top Leader Actions Overview

Leaders—including school administrators, instructional leaders, and coaches—play a critical role in the success of any program or initiative. We have learned that focusing on these Top Leader Actions will help you unlock the potential of our program(s) and help you lead a successful implementation.

├─ These actions should be repeated throughout the school year. ─────────

Build Community & Culture

Generate and sustain **excitement** for the program amongst educators, students, and families.

Establish and maintain a shared **vision** and **clear priorities** for the program(s).

Set goals and regularly **celebrate** individual and collective progress toward those goals with educators, students, and families.

Develop and prioritize **shared values** that reflect an **equitable** and **inclusive** learning community.

Create Structures & Schedules

Create, communicate, and consistently revisit **expectations** for the program(s).

Develop and adjust an effective **schedule** that reflects all instructional priorities.

Allocate **resources** appropriately to serve all students.

Designate and **empower program champions** that lead fellow educators to successfully use the program(s).

Use Assessment & Data

Prepare for and monitor high-quality administration of program assessments to **ensure reliable data**.

Leverage up-to-date data as the basis for **strategic decision making**.

Regularly engage educators in **data analysis** that drives their instructional priorities and data-based conversations.

Share data with your community and ensure **goal setting** and **progress monitoring** are happening.

Support Teaching & Learning

Reserve time for educators to **plan** and **collaborate**.

Provide guidance to ensure **planning** and **instruction** reflect **best practices** and insights from relevant data.

Enable educators to **use the program(s)** to achieve goals and drive student achievement.

Regularly **monitor instruction** and progress to ensure educators are facilitating grade-level learning for all students.

Promote Professional Growth

Schedule, provide, and participate in targeted **professional learning** experiences.

Prioritize time for frequent classroom **visits** and **feedback**.

Cultivate a **climate** of **ongoing professional growth**, collaboration, and reflection for all educators.

Help educators identify and pursue **growth opportunities** relevant to their needs and interests.

Notes:

Your Year at a Glance

		Before Year Begins Before the 1st Diagnostic	Months 1–2 1st Diagnostic Window	Months 3–4 Between Diagnostic Windows	Months 5–6 2nd Diagnostic Window	Months 7–8 Between Diagnostic Windows	Months 9–10 3rd Diagnostic Window/ End of Year
Your Dates:		/ / to / /	/ / to / /	/ / to / /	/ / to / /	/ / to / /	/ / to / /
BUILD COMMUNITY & CULTURE		Generate **excitement** for the program(s).	Maintain **excitement** for the program(s).				
		Get to know the program(s) and establish a **vision**.	Set **goals** and **celebrate** progress.				
		Establish shared **values** that reflect **equity** and **inclusivity**.		Maintain shared **values** and **celebrate** when you see them in action.			
CREATE STRUCTURES & SCHEDULES		Communicate **expectations** for the program(s).	Empower program **champions**.		Revisit **expectations** for the program(s).		
		Develop an effective **schedule**.					
		Allocate **resources** appropriately.			Adjust **schedules** as needed.		
USE ASSESSMENT & DATA			**Prepare** for and **monitor** administration of assessments.		**Prepare** for and **monitor** administration of assessments.		**Prepare** for and **monitor** administration of assessments.
				Leverage **data** as the basis for decision making.			
				Engage educators in **data analysis**.			
				Share data with your community.			
SUPPORT TEACHING & LEARNING		Enable educators to **use the program(s)**.					
		Reserve time for educators to **plan** and **collaborate**.					
				Provide guidance to ensure **planning** and **instruction** reflect **best practices**.			
				Monitor instruction to ensure educators are facilitating grade-level learning.			
PROMOTE PROFESSIONAL GROWTH		Schedule targeted **professional learning**.		Provide and participate in **professional learning**.			
			Cultivate a climate of professional **growth**.	Prioritize time for frequent class **visits** and **feedback**.			
			Help educators pursue **growth opportunities**.				

i-Ready Success Guide

Lead for Success

TEMPLATE
Top Leader Actions Reflection and Planning

Use this template to plan and/or reflect on your implementation. Score each Top Leader Action and then consider what actions are going well and what changes you want to make.

Step 1:
Check off the indicators you successfully implemented last year.

Step 2:
Consider each Top Leader Action as a whole and assign yourself a score. Use the Scoring Key to help you.

Step 3:
Reflect on your role in last year's implementation. Identify what went well and where you would like to make changes for this year.

Scoring Key:
- **0 =** not yet started
- **1 =** beginning to do
- **2 =** doing well, but could improve
- **3 =** doing regularly and effectively

Build Community & Culture

- ☐ Generate and sustain **excitement** for the program amongst educators, students, and families.
- ☐ Establish and maintain a shared **vision** and **clear priorities** for the program(s).
- ☐ **Set goals** and regularly **celebrate** individual and collective progress toward those goals with educators, students, and families.
- ☐ Develop and prioritize **shared values** that reflect an **equitable** and **inclusive** learning community.

Self-Score: _____

Create Structures & Schedules

- ☐ Create, communicate, and consistently revisit **expectations** for the program(s).
- ☐ Develop and adjust an effective **schedule** that reflects all instructional priorities.
- ☐ Allocate **resources** appropriately to serve all students.
- ☐ Designate and **empower program champions** that lead fellow educators to successfully use the program(s).

Self-Score: _____

Use Assessment & Data

- ☐ Prepare for and monitor high-quality administration of program assessments to **ensure reliable data**.
- ☐ Leverage up-to-date data as the basis for **strategic decision making**.
- ☐ Regularly engage educators in **data analysis** that drives their instructional priorities and data-based conversations.
- ☐ Share data with your community and ensure **goal setting** and **progress monitoring** are happening.

Self-Score: _____

Support Teaching & Learning

- ☐ Reserve time for educators to **plan** and **collaborate**.
- ☐ Provide guidance to ensure **planning** and **instruction** reflect **best practices** and insights from relevant data.
- ☐ Enable educators to **use the program(s)** to achieve goals and drive student achievement.
- ☐ Regularly **monitor instruction** and progress to ensure educators are facilitating grade-level learning for all students.

Self-Score: _____

Promote Professional Growth

- ☐ Schedule, provide, and participate in targeted **professional learning** experiences.
- ☐ Prioritize time for frequent classroom **visits** and **feedback**.
- ☐ Cultivate a **climate** of **ongoing professional growth**, collaboration, and reflection for all educators.
- ☐ Help educators identify and pursue **growth opportunities** relevant to their needs and interests.

Self-Score: _____

Which actions are going well?

What changes do you want to make for this year?

i-Ready Success Guide

Lead for Success

Notes:

Support Teachers with the Top Teacher Actions

On *i-Ready Central*, you'll find resources to support teachers 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 🔍 **Teacher Checklist for Administering the Diagnostic (page 46)** with your staff to help them prepare for testing.
- Encourage teachers to use the 🔍 **Preparing Students for the Diagnostic presentation** (or 🔍 **Preparing Students for a Subsequent Diagnostic presentation**) and 🔍 **Pledge Sheets** with their class(es) before the Diagnostic.

Actively Monitor and Respond

- Encourage teachers to use the 🔍 **Planning Tool for Personalized Instruction** to plan for Personalized Instruction.
- Use the 🔍 **Personalized Instruction Worksheet: Leaders** weekly to review school and class Personalized Instruction data and plan next steps (and encourage teachers to do the same using the 🔍 **Personalized Instruction Worksheet: Teachers**).

Set Schedules

- Review the Sample Schedules (🔍 **Elementary** and 🔍 **Middle**) before creating a schoolwide schedule or providing scheduling guidance to teachers.
- Have teachers complete the 🔍 **Scheduling Instruction Planning Worksheet** to ensure their classroom schedules include key instructional priorities.

Deliver Differentiated Instruction

- Encourage teachers to complete the 🔍 **Differentiated Instruction Planning Worksheet** or the 🔍 **Small Group Planning Worksheet** to plan instruction and group students with similar instructional priorities.
- Familiarize yourself with the instructional resources available in *i-Ready Connect* and through Teacher Toolbox (if applicable). Ensure teachers do the same. Allocate time for teachers to explore these tools.

Use Data to Plan Instruction

- Use the 🔍 **Data Analysis Guide** during meetings with teachers, and encourage them to use the 🔍 **Data-Driven Instructional Planning Worksheet** for data analysis and planning.
- Use the 🔍 **Teacher and Leader Data Chats Pack** to discuss data and create next steps.

Set Goals and Engage Students

- Encourage teachers to have data chats using the 🔍 **Student Data Chats Pack**.
- Create systems with teachers to 🔍 **Set Goals and Engage Students**, or empower *i-Ready* champions to do so.

Lead for Success

Lead with Data

Prepare for and monitor high-quality administration of the Diagnostic in order to ensure reliable data. Set goals and regularly celebrate individual and collective progress toward those goals with educators, students, and families.

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

- Leader Checklist for before the Diagnostic on pages 28–30
- Leader Checklist for Immediately after Each Diagnostic on page 31
- Get Good Data Leader Action Plan on page 33
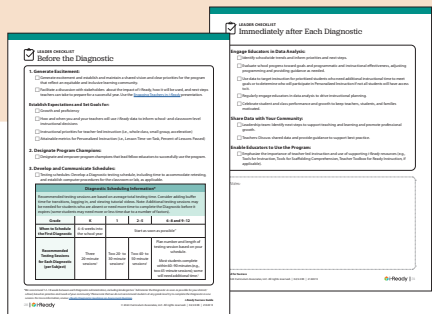
Support fellow leaders, coaches, and teachers in using key resources and taking important steps to ensure reliable Diagnostic data.

Get organized, encourage and prepare students and teachers, oversee Diagnostic administrations, and monitor completion and rushing with resources on i-ReadyCentral.com/Leaders, including guidance from the Top Teacher Action Kit: Get Good Data. Use the 🔍 Teacher Calendar to see your teachers' year with *i-Ready*.

Learn about and share best practices for administering the Diagnostic by reviewing the 🔍 Teacher Checklist for Administering the Diagnostic with teachers. 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.
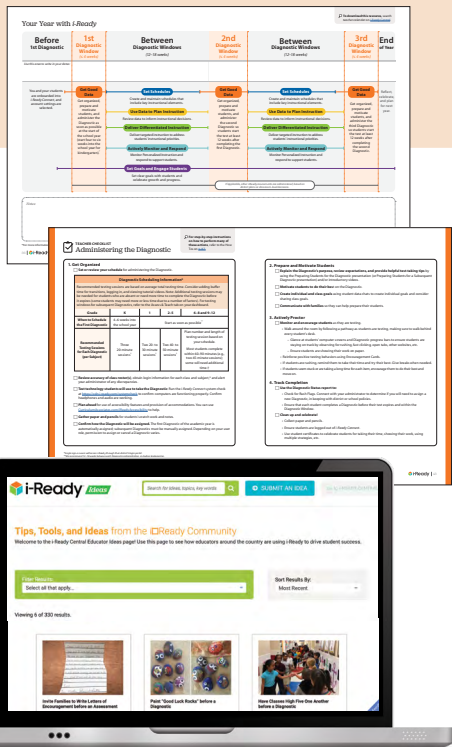
Support teachers in setting an ambitious, attainable, and accelerated path to grade level for each student.

Our latest research confirms the core belief that all students—regardless of where they start—can reach grade level. Take a deep dive into how *i-Ready's* Stretch Growth accelerates post-pandemic learning recovery and supports grade-level proficiency. Access our research report on *Chart a Path to Recovery with Stretch Growth*.
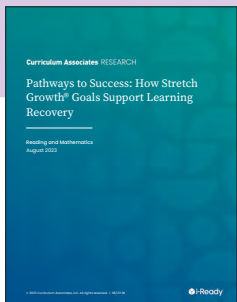
Address Unfinished Learning

Helping students access grade-level instruction is more important than ever. These easy-to-use reports and resources support just-in-time instruction and help teachers accelerate learning.

Grade-Level Planning (Prerequisites)*

- Supports grade-level mathematics instruction by using Diagnostic data to identify essential prerequisite skills for a class in relation to upcoming grade-level mathematics content
- Collaborative Learning Extension: Using the Grade-Level Planning (Prerequisites) Report to Support Grade-Level Learning and Leader Facilitation Guide
  - Facilitate collaborative meetings to help teachers use this report to plan for immediate action in their classrooms.
  - The CLE includes a meeting agenda, analysis and planning tools, and integrates the Online Educator Learning course: Using the Grade-Level Planning (Prerequisites) Report to Inform Instruction.
  - The Leader Facilitation Guide supports you and your coaches as you prepare, work with, and follow up with educators on the collaborative learning extensions.
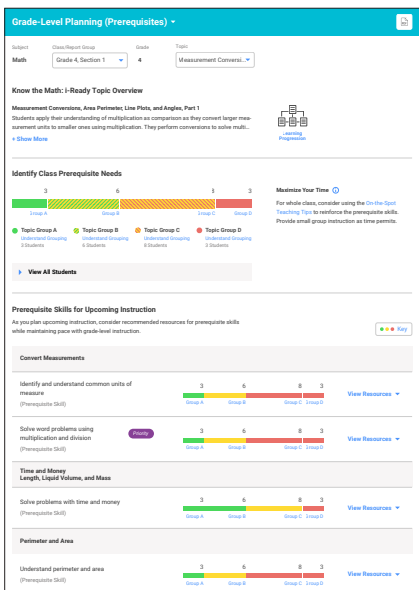
Grade-Level Planning (Scaffolding)*

- Supports grade-level reading instruction by using Diagnostic data to identify prioritized skills for a class in relation to upcoming grade-level reading comprehension content
- Collaborative Learning Extension: Using the Grade-Level Planning (Scaffolding) Report to Support Grade-Level Learning and Leader Facilitation Guide
  - Facilitate collaborative meetings that help teachers scaffold for grade-level reading comprehension.
  - The CLE includes a meeting agenda, analysis and planning tools, and integrates the Online Educator Learning course: Using the Grade-Level Planning (Scaffolding) Report to Plan Instruction.
  - The Leader Facilitation Guide supports you and your coaches as you prepare, work with, and follow up with educators on the collaborative learning extensions.
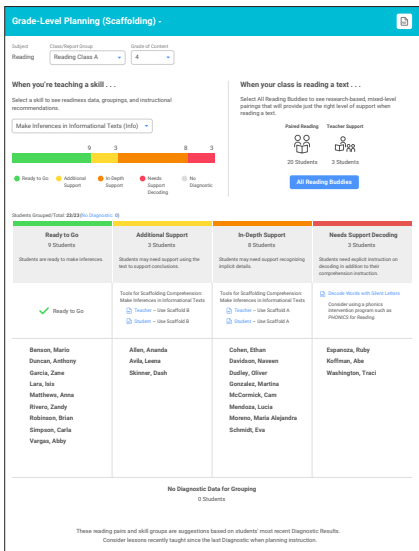
*Prerequisites, Grades 1–8; Scaffolding, Grades 3–8; with an expansion to include Phonics for K–3 in the 2024–2025 school year

Lead for Success

i-Ready **Success Guide**

Cultivate Teacher Learning and Growth

Supporting your teachers and promoting professional growth is crucial to ensuring a successful *i-Ready* implementation. Provide time for and access to resources that promote growth opportunities relevant to their needs and interests. Use data, observations, and discussions to identify educator supports that will help refine and strengthen your *i-Ready* implementation.

Provide Extended Learning

Maximize Instructional Support

Empower teachers to deliver even more impactful learning experiences for students by collecting evidence from classroom learning walks in order to establish goals and action steps informed by schoolwide trends.

Prepare — Select a focus and engage in necessary background work and preparation.

Learn — Collect evidence of teaching and learning related to the focus area.

Reflect — Analyze and reflect on the evidence of teaching and learning to identify opportunities for growth.

Plan & Apply — Create and implement a plan to strengthen teaching and learning related to the focus area.
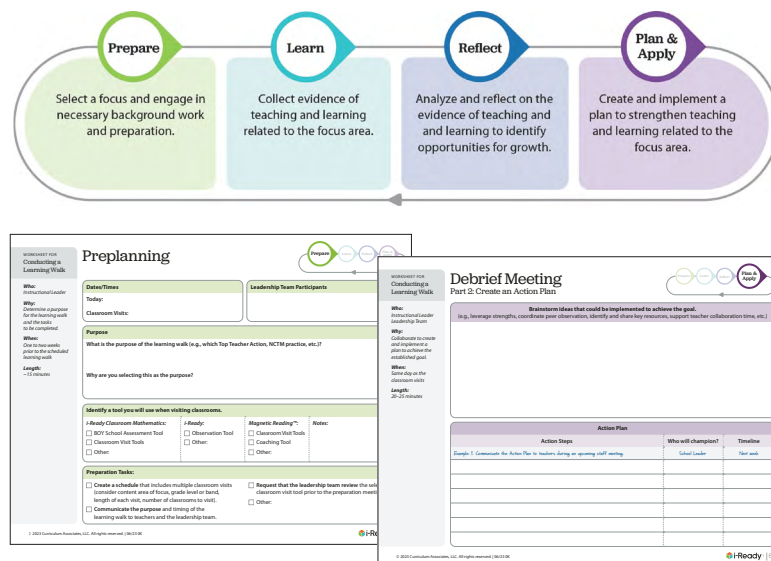
i-Ready Classroom Visit Tool

Strengthen *i-Ready* assessment and learning through focused classroom visits. Use the *i-Ready* Classroom Visit Tool to help you determine strengths and opportunities for improvement in your *i-Ready* implementation.

Online Educator Learning

- Digital courses are on-demand, modular, self-directed, and range from 15–45 minutes in length.

- The courses extend and enhance onsite professional learning and provide professional learning for educators who need support on a particular skill or topic.

- The reporting dashboard for administrators allows you to track teachers' progress on digital courses, providing additional insight into their learning.

Sample Topics Include:

- Administering the Diagnostic

- Best Practices for *i-Ready Personalized Instruction*

- Engaging Students through Data Chats
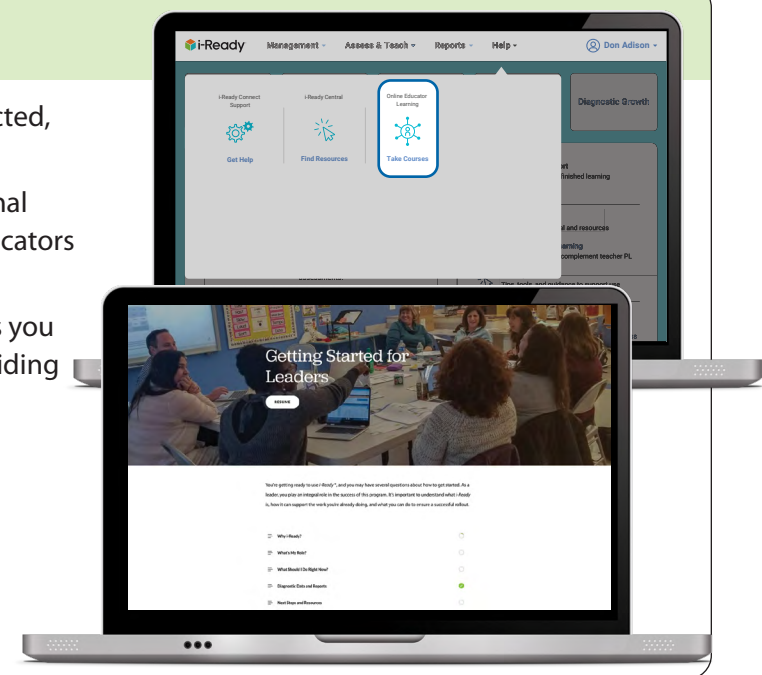
Collaborative Learning Extensions (CLEs)

- CLEs support you in promoting promising practices across the district and within school buildings and classrooms.

