INTRODUCTION TO USING REPORTS IN I-READY

professional development



DIRECTIONS

Explore the slides.

Complete the Google Form.

Submit a claim form for one hour to your building principal.







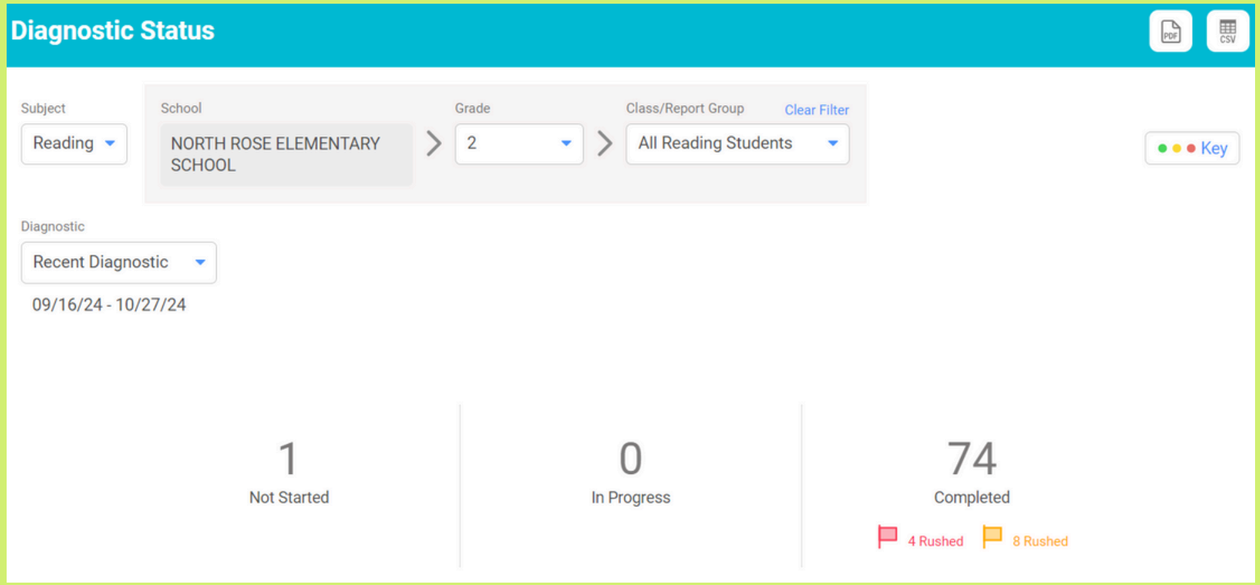


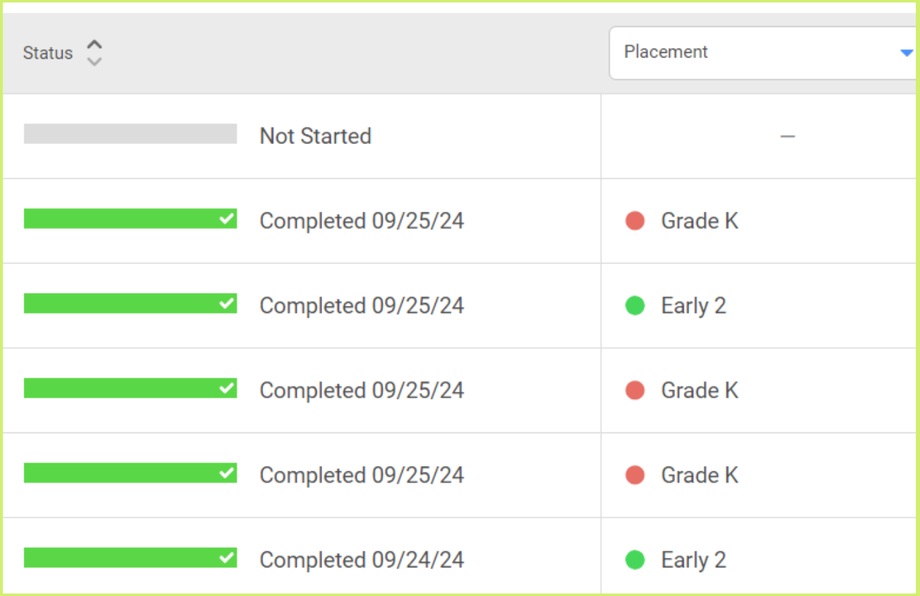
REPORTS

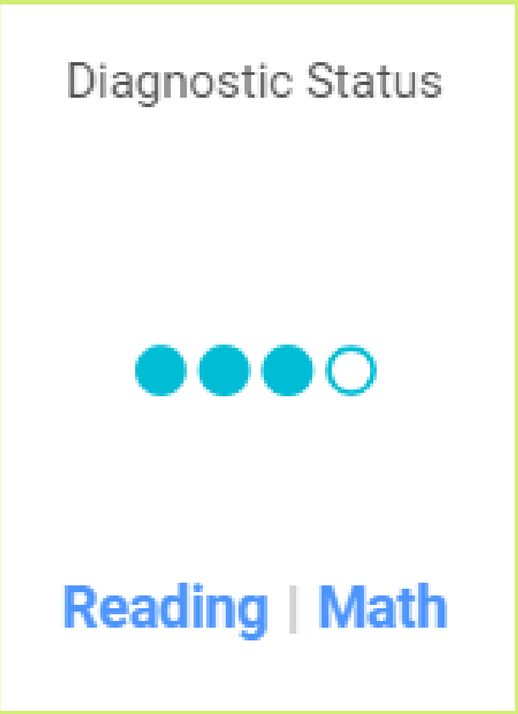


DEPENDING ON YOUR ROLE, YOU MAY HAVE ACCESS TO DIFFERENT REPORTS ON I-READY. REACH OUT IF YOU CANNOT FIND ANY OF THE REPORTS LISTED HERE AND WOULD LIKE TO FIND OUT MORE INFORMATION.

