



Using *i-Ready* to Support MTSS

Curriculum Associates Guidance Brief | May 2026

Guidance Overview

The American Institutes for Research® (AIR) defines a multi-tiered system of supports (MTSS) as “a proactive and preventative framework that integrates data and instruction to maximize student achievement from a strengths-based perspective.”

i-Ready can be used to support MTSS by providing insights to assist educators when screening, delivering targeted instruction, and monitoring progress of students. Additionally, *i-Ready* received [high ratings in reading and mathematics](#) from the National Center on Intensive Intervention (NCII), a nationally recognized technical assistance center that is managed by AIR, in all three categories NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

This document and the [i-Ready Intervention Resource Hub](#) have been developed to outline considerations of how *i-Ready*'s suite of assessments and connected instructional resources can be used to support a tiered instructional framework. Considerations provided are not intended to supersede any state or local policy regarding tiered instruction.

Useful Document Shortcuts

[Guidance Summary](#)

[Component 1: Universal Screening](#)

[Component 2: Multi-Level Prevention](#)

[Component 3: Progress Monitoring](#)

[Component 4: Data-Based Decision Making \(DBDM\)](#)

[Implementing a Tiered Instructional Framework](#)



American Institutes for Research® is a registered trademark of the American Institutes for Research.



i-Ready and the Four Components of Academic Intervention

This guidance document outlines how *i-Ready*'s suite of assessments and connected instructional resources can be used to support the major elements of MTSS for academic intervention, commonly known as response to intervention. *i-Ready* integrates the different elements of academic intervention into one dashboard to support student outcomes. AIR identifies MTSS's four major components as:

- Screening
- Multi-level prevention system
- Progress monitoring
- DBDM

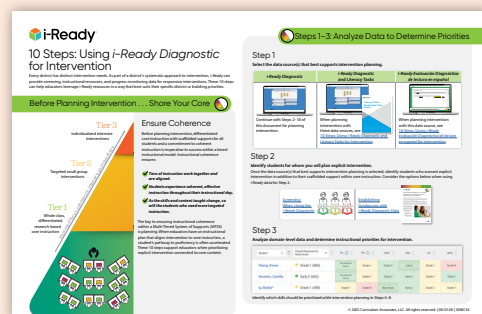
Component 1: Universal Screening

i-Ready [meets NCII's rigorous technical standards](#) as an academic screener and provides teachers with immediately available, easy-to-read reports to help educators identify students who may warrant support for academic risk within a tiered framework.

When using *i-Ready* for universal screening, educators have a clear understanding of a student's strengths. This asset-based approach is critical when planning tiered instruction to support grade-level core instruction for all. Administrators can use grade-, building-, and district-level reports to identify key learning priorities.

For detailed considerations and guidance to support universal screening with *i-Ready*, reference [Identifying Tiered Support: Using *i-Ready* Data to Support Decision Making](#). Additionally, [Establishing Guideposts with *i-Ready Inform*](#)^{™*} provides considerations for using norm- and criterion-referenced data within a decision-making process. Educators may also access the [State Use Library](#) for additional guidance when using *i-Ready Assessment* to meet any state screening requirements.

i-Ready Assessment provides educators with actionable assessment data that informs instruction. [10 Steps: Using *i-Ready* for Intervention](#) supports educators when using *i-Ready* to support academic intervention planning within an MTSS framework. Steps 1, 2, and 3 of the 10 steps provide step-by-step guidance for universal screening.