- Leader CLEs include all necessary resources for you to facilitate collaborative meetings with your colleagues.

- Teacher CLEs include all necessary resources for you and/or teachers to facilitate collaborative meetings with colleagues.

- Additionally, Leader Facilitation Guides are available for you to use to prepare, work with, and follow up with teachers on the CLEs.

Sample Topics Include:

- Analyzing Diagnostic or Personalized Instruction Data to Identify Trends

- Goal Setting with Students and Families

- Strengthening Collaborative Planning
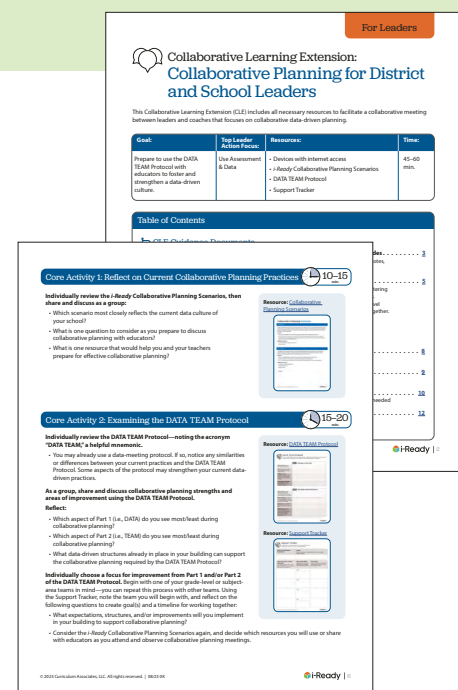
Before the Diagnostic

1. Generate Excitement:
- ☐ Generate excitement and establish and maintain a shared vision and clear priorities for *i-Ready* that reflect an equitable and inclusive learning community.
- ☐ Facilitate a discussion with stakeholders about the impact of *i-Ready*, how it will be used, and next steps teachers can take to prepare for a successful year. Use the Engaging Teachers in *i-Ready* presentation.

Establish Expectations and Set Goals for:
- ☐ Growth and proficiency
- ☐ How and when you and your teachers will use *i-Ready* data to inform school- and classroom-level instructional decisions
- ☐ Instructional priorities for teacher-led instruction (i.e., whole class, small group, acceleration)
- ☐ Attainable metrics for Personalized Instruction (i.e., Lesson Time-on-Task, Percent of Lessons Passed)

2. Designate Program Champions:
- ☐ Designate and empower program champions that lead fellow educators to successfully use *i-Ready*.

3. Develop and Communicate Schedules:
- ☐ Testing schedules: Develop a Diagnostic testing schedule, including time to accommodate retesting, and establish computer procedures for the classroom or lab, as applicable.

Diagnostic Scheduling Information*			
Recommended testing sessions are based on average total testing time. Consider adding buffer time for transitions, logging in, and viewing tutorial videos. Note: Additional testing sessions may be needed for students who are absent or need more time to complete the Diagnostic before it expires (some students may need more or less time due to a number of factors).			
Grade	**K**	**1**	**2–5**	**6–8 and 9–12**
When to Schedule the First Diagnostic	4–6 weeks into the school year	Start as soon as possible**		
Recommended Testing Sessions for Each Diagnostic (per Subject)	Three 20-minute sessions†	Two 20- to 30-minute sessions†	Two 40- to 50-minute sessions†	Plan number and length of testing sessions based on your schedule. Most students complete within 60–90 minutes (e.g., two 45-minute sessions); some will need additional time.†

Develop and Communicate Schedules, (Cont'd.):
- ☐ Develop schedules that reflect all instructional priorities.
- ☐ Allocate resources that promote classes and students in meeting *i-Ready Personalized Instruction* usage metrics and goals.
- ☐ Plan for and schedule targeted professional learning experiences.

4. Ensure Adequate Technology:

Student Devices:
- ☐ 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 on the exact devices students will use.
- ☐ If using lockdown browser, ensure the steps on the *i-Ready* Secure Testing Overview Document have been taken.
- ☐ Plan ahead for the use of accessibility features and the provision of accommodations. You can use CurriculumAssociates.com/iReadyAccessibility to help.
- ☐ Allocate resources to promote achieving Diagnostic completion goals.

i-Ready Connect Rosters:
- ☐ Ensure 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 assessment, instructional assignment, or reporting purposes.

i-Ready Connect Settings:
- ☐ Set Diagnostic Windows, based on your comprehensive assessment calendar, in which all students complete the *i-Ready Diagnostic*.*
- ☐ Set start date for the first Diagnostic.
- ☐ Set Assessment Schedule Restrictions to limit student access to *i-Ready* assessments to specific days and hours and Student Content Restrictions during Assessment to ensure students have access to the appropriate dashboard resources and teacher-assigned content when assessments are active.
- ☐ Turn on Personalized Instruction (if needed) prior to the first Diagnostic to allow students access immediately after the Diagnostic.
- ☐ Ensure all other assessment settings** and assignment privileges are aligned to your district or school assessment plan. Consider the Diagnostic for Mathematics in Spanish, Growth Monitoring, Standards Mastery, and the Assessment of Spanish Reading, if applicable. Note: District administrator or partner success manager support may be needed for specific assessments. For more information, refer to Setting Up Your Account to Support Your Assessment Plan.

5. Encourage and Prepare Students and Teachers:

☐ Communicate with and remind all stakeholders (i.e., staff, students, and families) of:

– The importance of reliable data

– Established goals

– Diagnostic Window dates and testing schedules

– Testing expectations, procedures, and best practices

☐ Use the Preparing Teachers to Get Good Data on the Diagnostic presentation to set expectations as well as review how teachers should prepare and motivate students and actively proctor during the Diagnostic.

☐ Remind teachers to complete their Teacher Checklist for Administering the Diagnostic (page 46).

☐ 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.

6. Oversee and Monitor:

☐ Assign the Diagnostic. The first Diagnostic of the academic year 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.

☐ Actively support and manage Diagnostic administration to help staff and ensure best practices are being used and, when needed, appropriate accommodations are being provided.

☐ Monitor completion and rushing using the Diagnostic Completion export or Diagnostic Status reports during your Diagnostic Window. Ensure each student completes a Diagnostic before the test expires. See Assessment Expiration Rules on *i-Ready Central*. Encourage teachers to actively monitor test expiration and Rush alerts for their students.

☐ Retest students as needed within the Diagnostic Window.**

Notes:

Do not modify any settings or decisions made by your district or school (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.*

Immediately after Each Diagnostic

Engage Educators in Data Analysis and Instructional Planning:

☐ Identify schoolwide trends and inform priorities and next steps.

☐ Evaluate school progress toward goals and programmatic and instructional effectiveness, adjusting programming and providing guidance as needed.

☐ Use data to target instruction for prioritized 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.

☐ Regularly engage educators in data analysis to drive instructional planning.

Share Data with Your Community:

☐ Leadership team: Identify next steps to support teaching and learning and promote professional growth.

☐ Teachers: Discuss shared data and provide guidance to support best practice.

☐ Ensure goal setting and progress monitoring are happening.

☐ Celebrate student and class performance and growth to keep educators, students, and families motivated.

Enable Educators to Use *i-Ready*:

☐ Emphasize the importance of teacher-led instruction and use of supporting *i-Ready* resources (e.g., Tools for Instruction, Tools for Scaffolding Comprehension, Teacher Toolbox, if applicable).

Notes:

Notes:

WORKSHEET
Get Good Data Leader Action Plan

Use this worksheet to create your action plan to get good data for your district or school.

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

Diagnostic Window:	
Get Organized*: • How will you ensure teachers and students have access to the technology, materials, and testing space they need? • How will you confirm that teachers reviewed the accuracy of their rosters and they have their students' login information?**	
Encourage and Prepare Students and Teachers: • When and how will you share expectations and motivate and prepare students and teachers? • What resources will you share?	
Oversee Diagnostic Administrations: • When will you conduct walkthroughs, which classrooms will you visit on which days, and how long will you spend in each room? • How will you provide encouragement and feedback?	
Monitor Diagnostic Completion and Rushing: • What will you do if you notice students are rushing during the Diagnostic or taking longer than expected to complete? • How will you encourage teachers to leverage their Diagnostic Status report to respond to students who are rushing or taking too long with certain items? • How will you celebrate completion of 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.
**Single sign-on users will access *i-Ready* through their district's login portal.

Lead for Success

LEADER GUIDANCE
Personalized Instruction Monitoring

Use the guidance and considerations to monitor Personalized Instruction and respond to support teachers and students.

Monitor	Ask and Observe *Consider these reflection questions to ask your teachers:*	Take Action *Consider these teacher action steps:*
Weekly Lesson Time-on-Task		
Less than 30 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Which students would benefit from more time in lessons? • Do students have enough access to Personalized Instruction? • Are students being pulled for other forms of instruction or activities? • Are students engaged in online lessons? • Are students working on other online activities, including *i-Ready Learning Games,** during Personalized Instruction time?	• Set Lesson Time-on-Task goals with students. • Use Personalized Instruction trackers weekly. • Adjust schedule as needed. • Re-establish norms/expectations. • Review Learning Games Playtime report to see if students are working in games instead of lessons.* • If Lesson Time-on-Task meets instructional goals, no action may be needed. • Other:
More than 50 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Are students using Personalized Instruction in multiple settings (e.g., class, before-/after-school programs, home)? • Would students benefit from more time in other instructional activities? • Are students engaged in online lessons?	• Review students' instructional priorities and schedules to determine if additional time should be focused on other instructional activities. • Adjust schedule as needed. • If Lesson Time-on-Task meets instructional goals, no action may be needed. • Other:
Percent of Lessons Passed YTD		
Less than 70% of lessons passed	• Is this a classwide issue? • Which students have less than 70% of lessons passed for the year? • Are these students engaging with the lessons? • In what domains or skills do these students need additional support? • How can you address domains in which students' Percents of Lessons Passed are low?	• Pull a small group of students who could benefit from additional support in the same domain for teacher-led instruction. • Reteach a specific skill in whole class instruction. • Conduct data chats with students. • Engage students in goal setting and reflection. • Use trackers and create incentives. • Other:
Recommended Class-Level Personalized Instruction Use		
✓ **30–49 minutes of Lesson Time-on-Task** ✓ **At or above 70% of lessons passed**	• How do you want to celebrate these achievements? • What can you do to ensure these students maintain these recommended ranges?	• Celebrate students by acknowledging their achievement in class or sending home information to families. • Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox. • Other:

*Learning Games are available with i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish) at district discretion.*

i-Ready **Success Guide**

LEADER WORKSHEET
Personalized Instruction Monitoring

Use this worksheet to monitor Personalized Instruction. Use your Personalized Instruction data and refer to the Personalized Instruction Monitoring Guidance.

Monitor *List the grade levels and/or classes that place in each category.*	Observe and Reflect *Think about the possible causes. Review individual class and/or student data as needed.*	Take Action *Consider these action steps:*
Average Weekly Lesson Time-on-Task Is between 30–49 mins. and Percent of Lessons Passed YTD Is at or above 70%		
		☐ Celebrate the class and/or students in the class. ☐ Ask teachers to share best practices. ☐ Have a data chat with the the teacher(s) or grade level(s). ☐ Other:
Average Weekly Lesson Time-on-Task Is between 10–29 mins. and/or Percent of Lessons Passed YTD Is 50%–69%		
		☐ Celebrate students who are staying in the recommended ranges. ☐ Have a data chat with the the teacher(s) or grade level(s). ☐ Email the teacher. ☐ Conduct a classroom visit of Personalized Instruction and facilitate a reflective discussion with teachers. ☐ Other:
Average Weekly Lesson Time-on-Task Is between 0–9 mins. and/or Percent of Lessons Passed YTD Is below 50%		
		☐ Have a data chat with the the teacher(s) or grade level(s). ☐ Schedule professional learning experiences to support Personalized Instruction. ☐ Email the teacher. ☐ Conduct a classroom visit of Personalized Instruction and facilitate a reflective discussion with teachers. ☐ Other:

🔍 **To access this worksheet**, search *personalized instruction monitoring* on i-ReadyCentral.com.

Notes:

Teach for Success

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 instructional priorities.

These actions should be repeated throughout the school year.

Get Good Data

Get organized and administer each assessment: **Prepare and motivate students, actively proctor, and track completion.**

Set Schedules

Create and maintain schedules that include key instructional elements: **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, Grade-Level Planning, Instructional Groupings, and Diagnostic Growth. Review data from interim and formative assessments to prioritize and adjust instruction.**

Actively Monitor and Respond

Monitor Personalized Instruction and respond to support students: **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' instructional priorities: **Use *i-Ready* data and reports to help plan whole class, small group, and/or individual student instruction. Deliver tailored instruction using the recommended resources and 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.**

Your Year with *i-Ready*

Before 1st Diagnostic	**1st** **Diagnostic** **Window** *(≤ 4 weeks)*	**Between** **Diagnostic Windows** *(12–18 weeks)*	**2nd** **Diagnostic** **Window** *(≤ 4 weeks)*	**Between** **Diagnostic Windows** *(12–18 weeks)*	**3rd** **Diagnostic** **Window** *(≤ 4 weeks)*	**End** of Year

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

Get Good Data

Get organized, prepare and motivate students, and administer the Diagnostic as soon as possible at the start of the school year (start four to six weeks into the school year for kindergarten).*

Set Schedules

Create and maintain schedules that include key instructional elements.

Use Data to Plan Instruction

Review data to inform instructional decisions.

Deliver Differentiated Instruction

Deliver targeted instruction to address students' instructional priorities.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to support students.

Set Goals and Engage Students

Set clear goals with students and celebrate growth and progress.

Get Good Data

Get organized, prepare and motivate students, and administer the second Diagnostic so students start the test at least 12 weeks after completing the first Diagnostic.

Set Schedules

Create and maintain schedules that include key instructional elements.

Use Data to Plan Instruction

Review data to inform instructional decisions.

Deliver Differentiated Instruction

Deliver targeted instruction to address students' instructional priorities.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to support students.

Get Good Data

Get organized, prepare and motivate students, and administer the third Diagnostic so students start the test at least 12 weeks after completing the second Diagnostic.

Reflect, celebrate, and plan for next year.

If applicable, other i-Ready assessments are administered, based on district plans or classroom-level decisions.

Notes:

Notes:

*For more information, refer to pp. 46–47.

i-Ready Success Guide

Teach for Success

TEMPLATE

Top Teacher Actions Reflection and Planning

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

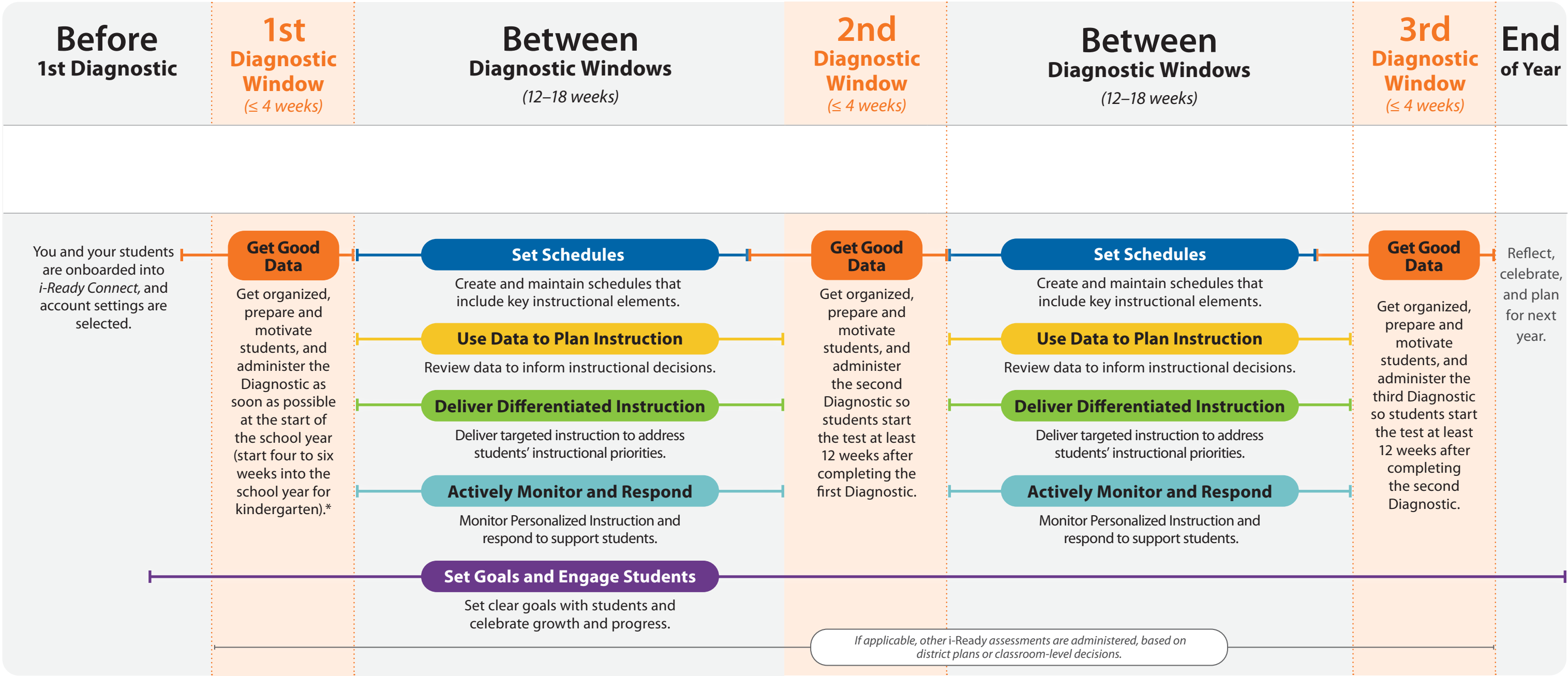|	Self-Score	What am I doing well? What could I be doing better?	What are my next steps?
Get Good Data			
Get organized and administer each assessment: Prepare and motivate students, actively proctor, and manage rushing and track completion.			
Set Schedules			
Create and maintain schedules that include key instructional elements: 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, Grade-Level Planning, 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

	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 support students: 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' instructional priorities: Use *i-Ready* data and reports to help plan whole class, small group, and/or individual student instruction. Deliver tailored instruction using the recommended resources and 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

Get Good Data

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

Now more than ever before, you need to know where your students are and how you can best support them. Using data can help accomplish this but only if the data you have is reliable. The most important thing you can do to get accurate data is prepare students for the Diagnostic and motivate them to try their best.

To get good data:

1 **Get Organized:** Set or review your schedule, review the accuracy of your class roster(s), test technology students will use to take the Diagnostic, and gather materials.

2 **Prepare and Motivate Students:** Explain the student Diagnostic experience and important test procedures and motivate students to try their best.

3 **Actively Proctor:** Actively monitor and encourage students as they are taking the Diagnostic, watch for students who seem to be rushing and/or who are not trying their best, give breaks when needed, and acknowledge perseverance.

4 **Track Completion:** Use the Diagnostic Status report to check for Rush alerts and ensure each student completes a Diagnostic before their test expires and within the Diagnostic Window.

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

Get good data with the tips and tools that follow!

Get Good Data

Administering the Diagnostic

🔍 **For step-by-step instructions on how to perform many of these tasks**, refer to the How Tos on .

1. Get Organized

☐ **Set or review your schedule** for administering the Diagnostic.