DIAGNOSTIC STATUS



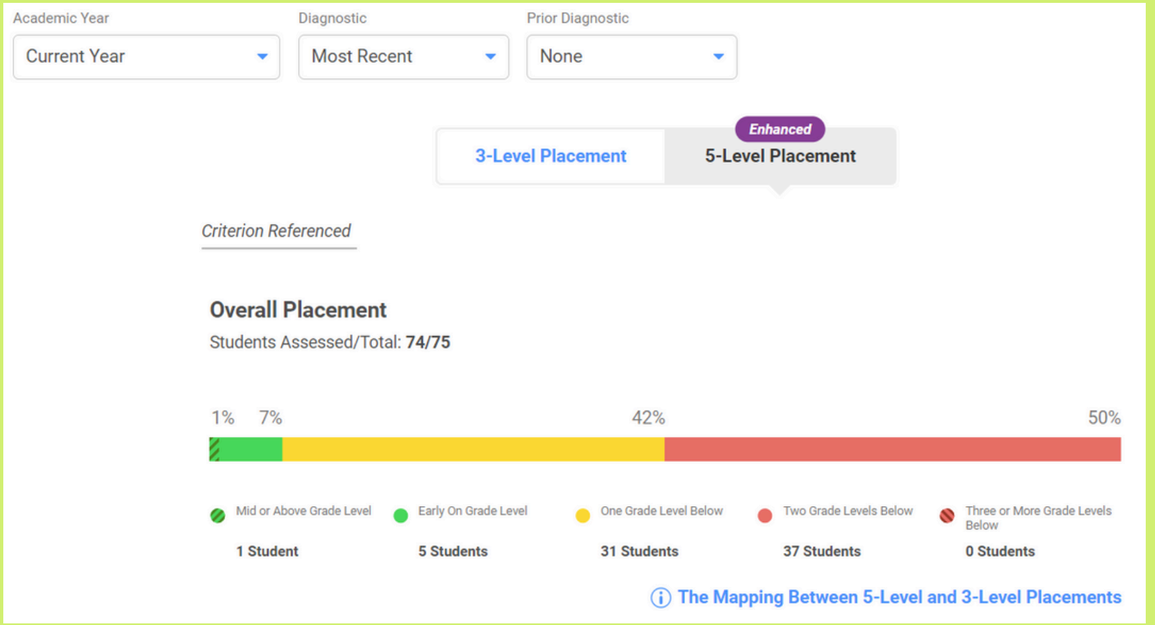




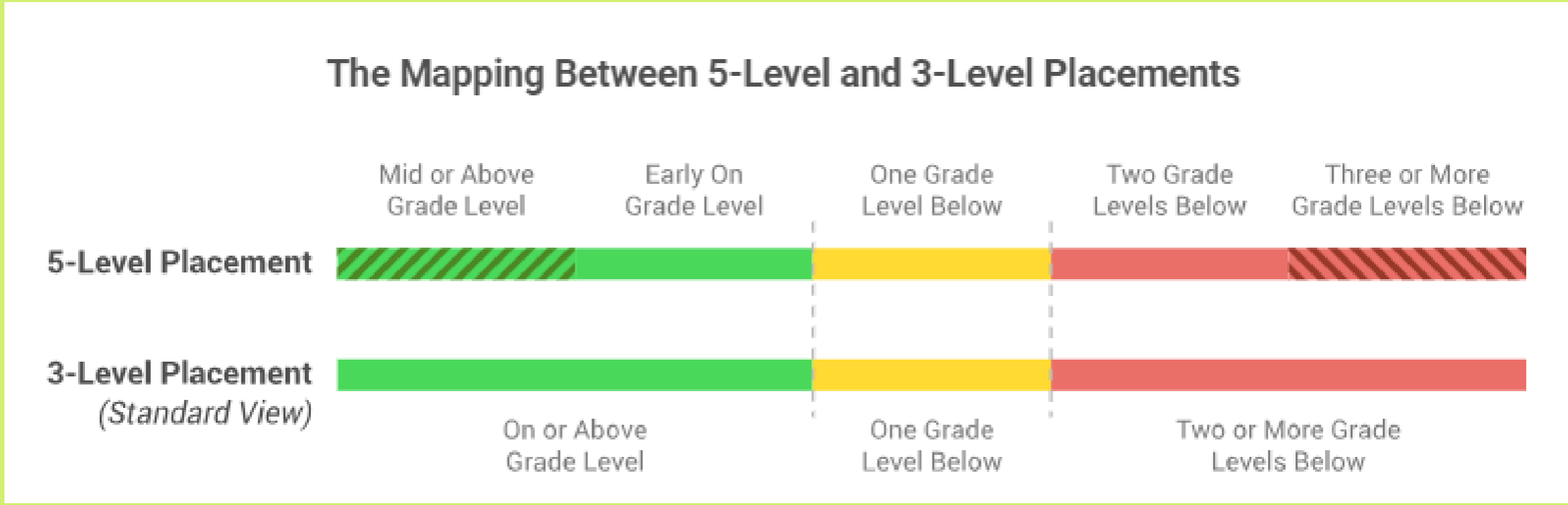
Monitor student progress while they take the diagnostic. You can see what percentage they are at while taking the test, flags, etc. Sort by placement, status, student name.

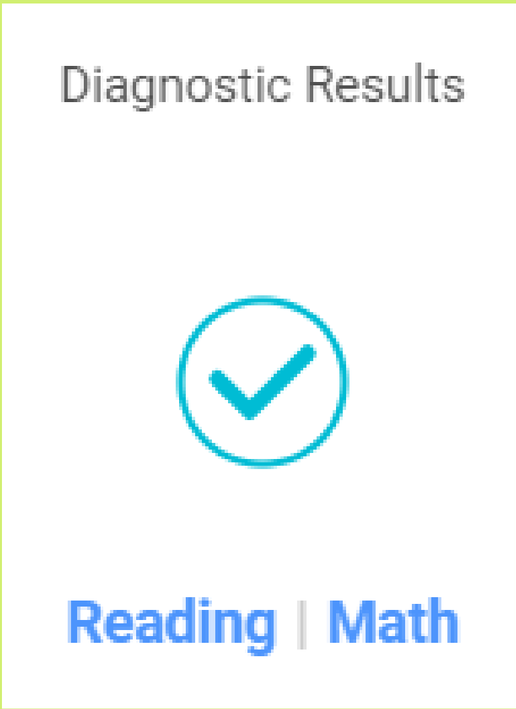
DIAGNOSTIC RESULTS

See results. Use a three-level or five-level placement.