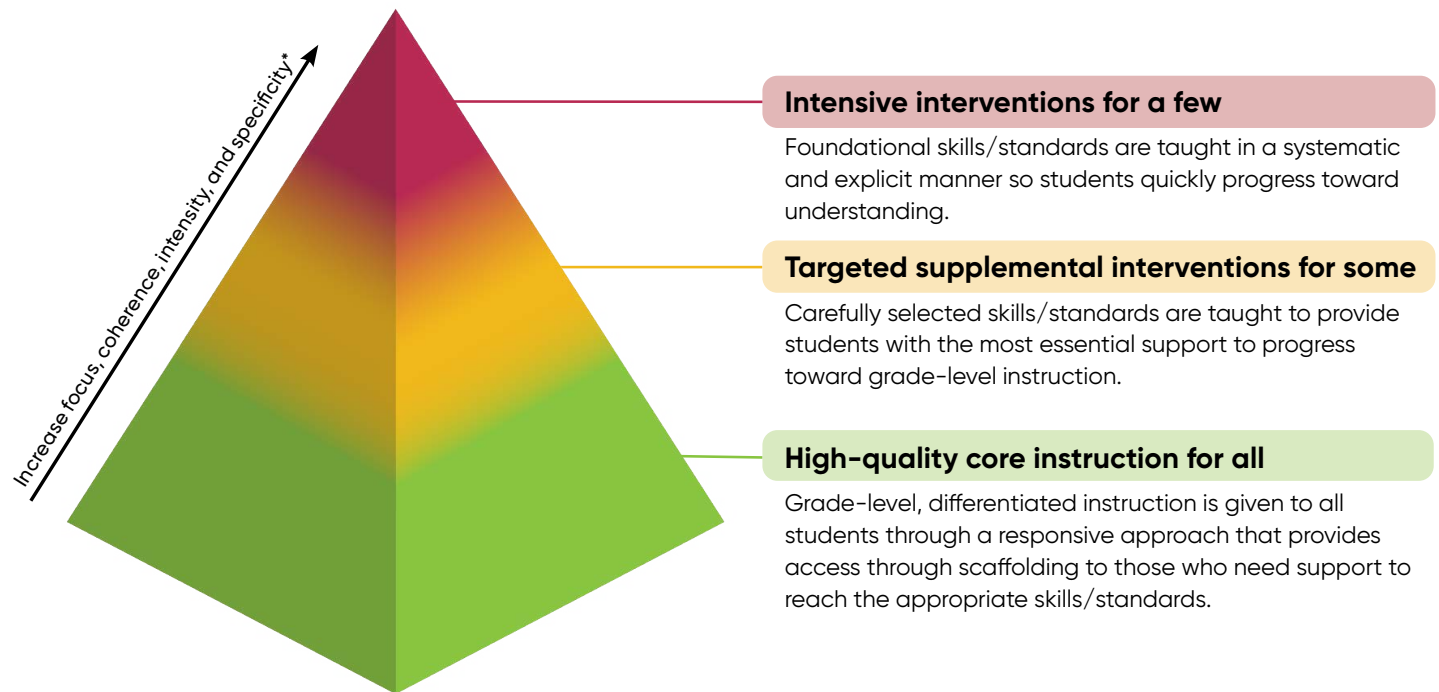




Component 2: Multi-Level Prevention

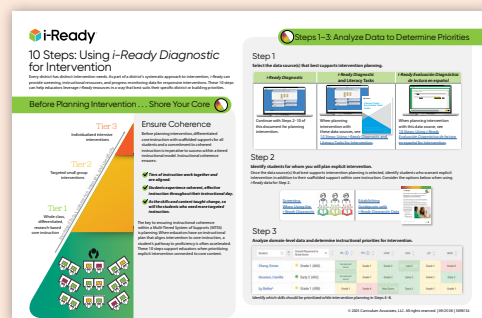
The purpose of tiered instruction is to provide a continuum of preventative supports, including the most impactful intervention: high-quality, differentiated, core instruction. Because some students need supplemental or intensive supports to access grade-level core instruction, a framework of instruction is often organized and operationalized across three tiers, as illustrated in Figure 1 below.

Figure 1: Example of a Multi-Level Prevention System:
Implementation Considerations



*Tiered instruction applies to all students, including those with documented needs like multilingual learners, students with disabilities, and students in gifted and talented programs.

i-Ready Assessment provides educators with actionable assessment data that informs instruction. [10 Steps: Using *i-Ready* for Intervention](#) supports educators when using *i-Ready* to support academic intervention planning within an MTSS framework. Steps 4–8 of the 10 steps provide step-by-step guidance for intervention planning as part of a multi-level prevention implementation.



[10 Steps: Using *i-Ready* for Intervention](#) provides educators with step-by-step guidance when leveraging *i-Ready Assessment* within a multi-level prevention implementation framework. [Using *i-Ready* Resources to Support the Creation of an Intervention Plan](#) offers one example of how resources can be embedded into a weekly intervention calendar.



Additionally, [Putting the “Response” Back in Response to Intervention](#) offers insights into how *i-Ready* data can strengthen core intervention by supplying teachers and students with supplemental resources that can address prerequisite skills needed for grade-level core instruction.