Diagnostic Scheduling Information*				
Recommended testing sessions are based on average total testing time. Consider adding buffer time for transitions, logging in, and viewing tutorial videos. Note: Additional testing sessions may be needed for students who are absent or need more time to complete the Diagnostic before it expires (some students may need more or less time due to a number of factors). For testing windows for subsequent Diagnostics, refer to the Assess & Teach tab on your dashboard.				
Grade	**K**	**1**	**2–5**	**6–8 and 9–12**
When to Schedule the First Diagnostic	4–6 weeks into the school year	Start as soon as possible**		
Recommended Testing Sessions for Each Diagnostic (per Subject)	Three 20-minute sessions†	Two 20- to 30-minute sessions†	Two 40- to 50-minute sessions†	Plan number and length of testing sessions based on your schedule. Most students complete within 60–90 minutes (e.g., two 45-minute sessions); some will need additional time.†

☐ **Review accuracy of class roster(s)**, obtain login information for each class and subject,†† and alert your administrator of any discrepancies.

☐ **Test technology students will use to take the Diagnostic:** Run the *i-Ready Connect* system check at https://cdn.i-ready.com/systemcheck on the exact devices students wll use to confirm computers are functioning properly. Ensure audio and headphones work on the exact devices students will use.

☐ **Plan ahead** for use of accessibility features and provision of accommodations. You can use CurriculumAssociates.com/iReadyAccessibility to help.

☐ **Gather paper and pencils** for students' scratch work and notes.

☐ **Confirm how the Diagnostic will be assigned.** The first Diagnostic of the academic year is automatically assigned; subsequent Diagnostics must be manually assigned. Depending on your user role, permission to assign or cancel a Diagnostic varies.

2. Prepare and Motivate Students

☐ **Explain the Diagnostic's purpose, review expectations, and provide helpful test-taking tips** by using the Preparing Students for the Diagnostic presentation (English | Spanish | High School) or Preparing Students for a Subsequent Diagnostic presentation (English | Spanish | High School) and/or introductory videos.

☐ **Motivate students to do their best** on the Diagnostic.

☐ **Create individual and class goals** using student data chats to create individual goals and consider sharing class goals.

☐ **Communicate with families** so they can help prepare their students.

3. Actively Proctor

☐ **Monitor and encourage students** as they are testing.

- Walk around the room by following a pathway as students are testing, making sure to walk behind every student's desk.
  - Glance at students' computer screens and Diagnostic progress bars to ensure students are staying on track by observing for rushing, fast clicking, open tabs, other websites, etc.
  - Ensure students are showing their work on paper.
- Reinforce positive testing behaviors using encouragement cards.
- If students are rushing, remind them to take their time and try their best. Give breaks when needed.
- If students seem stuck or are taking a long time for each item, encourage them to do their best and move on.
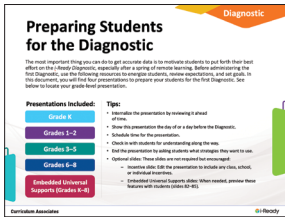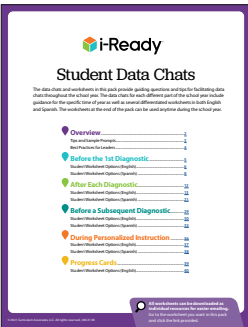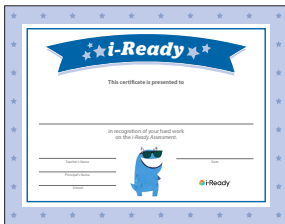
4. Track Completion

☐ **Use the Diagnostic Status report to:**

- Check for Rush Flags. Connect with your administrator to determine if you will need to assign a new Diagnostic, in keeping with district or school policies.
- Ensure that each student completes a Diagnostic before their test expires and within the Diagnostic Window.

☐ **Clean up and celebrate!**

- Collect paper and pencils.
- Ensure students are logged out of *i-Ready Connect*.
- Use student certificates to celebrate students for taking their time, showing their work, using multiple strategies, etc.

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

Getting Good Data

Get organized and administer each assessment.

| Tips	Tools
Review Purpose, Expectations, and Tips • Explain why the Diagnostic is important and review expectations. • Describe the student Diagnostic experience and provide helpful test-taking tips. **Motivate Students to Try Their Best** • Encourage students to try their best by having them write commitments before taking the Diagnostic. **Create Individual and Class Goals** • Help students set individual goals and consider sharing class goals (e.g., "Our class will have zero students rushing."). • Help students create goals for the first Diagnostic of the fall through one-on-one data chats using historical data from their spring Diagnostic assessment. **Provide Encouragement to Students** • Actively monitor students as they are taking the Diagnostic. • Provide encouragement, give breaks when needed, and acknowledge effort and perseverance. **Communicate with Families** • Send a letter home to families before students take the Diagnostic explaining what the assessment is and how they can help prepare their students.	Setting Goals with Students Guidance Preparing Students for the Diagnostic Presentation English | Spanish | High School Student Data Trackers, Pledge Sheets, and Learning Reflections Data Chats Elementary | Secondary Kindergarten Digital Readiness Student Certificates Communication Templates to Families (Available in English, Spanish, and additional language translations)

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

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.

Example

Maria is a fourth grade student. Using information from a previous Diagnostic, she is delivered her first question. She gets the question correct and then is given another question of a very similar difficulty level. Then the questions begin to adjust to her responses. The test increases in difficulty as she answers questions correctly and decreases in difficulty as she answers questions incorrectly. By the end of her Diagnostic, the test zeroes in on her actual proficiency level across a range of domains in Reading or Mathematics.
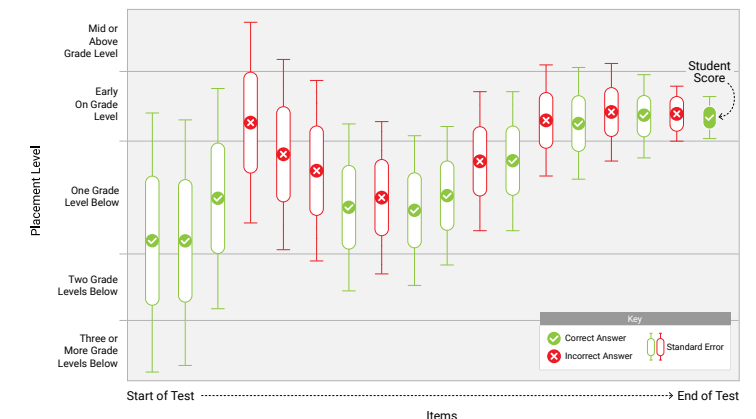
Understanding the *i-Ready Diagnostic*

The first Diagnostic starts each student at a difficulty level one grade level below their chronological grade level. On subsequent assessments, students will start approximately where they left off on a previous assessment. As students answer questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the Diagnostic reaches the level of difficulty that is 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.** Each new question administered to a student is determined by the student's performance on their previous questions. The student receives a scaled score that is determined by taking into account the difficulty level of all these questions and their correct or incorrect responses to each.

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.
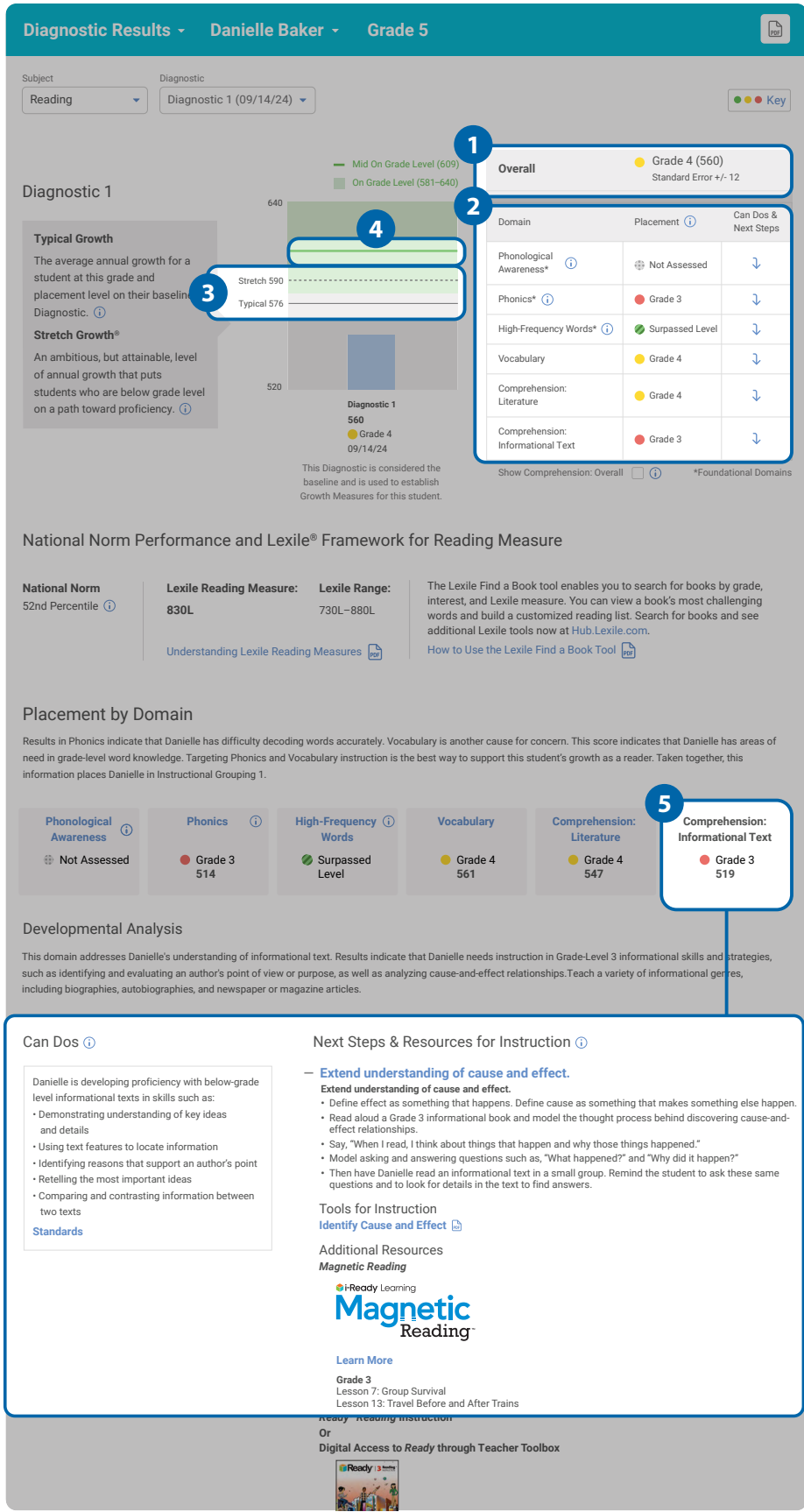
Get Good Data

Diagnostic Results (Class)

1. **Overall Placement:** Examine the percentage of students in each grade-level placement.

2. **Placement by Domain:**
   - Which domain(s) have the *most* students Early On Grade Level and Mid or Above Grade Level?
   - Which domain(s) have the *fewest* students Early On Grade Level and Mid or Above Grade Level?
   - Which domain(s) do you want to focus on for teacher-led instruction?

3. **Student Performance:** Sort by either Scale Score, Overall Placement, or a specific domain to identify instructional priorities of groups and individual students.

4. **Student Growth Measures:** Select column data to see the growth measures for each student in your class.

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

Diagnostic Results ▾

1

Overall Placement

| 4 | 4 | | 10 | 1 | 2 |

- ● Mid or Above Grade Level — **19%**
- ● Early On Grade Level — **19%**
- ● One Grade Level Below — **48%**
- ● Two Grade Levels Below — **5%**
- ● Three or More Grade Levels Below — **10%**

2

Placement by Domain*

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

*Students not completed are not included.
⊕ Students not assessed due to grade or domain exempted

ⓘ Learn about Max Score, Surpassed Level, Not Assessed, and Domain Exempted

4

Showing 21 of 21

3

Choose Your Column: Annual Growth Measur...

Student	Overall Placement & Scale Score	PA	PH	HFW	VOC	COMP	LIT	INFO	Typical Growth	Stretch Growth®
Avina, Zandy	● Mid 5 (615)	Not Assessed	Max Score	Max Score	Early 5	Mid 5	Mid 5	Mid 5	7	18
Sanchez, Abby	● Mid 5 (615)	Not Assessed	Max Score	Max Score	Early 5	Mid 5	Mid 5	Mid 5	7	18
Stanton, Geena	● Mid 5 (613)	Not Assessed	Max Score	Surpassed Level	Early 5	Mid 5	Mid 5	Mid 5	7	18
Tan, Melanie	● Mid 5 (610)	Not Assessed	Max Score	Surpassed Level	Mid 5	Late 5	Late 5	Mid 5	7	18
Wade, Kiara	● Early 5 (603)	Not Assessed	Max Score	Surpassed Level	Early 5	Early 5	Mid 5	Early 5	13	25
Vo, Isaiah	● Early 5 (599)	Not Assessed	Max Score	Surpassed Level	Early 5	Mid 5	Mid 5	Mid 5	13	25
McDonald, Kal	● Early 5 (589)	Not Assessed	Max Score	Surpassed Level	Early 5	Early 5	Early 5	Early 5	13	25
Warren, Santino	● Early 5 (581)	Not Assessed	Max Score	Surpassed Level	Grade 4	Mid 5	Early 5	Mid 5	13	25
Powell, Elijah	● Grade 4 (577)	Not Assessed	Grade 3	Surpassed Level	Grade 4	Grade 4	Grade 4	Grade 3	16	30
Singh, Brian	● Grade 4 (577)	Not Assessed	Grade 3	Max Score	Grade 4	Grade 4	Grade 4	Grade 4	16	30
Ruiz, Justin	● Grade 4 (571)	Not Assessed	Max Score	Surpassed Level	Grade 4	Early 5	Early 5	Grade 4	16	30
Choi, Isabelle	● Grade 4 (568)	Not Assessed	Grade 3	Surpassed Level	Grade 4	Grade 4	Grade 4	Grade 4	16	30
Hess, Michael	● Grade 4 (563)	Not Assessed	Grade 3	Surpassed Level	Grade 3	Grade 3	Grade 3	Grade 3	16	30
Baker, Danielle	● Grade 4 (560)	Not Assessed	Grade 3	Surpassed Level	Grade 4	Grade 3	Grade 4	Grade 3	16	30

i-Ready Success Guide

Diagnostic Results (Student)

1. **Overall Performance:** Look at the scale score and placement level.

2. **Domain Performance:** Refer to the domain placement levels to identify domain strengths and areas for improvement.

3. **Growth Measures:** Use growth measures on the bar graph to set goals with students and examine student performance relative to goals.

4. **Progress toward Mid On Grade Level:** Use the green line to measure student progress toward Mid On Grade Level placement, which indicates if a student has met the minimum requirements for the standards in their grade level.*

5. **Can Dos and Next Steps & Resources for Instruction** *(click a domain to expand)*: Refer to the Can Dos, Next Steps & Resources for Instruction, Tools for Instruction, and Teacher Toolbox resources for a detailed analysis and next steps for planning instruction.

Diagnostic Results ▾ **Danielle Baker** ▾ **Grade 5**

Subject: Reading | Diagnostic: Diagnostic 1 (09/14/24)

● ● ● Key

1

Diagnostic 1

— Mid On Grade Level (609)
▥ On Grade Level (581–640)

640

4

3

520

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

Stretch Growth®
An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. ⓘ

Diagnostic 1
560
● Grade 4
09/14/24

This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

2

Overall	● Grade 4 (560) Standard Error +/- 12

Domain	Placement ⓘ	Can Dos & Next Steps
Phonological Awareness* ⓘ	⊕ Not Assessed	↓
Phonics* ⓘ	● Grade 3	↓
High-Frequency Words* ⓘ	✓ Surpassed Level	↓
Vocabulary	● Grade 4	↓
Comprehension: Literature	● Grade 4	↓
Comprehension: Informational Text	● Grade 3	↓

Show Comprehension: Overall ⓘ *Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm	Lexile Reading Measure:	Lexile Range:	The Lexile Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.
52nd Percentile ⓘ	**830L**	730L–880L	

Understanding Lexile Reading Measures 📄   How to Use the Lexile Find a Book Tool 📄

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has areas of need in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

5

Phonological Awareness ⓘ	Phonics ⓘ	High-Frequency Words ⓘ	Vocabulary ⓘ	Comprehension: Literature ⓘ
⊕ Not Assessed	● Grade 3 514	✓ Surpassed Level	● Grade 4 561	● Grade 4 547

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade-Level 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Ready Reading Instruction
Or
Digital Access to *Ready* through Teacher Toolbox

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

**Get Good Data**

WORKSHEET

Get Good Data Teacher Action Plan

Use this worksheet to create an action plan for a successful Diagnostic administration.

Grade Level and/or Class: _____ Date: _____

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

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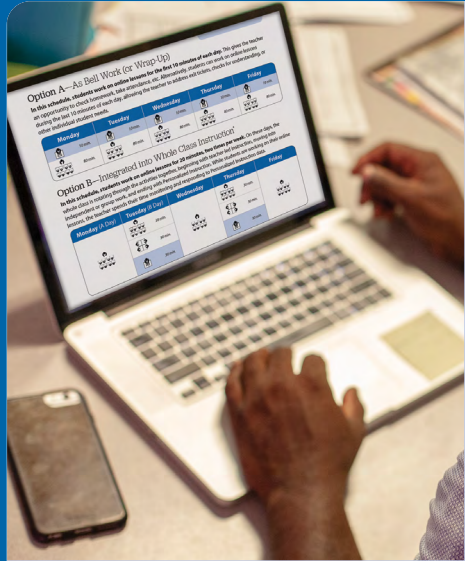
> **"***Initially my concern was, how is it going to fit into the day? I've found that* i-Ready *is a great resource. It's a resource that helps me support my students and reinforce and practice skills** we've hit on in class.***"**
>
> **—Middle School Teacher**

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

To create effective schedules:

1 **Identify All Schedule Elements:** Consider the instructional elements you must balance during your school day. Also consider scheduled assessments, collaboration with colleagues, data-use priorities, and other curriculum requirements. Identify all elements you want to incorporate.

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

3 **Plan Your Time:** Determine how much time you have with students for daily and weekly instruction. Decide how much time you'll allocate to whole class instruction, small group rotations, and *i-Ready Personalized Instruction*.

4 **Reflect and Refine:** Reflect on what worked and what could be improved in your classroom schedule. As you become more comfortable with planning and coordination, adjust your schedule to best support your students.

Create effective schedules with the tips and tools that follow!

Setting Schedules

Create and maintain schedules that include key instructional elements.

Tips	Tools
Identify All Schedule Elements Consider the instructional elements to be balanced during your school day: whole class and small group instruction, *i-Ready Personalized Instruction*, student engagement, and your own planning and monitoring. Identify all elements you want to incorporate. **Identify Resources** Identify resources available to you, such as technology, curricula and student materials, school and human resource supports, time, etc. If other educators also use these resources, collaborate to make a plan for sharing. **Plan Your Time** • Decide how much time you'll allocate to whole class instruction, small group instruction, and *i-Ready Personalized Instruction*. • Allow students to aim for 45 minutes of *i-Ready Personalized Instruction* to stay in the recommended range of 30–49 minutes per subject per week.* **Reflect and Refine** • Ensure students have enough time to meet instructional priorities and usage goals. • Adjust and create a refined schedule when needed.	Sample Schedules [Elementary](#) | [Middle](#) Scheduling Instruction Planning Worksheet Station Rotation Planning Worksheet Planning Tool for Personalized Instruction Text Selector Tool

*In specific situations, usage outside the recommended range of 30–49 minutes may be appropriate, and educators may choose to adjust usage targets at their discretion.