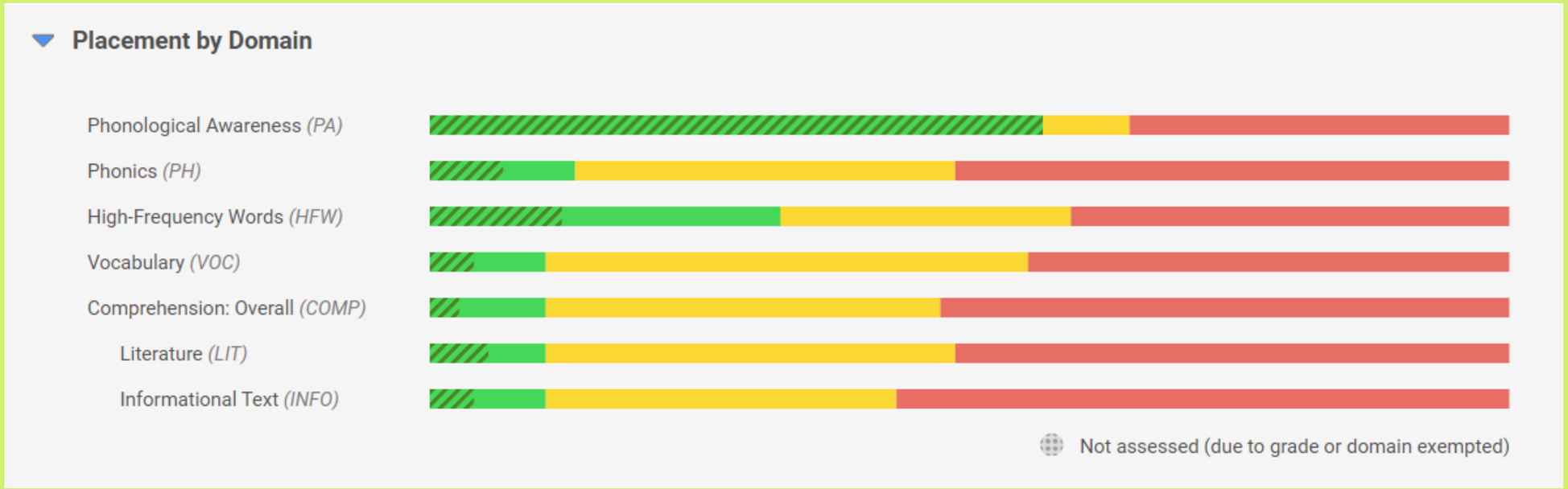








DIAGNOSTIC RESULTS







View placement by domain.



DIAGNOSTIC RESULTS





Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
	PA	PH	HFW	VOC	Show Comp: Overall ☑ ⓘ COMP	LIT	INFO	Typical Growth	Stretch Growth®
Early 2 (497)	Surpassed Level	Mid 2	Grade 2	Grade 1	Early 2	Mid 2	Early 2	29	43
Early 2 (491)	Surpassed Level	Late 2	Max Score	Early 2	Grade 1	Grade 1	Grade 1	29	43
Grade 1 (451)	Surpassed Level	Grade K	Grade 2	Grade 1	Grade 1	Early 2	Grade K	39	53
Grade 1 (448)	Surpassed Level	Grade 1	Grade 2	Grade 1	Grade 1	Grade 1	Grade K	39	53
Grade 1 (428)	Surpassed Level	Grade 1	Grade 1	Grade 1	Grade K	Grade K	Grade K	39	53



View your class. Each student has an overall placement, and then how they did in each area. Sort by student, placement, or placement by domain.

Use the dropdown menus to change what you are viewing: lexile levels, national norms, date, annual growth, etc. This is where you view typical growth and stretch growth.

INDIVIDUAL DIAGNOSTIC RESULTS





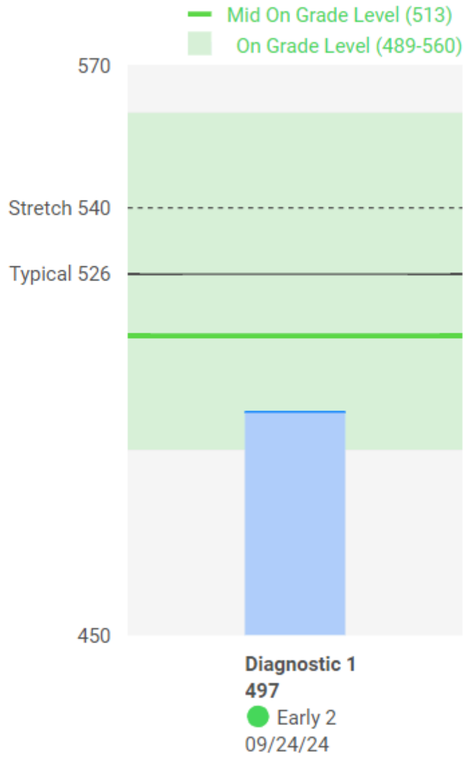
Diagnostic 1

Typical Growth

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

Stretch Growth®

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



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

Overall Reading	Early 2 (497) Standard Error +/- 10	
Domain	Placement	Can Do & Next Steps
Phonological Awareness*	Surpassed Level	
Phonics*	Mid 2	
High-Frequency Words*	Grade 2	
Vocabulary	Grade 1	
Comprehension: Overall	Early 2	
Literature	Mid 2	
Informational Text	Early 2	

Show Comprehension: Overall

* Foundational Domains



Click on a student name in the diagnostic report to find out more about individual performance.

Your Turn: Go explore the Diagnostic Results!

INDIVIDUAL DIAGNOSTIC RESULTS



National Norm Performance and Lexile® Framework for Reading Measure

National Norm:

79th Percentile

Lexile® Reading Measure:

545L

Lexile Range:

445L-595L

Understanding Lexile reading measures

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

How to use the Lexile Find a Book tool

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension		
				Comprehension: Overall	Literature	Informational Text
Surpassed Level	Mid 2 519	Grade 2 484	Grade 1 468	Early 2 507	Mid 2 518	Early 2 497



Click on a student name in the diagnostic report to find out more about individual performance.

There is a PDF button in the top right corner to download and print easily.

INDIVIDUAL DIAGNOSTIC RESULTS



Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension		
				Comprehension: Overall	Literature	Informational Text
Surpassed Level	Mid 2 519	Grade 2 484	Grade 1 468	Early 2 507	Mid 2 518	Early 2 497

Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. Dessa would likely benefit from instruction in more words, particularly vocabulary used in stories, content areas, and other school contexts. This child is also ready for instruction in compound words as well as practice with word categories and multiple-meaning words.

Can Do

Understand word relationships.

Recognize synonyms and antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.

Standards

Next Steps & Resources for Instruction

+ Provide instruction in general academic and domain-specific vocabulary. Use read-alou
+ Continue to explore word relationships.
+ Teach compound words.