Component 3: Progress Monitoring

i-Ready's approach to progress monitoring is grounded in four key beliefs:

- Assess Purposefully: Avoid over-assessment.
- Prioritize the Skills: Monitor the things that matter most.
- Incorporate into Instruction: When possible, include progress monitoring as part of instruction.
- Utilize the Data: Routinely modify instruction and student placement decisions based on the data.

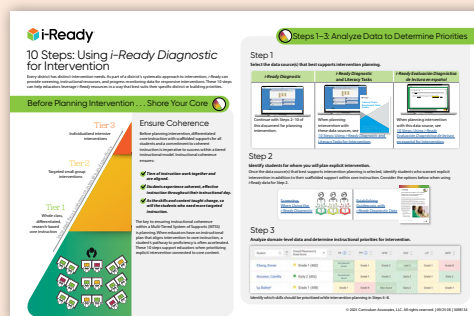
The *i-Ready Assessment* suite enables educators to monitor learning outcomes and growth with technology-enhanced tools to support decision making. Options for monitoring student progress can be separated into two categories: formal and informal.

Formal progress monitoring measures monitor change over time and inform educators if students are benefiting from tiered instruction. The measures involve a more standardized process with valid and reliable tools used to collect data at more regular intervals to inform decisions about student responsiveness to instruction or intervention.

Informal progress monitoring measures provide educators with data to determine if students are positively responding to instruction or intervention at frequent intervals as part of regular instruction. These measures include ongoing informal data collection that teachers use throughout instruction for all students. It might include quizzes, checks for understanding, and other similar questioning strategies to inform real-time instructional decisions.

For an overview of informal and formal progress monitoring considerations when using *i-Ready*, please reference [Options for Monitoring Student Progress with *i-Ready Assessment*](#).

i-Ready Assessment provides educators with actionable assessment data that informs instruction. [10 Steps: Using *i-Ready* for Intervention](#) supports educators when using *i-Ready* to support academic intervention planning within an MTSS framework. **Step 9** of the 10 steps provides step-by-step guidance for monitoring student progress.





Component 4: DBDM

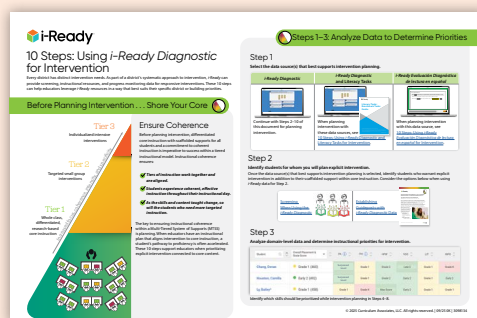
Data-based decision making is the process of using all available data within a tiered instructional implementation to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and allocation of resources.

i-Ready Assessment provides actionable data that informs instruction, so educators can accurately identify trends, patterns, and areas for improvement. Instead of using a single cut score, Curriculum Associates recommends looking at multiple data points to best understand student need.

Because *i-Ready* provides a variety of data, including overall score, percentile data, and domain-level placement data for each student, educators get a more holistic, nuanced view of student need compared to reliance on a single data point for decisions relating to tiered instruction.

For considerations of how to use *i-Ready* data when responding to intervention data, educators can reference [Responding to Intervention When Using i-Ready Data](#).

i-Ready Assessment provides educators with actionable assessment data that informs instruction. [10 Steps: Using i-Ready for Intervention](#) supports educators when using *i-Ready* to support academic intervention planning within an MTSS framework. Step 10 of the 10 steps provides step-by-step guidance for responding to student progress.



High Ratings from NCII

i-Ready received [high ratings in reading and mathematics from NCII](#) in all three categories NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention. These ratings signify that *i-Ready* can be used to identify students who may be at risk of poor academic outcomes, monitor students' academic progress, and serve as an academic intervention program that addresses students' specific needs.