How Should I Structure My Instructional Time?

Structure your schedule and classroom in ways that provide all students access to grade-level content while allowing students to receive the supportive scaffolds and additional instruction they need to succeed.

Key
- Rich and rigorous grade-level content
- Supportive scaffolds to help access grade-level content
- Additional support on foundational skills

Whole Class Instruction
Sample time: 30 minutes
Grade-Level Instruction for All, Supportive Scaffolds for Some

Targeted Differentiated Support
Sample time: 45 minutes (15 minutes per rotation)
Differentiated Instruction to Support Grade-Level Learning

Opportunities for Additional Support

Sample time: 30 minutes
Teaching of Critical Foundational Skills

Sample time: 30 minutes
Additional Practice and Enrichment

Scheduling Instruction Planning

Use this worksheet to plan how you will use all available schedule elements and resources to support grade-level learning.

Class: _____ ☐ Mathematics ☐ Reading

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Whole Class Instruction _What are the focus on-grade level skills?_ _What scaffolds will you provide and for who?_					
Teacher-Led Instructional Support _When will you teach your student groups?_ _What resources will you use?_ _Who will provide instruction?_					
Independent Student Activities _What activities will students be working on to support their learning?_					

Targeted Differentiated Support

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

Use Data to Plan Instruction

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

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

When using data:

1. **Ask:** Identify the right questions to focus your data analysis.

2. **Observe and Reflect:** Analyze data and reflect on previous grade-level instruction and how students performed.

3. **Take Action:** Plan instruction, share results, and celebrate student growth and progress.

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

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

Immediately after Each Diagnostic

☐ **Schedule time to review your *i-Ready* data.**

☐ **Look at data to:**
- Identify trends and areas for improvement to inform planning and next steps for teacher-led instruction.
- Group students by common instructional priorities and determine resources for whole class or small group instruction.
- Create class and individual student goals, including learning and growth goals.
- Identify students who are not on track to reach their goals and adjust instructional plans accordingly.

☐ **Engage students in data chats** about their learning and growth using the Student Data Chats Pack.

☐ **Review schedules for Personalized Instruction and make adjustments** to prioritize time based on students' instructional priorities.

☐ **After subsequent Diagnostics, review class and student growth** using the Diagnostic Growth report.

☐ **Celebrate class and student growth and progress** to keep students and families motivated.

☐ **Communicate with students** about *i-Ready Personalized Instruction*:
- After the first Diagnostic, explain to students what *i-Ready Personalized Instruction* is, show them the student dashboard by using the Getting Students Ready for Personalized Instruction presentation (English | Spanish), or access Getting Kindergarten Students Started in Online Instruction.
- Set goals for Percent of Lessons Passed and Lesson Time-on-Task, and review class routines for getting to work quickly.
- After subsequent Diagnostics, explain to students how their Diagnostic results will impact their Personalized Instruction lessons, remind students of their goals, and motivate them to work toward their goals with Personalized Instruction.

Notes:

i-Ready **Success Guide**

Using Data to Plan Instruction

Review Diagnostic reports to inform instructional decisions.

Start with a Question

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

Class Data Questions:	Report to Use:
How is my class **performing**, and what are my students' **domain-specific instructional priorities**?	Diagnostic Results
What are the suggested **growth measures** for each of my students?	Diagnostic Results
What **skills** have my students likely acquired, and how can I support them in upcoming **grade-level mathematics instruction**?	Grade-Level Planning (Prerequisites)
What does the data indicate about my students' **readiness for upcoming grade-level reading instruction** focused on comprehension skills?	Grade-Level Planning (Scaffolding)
How can I **group** my students and plan to address their instructional priorities?	Instructional Groupings
Which students could benefit from **additional support** between now and the end of the year?	Diagnostic Growth
Student Data Questions:	**Report to Use:**
What are the **strengths** and **areas for improvement** for an individual student? How do I **plan my differentiated instruction** and **identify the right resources** to best support my students?	Diagnostic Results
How is an individual student **progressing toward their growth measures and grade-level proficiency**?	Diagnostic Growth

Tips for Data Analysis

- Keep an open mind and maintain objectivity.
- Write your observations and note any additional questions or inferences. *Consider using the worksheet on p. 77*.
- Consider other data sources to help you answer additional questions.
- Create your action plan, revisit it, and continue to routinely analyze data and reflect on instruction.
- Collaborate with fellow teachers.

🔍 **For step-by-step instructions on using data to answer your class- and student-level data questions**, visit i-ReadyCentral.com/DataAnalysisGuide to download the full Data Analysis Guide.

For guidance on which reports to use and an overview of data provided in each, visit i-ReadyCentral.com/ReportSelector to download the full Report Selector Tool.

Notes:

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, inform instructional decisions, 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 accelerate 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 to promote student ownership of learning and growth. Engage families in data chats when possible.

What Does a Data-Driven Instructional Planning Process Look Like?

Use this diagram as a reference for your data analysis and instructional planning process. Reading left to right, determine your purpose for analyzing data, when you will perform your analysis, and what *i-Ready* data you will review. Then use the questions provided to focus your analysis before selecting resources and planning instruction.

	When	Review	Consider
Big Picture: Class and Student Performance Analyze data for **high-level insights** into domain-specific performance.	After each Diagnostic and before instructional planning throughout the year	Diagnostic Results (Class/Student) report *(Mathematics/Reading, Grades K–12)*	• What do you observe about: – Performance overall and by domain? – Strengths and areas for improvement? • What have you taught/how have students progressed since the most recent Diagnostic?
Student Preparedness: Upcoming Grade-Level Instruction Analyze data for **focused insights** into students' strengths and instructional priorities related to upcoming learning.	Prior to planning for each grade-level unit, lesson, or skill	• Grade-Level Planning (Prerequisites) report *(Mathematics, Grades 1–8)* • Grade-Level Planning (Scaffolding) report *(Reading, Grades 3–8*)* • Instructional Groupings report *(Mathematics, Grade K/ Reading, Grades K–2)*	• How prepared are students for upcoming grade-level instruction, and where might students benefit from additional support? • How can you group students and plan to address their instructional priorities?
Student Priorities: Intervention and/or Enrichment Analyze data for **detailed insights** into strengths and instructional priorities.	After each Diagnostic and as needed throughout the year	• Instructional Groupings report *(Mathematics/Reading, Grades K–8)* • Diagnostic Results (Student) report *(Mathematics/Reading, Grades K–12)*	• What does the data indicate about supports or enrichment from which individual students or groups of students would benefit? • How will you ensure coherence between your intervention or enrichment planning and grade-level instruction?

Plan Instruction
with recommended *i-Ready* and/or core curricula resources

*Expanding to Grades K–3 Phonics in the 2024–2025 school year

WORKSHEET
Data-Driven Instructional Planning

Class: _____ **Upcoming Grade-Level Instruction:** _____

Diagnostic Results

	Mathematics	Reading
Ask Select or create a question you want to answer with your data.		
Observe What do you observe about your class's performance overall and by domain? What are strengths and areas for improvement?		
Reflect What have you taught/how have students progressed since the most recent Diagnostic?		

Grade-Level Planning

	Prerequisites	Scaffolding
Ask Select or create a question you want to answer with your data.		
Observe How prepared are students for upcoming grade-level instruction, and where might students benefit from additional support?		
Reflect What trends are you seeing and what conclusions can you draw? How does additional data confirm the results? What more do you want to know about students' understanding?		

Continued on next page.

i-Ready **Success Guide**

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Use Data to Plan Instruction

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Take Action

Identify one instructional pathway that aligns to the data in your Grade-Level Planning (Prerequisites) report and complete that column to plan your instruction.

Instructional Pathway	☐ Most students have **Likely Acquired the prerequisite skills**.	☐ A small number of students need **Monitor and Support*** and/or **In-Depth Review**.	☐ Most students require **Monitor and Support**.	☐ Most students require **In-Depth Review**.
Students				
Prerequisites to Address				
Guidance and Resources to Use	Guidance from core program for support and pacing recommendations	Recommended Resources	On-the-Spot Teaching Tips in the Topic Support PDF	Topic Support PDF, Recommended Resources, and core program resources and pacing guidance
Plan for Using Guidance and Resources	*How will you connect to students' prior knowledge in the upcoming instruction? How will you differentiate instruction for students?*	*How will you use the small group instruction recommendations to support students with prerequisite skills? When and how will you incorporate small group instruction into your math block? Which resources will you use?*	*How will you integrate On-the-Spot Teaching Tips into your grade-level instruction? Which scaffold(s) will you use to help engage students in grade-level instruction and when will you use them?*	*How will you incorporate prerequisite skills into your grade-level instruction? Are there Prerequisite Lessons you will need to teach? When might you integrate these to best prepare students for upcoming instruction? To stay on pace, are there places you might need to consolidate lessons or sessions?*

*May also be referred to as Additional Support.

Continued on next page.

🔍 **Use the Small Group Planning Worksheet or Differentiated Instruction Planning Worksheet** as a next step to plan for small group instruction.

Take Action
Use the Grade-Level Planning (Scaffolding) report to identify students needing additional support and complete the columns below to plan for upcoming grade-level instruction.

Support	Ready to Go	Additional Support (One Grade Level Below)	In-Depth Support (Two or More Grade Levels Below)	Needs Support Decoding
Students				
Prerequisites to Address				
Guidance and Resources to Use	Ready for grade-level instruction	Will benefit from Tools for Scaffolding Comprehension to help master necessary prerequisite skills in preparation for upcoming grade-level instruction		Will benefit from explicit phonics instruction (e.g., utilizing Tools for Instruction for Phonics) in addition to comprehension instruction
		Scaffold B	Scaffold A	Tools for Instruction (along with other resources to help develop foundational skills)
Plan for Using Guidance and Resources	*What will these students do while you are providing support to other groups? What enrichment opportunities can you provide for these students?*	*What might additional support look like? Who else might benefit from using Scaffold B? How will you also teach grade-level content to the students in this group?*	*What might in-depth support look like? Who else might benefit from using Scaffold A? How will you also teach grade-level content to the students in this group?*	*What might decoding support look like for these students? Will you also use Scaffold A or B with these students? How will you teach grade-level content to the students in this group?*

🔍 **Use the Small Group Planning Worksheet or Differentiated Instruction Planning Worksheet** as a next step to plan for small group instruction.

Using Growth and Proficiency Data

Overview

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 baseline Diagnostic, *i-Ready* generates two growth measures for every student:

Typical Growth: The average growth of students at each grade and 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 placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level 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 by the end of the academic year:**

	Individual Students	Groups of Students
Typical Growth	**Aim to exceed 100%* of their Typical Growth measure**	**Aim to exceed 100% median progress toward Typical Growth**
Stretch Growth	**Aim to meet their Stretch Growth measure.** Nationally, between 25%–35%* of students achieve these aspirational measures.	**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.*

Growth Model Example

Two Grade 3 Students. Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth   – – Stretch Growth

Mid/Late On Grade Level or Above Grade Level	– – +34 – – / +25
Early On Grade Level	– – +43 – –
One Grade Level Below	+27
Two Grade Levels Below	Alex
Three or More Grade Levels Below	Bianca
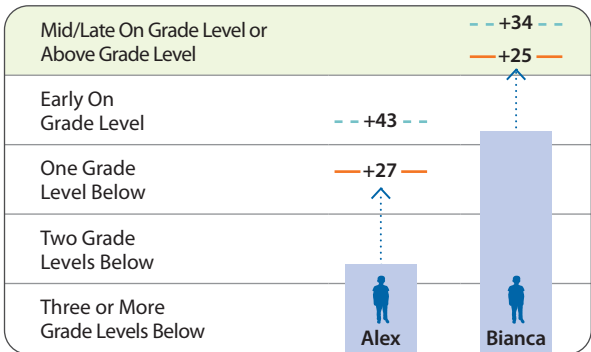
*i-Ready growth measures assume 30 weeks of instruction between a student's first and last Diagnostic. Progress to growth measures may vary if actual weeks of instruction differ.

i-Ready Success Guide

Diagnostic Growth (Class)

1. **Overall Growth:** Look at the median progress to Typical Growth.

2. **Progress Distributions:** Review the distribution of progress toward Typical Growth and Stretch Growth for your class.

3. **Overall Placement:** Put your students' growth in context of their current proficiency. Look at the Current Placement Distribution bar graph.

4. **Student Growth Table:** Drill down for a closer look at students. View a summary of progress to growth measures and changes in overall placement for each student.
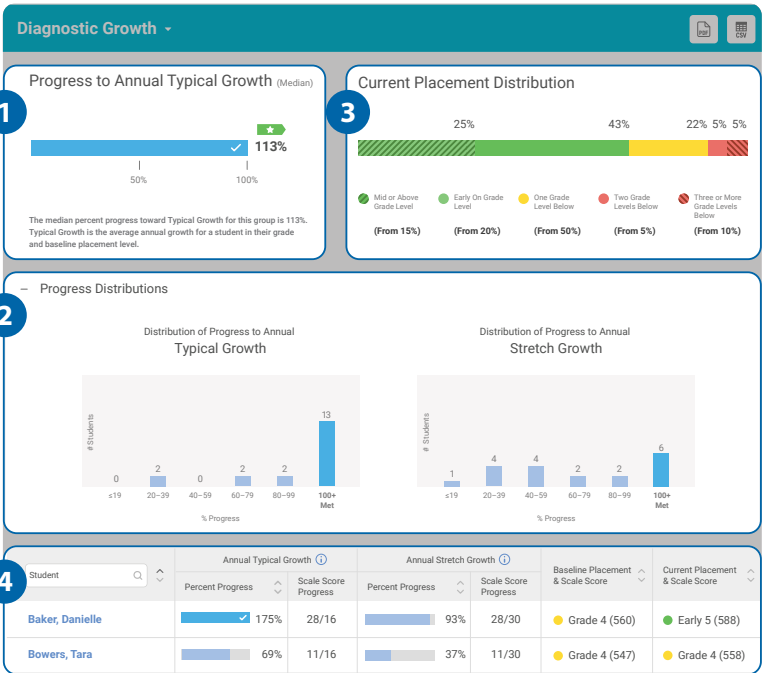
Diagnostic Growth (Student)

1. **Overall Growth:** Look at the student Year-to-Date Growth bar graphs to see progress toward their Typical Growth and Stretch Growth measures.

2. **Overall Placement Level:** Look at the Overall Diagnostic Growth bar graph.

3. **Placement by Domain:** Consider domains in which the student:
   – Improved from the baseline Diagnostic
   – Needs more support
   – Is on grade level
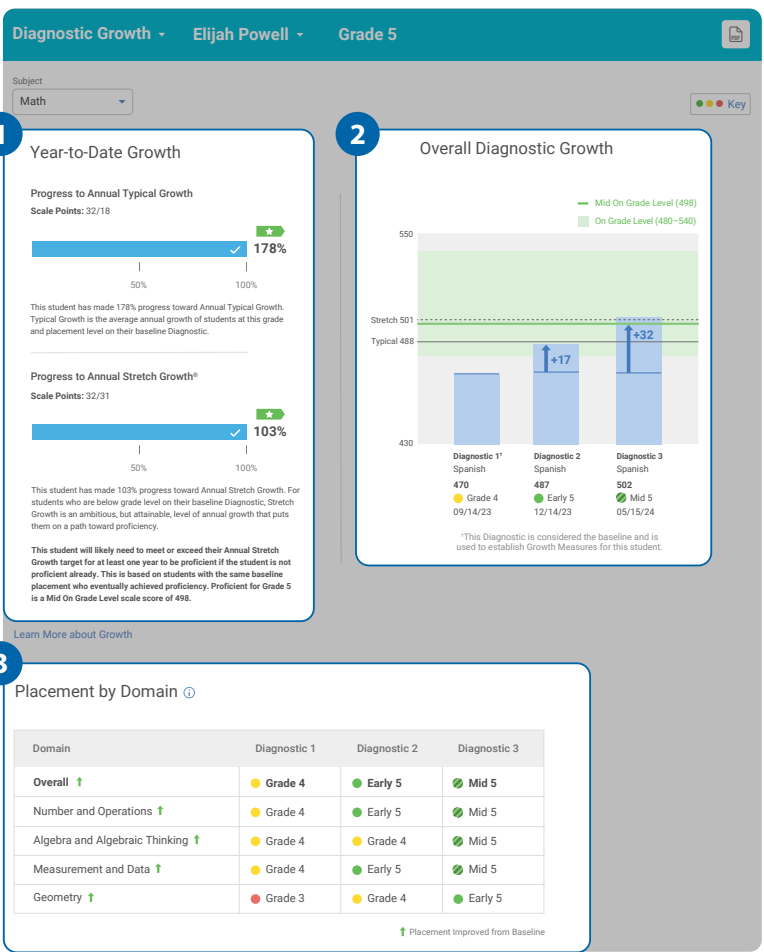
Student Growth and Performance Data

Use the guidance and considerations to analyze your *i-Ready* reports to determine students' strengths and areas for improvement and possible action steps. Use the [*i-Ready* Report Selector Tool](#) to support your data analysis.

Higher Growth and Lower Performance

Growth: Achieved *at least 50%* progress toward Typical Growth

Performance: 🟡 One Grade Level Below or 🔴 ⊘ Two or Three or More Grade Levels Below

Ask and Observe—Consider These Reflection Questions:
- What strategies have been effective in engaging this student in learning, growth, and progress?
- What are the strengths and areas for improvement for this student?
- What prerequisite skills, concepts, or supports will help this student access grade-level instruction in upcoming lessons?
- What individualized instruction, supplemental support, or interventions are currently in place for this student?
- Which other students have similar instructional priorities that could be addressed through teacher-led small groups?
- How is this student progressing in Personalized Instruction in each domain?

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

Higher Growth and Higher Performance

Growth: Achieved *at least 50%* progress toward Typical Growth

Performance: 🟢 ⊘ Early On or Mid On or Above Grade Level

Ask and Observe—Consider These Reflection Questions:
- What are areas in which I can enrich and challenge this student's learning?
- Within a domain, are there prerequisite skills, concepts, or supports that will help to promote access to grade-level or advanced content for this student?
- How is this student progressing in Personalized Instruction in each domain?
- What strategies have been effective in engaging this student to deepen their learning, growth, and progress?

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

Lower Growth and Lower Performance

Growth: Achieved *less than 50%* progress toward Typical Growth

Performance: 🟡 One Grade Level Below or 🔴 ⊘ Two or Three or More Grade Levels Below

Ask and Observe—Consider These Reflection Questions:
- What are the strengths and areas for improvement for this student?
- What prerequisite skills, concepts, or supports will help this student access grade-level instruction in upcoming lessons?
- How can differentiation or individualized instruction be adjusted to further prioritize this student's specific learning priorities? How might this student, or other students with similar areas for growth, benefit from additional targeted instruction?
- Is this student getting enough time in *i-Ready* lessons? How is this student progressing in Personalized Instruction in each domain?
- In what ways is this student engaged in learning, growth, and progress?

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

Lower Growth and Higher Performance

Growth: Achieved *less than 50%* progress toward Typical Growth

Performance: 🟢 ⊘ Early On or Mid On or Above Grade Level

Ask and Observe—Consider These Reflection Questions:
- What are the strengths and areas for improvement for this student?
- Within a domain, are there prerequisite skills, concepts, or supports that will help to promote access to grade-level or advanced content for this student?
- What are areas in which I can enrich and challenge this student's learning?
- How can differentiation or enrichment be adjusted to continue this student's progress toward advanced proficiency levels?
- How is this student progressing in Personalized Instruction in each domain?
- In what ways is this student engaged in learning, growth, and progress?