Next Steps & Resources for Instruction

+ Provide instruction in general academic and domain-specific vocabulary. Use read-alouds to build the voca...
+ Continue to explore word relationships.
− Teach compound words.

Teach compound words.

- Explain that a compound word is made up of two smaller words joined together, such as *baseball, inside, outdoors.*
- Emphasize that knowing the meanings of the two smaller words can help you figure out the meaning of the whole word.
- Display this sentence: *Lee jumps rope outside.*
- Underline *outside* and say, "Listen and watch as I read the word parts: *out side.*"
- Ask: "What two smaller words make up this word?" (*out* and *side*) "What does this word mean in the sentence?" ("not inside")
- Follow the same procedure with other compound words such as *bedroom, drumstick, doghouse.*

Tools For Instruction

Prefixes pre-, un-, re-
Suffixes -ful and -less
Compound Words



At the bottom of the individual report, you will be able to click on each domain and find next steps, instructional ideas to support that student, resources to use, and more.

INSTRUCTIONAL GROUPINGS





THIS REPORT GROUPS STUDENTS BASED ON THE DIAGNOSTIC REPORT, INTO INSTRUCTIONAL GROUPINGS. IT CAN BE HELPFUL FOR INTERVENTIONISTS FOR DETERMINING WHICH STUDENTS MAY RECEIVE AN INTERVENTION, OR CLASSROOM TEACHERS FOR SMALL GROUP INSTRUCTION.

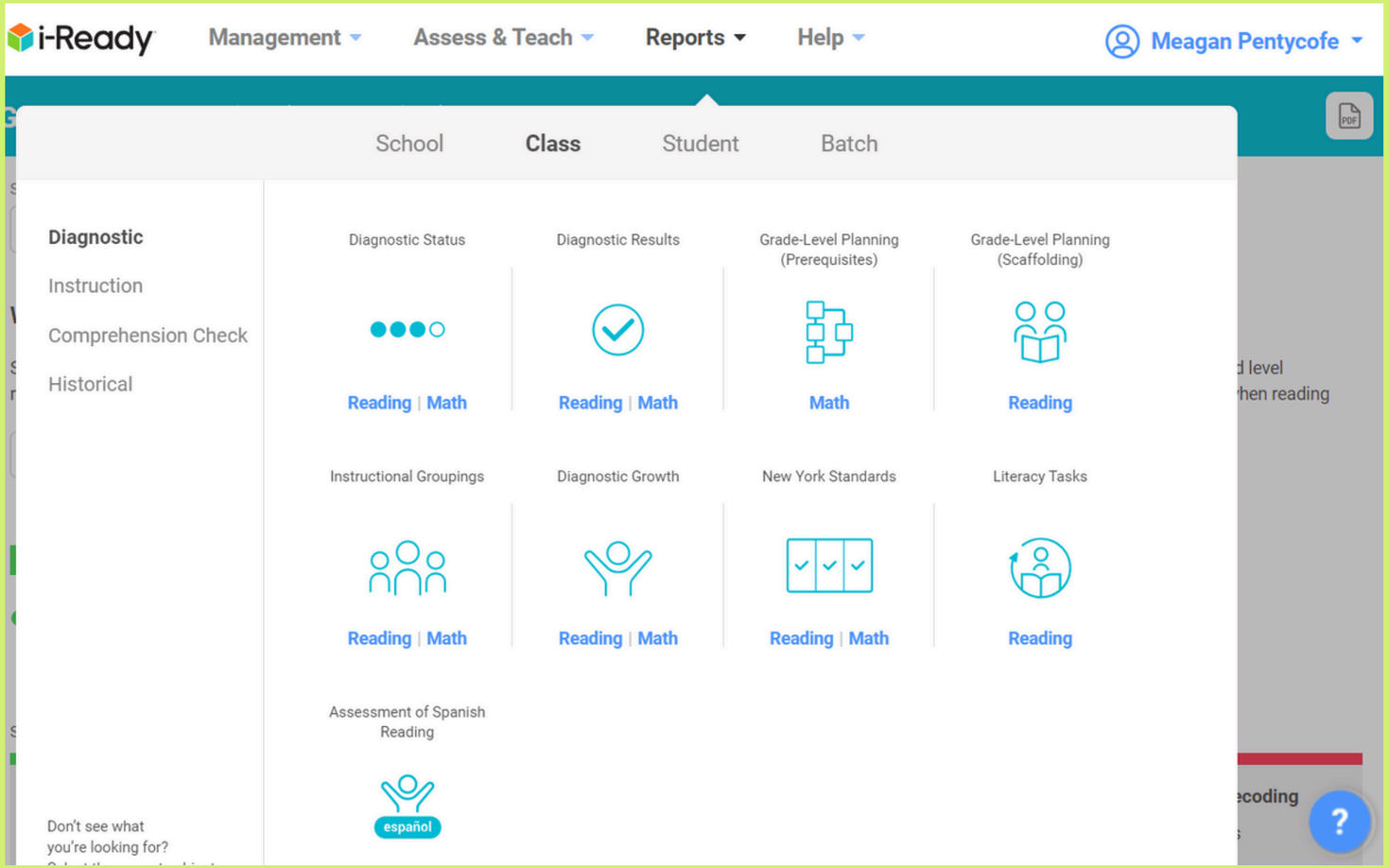




Your Turn: Go explore the Instructional Groupings!

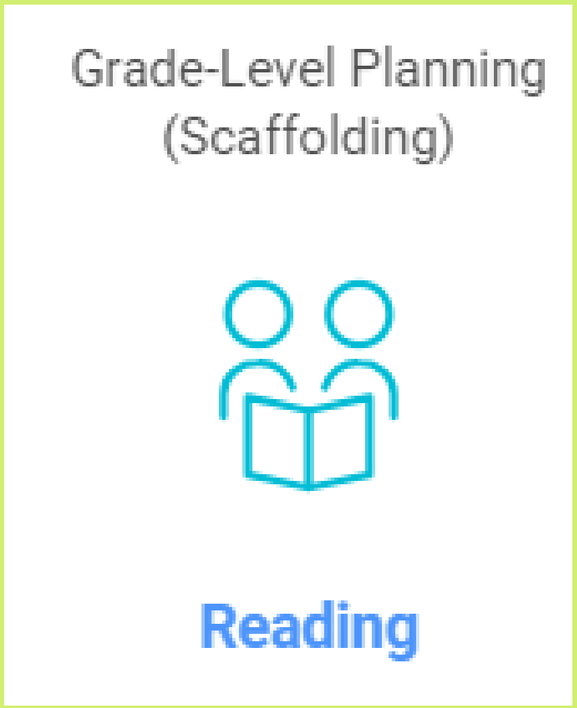
GRADE-LEVEL REPORTS





Under reports, go to Class and Grade Level Planning. There are both Scaffolding reports for Reading and Pre-requisite reports for math.