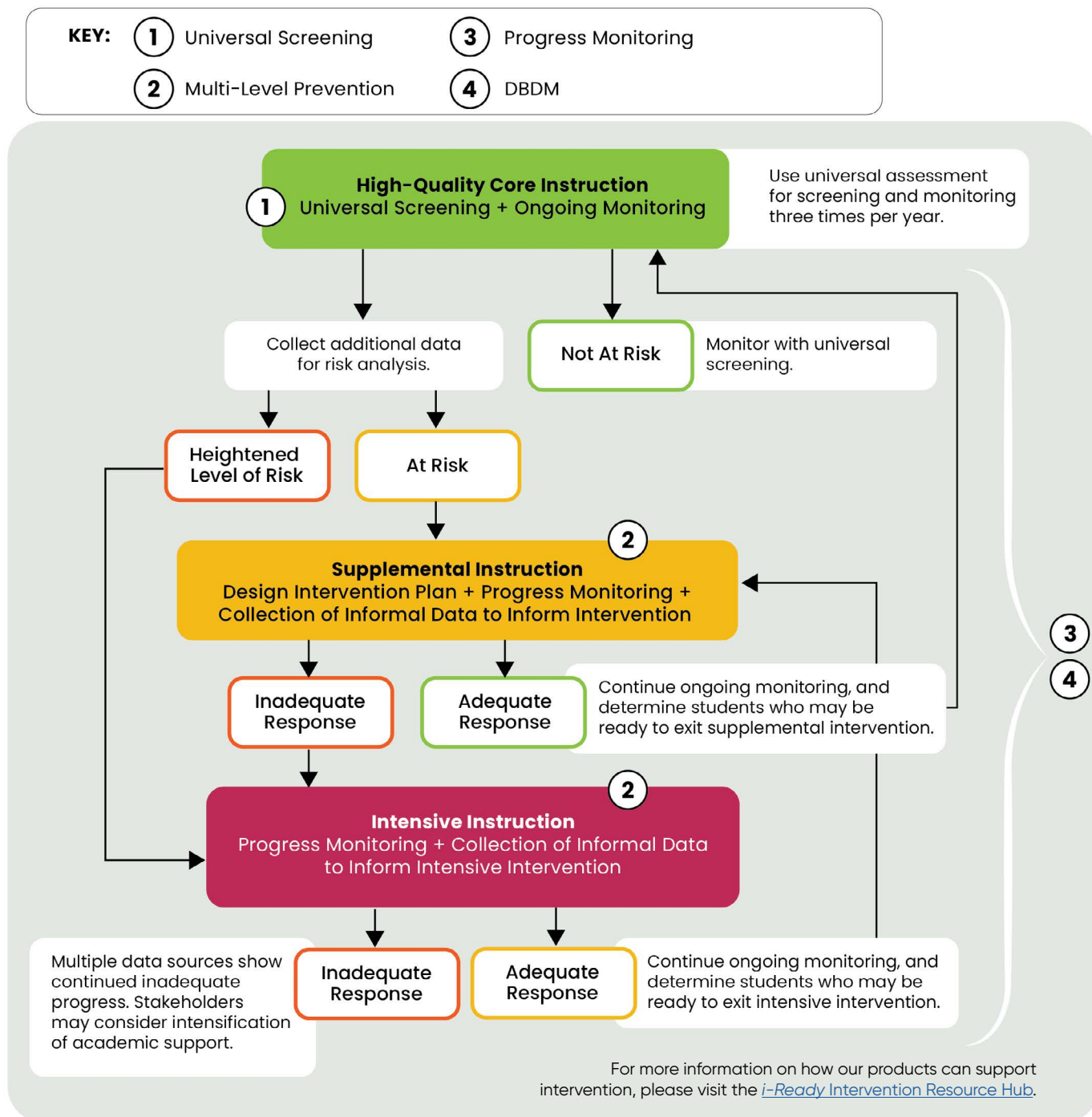
Implementing a Tiered Instructional Framework



The flowchart below (Figure 2) illustrates how universal screening provides data to inform risk evaluations for tiered, preventative instructional support. These supports are organized and operationalized within three tiers, as illustrated in [Figure 1](#). The numbered components indicate elements that are supported by *i-Ready*.

Educators can access the [MTSS Toolkit by i-Ready](#) or visit the [i-Ready MTSS Resource Hub](#) for full guidance and considerations of how *i-Ready* can support tiered instruction.

Figure 2: Example of Tiered Academic Intervention and Screening Process





Resources That Informed This Paper

American Institutes for Research. (2023). *Center on multi-tiered system of supports*. AIR.
<https://mtss4success.org>

Brown-Chidsey, R., & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. Guilford Press.

National Center on Intensive Intervention. (2025). *Tools chart overview*. NCII.
<https://intensiveintervention.org/tools-charts/overview>

Sain, J. (2024). *Using assessment data to supercharge academic intervention*. Curriculum Associates.
<https://cdn.bfldr.com/LS6J0F7/at/m4sgfjpxbh5ttpngpzrk/iready-assessmentsupercharge-your-intervention-paper.pdf>