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

Learning Games are available with i-Ready Personalized Instruction for Grades K–8 Mathematics (English and Spanish) at district discretion.

WORKSHEET

Student Growth and Performance Analysis

Use this worksheet to analyze student data by growth and performance.* Use your Diagnostic Growth report (and additional data as needed) and refer to the Growth and Performance Data Guidance.

- **Observe:** List the students who placed in each category according to progress toward Typical Growth and Current Placement Level.
- **Reflect:** Think about other factors that may be contributing to student growth and performance.
- **Take Action:** Plan action steps to provide differentiated instructional support for students.

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

Ask:

Median Class Progress to Annual Typical Growth: _____%   ☐ Mathematics ☐ Reading

GROWTH ↑

Quadrant 2: Higher Growth and Lower Performance
Growth: Achieved *at least 50%* progress toward Typical Growth
Performance: 🟡 One Grade Level Below or 🔴 🚫 Two or Three or More Grade Levels Below
How can I continue to provide instructional support to keep these students progressing toward proficiency?

Observe:	**Reflect:**	**Take Action:**

Quadrant 1: Higher Growth and Higher Performance
Growth: Achieved *at least 50%* progress toward Typical Growth
Performance: 🟢 ✅ Early On or Mid On or Above Grade Level
How can I continue to provide enrichment and challenge for these students?

Observe:	**Reflect:**	**Take Action:**

Quadrant 3: Lower Growth and Lower Performance
Growth: Achieved *less than 50%* progress toward Typical Growth
Performance: 🟡 One Grade Level Below or 🔴 🚫 Two or Three or More Grade Levels Below
How will I support these students' instructional priorities to promote growth?

Observe:	**Reflect:**	**Take Action:**

Quadrant 4: Lower Growth and Higher Performance
Growth: Achieved *less than 50%* progress toward Typical Growth
Performance: 🟢 ✅ Early On or Mid On or Above Grade Level
How can I promote growth for these students?

Observe:	**Reflect:**	**Take Action:**

PERFORMANCE →

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

i-Ready **Success Guide**

Use Data to Plan Instruction

Notes:

i-Ready **Success Guide**

WORKSHEET
Data Reflection

Use this worksheet to analyze your *i-Ready* data.

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

| **Upcoming Grade-Level Instruction:** | ☐ **Mathematics** ☐ **Reading** |

| **Ask:** |

	Bright Spots (e.g., success with a specific domain, more than expected progress toward growth measures)	**Areas for Improvement** (e.g., support with a specific domain, less than expected progress toward growth measures)
Observe (List the grade level[s], class[es], and/ or student[s].)		
Reflect (List the instructional strategies or plans you've tried and their effects.)		
Take Action (Indicate your plan for what you will do and when.)		

Use Data to Plan Instruction

Actively Monitor and Respond

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

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

To maximize student learning during Personalized Instruction:

1 **Schedule Time:** Create a weekly schedule that reflects clear goals for *i-Ready Personalized Instruction*.

2 **Prepare Students:** Help students understand why *i-Ready Personalized Instruction* is important for their learning and familiarize them with the student experience.

3 **Engage and Motivate Students:** Establish and maintain student data routines and engagement strategies to help students do their best.

4 **Monitor and Respond:** Implement a weekly routine to review *i-Ready Personalized Instruction* data to actively support students' progress and identify next steps.

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

Actively monitor and respond with the tips and tools that follow! →
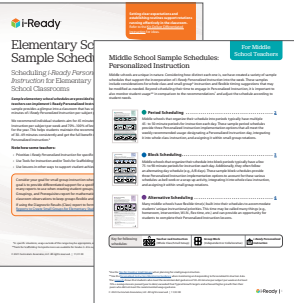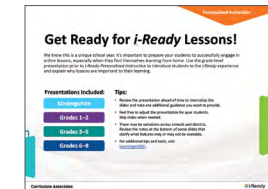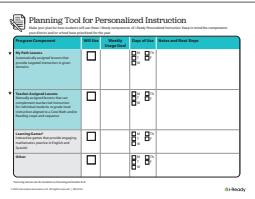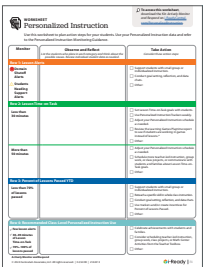
Notes:

TIPS AND TOOLS
Monitoring and Responding

Monitor Personalized Instruction and respond to support students.

Tips	Tools
Schedule Time • Create a schedule that allows students to aim for 45 minutes of Personalized Instruction per subject per week so they can maintain the recommended range of 30–49 minutes consistently.* • Allocate additional time to account for transitions and other activities. **Prepare Students** • Introduce *i-Ready Personalized Instruction* to help students understand what it is, why it is important, and how they will be using it. • Establish classroom routines and expectations. **Engage and Motivate Students** • Encourage students as they engage in online lessons. • Scan the room to ensure students are on task and trying their best. • Set meaningful goals with students, and provide tools to help them reflect on their progress to keep them focused on their online lessons. **Monitor and Respond** • Develop a weekly routine of reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. • Respond to data with actionable next steps to support all students.	🔍 *i-Ready Personalized Instruction* Is Proven to Work 🔍 Sample Schedules Elementary	Middle 🔍 Getting Students Ready for Personalized Instruction Presentation English	Spanish 🔍 Getting Kindergarten Students Started in Online Instruction 🔍 Planning Tool for Personalized Instruction 🔍 Personalized Instruction Worksheet

*In specific situations, usage outside the recommended range of 30–49 minutes may be appropriate, and educators may choose to adjust usage targets at their discretion.

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

TEACHER GUIDANCE
Personalized Instruction Monitoring

Use the guidance and considerations to monitor Personalized Instruction and respond to support students.

Monitor	Observe and Reflect *Consider these reflection questions:*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		

⊗ **Domain Shutoff Alerts**
 	
⚠ **Students Needing Support Alerts**
	• Which students have lesson alerts this week?
	• In which domains?
	• What could be causing this?
	  • Student hasn't been taught the material yet.
	  • Student has misconceptions and/or would benefit from additional skills practice.
	  • Student didn't understand what to do in the lesson.
		• Conference with or deliver individualized instruction for students with lesson alerts.
		• If more than one student needs additional support or has not passed the same lessons, pull a small group together for teacher-led instruction.
		• After support has been provided, check for understanding and turn the domain back on if the student is ready.

Row 2: Lesson Time-on-Task		
Less than 30 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Which students would benefit from more time in lessons? • Do students have enough access to Personalized Instruction? • Are students being pulled for other forms of instruction or activities? • How are students engaged in online lessons? • Are students working on other online activities, including *i-Ready* Learning Games,* during Personalized Instruction time?	• If Lesson Time-on-Task meets instructional goals, no action may be needed. • Set Lesson Time-on-Task goals with students. • Use Personalized Instruction Trackers weekly. • Adjust your schedule as needed. • Re-establish norms/expectations. • Review the Learning Games Playtime report to see if students are working in games instead of lessons.*
More than 50 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Are students using Personalized Instruction in multiple settings (e.g., class, before-/after-school programs, home)? • Would students benefit from more time in other instructional activities? • How are students engaging in online lessons?	• If Lesson Time-on-Task meets instructional goals, no action may be needed. • Review students' instructional priorities and schedules to determine whether additional time should be focused on other instructional activities. • Adjust your Personalized Instruction schedule as needed.
Row 3: Percent of Lessons Passed YTD		
Less than 70% of lessons passed	• Is this a classwide trend? • Which students have less than 70% of lessons passed for the year? • Are these students engaging with the lessons? • In what domains or skills do these students need additional support? • How can you address domains in which students' Percents of Lessons Passed are low?	• Pull a small group of students who could benefit from additional support in the same domain for teacher-led instruction. • Reteach a specific skill in whole class instruction. • Conduct data chats with students. • Engage students in goal setting and reflection. • Use trackers and create incentives.
Row 4: Recommended Class-Level Personalized Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**	• How do I want to celebrate these achievements? • What can I do to ensure these students maintain these recommended ranges?	• Celebrate students by acknowledging their achievements in class or sending home information to families. • Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox.

*Learning Games are available with i-Ready Personalized Instruction for Grades K–8 Mathematics (English and Spanish) at district discretion.   ***i-Ready* Success Guide**

TEACHER WORKSHEET
Personalized Instruction Monitoring

Use this worksheet to monitor Personalized Instruction. Use your Personalized Instruction data and refer to the Personalized Instruction Monitoring Guidance.

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

Deliver Differentiated Instruction

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

—Grades K–2 Teacher

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

To successfully prepare for differentiated instruction:

1 **Know the Content:** Understand grade-level standards so you know the skills and concepts your students are expected to master and you can identify what students need to get there.

2 **Know Your Students:** Understand what your students already know in relation to where they need to go so you can plan meaningful and strategic lessons that contain the appropriate amount and types of scaffolds they need to be successful.

3 **Make a Plan:** Determine how and when you will provide supportive scaffolds to help students access grade-level content and select resources that will help support students' learning of the most impactful skills needed to access grade-level content.

4 **Teach:** Provide differentiated supports during whole class instruction and leverage rotations to provide more individualized support.

🔍 **For more information**, visit
i-ReadyCentral.com/PlanAndTeach.

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

How Should I Approach My Planning and Teaching to Accelerate Learning?
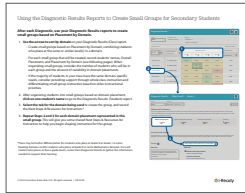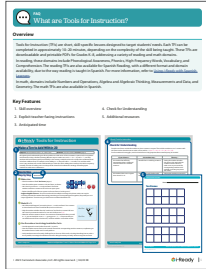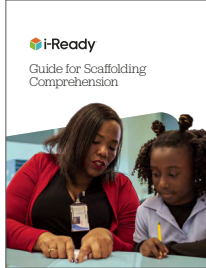
You want to accelerate teaching and learning, but sometimes you have to go slow to go fast. Never has it been more important to go back to the basics of planning and use what you know about your students and the content to help you prioritize and find the right balance of support for all students. Following this approach throughout the school year will help make sure you and your students are maximizing precious teaching and learning time.

1 Know the Content

Understand grade-level standards so you know the skills and concepts your students are expected to master.

Become familiar with **how skills across previous grade levels build up to grade-level standards** to help plan your instruction.

2 Know Your Students

Understand student strengths and areas for improvement, make groups, and prioritize support using *i-Ready* data so you can plan strategically.

Identify which prerequisite skills students know right now and which need support to meaningfully engage in upcoming grade-level work.

Help students set meaningful short- and long-term goals they will work toward throughout the year.

3 Make a Plan

Review the pacing of your scope and sequence to ensure you are on track to teach all essential grade-level content while accounting for support of prerequisite skills.

Determine how and when you will provide supportive scaffolds to help students access grade-level content.

Select resources that will help support students' learning of the most impactful skills needed to access grade-level content, leveraging Tools for Instruction and Tools for Scaffolding Comprehension in *i-Ready*.

4 Teach

Focus your whole class instruction on engaging students with grade-level content and providing "just-in-time" scaffolds for support.

Leverage rotations that include teacher-led, independent, and online instruction centers or stations to provide differentiated support.

Address foundational skills during direct instruction, and allow students to progress in their My Path lessons.

Repeat this process with each instructional unit and/or group of lessons.

Planning for Small Group Targeted Instruction

Target instruction to students' instructional priorities.

Tips	Tools
Create Student Groups • Understand student strengths and areas for improvement. • Consider your goal for small group instruction. For example, determine if it's to provide differentiated support for a specific skill or to facilitate collaborative work and peer learning. **Identify Resources and Plan Instruction** • Make sure each station's objective(s) align to student instructional priorities. • Identify resources needed to facilitate each center or station, including your teacher-led instruction. This might include student work pages, student reflection sheets, independent reading books, manipulatives, chart paper, and/or collaborative activities. • Focus your teacher-led instruction on the support, practice, or enrichment each group needs for a specific skill or standard. • Strategically assign differentiated and/or on-grade level work in collaborative and independent centers or stations. **Facilitate Small Group Targeted Instruction** • Provide teacher-led instruction to students at your teacher-led center or station. • Periodically scan the room and monitor students in the other centers or stations. **Repeat and Refine** • Use data to keep groups flexible and respond to support students. • Continue to gather data about students' performance, so you can change your student groupings, as needed. • Repeat your data analysis and planning process to ensure you're responding to support all students.	🔎 Using Diagnostic Data to Create Small Groups <u>Elementary</u> | <u>Secondary</u> 🔎 <u>FAQ: How do I create small groups for teacher-led instruction?</u> 🔎 <u>Tools for Instruction</u> 🔎 <u>Guide for Scaffolding Comprehension</u> 🔎 <u>Teacher Toolbox</u> 🔎 <u>i-Ready Personalized Instruction</u> 🔎 <u>Learning Games</u> 🔎 <u>Differentiated Instruction Planning Worksheet</u> 🔎 <u>Small Group Planning Worksheet</u> 🔎 <u>Station Rotation Planning Worksheet</u> 🔎 <u>Routines and Procedures Planning Worksheet</u>

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

Facilitating Small Group Rotations

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

Teach students the routines and procedures you expect them to follow.	Keep students accountable.
Explain the expectations, then allow students to practice so you can provide feedback on what they're doing well and where they can improve.	Set up systems for reflection that require students to monitor their own actions, and encourage students to explain how they will improve their participation.

Promising Practices for Small Group Rotations

Directions and Questions before Rotations Begin
Establish clear directions and student assignments for each small group. Consider providing written directions at each center or station. Address questions and clarify the process before rotations begin.

Noise Level Expectations
Establish expectations for noise level. Different centers or stations may require working at different levels. This could be indicated on a class agenda on the board. Consider using a scale, such as:
0 = Silence, no talking
1 = Whisper to ask questions
2 = Quiet, peer-to-peer, on-task conversation
3 = Whole class discussions and on-task conversation

Getting Help and Asking Questions during Centers or Rotations
Establish a routine for asking questions during rotation time, such as "Ask 3 Before Me." This strategy requires students to ask questions of at least three peers before seeking teacher support.

Expectations for Transitions
Establish expectations for how and when students will rotate from one center or station to the next, including voice level, walking versus running, how long this should take, how they should leave their current center or station, and what they should take with them to their next station.

Turning In Work
Ensure students know what to do with their completed work from each center or station. For example, there may be a tray for turning in daily independent work, or students may keep it in a binder. Consider if this work will be graded or checked. Consider if collaborative work will be turned in immediately or at the end of an assignment.

Next Steps When Work Is Finished
Make sure students know what to do when they complete center or station work. Consider extra credit assignments, homework, other collaborative work assignments, checking their work, etc.

Observe students.

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

Deliver Differentiated Instruction

WORKSHEET
Differentiated Instruction Planning

Use this worksheet to plan how you will support students' grade-level learning.

Class: _____ ☐ Mathematics ☐ Reading

Upcoming Grade-Level Instruction:

Ask:

Whole Class Observations	Group (Class, Small Group, Focus Area)				
	Who?				
	What?				
	How and When?				

i-Ready Success Guide

WORKSHEET
Small Group Planning

Use this worksheet to group students and plan to address their instructional priorities.

Class: _____ ☐ Mathematics ☐ Reading

Upcoming Grade-Level Instruction:

Ask:

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

Student Name	Observations, Strengths, and Instructional Priorities	Instructional Resources

Take Action

When will this small group meet and for how long?

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

At current placement level:	Grade-level content:

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

Deliver Differentiated Instruction

Set Goals and Engage Students

> **"***My students and I are really enjoying* i-Ready *. . . My favorite part is that I can* **keep students engaged in the learning process***.***"**
>
> —**Elementary School Teacher**

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

To set goals and engage students:

1 **Guide Goal Setting and Have Data Chats:** Engage students in data-based conversations where students help to set achievable yet challenging goals for themselves to help foster ownership of their learning.

2 **Recognize and Celebrate Growth:** Highlight when a student or class reaches a goal.

3 **Partner with Families:** Share information about *i-Ready* assessments and student progress with families. After Diagnostics, send home the For Families report to help them understand their student's data and progress.

🔍 **For more information**, visit i-ReadyCentral.com/EngageStudents and i-ReadyCentral.com/EngageFamilies.

Foster student engagement with the tips and tools that follow! →

Setting Goals and Engaging Students

Set clear goals with students and celebrate growth and progress.

Tips	Tools
Guide Goal Setting • Set achievable yet challenging goals with students that connect their daily work to their learning. • Focus on performance goals (e.g., progress toward growth goal, Diagnostic scale score) and learning goals (e.g., achievement within a specific domain). **Have Data Chats** Schedule data chats with students about learning and growth to discuss strengths and areas for improvement, set goals, and develop action plans. **Track Data and Help Students Self-Reflect** Implement a variety of classroom procedures for students to track their data. **Make Learning a Team Effort** Track class growth and progress, provide classwide feedback after Diagnostics, and create class goals. **Recognize and Celebrate Growth** Use bulletin boards or certificates to highlight when a student or class has reached a goal and/or made progress. **Help Students Actively Engage with Personalized Instruction** Provide students with reflection pages and check in with students about their progress, habits, and next steps. **Partner with Families** Share information with families about *i-Ready* assessments and student progress through newsletters, conferences, emails, and phone calls.	FAQ: How do I set goals with students? Data Chat Planning Worksheet Data Chats Elementary | Secondary Data Tracker Class | Student Student Certificates Tips and Tools for Keeping All Students Engaged Recognition Postcards Communication Templates for Families *i-Ready* Family Center

Promising Practices for Student Incentives

Creating a successful incentive system can be a powerful tool for student engagement. Research indicates that extrinsic rewards, while potentially motivating for short periods of time, expire quickly. Foster intrinsic motivation to encourage a more lasting commitment between students and their learning.

Promising Practice	Examples
Celebrate the Learning Focus on the learning you want students to accomplish in addition to the tasks required to accomplish the learning. Establish clear criteria for success that will indicate to students they've achieved certain goals.	Set goals and recognize progress for lessons passed AND Lesson Time-on-Task. Have students create a visual representation of progress toward their larger goals.
Offer Choice Incorporate choice to ensure the reward is relevant to students while also empowering them.	Create a "choice menu" of different rewards and activities that students can select from when they achieve a goal.
Connect to a Larger Community Celebrate student accomplishments inside and outside the classroom. Identify the larger learning community that surrounds students (i.e., peers, other educators, families, etc.) and find ways to acknowledge them in those spaces.	Create a celebration hallway that features pictures of students and their accomplishments, and allow peers to sign the wall with congratulations. Send recognition postcards to families acknowledging student achievements.
Make It Meaningful Make incentives relevant, meaningful, and age appropriate for students. Consider asking students how they want to be celebrated so you can incorporate those features.	Develop a short survey that will tell you how students want to be celebrated. Consider age-appropriate engagement strategies and incorporate them into your incentive system.
Tie to Larger Goals Acknowledge the progress students make toward larger goals, both classwide and individual. Recognize that their smaller accomplishments contribute to more meaningful priorities.	Take time to set individual goals with students through data chats as well as classwide to which each student can contribute.

Data Chat Planning

Data becomes much more powerful when teachers and students engage with the data and have data chats. During these conversations, teachers and students identify strengths, areas for improvement, set goals, and plan action steps. For students, these conversations increase student engagement and promote student ownership over their own learning. Use this worksheet to plan for a class or student data chat.

Data Chat with: ☐ Class ☐ Student   **Data Source(s):** _____

Guiding Questions	Observations and Reflections

Observe
• What do you notice about this class's/student's performance and/or growth?
• What are some:
  – Bright spots?
  – Areas for improvement?
  – Surprises?	