SCAFFOLDING REPORT



The grade-level planning reports come in two versions. One is specifically for Reading, and is also called a scaffolding report. This gives teachers ideas for reading buddies, grouping students based on specific skills that you can choose, and gives you some great ideas for small group instruction. All of the links are PDFs and are small group lessons.



SCAFFOLDING REPORT

In this report, you choose a skill, like Elements of a Poem. Your students will be grouped into categories - Ready to Go, Additional Support, In-Depth Support, and Needs Support Decoding. There will be a list of students in each group, and additional resources you can use right away. There are even Reading Buddies prepped for your class.

When you're teaching a new skill...

Select a skill to see readiness data, groupings, and instructional recommendations.

Elements of a Poem (Lit)

8 1 10

Ready to Go | Additional Support | In-Depth Support | Needs Support Decoding | No Diagnostic

When your class is reading a text...

Select All Reading Buddies to see research-based, mixed level pairings that will provide just the right level of support when reading a text.

Paired Reading	Teacher Support
9 Students	10 Students

All Reading Buddies

Students Grouped/Total: **19/19** (No Diagnostic: 0)

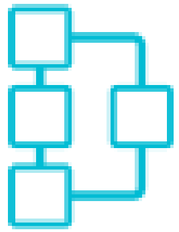
Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
8 Students	0 Students	1 Student	10 Students
Students are ready to analyze elements of poetry.	Students may need support recognizing structural elements of poetry.	Students may need support understanding the meaning of a poem.	Students need explicit instruction on decoding in addition to their comprehension instruction.
Ready to Go	Tools for Scaffolding Comprehension: Describe the Structural Elements of a Poem Teacher - Use Scaffold B Student - Use Scaffold B	Tools for Scaffolding Comprehension: Describe the Structural Elements of a Poem Teacher - Use Scaffold A Student - Use Scaffold A	Long-Vowel Words with Final e Consider using a phonics intervention program such as *Phonics for Reading*.



Your Turn: Go explore the Scaffolding Reports!

PREREQUISITE REPORT

Grade-Level Planning
(Prerequisites)



Math

The grade-level planning reports come in two versions. One is specifically for Math, and is also called a prerequisite report. This gives teachers information connected to the i-Ready classroom teaching. You look at specific units, topics, and skills. Kids are then grouped into the color groups that i-Ready uses and then gives ideas for future instruction.



PREREQUISITE REPORT



Know the Math: iReady Classroom Mathematics
Unit Overview

Major themes of unit

Unit 1: Whole Numbers: Place Value, Comparison, Addition, and Subtraction

In Lessons 1-5 of this unit, students build on their understanding of place value, rounding, and addition and subtraction of three-digit numbers. They explore place value to the hundred-thou...

+ Show More

Unit Flow and Progression

Learning Progression

Identify Class Prerequisites Needs

1 | 3 | 5 | 10

Group A | Group B | Group C | Group D

Unit Group A
Understand Grouping
1 Student

Unit Group B
Understand Grouping
2 Students

Unit Group C
Understand Grouping
5 Students

Unit Group D
Understand Grouping
10 Students

Maximize Whole Class Instruction

Focus on grade-level instruction using On-the-Spot Teaching Tips or recommended resources to integrate the Priority Prerequisite Skill. As necessary, use small group instruction to address the prerequisite skills for the upcoming lessons.

Unit and Lesson Support (On-the-Spot Teaching Tips)

Yearly Pacing for Prerequisites

Prerequisite Skills for Upcoming Instruction

As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

Key

Lesson 1: Understand Place Value
Lesson 2: Compare Whole Numbers
Lesson 3: Round Whole Numbers

Round to the nearest ten or hundred
(Prerequisite Skill)

1 | 3 | 5 | 10
Group A | Group B | Group C | Group D

View Resources

Lesson 4: Add Whole Numbers

Add within 1,000
(Priority Prerequisite Skill)

1 | 3 | 5 | 10
Group A | Group B | Group C | Group D

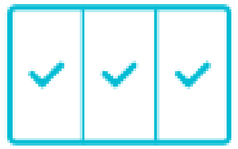
View Resources



Your Turn: Go explore the Prerequisite Reports!

STANDARDS REPORT

New York Standards



Reading | Math

Students Assessed/Total: **20/20**

New York State Next Generation English Language Arts Learning Standard

Grade(s) of Standards: Grade 2 to Grade 2

Switch Table View: Skill Summary

Showing 42 of 42

Standard Code	Standard Description	✓	✓	✗
2R1	Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI and RL)	–	3	17
2R1	. . . [A]nswer questions to demonstrate an understanding of key ideas and details in a text. (. . . RL)	2	0	18
2R1	. . . [A]nswer questions to demonstrate an understanding of key ideas and details in a text. (RI . . .)	0	1	19
2R2	Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI and RL)	–	2	18
2R2	. . . [R]etell . . . a text; summarize . . . a text. (. . . RL)	1	0	19
2R2	. . . [R]etell key details in a text; summarize portions of a text. (RI . . .)	0	0	20

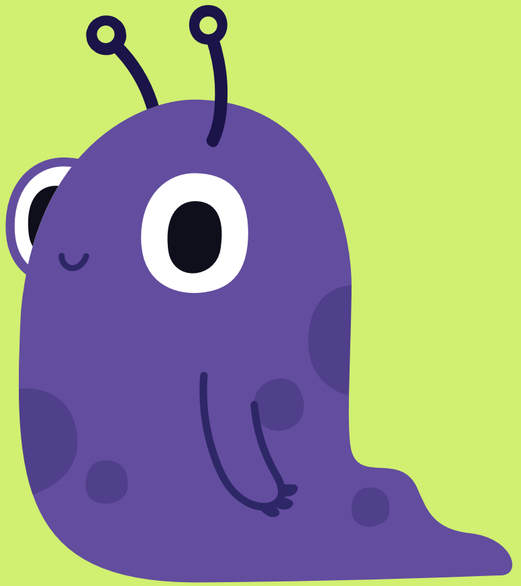


YOU CAN VIEW THE STANDARDS AND SEE WHICH STUDENTS DID WELL OR MAY NEED MORE SUPPORT. LOOK AT YOUR CLASS TO SEE WHICH STANDARDS THE GROUP PERFORMED WELL ON OR WHICH STANDARDS THE ENTIRE GROUP MAY REQUIRE ADDITIONAL TEACHING. BE SURE TO CLICK ONTHE STANDARD LISTED IN BLUE ON THE LEFT TO SEE STUDENT NAMES.

Your Turn: Go explore the Standards Report!

GROWTH REPORT





REVISIT THIS REPORT AFTER THE SECOND DIAGNOSTIC TO SEE HOW YOUR STUDENTS HAVE GROWN FROM THE FIRST DIAGNOSTIC TO THE SECOND DIAGNOSTIC.



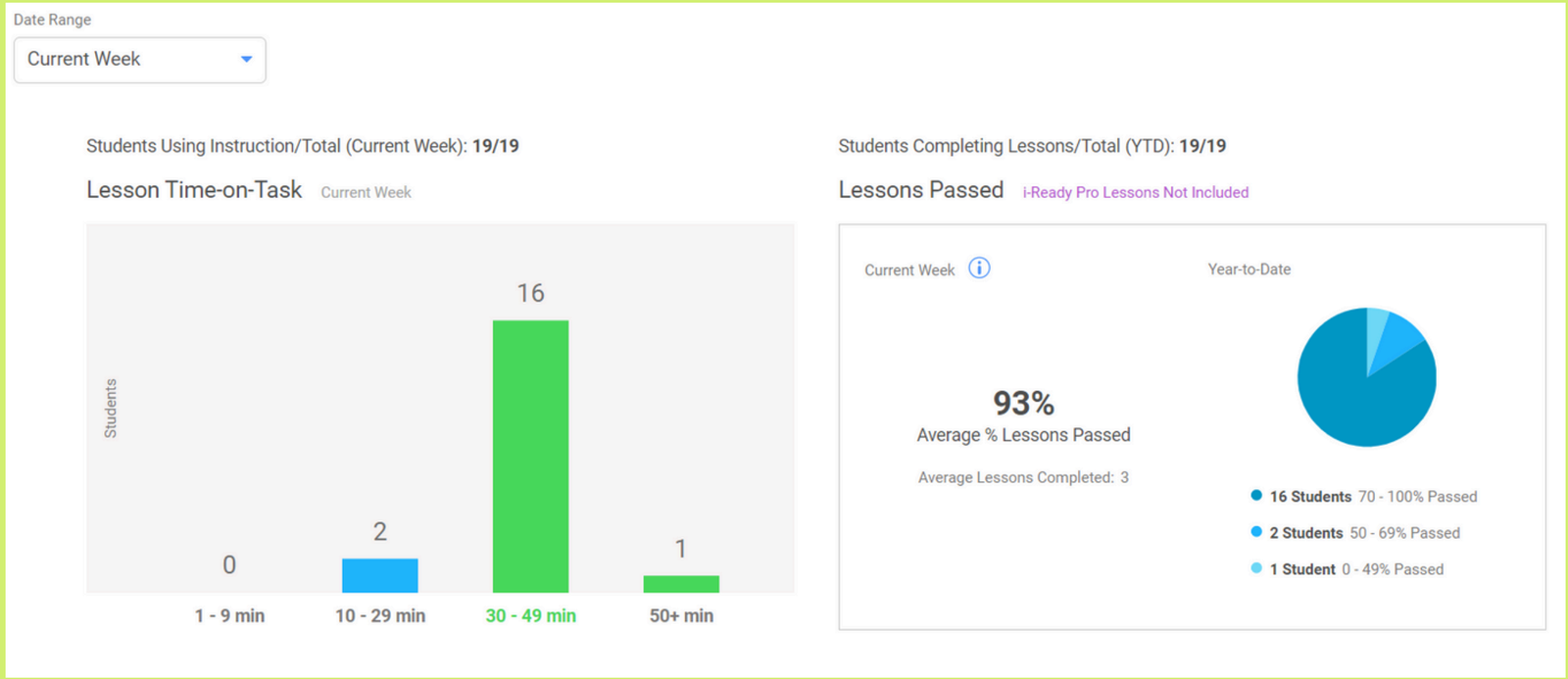


Diagnostic Growth

Reading | Math

PERSONALIZED INSTRUCTION SUMMARY

CHANGE THE CURRENT WEEK, SEE THE TIME ON TASK, AND LESSONS PASSED. CLICK ON THE STUDENT NAME FOR MORE SPECIFIC INFORMATION.





Lesson Time-on-Task	i-Ready Pro Lessons Not Included					
	In Progress	Lessons Passed (Current Week)			Lessons Passed (YTD)	
		Passed	Completed	% Passed	Passed/Completed	
36m	1	3	3	**100%**	3/3	**100%**
35m	1	2	3	**67%**	2/4	**50%**
57m	1	5	5	**100%**	6/6	**100%**