Infer and Question • What additional questions do you want to explore? • What additional data sources you can use to answer these questions?	
Partner with Students • What will be important to prioritize in a data chat with this class/student? • How will you begin this data chat? What will be your opening statement or question? • How will you engage the class/student in looking at their own data? • How will you help the class/student set short- and long-term goals?	
Take Action • What goal-setting and/or data-tracking resources will you use? • When will you facilitate the data chat(s)?	

Data Tracking Planning

Tracking progress toward goals promotes ownership, keeps data top-of-mind, and makes progress and growth more apparent. It provides opportunities for self-reflection to help teachers and students uncover strengths, challenges, and areas for improvement. Use this worksheet to plan how you will help students track their data.

Guiding Questions	Notes and Next Steps
How will you introduce data tracking to your class/students?	
What data will your class/students track?	
When and how often will your class/students track their data?	
How will you help your class/students use the My Progress section on their dashboard to track their data?	
What resources will you use?	
How and when will you check in with your class/students about their data tracking?	
How will you celebrate class/student growth and progress as students track their data?	

Notes:

Resources

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. Domains and abbreviations in Diagnostic reports include:

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

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

Domain Exempted

The student was manually exempted from this Reading domain by a teacher or administrator as it contains content that is pedagogically audio-dependent and/or audio- and visual-dependent and was deemed not suitable for them. Based on this placement, no Next Steps for Instruction are recommended. My Path lessons (if using) will not be assigned by *i-Ready* in these domains. Educators are encouraged to work with their support team and administrators and use what they know about this student, including information from their IEP or 504 plan if applicable, to best meet their educational needs. To learn more, visit CurriculumAssociates.com/iReadyAccessibility.

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 with i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish) 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 of students at each grade and 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 placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels**
- Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

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 a 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.

MetaMetrics®, Lexile®, and the Lexile Framework for Reading are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. Copyright © 2024 MetaMetrics, Inc. All rights reserved.

Max Score

The student saw items in this domain. Their scale score in the domain was in the highest possible range. Based on this placement, no Next Steps for Instruction are recommended. My Path lessons (if using) will not be assigned by *i-Ready* in these domains. Students are encouraged to focus on building skills in other domains. To learn more, refer to the FAQ: Non-Grade-Level Domain Placements on Diagnostic Reports.

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.

Not Assessed

Students at this chronological grade level do not see items in this domain during the standard Diagnostic test flow. Based on this placement, no Next Steps for Instruction are recommended. My Path lessons (if using) will not be assigned by *i-Ready* in these domains. Students are encouraged to focus on building skills in other domains.

Percent of Lessons Passed

i-Ready reports the percentage of lessons a 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 partner success 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.

Resources

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 with* i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish) 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 with* i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish) at district discretion.*
Surpassed Level	The student did not see items in this domain because their performance in related domains was above a specific threshold. Based on this placement, no Next Steps for Instruction are recommended. My Path lessons (if using) will not be assigned by *i-Ready* in these domains. Students are encouraged to focus on building skills in other domains.
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. *Quantile® and the Quantile Framework for Mathematics are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. Copyright © 2024 MetaMetrics, Inc. All rights reserved.*

Notes:

Instructional Support Resources

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

Tools for Instruction

Available for Reading and Mathematics (Grades K–8),
Mathematics available in Spanish (Grades K–6), and Spanish Reading (Grades K–6)
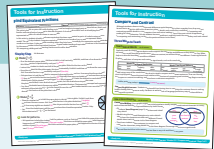
What Are They?
Short, downloadable PDFs of targeted lesson plans for teacher-led instruction that are directly tied to students' areas for improvement

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

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

Lesson Components:
3. **Support English Learners:** Many Tools for Instruction feature point-of-use English Learner supports with targeted instructional strategies for language learners.
4. **Check for Understanding:** These checks provide information on what student behaviors to observe and strategies to use to ensure understanding of the skill.
5. **Quick Practice Opportunities:** These activities are intended to be done in quick bursts, repeated throughout the course of the day (not pictured).

How to Access:
- **Under *Assess & Teach*:** filterable by subject and domain and then searchable by name, objective, and grade
- **Within reports, updated after each Diagnostic:** Instructional Groupings, Grade-Level Planning (Prerequisites), Diagnostic Results (Student), and Grade-Level Planning (Scaffolding) reports
- **Within Teacher Toolbox** for Grades K–8

Tools for Scaffolding Comprehension

Available for Reading (Grades 3–8)
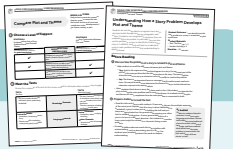
What Are They?
Lesson plans that provide a pathway to grade-level instruction by targeting the most important concepts and skills students need to access upcoming reading comprehension outcomes

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

Levels of Support*:
1. **Scaffold A:** Recommended for students placing Two or More Grade Levels Below
2. **Scaffold B:** Recommended for students placing One Grade Level Below

Lesson Components:
3. **Student Outcome:** Describes the skill, behavior, or knowledge that students should be able to demonstrate as a result of teacher-led instruction
4. **Before, During, and After Reading Sections:** Provide step-by-step instructions on how to teach the lesson
5. **EL Scaffold:** Provides point-of-use support to use with English Learners that can be found in the Before Reading, During Reading, or After Reading sections
6. **Teacher and Student Editions:** Provide lesson plans for teachers and scaffolded text and activity pages for students *(not pictured)*

How to Access:
- **Under *Assess & Teach*:** centralized and searchable by grade level, standard, outcome, or title
- Within the Grade-Level Planning (Scaffolding) report
- **Within Teacher Toolbox** for (Grades 3–8 Reading and Writing content and Grades 3–5 *Magnetic Reading* content)

Teacher Toolbox

Subscriptions available for mathematics content, Ready Mathematics *(Grades K–8), and reading and writing content,* Ready Reading *(Grades K–8),* Ready Writing *(Grades 2–5), and* Magnetic Reading *(Grades 3–5). Digital access to print programs through Teacher Toolbox are available for* i-Ready Classroom Mathematics *and* Magnetic Reading Foundations.
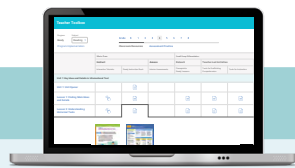
Mathematics and English Language Arts Lessons*:
- Lesson plans for teacher-led instruction in Mathematics, Reading, and Writing
- Provide all students with access to grade-level content, texts, and materials with appropriate instructional support
- Provide repetition and skills practice for the whole class or small groups of students using practice activities and student materials

Interactive Tutorials: *Mathematics and Reading (Grades K–8)*
- Project for whole class or small group instruction
- Introduce, review, practice, or check for understanding of key skills and concepts
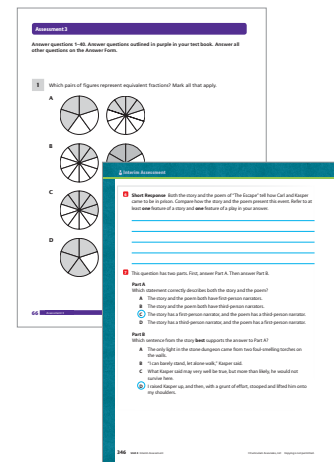
Assessment and Evaluation Resources:
Evaluate student mastery of content, track student progress toward end-of-year goals, and check for understanding within lessons. Some examples by subject and varying grade levels are listed below.

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

Reading:
- Monitor Understanding
- Interim Assessments

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

Practice and Problem Solving Book: *Mathematics Only (Grades K–8)*
- Engages students in pair–share conversations about multiple ways to solve a problem, or assign for additional practice or homework

Center Activities: *Mathematics Only (Grades K–5)*
- Provide collaborative pairs with options for differentiated practice of strategies and skills

Read-Aloud Trade Books: *Reading Only (Grades K–1)*
- Project for whole class or small group instruction to introduce or reinforce a lesson concept
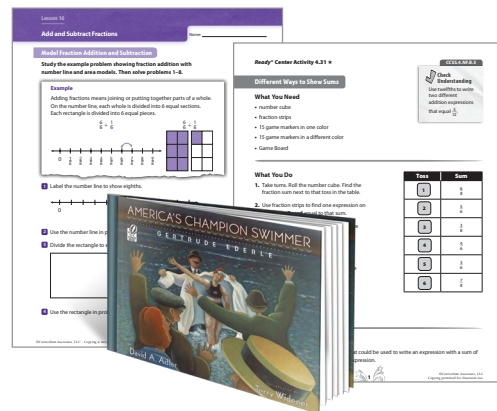
How to Access:
- **Under** *Assess & Teach*: with a Teacher Toolbox subscription

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

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i-Ready Personalized Instruction

Available for purchase for Mathematics and Reading (Grades K–8) *with select content now in Spanish*

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

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

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

*Includes *i-Ready Pro* with early access to new lessons in foundational skills and core numeracy for older striving learners*

Learning Games

Available with i-Ready Personalized Instruction *for Mathematics (Grades K–8) in English and Spanish at district discretion*

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

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

How to Access:
- **Students:** from their Math student dashboard by selecting the **Learning Games** button
- **Teachers:** under *Assess & Teach* in their *i-Ready Connect* account*

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

Resources

Appendix of Ancillary Resources

To learn more about *i-Ready,* explore the following on *i-Ready Central*.

Using *i-Ready* with . . .

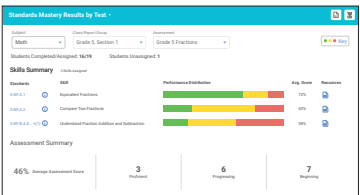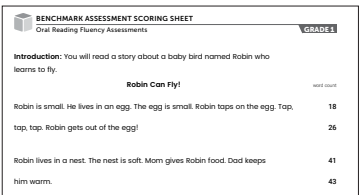| Kindergarteners	Middle Schoolers	High Schoolers
English Learners	Spanish Learners	Families

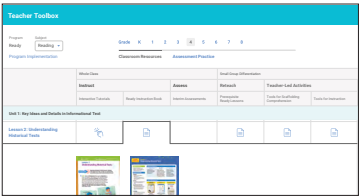## Additional Resources and Support
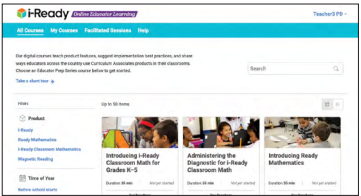
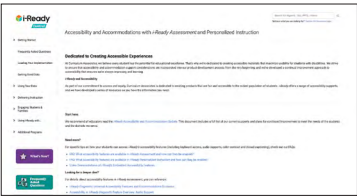| Standards Mastery	Literacy Assessments	Growth Monitoring
Teacher Toolbox	Online Educator Learning	Accessibility Features
Learning Games	*i-Ready Personalized Instruction*	*i-Ready Pro*
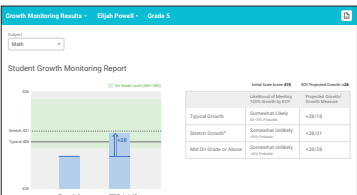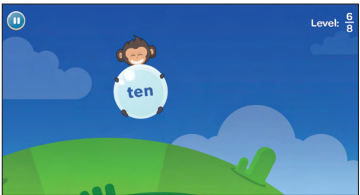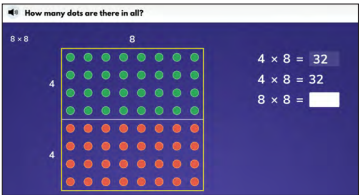
How Tos

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 complete key teacher tasks in *i-Ready Connect*. If you need more information, look for the question mark icon on the screen, or visit the Help section.

Getting the *i-Ready* Support You Need

Explore these digital supports to help you navigate *i-Ready Connect* and use *i-Ready* to its full potential.

FAQ Catalog
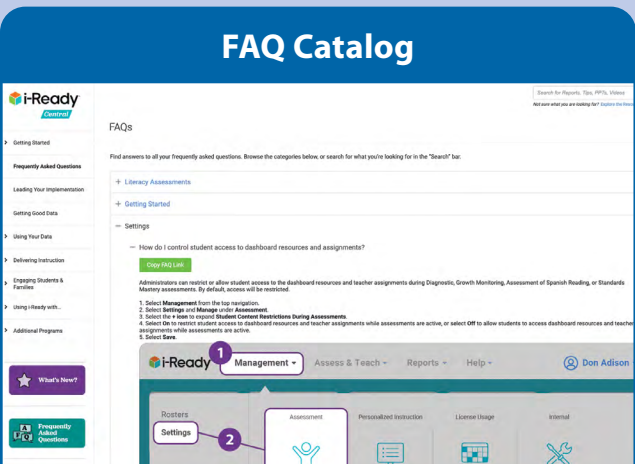
Find a full list of our most up-to-date How Tos anytime at i-ReadyCentral.com/FAQ.
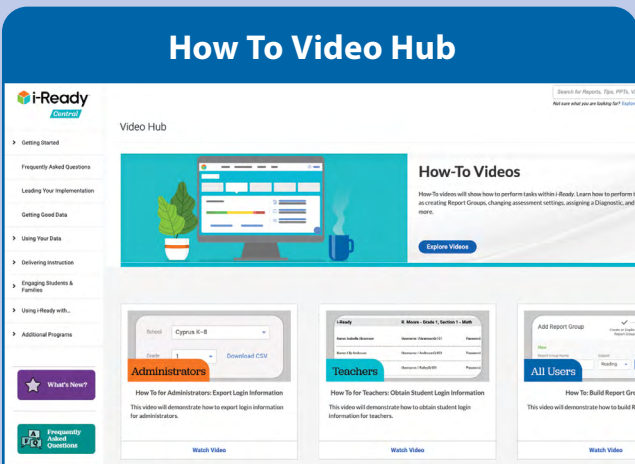
How To Video Hub

Search for and view step-by-step video tutorials at i-ReadyCentral.com/HowToVideos.

Instant Support
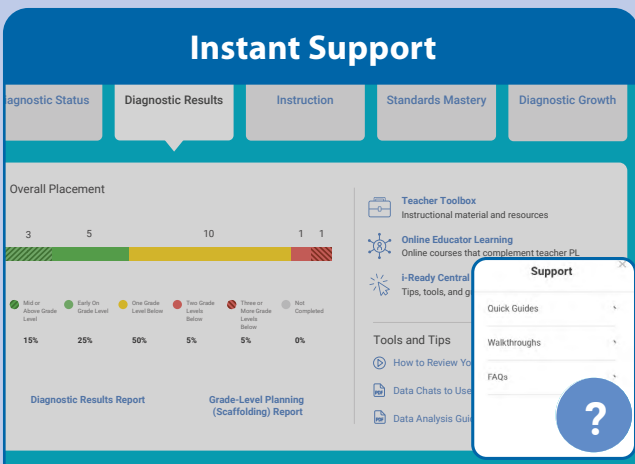
Click the question mark throughout *i-Ready Connect* for guided help and useful information.
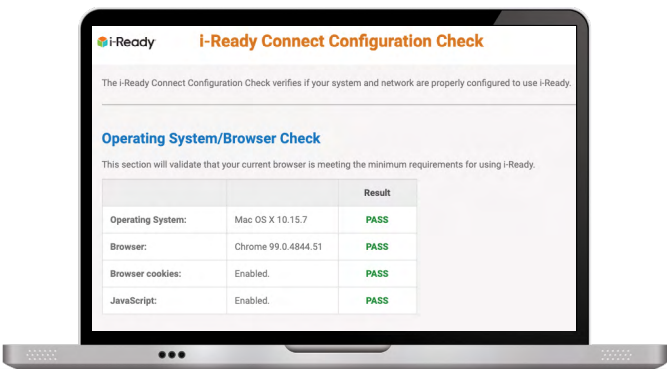
Need to test the technology your students will use to take the Diagnostic? Run our free system check at https://cdn.i-ready.com/systemcheck to make sure each device is functioning properly.

Ideas from Other Educators
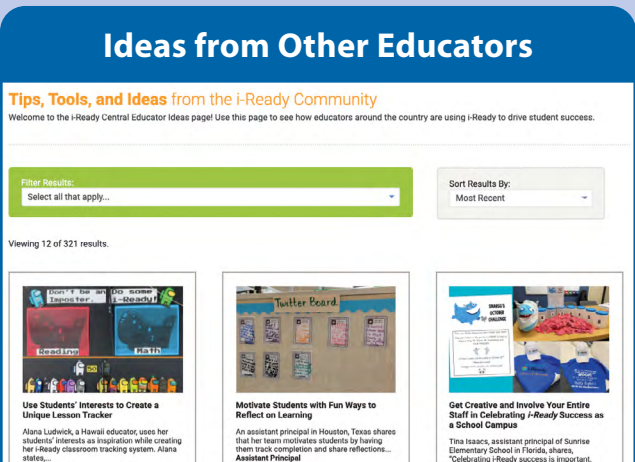
Visit i-ReadyCentral.com/Ideas to browse helpful ideas from other educators in the *i-Ready* community.

Downloadable Resources
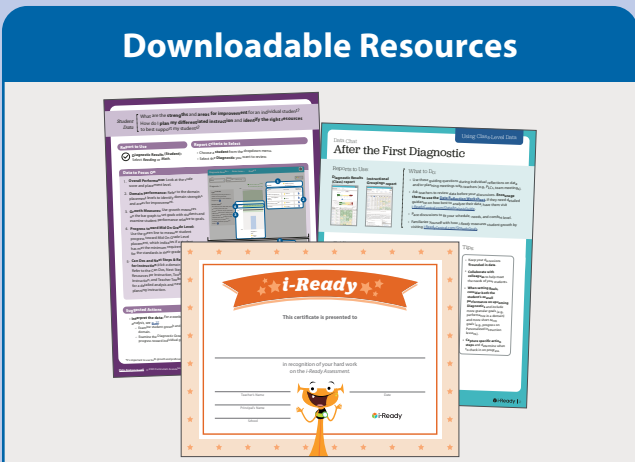
Download resources on data analysis, instructional planning, goal setting, and more at i-ReadyCentral.com.

Online Educator Learning
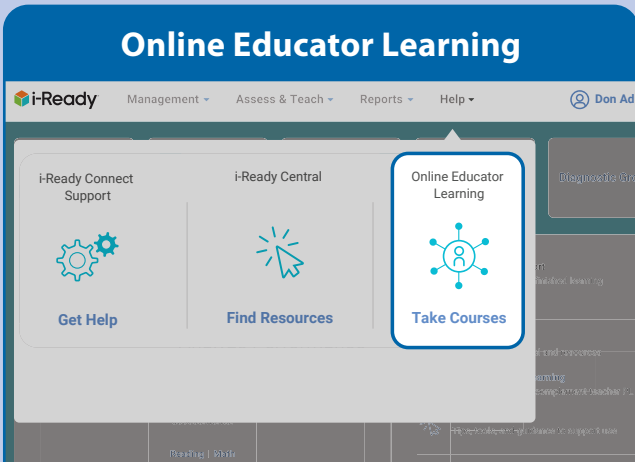
Access online digital courses about the product, best practices, educator testimonials, and more directly in *i-Ready Connect*.

i-Ready **How Tos may change slightly due to software updates throughout the year.** Visit i-ReadyCentral.com/FAQ for all the latest How Tos and answers to your questions.