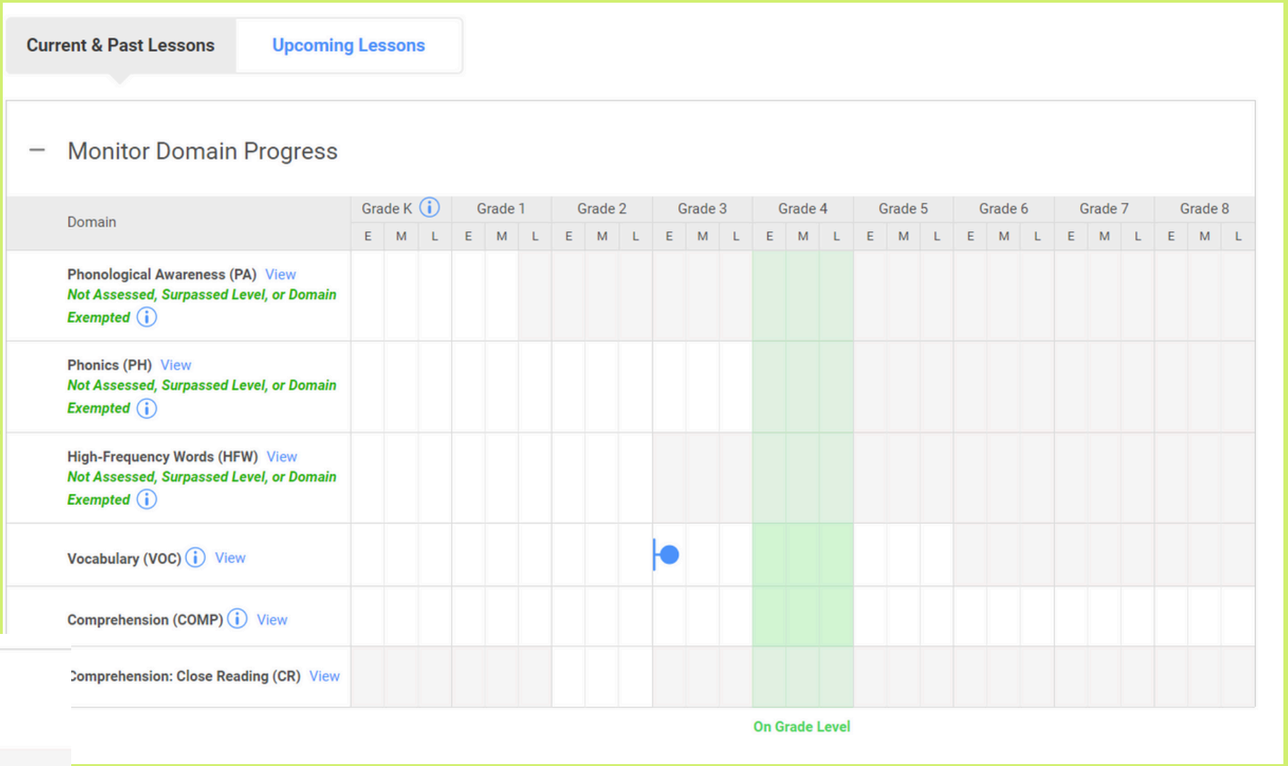
Personalized Instruction Summary

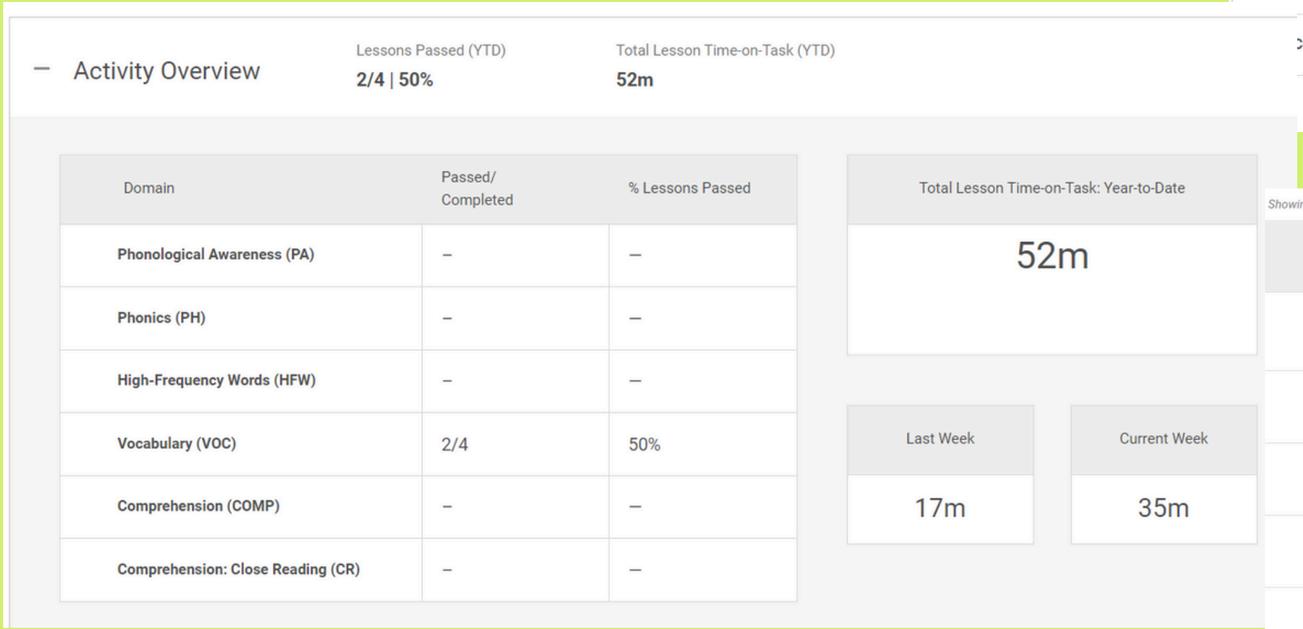


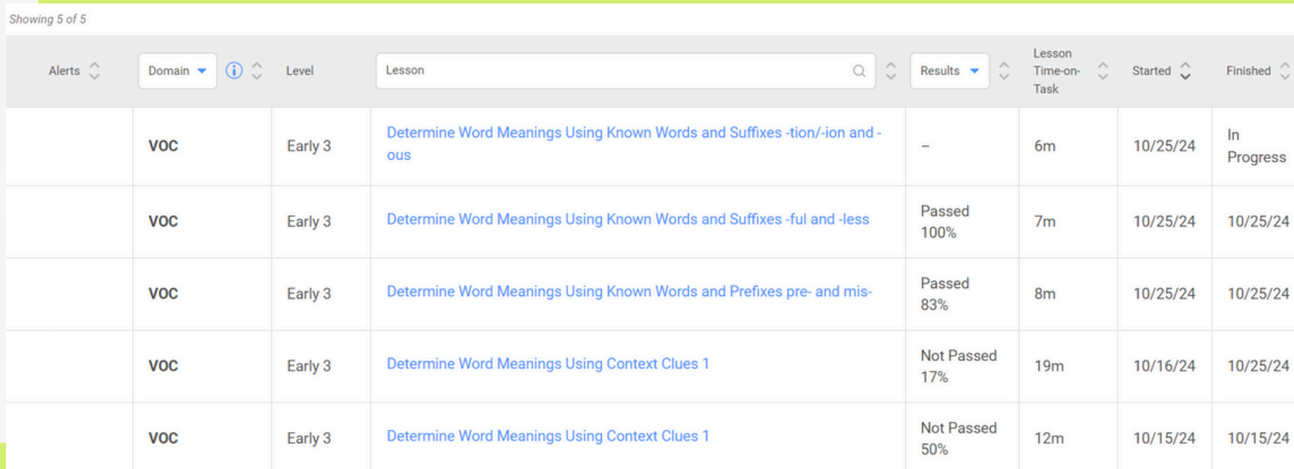
Reading | **Math**

PERSONALIZED INSTRUCTION SUMMARY

YOU CAN VIEW LESSONS, QUIZZES, AND INSTRUCTION HERE, AS WELL AS PROGRESS, LESSONS PASSED/FAILED, AND DOMAINS THAT HAVE BEEN SHUT OFF. WATCH FOR WARNINGS OR DOMAIN SHUT OFFS. YOU WILL NEED TO MANUALLY TURN THEM BACK ON AFTER A DATA CHAT WITH STUDENTS.