Before the Diagnostic

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

Managing My Profile

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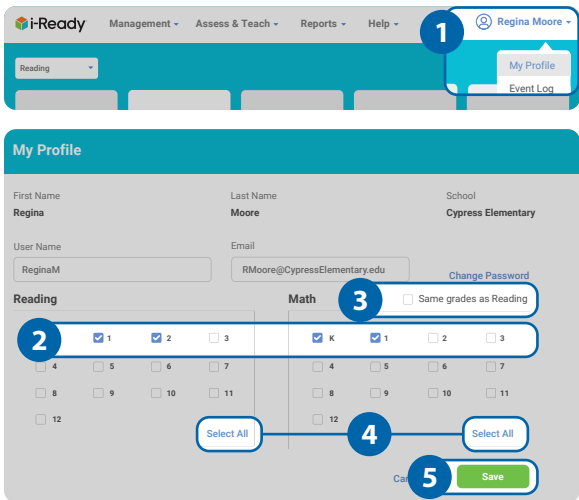
Setting Developmental Levels

1. Select **Management** from the top navigation.
2. Select **Manage** under *Student Rosters*.
3. Select a **Class or Report Group** from the Class/Report Group dropdown.
4. Select the **+ icon** next to your student to expand the row. When expanded, it will change to a **– icon**.
5. Select the **Details** tab.
6. Select **Edit** next to *Developmental Levels*.
7. Select the appropriate levels using the dropdown menus.
8. Click **Save**.
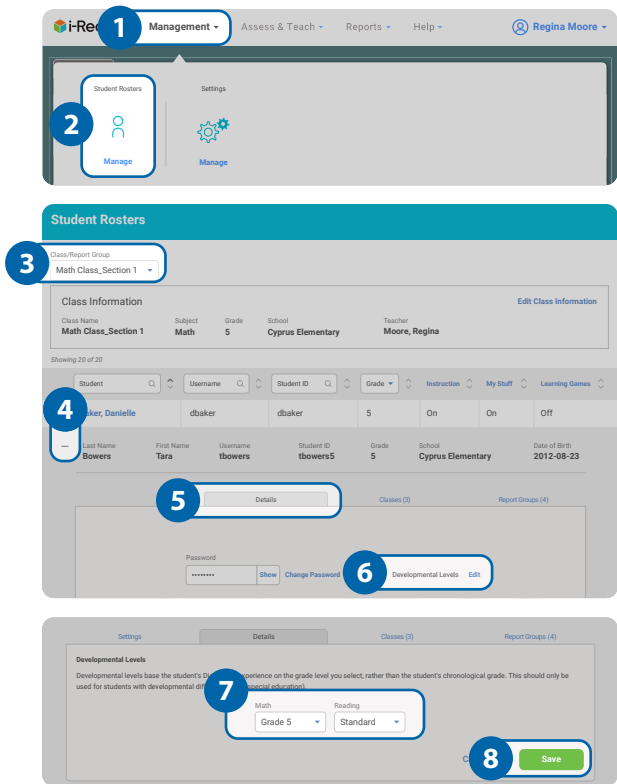
Building Report Groups

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

1. Select **Management** from the top navigation.
2. Select **Manage** under *Student Rosters*.
3. Select a **Class or Report Group** from the Class/Report Group dropdown.
4. Select **Add Report Group** from the *Actions* dropdown. The corresponding pop-up will appear.

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

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

*Note:* Students must be in a class before they can be added to a Report Group.

Assigning or Canceling a Diagnostic

The first Diagnostic of the academic year is automatically assigned; subsequent Diagnostics must be manually assigned. Additionally, if a student has completed a Diagnostic but needs to be retested, you will need to assign a Diagnostic. You can cancel a Diagnostic if an extra assessment was assigned in error or if the student should not be assessed for any other reason. Consult your administrator before you assign or cancel a Diagnostic, and do not modify any assessment decisions made by your district or school (even if your *i-Ready* administrator access allows) without express permission.

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

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

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

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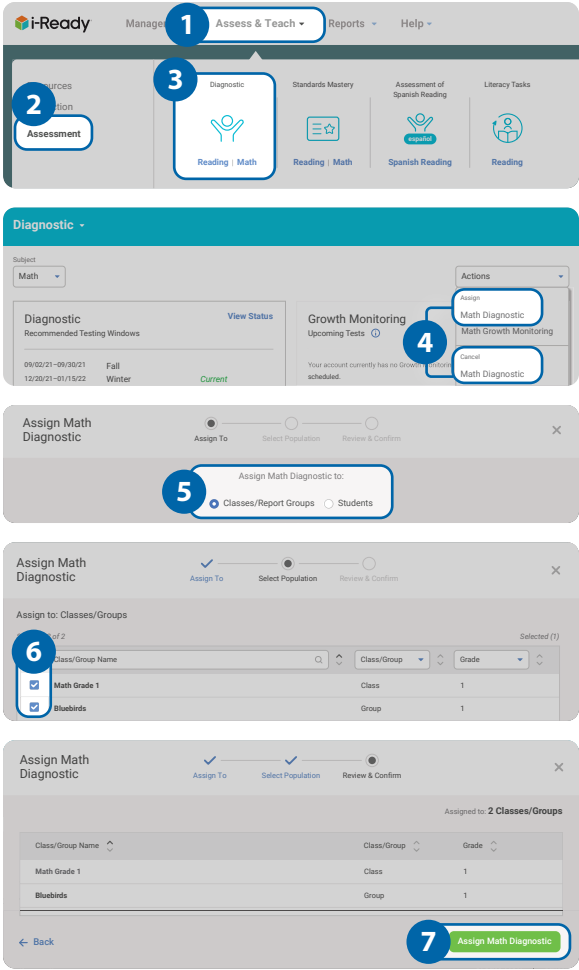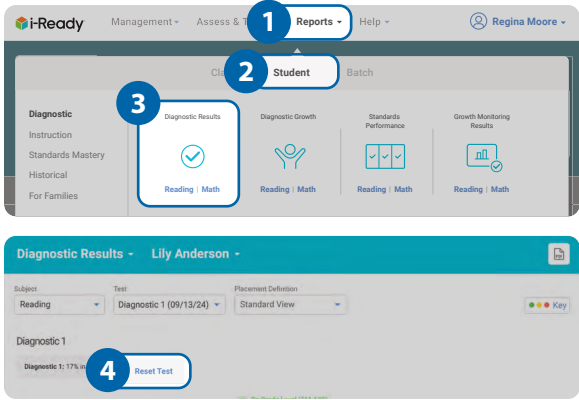

During the Diagnostic

Resetting a Diagnostic in Progress

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

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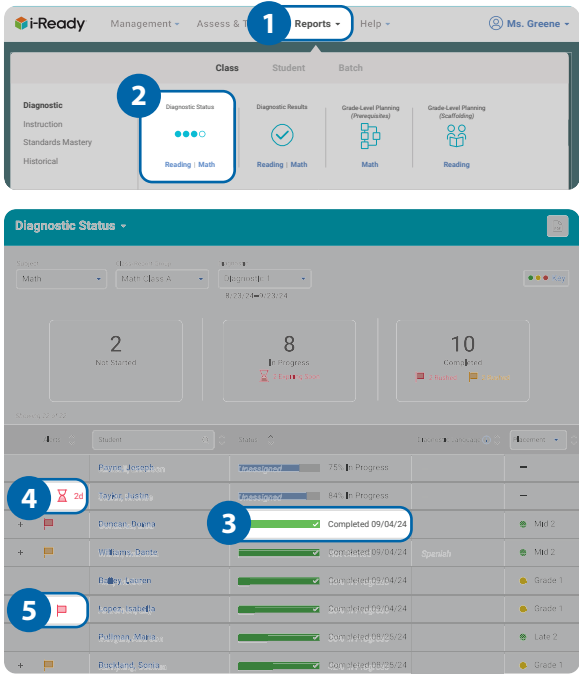

Before the Diagnostic Window Ends

Checking for Completion, Rushing, and Test Expiration

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

Note: You may need to readminister the test if a student has rushed and their results do not seem representative of what they know and can do or in the event of a test irregularity. Follow district or school policies, and work with your administrator to determine whether to assign a new Diagnostic.

Immediately after Each Diagnostic

Reviewing Diagnostic Reports

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

2. Select the **report level**, **category**, and the **report** you would like to create.

To **understand results** for your class:

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

To **group** your students for instruction:

3b. Select **Math** under the *Grade-Level Planning (Prerequisites)* report. *(Grade-Level Planning [Prerequisites] is available as a Grades 1–8 class-level report.)*

3c. Select **Reading** under the *Grade-Level Planning (Scaffolding)* report. *(Grade-Level Planning [Scaffolding] is available for Grades 3–8.*)*

3d. Select **Reading** or **Math** under the *Instructional Groupings* report. *(Instructional Groupings is available as a Grades K–8 district/school-level and class-level report.)*

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

3e. Select **Reading** or **Math** under the *Diagnostic Growth* report. (Diagnostic Growth is available as a Grades K–8 district/school-level and class-level report.)

*Expanding to Grades K–3 Phonics in the 2024–2025 school year
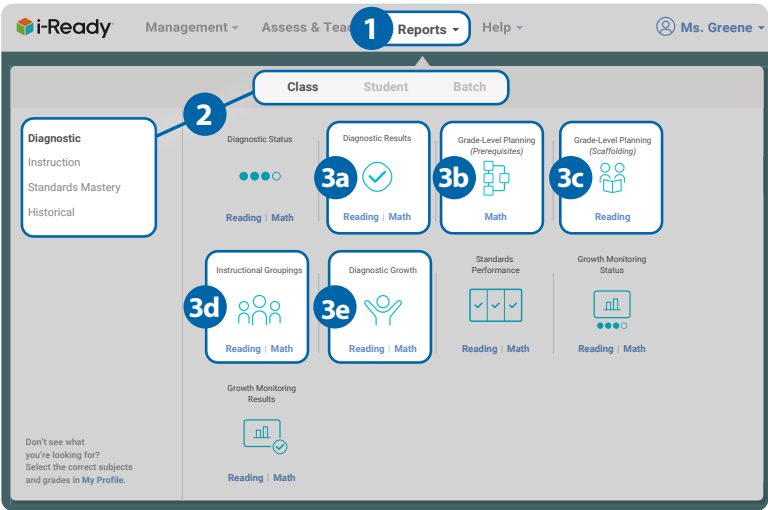
Accessing Tools for Instruction or Tools for Scaffolding Comprehension

There are a few different ways to access Tools for Instruction or Tools for Scaffolding Comprehension.

A. Search across all Tools for Instruction:

1. Select **Assess & Teach** from the top navigation.

2. Select **Resources** for the category.

3. Select **Reading** or **Math** under *Tools for Instruction*.

4. Select the **Domain** and **Grade** or enter an **Objective** to filter Tools for Instruction (*Algebra and Algebraic Thinking is already selected as a domain in this image*).

5. As needed for Grades K–8 Mathematics, select **Tools for Instruction in Spanish**.

6. Follow Steps 1–2 and then select **Spanish Reading** for *Tools for Instruction for Spanish Reading for Grades K–6.*
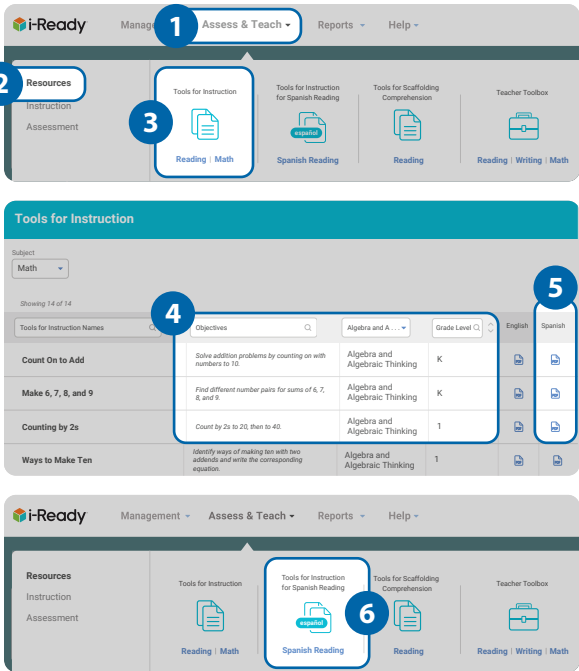
B. Search across all Tools for Scaffolding Comprehension:

1. Select **Assess & Teach** from the top navigation.

2. Select **Resources** for the category.

3. Select **Reading** under *Tools for Scaffolding Comprehension*.

4. Select **Grade** to filter to Tools for Scaffolding Comprehension for Grades 3–8.

5. Select the **Teacher or Student file** aligned to the Tool for Scaffolding Comprehension that you have chosen for instruction.
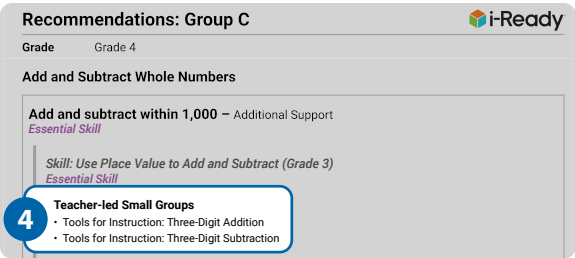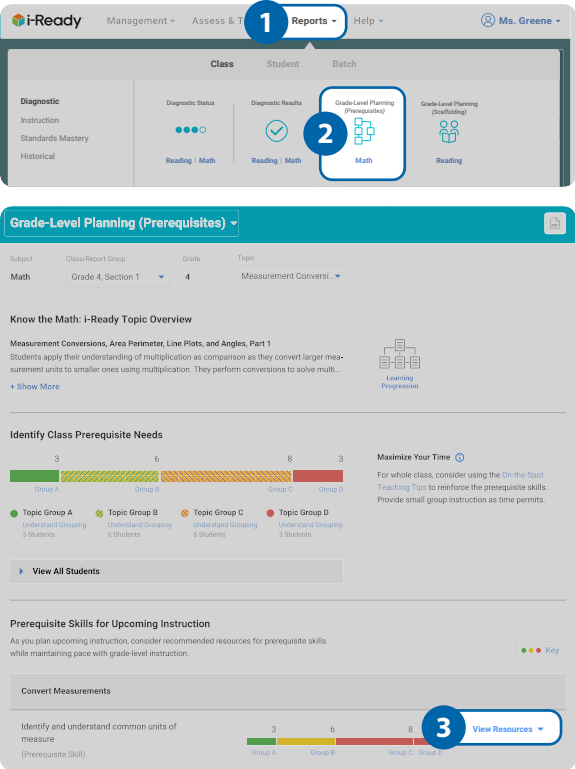
How Tos
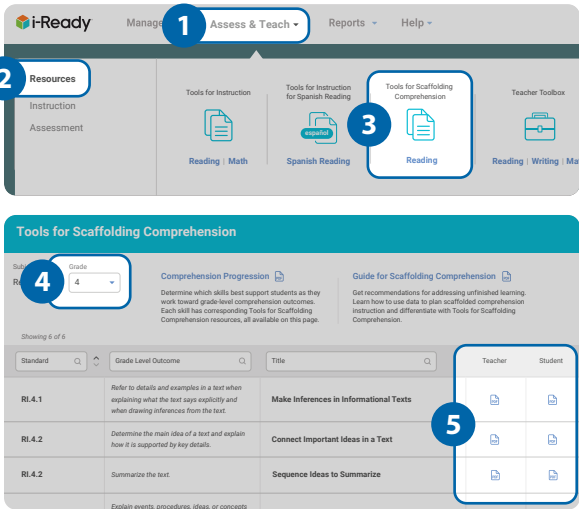
C. Find Tools for Instruction or Tools for Scaffolding Comprehension recommended for small group instruction:

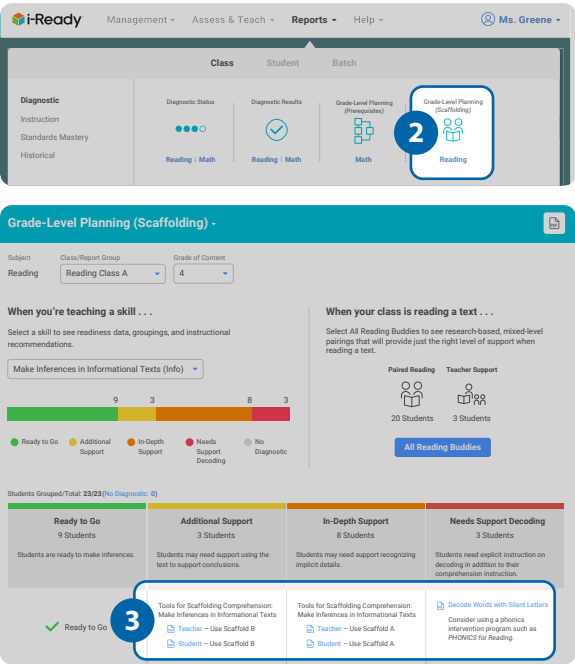*Using the Grade-Level Planning (Prerequisites) report:*

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

2. Select **Math** under *Grade-Level Planning (Prerequisites)*.

3. Select the **View Resources** PDF in a *Topic Group*.

4. Scroll to the Recommended Resources to see recommended **Tools for Instruction** to use with students in this Topic Group.

Using the Grade-Level Planning (Scaffolding) report:

Follow Step 1 from *Using the Grade-Level Planning (Prerequisites) report*.

2. Select **Reading** under *Grade-Level Planning (Scaffolding)*.

3. After selecting a skill, scroll to the student groups to see and download recommended **Tools for Scaffolding Comprehension** and/or **Tools for Instruction**.

Using the Instructional Groupings report:

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

2. Select **Reading** or **Math** under *Instructional Groupings*.

3. Select a **Grouping** tab to view that grouping's instructional priorities and recommendations for teacher-led instruction.

4. Scroll down to **Resources** on the right-hand side, and select a recommended **Tool for Instruction** to focus on with your grouping.
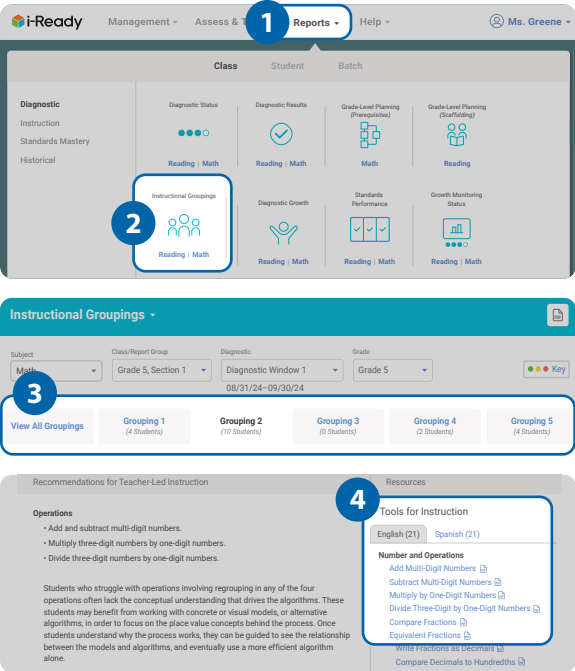
D. Find Tools for Instruction recommended for individual students:

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

2. Select **Student** for the report level.

3. Select **Reading** or **Math** under *Diagnostic Results*.

4. Select a **student** from the top dropdown menu.

5. Scroll down to **Placement by Domain** and select a **domain tab** to view this student's *Can Dos* and *Next Steps and Resources for Instruction*.

6. Select the **+ icon** for one of the *Next Steps* you want to focus on with the student. When expanded, it will change to a **– icon**.

7. Select one of the **Tools for Instruction** recommended for that *Next Step*.
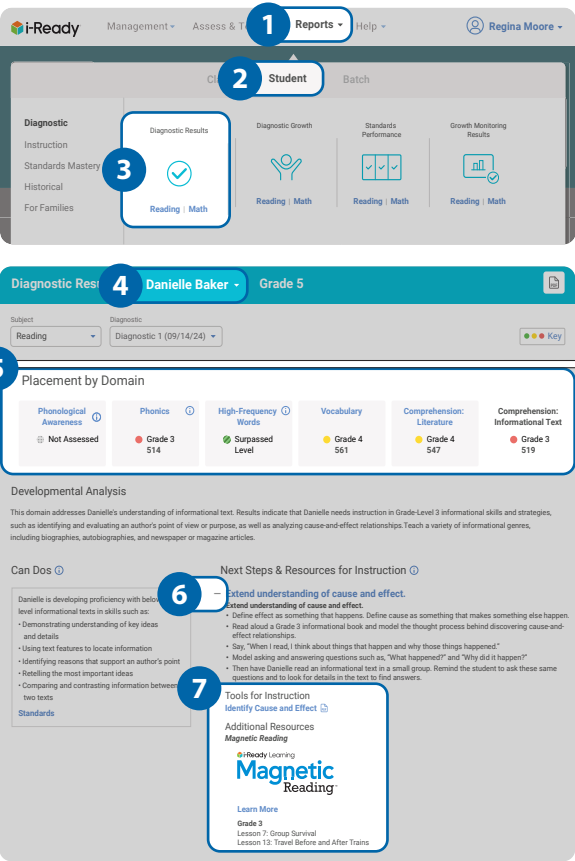
Personalized Instruction

Turning Instruction On/Off

1. Select **Management** from the top navigation.
2. Select **Manage** under *Settings*.
3. Select **Personalized Instruction**.
4. Choose the appropriate **population tab**. When all required selections are made from the dropdowns, the **Edit** button will become active.
5. Click **Edit**. This will display on/off toggles for the rows in the table.
6. You can then **toggle** instruction **on/off** for anyone in the table.
7. Click **Save**.

Notes: When turning Instruction off, if any students are in another class/Report Group with Instruction turned on for the same subject, their Instruction setting will remain on. To determine if your student is in another class, click the + icon next to the student's name and then select the Classes tab.

For *i-Ready Pro* early access instructions, visit i-ReadyCentral.com/ProHowTo.
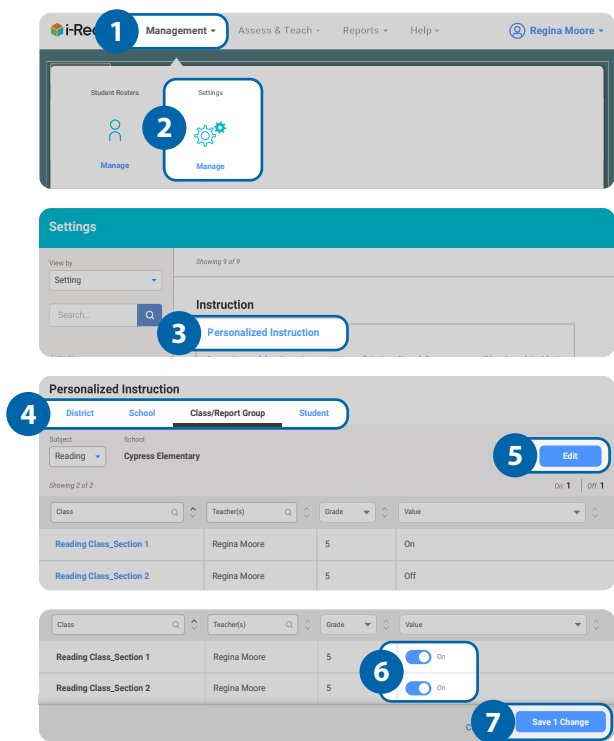
Turning Learning Games On/Off

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

3. Select **Learning Games**.
4. Choose the appropriate **population tab**. When all required selections are made from the dropdowns, the **Edit** button will become active.
5. Click **Edit**. This will display on/off toggles for the rows in the table.
6. You can then **toggle** Learning Games **on/off** for anyone in the table.
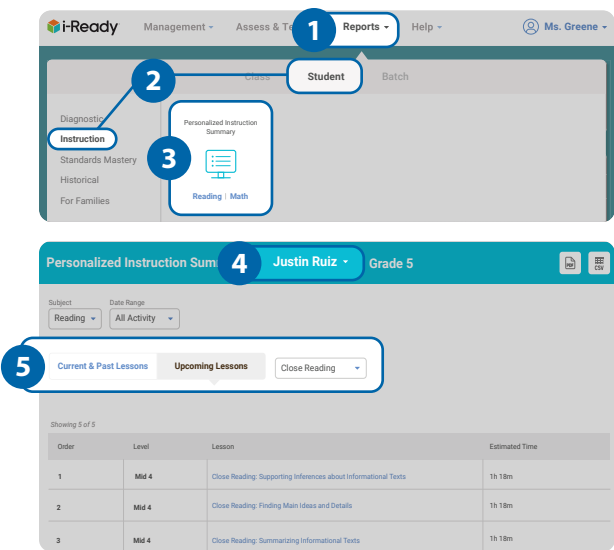7. Click **Save**.
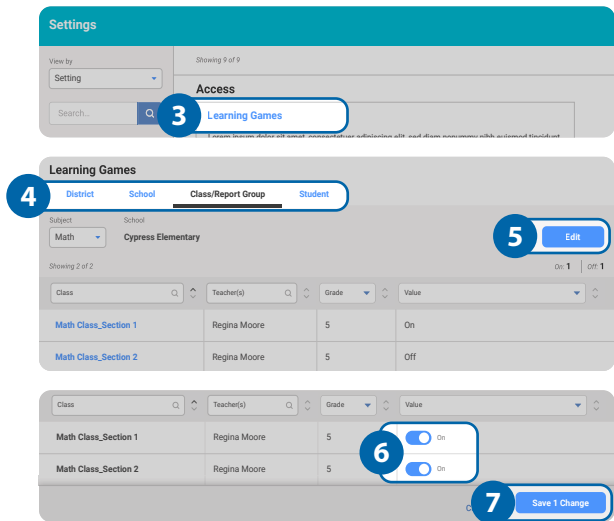
Viewing Lesson Plans

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

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

For *i-Ready Pro* early access instructions, visit i-ReadyCentral.com/ProHowTo.
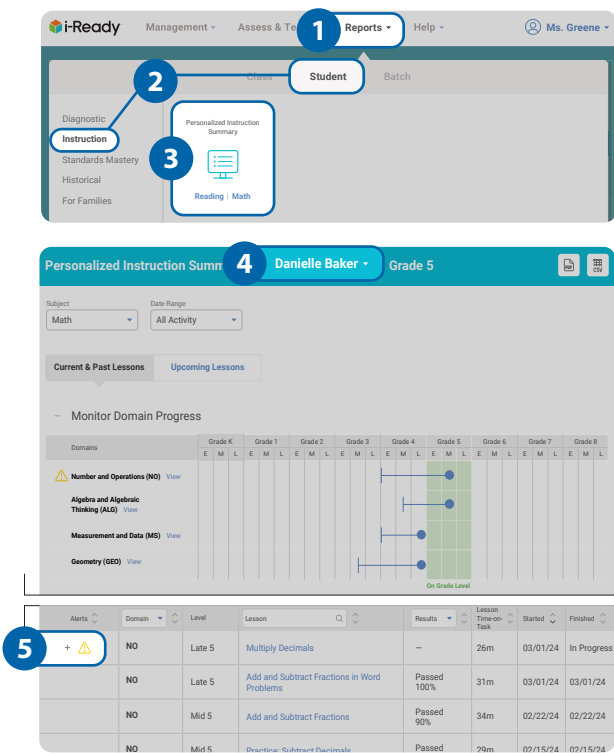

Monitoring Student Progress in Personalized Instruction

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

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

For *i-Ready Pro* early access instructions, visit i-ReadyCentral.com/ProHowTo.

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Turning Domains On

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

There are two ways to do so:

A. Turning On Domains for an Individual Student

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

6. In the expanded row, click **Turn Domain On**. If you need additional resources to support student understanding before turning the domain back on, you may also select **Explore Resources** here.
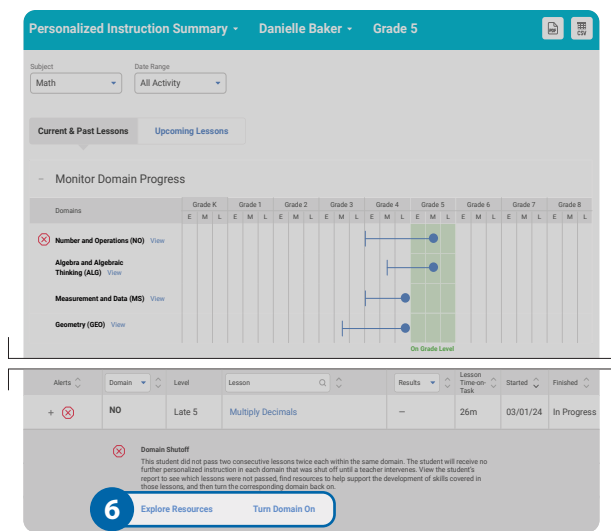
B. Turning On Domains for a Class or Report Group

1. Select **Assess & Teach** from the top navigation.

2. Select **Instruction** for the category.

3. Select **Reading** or **Math** under *Personalized Instruction*.

4. Select **Turn Domain(s) On/Off** under *Adjust Instruction*. The corresponding pop-up will appear.

5. Use the **checkboxes** to select *Domain(s)*.

6. Select **On**.

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

7. Choose **Classes/Report Groups**.

8. Use the **checkboxes** to select your *class* or *group*. Only classes or groups with Instruction enabled will appear in this view.

9. Click **Save**.

i-Ready **Success Guide**

How Tos
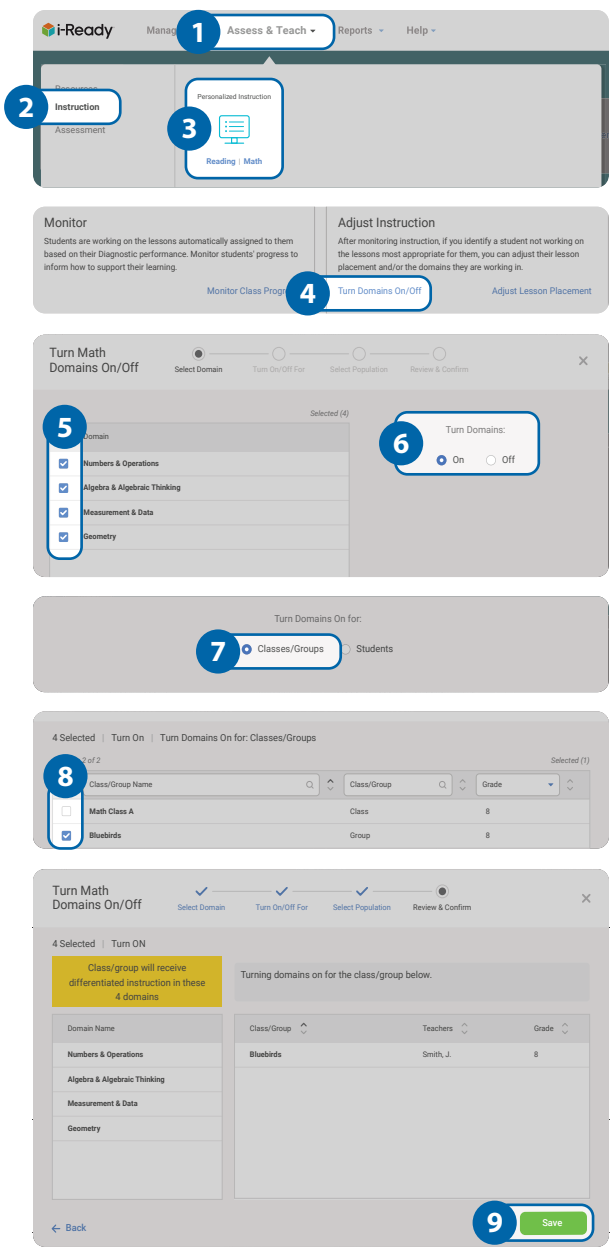
Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.

2. Select **Instruction** for the category.

3. Select **Reading** or **Math** under *Personalized Instruction*. If you are assigned to more than one school, you will also need to select the appropriate **School**.

4. In the *Create Assignments* view, **All Lessons** will appear, with an option to filter to Focus Lessons.

   For more information on Focus Lessons, search focus lesson list *on i-ReadyCentral.com.*

5. Use the **checkboxes** to select *lessons* you would like to add. You may add up to 10 lessons at a time. You may also select a **lesson name** to view lesson details.

6. Click **Assign Lessons**. The corresponding pop-up will appear.

7. Choose **Classes/Report Groups** or **Students**.

8. Use the **checkboxes** to select your *population*.

9. Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least one day in advance of when you want it to appear for students.

   ⚠ *Make sure you add available dates for all the lessons you've selected to assign.*

10. Enter a **Due Date** for the lesson(s) you are assigning.

    - If no Due Date is selected, the assignment will appear at the bottom of the student's queue below other assignments with Due Dates.
    - If none of the assignments have Due Dates, they will be ordered by content order.

    Note: You can choose to assign the same Available Date and/or Due Date by selecting **same day for all** and selecting the date in the pop-up calendar.

11. Click **Assign Lessons**.
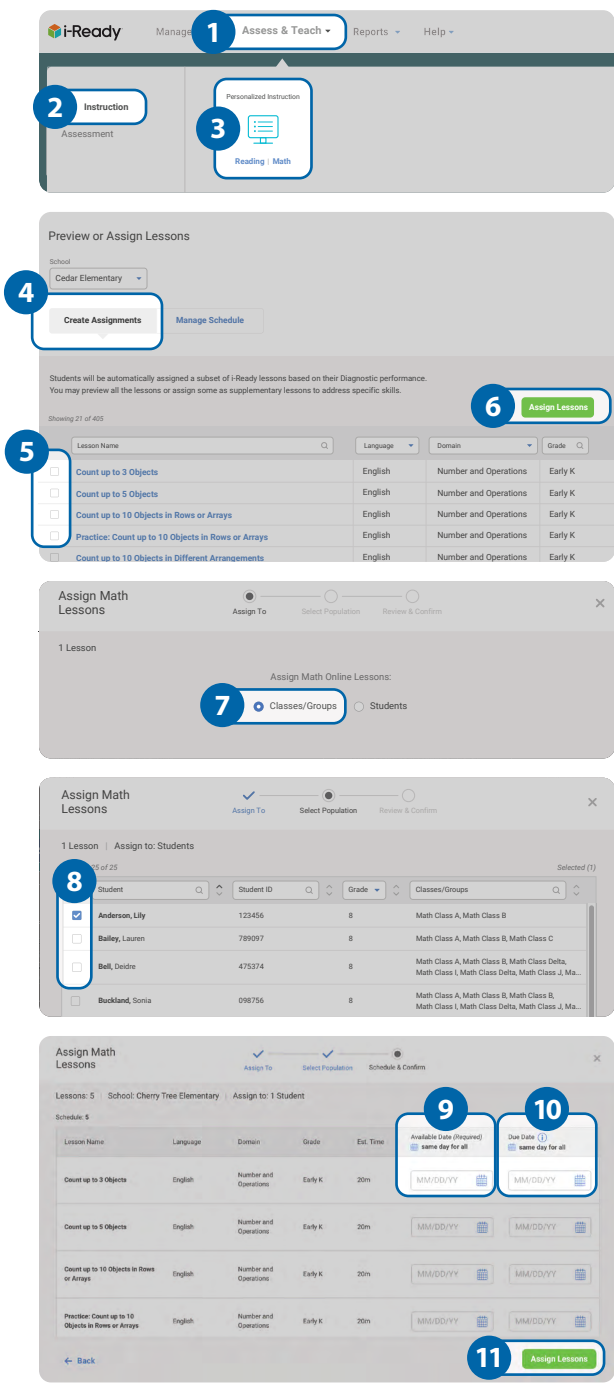
Managing Teacher-Assigned Lessons

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

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

4. Select **Manage Schedule**.

To view lesson assignment details:

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

To change the due date of an existing assignment:

b1. Select **Edit** below the *Due Date*.

b2. **Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.

*To change the available date of an existing assignment:*

c1. Select **Edit** below the *Available Date*.

c2. **Enter** or **use the calendar** to select the new Available Date on the *Edit Schedule* screen. *Note: If the assignment is already available for the student, the Available Date cannot be edited.*

To remove the assignment entirely:

d. Select **Cancel for All Students**.

To remove assignments for individual students:

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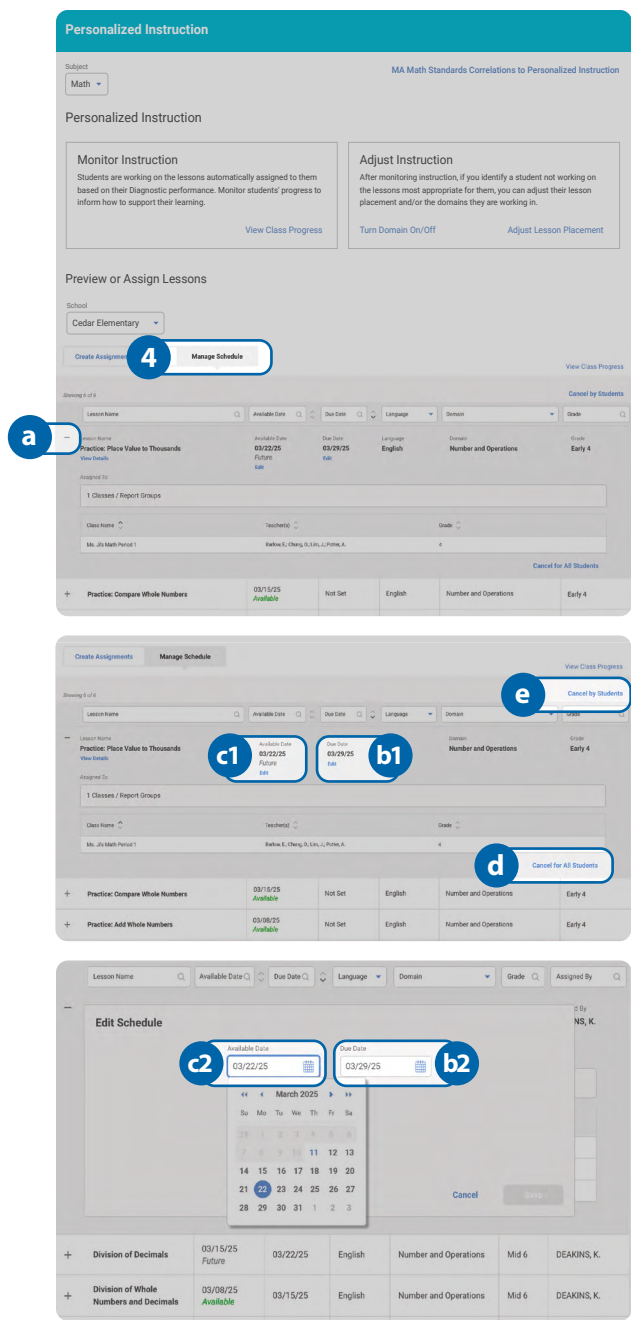
Notes:

Sign Up to Be Selected for a Focus Group!

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Our focus groups are:

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Attend from any location! All you need is a computer, internet, and a phone.

Short

Sessions typically last just one to two hours.

Paid Opportunities

Participants are compensated based on length of session.

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Sign up now, and we will contact you when we have an opportunity for you to participate. *Please note that signing up does not guarantee participation.*

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i-Ready.com/Support
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Customer Service
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