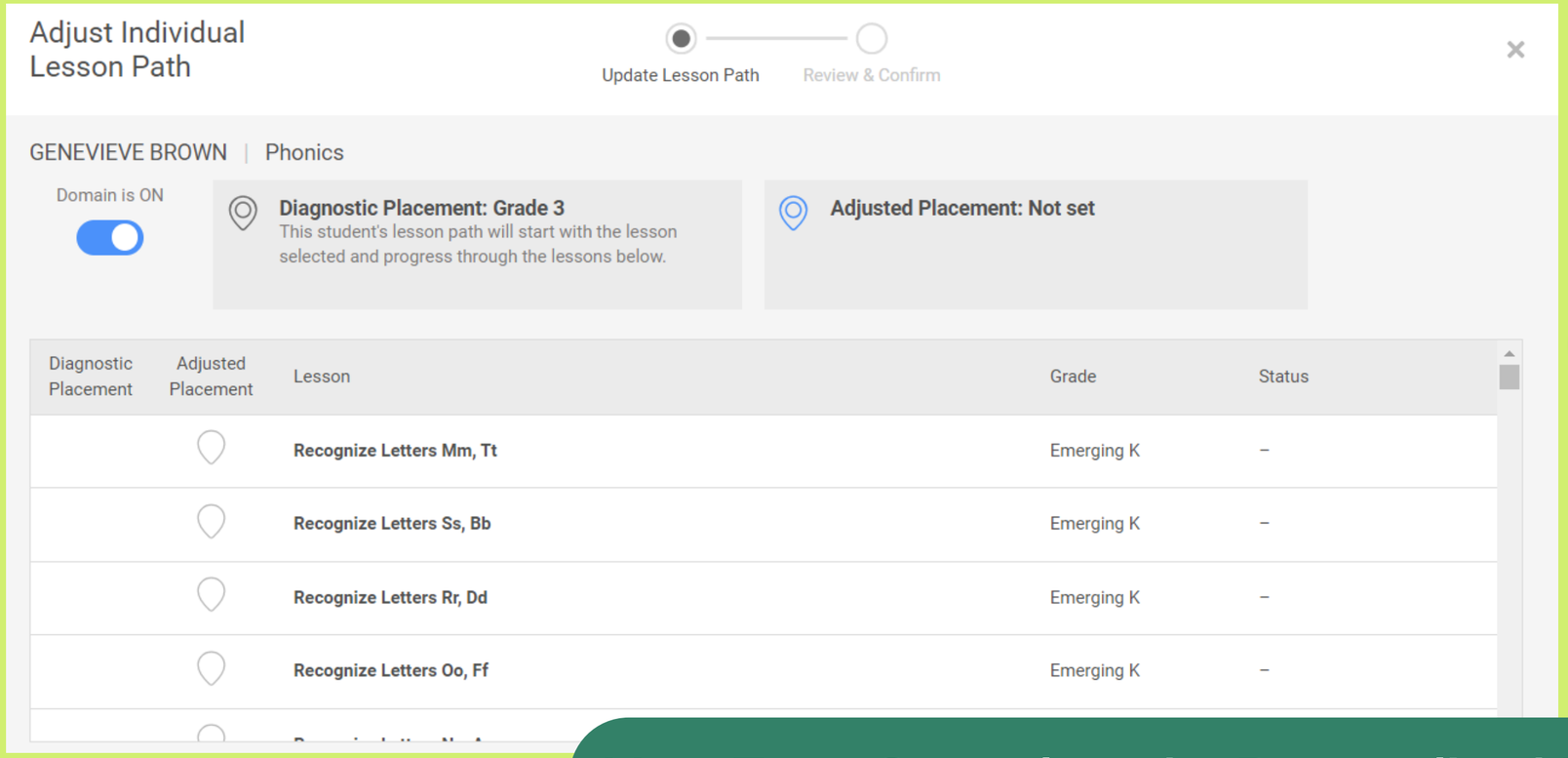


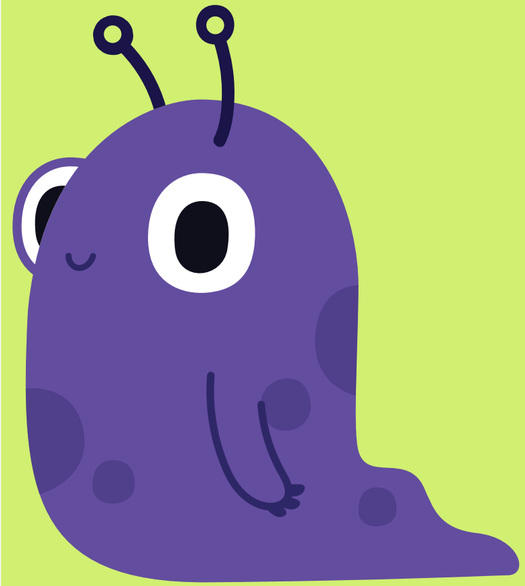
PERSONALIZED INSTRUCTION SUMMARY

CHANGE THE PATHWAY FOR STUDENTS IF THEY DID NOT PERFORM APPROPRIATELY ON THEIR DIAGNOSTIC.

CLICK ON “VIEW” UNDER “MONITOR DOMAIN PROGRESS” TO MANUALLY CHANGE THE PATHWAY. CHOOSE WHICH LESSON YOU WOULD LIKE TO MOVE THAT STUDENT TO.







Your Turn: Go explore the Personalized Learning Summary!

CONCLUSION



PLEASE TAKE THE REMAINING TIME TO EXPLORE I-READY.

FIND WHERE TO FIND THESE REPORTS AND BEGIN TO THINK ABOUT HOW THEY WILL BE USEFUL TO YOU AND YOUR INSTRUCTION.

GET COMFORTABLE WITH I-READY'S LAYOUT, THE WEBSITE, HOW TO QUICKLY AND EASILY FIND REPORTS, AND MORE!

THERE ARE MORE REPORTS, WAYS TO GATHER DATA, AND IDEAS FOR SHARING WITH FAMILIES THAT WE CAN CONTINUE TO EXPLORE AS THE YEAR CONTINUES, AS WELL!



COMPLETE THE

GOOGLE FORM





